

Abby Kelley Foster Charter Public School

2021-2022

Annual Report

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Dear Parents and Guardians:

The Annual Report is an important document, detailing the organizational structure, academic plans, and student data of the Abby Kelley Foster Charter Public School. If you or your student require the services of a translator or school documents to be translated please email Amelie Cabral, ESL Director at acabral@akfcs.org to arrange for services.

Estimados padres y tutores:

El Informe anual es un documento importante que detalla la estructura organizativa, los planes académicos y los datos de los estudiantes de la Escuela pública autónoma Abby Kelley Foster. Si usted o su estudiante requieren los servicios de un traductor o documentos escolares para traducir, por favor envíe un correo electrónico a Amelie Cabral, directora de ESL en acabral@akfcs.org para organizar los servicios.

Prezados Pais e Responsáveis:

O Relatório Anual é um documento importante que detalha a estrutura organizacional, os planos acadêmicos e os dados dos alunos da Abby Kelley Foster Public Charter School. Se você ou seu aluno precisar dos serviços de um tradutor ou de documentos escolares para traduzir, por favor e-mail Amelie Cabral, Diretora de ESL em acabral@akfcs.org para organizar os serviços.

Drodzy Rodzice i Opiekunowie:

Raport Roczny jest ważnym dokumentem, który szczegółowo opisuje strukturę organizacyjną, plany akademickie i dane uczniów Społecznej Szkoły Publicznej Abby Kelley Foster. Jeśli Ty lub Twój uczeń potrzebujecie usług tłumacza lub przetłumaczenia dokumentów szkolnych, proszę email Amelie Cabral, Dyrektor ESL at acabral@akfcs.org zorganizować usługi.

Chè Paran ak Responsab yo:

Rapò Anyèl la se yon dokiman enpòtan, ki bay detay estrikti òganizasyonèl, plan akademik yo, ak done elèv lekòl piblik Abby Kelley Foster Charter. Si oumenm oswa elèv ou bezwen sèvis yon tradiktè oswa dokiman lekòl yo dwe tradui, tanpri imèl Amelie Cabral, Direktè ESL nan acabral@akfcs.org pou fè aranjman pou sèvis yo.

Chers parents et tuteurs :

Le rapport annuel est un document important, détaillant la structure organisationnelle, les plans académiques et les données sur les élèves de l'école publique à charte Abby Kelley Foster. Si vous ou votre élève avez besoin des services d'un traducteur ou de la traduction de documents scolaires, veuillez email Amelie Cabral, Directrice ESL à acabral@akfcs.org pour organiser des services.

عزائي أولياء الأمور والأوصياء

التقرير السنوي هو وثيقة مهمة ، توضح بالتفصيل الهيكل التنظيمي والخطط الأكاديمية وبيانات الطلاب لمدرسة أبي كيلي فوستر تشارتر Amelie العامة. إذا كنت أنت أو طالبك بحاجة إلى خدمات مترجم أو ترجمة وثائق المدرسة من فضلك أرسل بريدًا إلكترونيًا إلى Cabral، ESL Director at acabral@akfcs.org لترتيب الخدمات.

Kính gửi Phụ huynh và Người giám hộ:

Báo cáo Thường niên là một tài liệu quan trọng, trình bày chi tiết về cơ cấu tổ chức, kế hoạch học tập và dữ liệu học sinh của Trường Công lập Abby Kelley Foster. Nếu bạn hoặc sinh viên của bạn yêu cầu dịch vụ của một phiên dịch viên hoặc tài liệu của trường để được dịch, vui lòng gửi email cho Amelie Cabral, Giám đốc ESL tại acabral@akfcs.org để sắp xếp cho các dịch vụ.

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Name of School Abby Kelley Foster Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Worcester
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Auburn, Oxford, Leicester, Millbury, Oxford, Shrewsbury, W.Boylston, Worcester, Wachusett Regional School District
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2008, 2013, 2018
Maximum Enrollment	1426	Enrollment as of (June 30, 2022)	1422
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (June 30, 2022)	565
Final Number of Instructional Days during 2021-2022 School Year	180		
School Hours	ES: 8:30 a.m. -3:00 p.m. MS: 7:20 a.m.-2:00 p.m. HS: 7:20 a.m.-2:00p.m	Age of School as of 2021-2022 School Year	24
Mission Statement The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

Abby Kelley considers parents to be the primary educators of their children and encourages them to play an active role in the school community. The faculty focuses on developing positive relationships and communication with parents. In order to foster positive relationships with our families we host information sessions and encourage participation through parent groups, classroom volunteers and school activities.

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

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

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

AMENDMENTS TO THE CHARTER

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

ACCESS AND EQUITY

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

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

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

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

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Academic Performance	Professional Development (MA Elementary Principals Association)	Elementary School Principal	Central MA school administrators	The elementary school principal continues to share best practices regarding support for diverse learners through the response to intervention model and moved forward with the MTSS implementation. Members include Sudbury, Grafton, Wayland, Belmont.
Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including Coordinator meetings, assessment modifications, foreign language, listening assessments, and physics.

ACADEMIC PROGRAM

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

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

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

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

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

STUDENT PERFORMANCE

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

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

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The school made no changes to the organizational structure of the school and does not anticipate making any changes for the 2022-2023 school year. See **Appendix F**

BUDGET AND FINANCE

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

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

The following documents include:

1.Unaudited Statements

2. Net Assets

3. FY'23 Budget

4. Capital Plan

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

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

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

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

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

Operating Revenue:

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

Operating Expenses:

Personnel and related costs:

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

Direct Student Costs:

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

Occupancy:

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

Other Operating Costs:

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

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

Interest Income	\$	3,000
Total General revenue	\$	<u>3,000</u>

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

Beginning of Year	\$	23,519,352
End of Year	\$	<u>23,827,233</u>

CAPITAL PLAN - FY-2019-FY'2027

Abby Kelley Foster Charter Public School Estimated 10 Year Capital Plan - FY2019 thru FY2027		
Location	Project Description	
Elementary	Front Replacement	\$ 10,000
Elementary	Lighting retrofit change current T12, T8 to LED	\$ 100,000
Elementary	Brick Repointing	\$ 50,000
Middle School	Exterior Stairwell Drain - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	BRM Space roof leak	\$ 50,000
Middle School	Plumbing - Enhance and segregation of plumbing,	\$ 100,000
Middle School	Lighting retrofit change current T12, T8 to LED	\$ 75,000
High School	Epoxy Flooring - Resurface epoxy flooring in kitchen	\$ 30,000
High School	Parking Lot	\$ 575,000
Middle School	HVAC Upgrade - Enhance HVAC for climate control.	\$ 2,500,000
System Wide	Security Camera Installation - Installation of security cameras throughout buildings and grounds.	\$ 120,000
System - Wide	Furniture Replacement - Annual allotment to replace one grade of classroom furniture per year.	\$ 650,000
System - Wide	Equipment Replacement - Annual allotment for replacement of maintenance and custodial equipment.	\$ 100,000
System - Wide	Life Safety Improvements - 1 annual; Allotment - improvement to existing life safety systems. Detection, suppression, etc.	\$ 200,000
Activity Center	Building Upgrades	\$ 65,000
Total 10 Year Estimated Capital Plan- Building & Grounds		\$ 5,000,000

Appendix A

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme		
Measure: 70% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	99% of our 12 th grade IB students scored a 3 or higher on the International Baccalaureate exam. 166/168 scored 3 or higher and 20 out of 21 students received their full IB diploma.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings were held monthly in person to monitor lesson planning using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator and/or the principal.
Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	All teachers and administrators attended two or more professional development sessions in their subject matter totaling 86,912.30. Maintenance, food services and administrative support staff are not included in the data collection, however, they were mandated to attend K-12 wide PD on Conflict resolution and DEI training. Documentation by the curriculum coordinators and business office.
Measure: Over the course of the charter term, 50% of the core teachers in Grades 8-10 will be trained in the IB method.	Met	Three teachers in grades 8-10 attended virtual IB training in the areas of art, Spanish, physics and English Literature. Presently, 77% of the core subject matter teachers have been trained in the IB method.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Met	100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews regarding the IB approaches to learning. Final teacher evaluations and observations are documented in TeachPoint.
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participating virtually and in person in the instrumental and vocal program demonstrated musical competence as measured by a solo

		performance assessment. Student performances including IB assessments are maintained by the music director.
Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Met	The music department increased their visibility virtually during the school year including virtual concerts, you tube performances, and virtual musicals. https://www.youtube.com/watch?v=rWOztckOOIQ

	2021-22 Performance (Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.		
Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.	NM	The school determined that a more inclusive and expanded school culture survey was necessary due to the impact of the pandemic on our families. The survey did not specifically ask this question. However, we did ask the question slightly differently than Do you feel your student has a trusted adult at school. <i>More than 64% of families felt their student was comfortable or extremely comfortable in asking for help from an adult at school.</i> We also surveyed other important topics for families such as Barriers to Engagement, School Safety, Readiness for Learning, and School Fit. The results of the survey are available for the review.
Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.	NM	Due to Covid restrictions the school could not host in person character virtue breakfasts. However, the school hosted virtual character awards which both students and parents attended.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	NM	Sessions regarding IB, college and career career were hosted virtually during the fall of 2021. Due to Covid restrictions, sessions were hosted virtually and recorded for families to view at their convenience; data regarding the percentage of families attending the sessions were not recorded.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.		
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	Met	The class of 2022 met the requirement for community service as part of their graduation requirement.
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Met	The elementary and middle school staff and/or coordinated community service activities to support Worcester Food Bank, Friendly House, Earth Day Clean up and Abby's House, a domestic abuse shelter
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby	Met	The Elementary Principal met with members of the Regional Principals Group. Members include Sudbury, Grafton,

Kelley Foster's response to the intervention model and/or co-teaching model.		Wayland, Belmont to share best practices regarding the MTSS model of support for all learners. Documentation maintained by the ES principal.
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.	Met	The HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation maintained by the IB coordinator.

Appendix B

School Name: Abby Kelley Foster Charter Public School

2021-2022 Implementation Summary:

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

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

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

General Recruitment Activities for 2022-2023

General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in February annually.
- Applications for grades K-6 are available on the school's website.
- The enrollment coordinator assists families with the application.
- The school implemented an online application in order to simplify the application process.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in each of the school newsletters.
- Enrollment Announcements (open house dates and deadlines) were on social media and websites.
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Parent Information Sessions (January)
- Established an enrollment hotline for parents to contact the school with enrollment questions.
- The school collaborates with the Assumption College School Counseling Program to recruit interns to work with our families and provide them with access to community resources including special education services and language support.
- The enrollment office collaborates with the Director of Guidance and Counseling Supports, special education director and EL Director to host parent meetings to educate our families regarding community resources.
- Community Partnerships with more than 50 area nonprofits (YMCA, Girls Inc, Friendly House, Boys and Girls Club, etc.)

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

Special Education Students/students with disabilities

**Special Education
(a) CHART data**

School percentage:
13.3 %
GNT percentage:14.0%
CI percentage: 14.3%

The school is below
GNT percentages and
below CI percentages

(b) 2021-22 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 Department will collaborate with Community HealthLink to support the mental health needs of the students including making in school referrals for services.
 - The Special Education Director will collaborate with the Elementary School staff to provide information to kindergarten applicants regarding the school's special education program.
 - The Special Education Director and/ or the Special Education Coordinator provides kindergarten applicants with information regarding the school's speech and language programs.
 - The Special Education Director will collaborate with the French River Education Center to share admissions information and related services.
 - The Special Education Director will consult with Assumption College's Counseling program regarding supporting the city's high needs population.
 - The Special Education Director will consult with the school's outside service providers (related services providers) regarding the school's enrollment process.
 - The Special Education Director will collaborate with the Multicultural Wellness Center, Boys and Girls Club, Girls Inc, YMCA, and Friendly House to provide enrollment information for families with children with a disability.
 - The Special Education Director will collaborate with Assumption College School of Counseling to provide families with programmatic information.
 - The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability.
 - The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
 - The enrollment office will provide families with information regarding the school's special education program.
 - The Special Education Director will review the special education programs with interested families as requested.

(c) 2022-23 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

	<p>partnerships with community leaders and enhance the Kindergarten screening process.. The incoming students in Kindergarten may not have been identified as requiring special education. Students entering the 21-22 school year who previously attended WPS school were not evaluated or provided services consistently during their preschool years.</p>
<p>Limited English-proficient students/English learners</p>	
<p>EL (a) CHART data</p> <p>School percentage:</p> <p>15.5 %</p> <p>GNT percentage: 12.6%</p> <p>CI percentage:13.6 %</p> <p>The school is GNT percentages and above CI percentages</p>	<p>(b) 2021-22 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The English Learner Director will collaborate with the Enrollment office to participate in the open house sessions. • The EL Director participates in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • The EL Director will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as EL. • The Enrollment Office will ensure that translated information is available to families. • Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English learners services within the school and the community. • The school will provide information on the school's website regarding the EL program with applications available in Spanish, Portuguese, Twi Vietnamese, Polish which are our predominant languages.
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>Economically Disadvantaged/ Low Income (a) CHART data</p> <p>School percentage:</p> <p>68.9%</p> <p>GNT percentage:40.3</p> <p>CI percentage: 47.3</p>	<p>(b) 2021-22 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Abby Kelley Foster will provide enrollment information to area preschool programs including open house dates and application deadlines including but not limited to programs in the school's geographical area. • The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. • The school will provide enrollment information to Boys and Girls Club, Girls Inc, YWCA, YMCA, Friendly House and ArtReach, after school program for Worcester public school families

The school is above
GNT percentages

	<ul style="list-style-type: none"> The Enrollment Coordinator will continue to coordinate with the after school program to host a parent information session.
	Recruitment Plan -2022-23 Strategies
<u>Students who are sub-proficient</u>	<p align="center">(d) 2021-22 Strategies</p> <ul style="list-style-type: none"> Abby Kelley Foster Charter Public School will continue to review Worcester Public School demographic information provided by Worcester Regional Research Bureau. Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. The Special Education Director and EL Director will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2021-22 Strategies</p> <ul style="list-style-type: none"> The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions

Retention Plan 2022-23

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

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

Retention Plan –2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Students with Disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 6.9%</p> <p>Third Quartile:18.7%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education annually.</p> <p>The special education director will meet with parents to discuss concerns and best practices for improving school communication.</p>
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
	<p>Limited English-proficient students/English learners</p> <p>Limited English-proficient students</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 3.1%</p> <p>Third Quartile: 18.4%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2021-22 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The school will continue to use the school's student information system to provide families with translated enrollment information, special education documents and school documents.</p> <p>The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request. The school guidance office will work with families to provide access to community resources.</p> <p>The school will offer parent information sessions regarding school academic and program information.</p>
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the school year. No retention strategies needed.</p>
	<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>
<p><u>(a) CHART data</u></p> <p>School percentage:5.0 % Third Quartile: 17.3 %</p>	<p>(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p>

<p>The school is below third quartile percentages.</p>	<p>The school guidance counselors will host parent/community sessions at times convenient for families to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs, among others.</p> <p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2021-22 Strategies</p> <p>The school will offer all students after school tutoring for students in grades 5-12.</p> <p>The school may offer before school tutoring for students in grades K-4.</p> <p>High school students with an average below a seventy in a core subject will be required to attend after school sessions.</p> <p>The school has offered ELL assistance sessions during school vacation weeks, and EL students were part of the summer school in 2022.s.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2021 -22 Strategies</p> <p>The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.</p> <p>The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out of school.</p>

Appendix C

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

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

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

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Heidi Paluk, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2020	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Amy Puliafico, Middle School Principal	Implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2013	January 30, 2022
Brian Gero, Acting Middle School Principal	implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July, 1 2001 January 1, 2022 (acting principal)	
Kelly Gould, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2021	
Amelie Tambollo, Director of ESL	Oversees the ESL program	March 12, 2008	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Alisha Carpino, Director of Finance and Operations	Administers and oversees all business transactions including budget development.	September 20, 2020	

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

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

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

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

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

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

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

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

Facilities

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

Enrollment

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

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

APPENDIX F

