



Annual Report

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Four Rivers Charter Public School
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INTRODUCTION TO FOUR RIVERS CHARTER PUBLIC SCHOOL

Type of Charter	Commonwealth Charter	Location	248 Colrain Road Greenfield, MA 01301
Regional or Non-Regional?	Regional	Districts in Region	6 districts in Franklin County: Mahar Regional Frontier Regional Mohawk Trail Regional Pioneer Valley Regional Gill-Montague Greenfield
Year Opened	2003	Year(s) Renewed	2008 2013
Maximum Enrollment	220	Current Enrollment	219 at EOY 2016-2017 220 Pre-Enrolled for 2017-18
Number of students enrolled as of 8/1/2015	219	Students on Waitlist	50 (as of Oct 8/1/16)
Chartered Grade Span	Grades 7 - 12	Current Grade Span	Grades 7 - 12
# of Instructional Days (2012-2013 school year)	180	School Hours	Div 1: 1020 hours Div 2: 1030 hours Div 3: 1031 hours

MISSION STATEMENT

Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes -- nature, technology and community -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.

MISSION AND KEY DESIGN ELEMENTS

1. EXPEDITIONARY LEARNING

Four Rivers is affiliated with EL Education, a nonprofit organization devoted to providing a highly respected model of comprehensive school reform. Expeditionary learning (EL) emphasizes high achievement through active learning, character growth, and teamwork, as reflected in the quotes below. Expeditionary learning focuses on 5 key dimensions of life in school:

- **Curriculum:** “Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.”
- **Instruction:** “Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.”
- **Assessment:** “Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.”
- **Culture and Character:** “Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated.”
- **Leadership:** “Our school leaders build a cohesive school vision focusing on student achievement and continuous improvement, and they align all activities in the school to that vision.”

EVIDENCE

1. The school received an implementation score from EL of 99 out of 130, (mostly 4s out of 5, a few 3s, only 3 2s and a couple 5s).
2. Mini-observations by the Principal throughout the year confirm that most teachers are using EL practices on a regular basis. More detailed data exists from a Classroom Observation Form.
3. Feedback from the School Climate Survey indicates generally that students, parents, and teachers feel they see EL practices at work in the school.
 - a. 97% of students agree or strongly agree that most teachers post learning targets.
 - b. 87% of students agree or strongly agree that most teachers show models to understand expectations for quality work.
 - c. 91% of students agree or strongly agree that most teachers give feedback to revise and strengthen their work.

- d. 75% of students agree or strongly agree with the statement: “I've done some great fieldwork this year.”
- e. 86% of students agree or strongly agree with the statement: “I can be myself in this school.”
- f. 80% of students agree or strongly agree with the statement: “In general, I care about what I'm learning at Four Rivers.”
- g. 81% of students agree or strongly agree with the statement: “The skills and knowledge I'm learning matter beyond the classroom.
- h. 76% of students agree or strongly agree that teachers make learning as active as possible.
- i. 80% of students, 94% of parents, and 90% of teachers agree or strongly agree that students are held to high academic standards.
- j. 90% of students, 94% of parents, 89% of teachers agree or strongly agree that students are expected to produce high quality work.
- k. 82% of students, 99% of parents, and 100% of teachers agree or strongly agree that every student is known well by at least 1 adult.
- l. 82% of students, 89% of parents, and 100% of teachers agree or strongly agree that the school creates a positive social and emotional environment.

2. PREPARATION FOR LIVES OF LEARNING

We have defined the following school-wide learning targets that we believe prepare our students for lives of learning:

FOUR RIVERS GRADUATES ARE INVESTIGATORS

- They can use questions to help shape research.
- They can actively seek out, synthesize and apply new information.
- They can investigate a topic through a variety of sources, ideas and viewpoints.

FOUR RIVERS GRADUATES ARE CRITICAL THINKERS

- They can extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- They can independently understand, assess, synthesize and use information from different sources.
- They can develop a comprehensive understanding of a text, an experiment, a concept or idea by looking at its parts or components.

FOUR RIVERS GRADUATES ARE CREATIVE THINKERS

- They can demonstrate respect and appreciation for new perspectives with an open mind and a willingness to adapt their thinking.
- They can learn and apply a variety of means of creative expression to share ideas and information.
- They can use expressive and focused language in their communication that engages a specific audience.

FOUR RIVERS GRADUATES ARE PROBLEM-SOLVERS

- They can design and test solutions to problems.
- They can collaborate effectively with peers as necessary to solve problems and complete tasks.
- They can find multiple ways to solve a problem and can analyze the effects of different solutions.

FOUR RIVERS GRADUATES ARE COMMUNICATORS

- They can craft well-organized, articulate, compelling, and focused writing appropriate for a defined purpose and audience.
- They can organize and share knowledge and ideas on a topic through speaking and writing.
- They can explain or demonstrate understanding of something that they learn, using appropriate tools, materials or language.

FOUR RIVERS GRADUATES WORK WITH CRAFTSMANSHIP AND QUALITY

- They can craft, refine and polish a piece of work until it is of meeting quality.

- They can use feedback on their work to identify areas of strength and weakness and to take action toward improving themselves (as a student, community member or individual).
- They can complete work with consistent care for organization, detail, and accuracy.

FOUR RIVERS GRADUATES DEVELOP IDEAS ABOUT SUSTAINABILITY

- They can explain the concept of sustainability.
- They can generate ideas, original designs and possibly products that address the Four Rivers Essential Question -- How do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?

FOUR RIVERS GRADUATES DEVELOP STRONG CHARACTER

- They take responsibility for completing work on time and with good faith effort.
- They recognize their role in a community and actively try to help to move the whole group forward.
- They know how to persevere through something that they struggle with.
- They have the courage to try new things or to tackle work that has been difficult for them; they are willing to stretch beyond their comfort zone.
- They have academic integrity; and they do their equal share in group work.
- They respect the opinions of others, even when they disagree.

EVIDENCE

1. Information from our graduates suggests that many of these outcomes were achieved. It also suggests that the outcomes matter for life after Four Rivers. The percent that Agree or Strongly Agree (40 respondents) that Four Rivers prepared them well in:
 - a. The ability to problem-solve: 87%
 - b. The ability to collaborate and work on teams: 87%
 - c. The ability to think creatively: 100%
 - d. The ability to communicate ideas: 95%
 - e. Study habits and the ability to handle responsibilities: 74%
 - f. Preparation for college: 82%
2. Teachers develop course standards and learning targets with these outcomes in mind.
3. Students passing all standards indicates how many students are reaching the school's academic goals; it also shows the school holding students accountable.
 - a. 7th: 81%
 - b. 8th: 100%
 - c. 9th: 89.5%
 - d. 10th: 89%
 - e. 11th: 84%
 - f. 12th: 100%
4. Students meeting 80% of all HOWLs (Habits of Work and Learning):
 - a. 7th: 31%
 - b. 8th: 65%
 - c. 9th: 55%
 - d. 10th: 58%
 - e. 11th: 46%
 - f. 12th: 75%
5. Portfolio requirements ask students to reflect on these outcomes and gather artifacts that demonstrate their achievement and growth.
6. Passage presentation requirements at the end of 8th grade, 10th grade, and 12th grade ask students to show their achievement and growth in these areas.

3. PREPARATION FOR LIVES OF SERVICE

Our hope is that students develop an ethic of service through our school, and don't just fulfill the graduation requirement of service hours. In crew, students talk about what service means. In Division 1, the whole grades engage in service learning, with a significant Service Intensive in 8th grade. In Division 2, students do some whole grade and some whole crew service activities. And in Division 3, students complete individual service hours junior and senior years.

EVIDENCE

1. 96% of our students this year met their requirement for service this year.
2. We do not have survey data on student attitudes towards service that might indicate whether they are developing an ethic of service.
3. From 40 graduates who completed alumni surveys this year, 90% reported that they voted this past year and 44% reported that they volunteered in some capacity.

4. PREPARATION FOR COLLEGE

Four Rivers prepares students to go to and be successful in college. To us, being prepared for college means students can think and learn independently and that they understand essential knowledge of core disciplines to continue their learning. We believe that every one of our students can succeed in college and we work hard to convey that message. There is a whole range of colleges and other avenues of further learning ahead for our graduates, and there are exciting possibilities for every one of them.

EVIDENCE

1. 28 out of 33 (85%) graduates are heading into post-secondary study.
2. 26 out of 33 (79%) students submitted applications to at least one college.
3. 17 out of 33 (52%) seniors earned MCAS scores that qualified them for John and Abigail Adams scholarships.

5. EDUCATION FOR SUSTAINABILITY

“Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future (Education for Sustainability: An Agenda for Action, President’s Council on Sustainable Development, 1994).” When teachers guide students in inquiry-based, problem-solving activities using authentic case-studies and real-world problems, they help them develop and utilize skills in all disciplines. When students identify a real problem, research it, create a strategy to solve it, and report on their work, they are engaged in authentic learning and are gaining life skills that will enable them to become the systems thinkers who will pioneer the ideas and innovations that will determine the shape of our future.

EVIDENCE

1. 100% of students completed projects related to sustainability.
2. 96% of students reflected on their ideas about sustainability.
3. School Climate Survey data suggests almost all students and parents see this key design element playing a role in the school: 87% of students and 96% of parents agree or strongly agree that the three central themes -- nature, technology and community -- and the essential question about sustainability play a significant role in the school.

DISSEMINATION EFFORTS

Best Practice Shared	Year	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?
Active pedagogy, project-based learning, standards-based grading, advisory structures and practices	2012-2016	4R faculty mentored Mt Holyoke masters students; teams of Mt Holyoke students observed at 4R; Mt Holyoke student student taught at 4R	Mission and key design elements; instruction social, emotional health needs; assessment	Masters in Teaching program at Mt Holyoke College
Active pedagogy, project-based learning, standards-based grading, advisory structures and practices	2012-2016	Masters students came to 4R to observe classes and learn more about the school's core practices.	Choose an item.	Masters in Teaching program Smith College
Active pedagogy, project-based learning, standards-based grading, advisory structures and practices	2012-2016	The principal attends a principals' breakfast 4-5 times per year for sharing ideas, practice and issues with principals from Franklin County district schools.	Mission and key design elements; school leadership	District school principals
Active pedagogy; differentiated instruction; formative assessment	2012; 2014; 2016	A team of teachers from the Greenfield Center School came to observe classes and learn about our instructional practices.	Instruction	Greenfield Center school teachers
Curriculum design, standards-based assessments	2016	4R Principal and Asst Principal met with the Superintendent of the Gill-Montague school district and the Principal of Turners Falls HS to talk about possible future collaboration between the two schools, the first of which pairs science teachers from both schools in a study group on Next Generation Science Standards taught by professors from Clark University.	Mission and key design elements; curriculum; instruction; school leadership	Superintendent and school leader, Gill-Montague School district
Differentiated instruction, formative assessment practices and standards-based assessments	2016	Conversation begun with Mohawk High School Principal; possible future partnership.	Mission and key design elements; instruction; support for diver learners	School leader, Mohawk Regional High School
Active pedagogy	2016-2017	9th grade students collaborated with ESL classes at several district schools as part of a study on immigration; schools include Amherst HS, Chelsea HS, Smith Vocational HS, and Greenfield HS.	Mission and key design elements; curriculum	Teachers and students at 4R, Amherst, Northampton, Chelsea and Greenfield
Active pedagogy	2017	Science teachers from 4R and Gill-Montague participated in a week-long course together put on by Clark University's Next Generation Science Exemplars project.	Mission and key design elements; curriculum; instruction	4R teachers and Gill-Montague teachers.

2016 COMPLETE SCHOOL REPORT CARD

Four Rivers does not use external assessments other than MCAS. We do keep track of whether our students are meeting internal course standards and standards for Habits of Work and Learning, both of which are reported under Objective #2 above.

STUDENT ACHIEVEMENT TRENDS

We saw the following trends in our student achievement from last year's MCAS results:

1. The school is at a Level 2 accountability status for participation below 95%. It takes only 2 students in any single grade to take us below the threshold.
2. The school achieved a cumulative Performance and Progress Index (PPI) of 83 (up from 67) for all of its students and 92 (up from 69) for its high needs students. Both numbers met targets.
3. Seventeen out of 33 seniors (52%) earned MCAS scores that qualified them for John and Abigail Adams scholarships.
4. Four Rivers SAT scores are higher than our sending districts for Reading and Writing:

	Four Rivers	Frontier	Gill-Montague	Greenfield	Mahar	Mohawk	Pioneer
Reading	575	530	494	532	500	530	518
Writing	521	514	472	486	486	503	492
Math	526	538	483	531	513	532	496

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

1. This year's participation rates were improved over last year and will not affect the school's Accountability Status.
2. We will continue to work this coming year on how to support students in developing the reading, writing, and mathematical thinking skills reflected in the new standards.
3. We will continue to implement improvements to our math program. This past year, our math team worked with a math coach on instruction and assessment again.

PROGRAM DELIVERY

1. All teachers this past year worked on assessment practices that help students reach learning targets and create high quality work.
2. All teachers revised curriculum maps and worked on individual goals related to assessment..

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

1. The number of out-of-school suspensions remained low; disciplinary incidents overall were at an all-time low..
2. Faculty have identified School Culture as the focus of next year's professional development efforts.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no changes to the organizational structure made during the 2016-2017 school year, nor are there any anticipated changes for the upcoming year.

TEACHER EVALUATION

Four Rivers continues to use its own model of Teacher Evaluation, described below:

1. Goal Setting: Teachers submit 1-3 professional goals for the year ahead. Goals should be related to the school's [STANDARDS FOR TEACHER PRACTICE](#). The Principal may also require specific goals. The Principal reviews and approves goals for each staff member.
2. Performance Data and Documentation: Teachers are responsible for gathering artifacts and data that show them making progress with the standards.
3. Improvement Plans: With teachers for whom there are known areas of concern that could lead to non-renewal, the Principal discusses the concern with the teacher, discusses relevant expectations, and documents the communication. The teacher submits an Improvement Plan – approved by the Principal -- by January 1. See [IMPROVEMENT PLAN GUIDELINES](#).
5. Performance Reviews: By April 1, the Principal completes a performance review for all teachers with less than 3 years in the school. For teachers with 3 or more years in the school, the Principal completes a performance review every other year.
6. Renewal: The Principal informs all teachers of their renewal status for the following year by the April break. There may be circumstances under which a teacher with no Improvement Plan is not renewed for the following year. Teachers receive letters of agreement for the next year by June.

This year, the principal completed performance reviews for 13 faculty and 3 members of the administrative team.

BUDGET AND FINANCE

UNAUDITED FY17 INCOME STATEMENT

<u>Operating Revenues</u>	Tuition	3,529,959
	Grants	98,415
	Program, athletic and student fees	69,619
	Food services	16,781
	Other revenues	42,411
Total operating income		3,757,185
<u>Operating Expenses</u>	Salaries and wages	2,177,073
	Payroll taxes	71,950
	Fringe benefits	230,225
	Office supplies & materials	19,823
	Advertising/Recruitment	5,403
	Contracted services	23,885
	Fees, Dues, Memberships	10,086
	Instructional Expenses	97,912
	Insurance	49,092
	Maintenance and repairs	97,207
	Occupancy	466,075
	Prof. Development	27,577
	Pupil Services	33,710
	Technology	51,499
	Testing & Assessment	3,932
	Utilities	39,648
	Depreciation expense	20,394
	Food Services	19,809
Total operating expenses		3,445,300
Net Ordinary Income		311,885
<u>Non-operating revenues (expenses)</u>	FREF grants	15,605
	Contributions	350
	Rents	3,513
	Investment Income	584
	Fundraising Income	11,913
	Fundraising expenses	(5,275)
Net Non-Operating revenues (expenses)		26,690
Net Income		338,575

STATEMENT OF NET ASSETS FOR FY17 (BALANCE SHEET)

ASSETS	Current Assets	
	Cash and cash equivalents	1,222,804
	Accounts Receivable	35,173
	Prepaid Expenses	26,704
	Total current assets	1,284,681
	Noncurrent Assets	
	Capital Assets, net of depreciation	122,937
	Total noncurrent assets	122,937
TOTAL ASSETS		1,407,618
LIABILITIES AND NET POSITION	Current Liabilities	
	Accounts payable	\$29,158
	Accrued wages payable	158,578
	Accrued payroll liabilities	3,308
	Total current liabilities	191,044
TOTAL LIABILITIES		191,044
NET POSITION	Net investment in capital assets	122,937
	Unrestricted	1,093,637
	Total net position	1,216,574
TOTAL LIABILITIES & EQUITY		1,407,618

APPROVED SCHOOL BUDGET FOR FY18

REVENUES		
	Tuition	3,526,168
	Federal Grant Revenue	83,500
	Revenue from Local Sources	169,724
	TOTAL REVENUE	3,779,392
EXPENSES		
	Salaries, Benefits and Taxes	2,679,882
	Instructional Expenses	246,800
	Business Services	107,600
	Operations and Maintenance	128,200
	Physical Plant	411,162
	Pupil Services	112,750
	TOTAL EXPENSES	3,686,394
	INCREASE IN NET ASSETS (before deprec.)	92,998
	DEPRECIATION	22,000
	INCREASE IN NET ASSETS (after depreciation)	70,998
	OPERATING MARGIN	1.88%

CAPITAL PLAN FOR FY18

The school is currently developing a facility and capital plan. Plans for FY 18 include repair and maintenance of buildings, parking lots and paved areas, and sidewalks.

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

Performance Criterion 1: Mission and Key Design Elements

The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

Objective 1: Expeditionary Learning The school implements Expeditionary Learning Core Practices to further its mission and lead to important student learning. Teachers meet the school’s Standards for Teacher Practice by the end of their fifth year at the school.

	2016-2017 Performance	Evidence
Measure: Each year, the school achieves scores of 3 or above on a 5-pt. scale for the annual EL implementation review.	NOT MET	Three 2s and a few 3s, mostly 4s, and a few 5s. The overall score was 99. See Appendix for all scores from the Implementation Review.
Measure: Each year, the school meets designated Faculty objectives related to the Accountability Plan.	MET	100% of faculty made progress on implementation of Assessment practice and 100% on an individual objective related to our Standards for Teacher Practice.

Objective 2: Preparation for Lives of Learning Students progress towards the Schoolwide Learning Targets, which embody the school’s key outcomes for student learning.

	2016-2017 Performance	Evidence
Measure: Each year, 90% of students demonstrate successful achievement of schoolwide learning targets by earning <u>Approaching plus or better in all</u> of their academic course standards. Most students who have not passed all standards in June make them up by the end of the summer.	MET	Total: 90% (198 out of 219) Grade 7: 81% Grade 8: 100% Grade 9: 89% Grade 10: 89% Grade 11: 84% Grade 12: 100% ** Approaching plus is our passing grade, approximately equal to a C+.
Measure: Each semester, 90% of students <u>meet all</u> of their HOWL (Habits of Work and Learning) standards, demonstrating achievement of habits and skills required for effective effort.	NOT MET	Total: 46% (101 out of 219) Grade 7: 22% Grade 8: 59% Grade 9: 53% Grade 10: 55% Grade 11: 35% Grade 12: 52% **Note that the standard here is Meeting on a scale from passing at Approaching plus.

Objective 3: Preparation for Lives of Service Students consciously develop their character and learn to be of service to their school and community.

	2016-2017 Performance	Evidence
Measure: Each year, 90% of students set and meet goals for academic and personal growth.	MET	97% of students set goals and met the goals they set.
Measure: Each year, 75% of responding students and parents indicate they believe the school creates a positive social and emotional environment.	MET	82% of students and 89% of parent agree or strongly agree that the school creates a positive social and emotional environment.
Measure: Each year, 90% of students meet requirements for service to the school and the community.	MET	96% of students met the service requirements.

Objective 4: Preparation for College Students successfully apply to college or another post-secondary opportunity for learning or service.

	2016-2017 Performance	Evidence
Measure: Each year, 90% of seniors complete a senior expedition and 90% of juniors complete a junior internship.	MET	100% of seniors completed a senior expedition. 95% of juniors completed an internship.
Measure: Each year, all seniors complete a post-Four Rivers plan.	MET	100% of seniors completed a post-Four Rivers plan.
Measure: Each year, 90% of seniors apply to at least one college.	NOT MET	79% of seniors applied to at least 1 college.
Measure: Each year, 75% of responding graduates report they have begun a course of post-secondary study.	MET	85% report they are in or have completed post-secondary study.

Objective 5: Education for Sustainability Students develop ideas about the interrelationships between nature, technology, and community, and they analyze issues related to sustainability.

	2016-2017 Performance	Evidence
Measure: Each year, all students successfully complete an individual or group project that demonstrates understanding of relationships between the environment, the economy, and social equity -- key concepts that define sustainability.	MET	100% of students in all divisions completed an individual or group project connected to the school themes and big essential question.
Measure: Each year, all students successfully complete an assignment that requires them to reflect on the school themes -- nature, technology, and community -- and the essential question in the mission statement.	NOT MET	96% of students completed such a reflection.

RECRUITMENT AND RETENTION PLAN

School Name: **FOUR RIVERS CHARTER PUBLIC SCHOOL**

Date: **JULY 10, 2017**

RECRUITMENT

Implementation Summary:

1. The school continued to support all learners through implementation of its District Curriculum Accommodation Plan.
2. The school continued its regular practices to attract students this past year (described below).
3. The school continued several efforts to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers.
 - a. Contacted social service agencies, housing projects, and local religious groups offering outreach sessions. Most did not get back in touch with us.
 - b. Distributed brochures and meeting announcements through the same organizations.

General Recruitment Activities: (those intended to reach all students)

1. Continue regular practices to attract students:
 - a. Placed ads in local newspapers just prior to information sessions.
 - b. Held 4 information sessions at the school during January and February.
 - c. Placed additional ads through the spring and summer.
2. Reach out to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers.
3. The school placed brochures for information sessions throughout the county in places where people gather or are likely to visit: 17 public libraries; 2 book stores; food markets in 9 towns, restaurants, bakeries, co-ops; YMCA & local fitness centers; Churches; Convenience & hardware stores; Gas stations; Franklin County Chamber of Commerce; Real estate agents and Greenfield Community College. In addition the school placed brochures with key social service agencies that provide SNAP benefits, fuel assistance, childcare and other family services. Brochures were placed in their public kiosks as well as given to service providers to encourage referrals to Four Rivers as a public school choice. These agencies included: Community Action locations in Greenfield and Orange; Community Action Youth Center in Greenfield; Center for New Americans, Greenfield; Public and subsidized housing developments in Greenfield (Leyden Woods, Oak Courts, Millhouse, and Greenfield Gardens); Franklin County Regional Housing Authority; Center for Self Reliance (food pantry); DIAL/SELF Teen Services.
4. Made available brochures in Spanish and in Romanian (the language of Moldova).
5. Continue to implement the school's District Accommodation Plan which describes how the school works to support all learners.

RECRUITMENT DATA (in percentages)

ENROLLMENT	2010	2011	2012	2013	2014	2015	2016	2017
Total	193	205	208	210	216	217	217	219
African American	1.0	1.0	1.0	1.4	1.9	.9	.5	.5
Asian	0.5	0.5	2.4	1.9	3.2	2.8	2.8	2.7
Hispanic	2.6	3.4	4.8	3.3	3.2	3.7	6.5	7.3
Native American	0	0.5	0.5	0	0	0	0	0
White	94.3	92.2	89.4	90	86.6	88	85.3	85

Native Hawaiian, Pacific Isl.	0	0	0	0	0	0	0	0
Multi-Race, Non-Hispanic	1.6	2.4	1.9	3.3	5.1	4.6	3.2	4.5
First Language Not English	0	1.0	1.9	1.4	2.3	1.4	2.3	2.7
English Language Learners	0	.5	.5	.5	.9	0	0	.5
Low Income	23.2	23.9	22.1	23.3	23.1	19.4	25.8	29.5
Students with Disabilities	11.4	11.7	15.9	17.6	16.2	17.5	16.1	14.5
Free Lunch	12.4	14.6	18.3	17.1	16.2	24.0	31.1	30
Reduced Lunch	9.8	9.3	3.8	6.2	6.9	6.9	3.7	2.7
High Needs	NA	NA	NA	36.2	36.1	35	37.3	40
Male	53	49	49	56	51	47	46	47
Female	47	51	51	44	49	53	54	53

CHART (Charter School Analysis and Review Tool) DATA

Percentages	2010	2011	2012	2013	2014	2015	2016	2017	Ave gap
1st language not English - FOUR RIVERS	0.0	1.0	1.9	1.4	2.3	1.4	2.3	2.7	1.1
1st language not English - COMP. INDEX	1.5	1.5	1.5	1.3	1.5	1.3	1.2	1.6	
English Lang Learners - FOUR RIVERS	0.0	0.5	0.5	0.5	0.9	0	0	.5	.1
English Lang Learners - COMP INDEX	0.3	0.3	0.3	0.2	0.2	.1	.2	.4	
High Needs students - FOUR RIVERS	NA	NA	NA	36.2	36.1	35	37.3	40	5.9
High Needs students - COMPARATIVE INDEX	NA	NA	NA	40.1	40.6	30.7	32.1	34.1	
Students w/ disabilities - FOUR RIVERS	11.4	11.7	15.9	17.6	16.2	17.5	16.1	14.5	2.0
Students w/ disabilities - COMP INDEX	12.3	12.7	12.5	12.8	12.7	12.6	12.9	12.5	
Low Income students -- FOUR RIVERS	23.2	23.9	22.1	23.3	23.1	19.4	25.8	29.5	4.9
Low Income students -- COMP INDEX	30.2	30.2	30.5	31.8	32.5	19.6	21.1	24.6	

RECRUITMENT HIGHLIGHTS

1. The school's percentage of students of color has increased from 5.7% to 15% over the past eight years.
2. All specific subgroups are above the comparison index.

Note -- The comparison index provides a comparison figure derived from data of students who reside within the charter school's sending district(s). The comparison index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school's size and the actual prevalence of student subgroups within only those grade levels in common with the charter school.

RECRUITMENT PLAN STRATEGIES

Demographic Group	Strategies
Special education students	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to special education and supporting the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw special education students.

	<p>3. To ensure that Special Education students feel welcomed at Four Rivers, all information session fliers and application materials include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”</p>
Limited English-proficient students	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students. 2. The school has brochures – some in Spanish and some in Romanian – for local organizations that serve immigrant families to make sure they know about the school. 3. The school offers outreach meetings to local organizations that serve immigrant families to meet with them first in their own settings. 4. The school places ads in any local publications that serve immigrant families. 5. To ensure that limited-English proficient students feel welcomed at Four Rivers, all information session fliers and application materials include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”
Students eligible for free or reduced lunch	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Send brochures to local organizations that serve low income families to make sure they know about the school. 2. Offer outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. We hope to arrange at least 2 or 3 such meetings. 3. Consult with local community leaders who work with low income populations for further advice on how to reach these families. 4. Contact local pediatricians and family practice doctors with information they can share with their patients. 5. Analyze and publish information that highlights the success low income students have had at Four Rivers. This strategy has been intended, but not followed through on. We plan to complete such an analysis.
Students who are sub-proficient	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are sub-proficient.
Students at risk of dropping out of school	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are at risk of dropping out of school.
Students who have dropped out of school	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p>

	<ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who have dropped out of school.
Other subgroups of students	We do not currently have information indicating other subgroups for whom there is an achievement gap.

RETENTION

Implementation Summary: a brief narrative report on implementation of retention strategies from last year’s plan.	
<p>Our overall goal for student retention has been to engage our students so they enjoy learning and value our community. It has also been to make sure that low income and special education students thrive academically and personally in the school. More specifically, we want students to get the support they need to meet high academic expectations. As long as students are willing to work hard, we have been able to provide them with support and multiple opportunities to succeed. We continue to review students on a weekly basis, all teachers offer after school extra help; we provide in school Title I support, and we write Student Success Plans for any student who might be struggling. We also want students to be known well by at least one adult in the school. Knowing students well allows us to see their struggles, to understand their obstacles, and to know what they need. We continue to assign each student an advisor and crew, we provide time for advisors and students to work together on academic and personal skills, and we establish procedures that ask students to set goals, assess strengths and challenges, reflect on their progress, and set new goals. Finally, we want students to be engaged through active learning and learning expeditions. We strive to make learning active and relevant so that all students are inspired to learn as much as they can. We continue to train teachers in the practices of Expeditionary Learning (specifically active pedagogy, differentiated instruction, and assessment for learning), and we provide time and opportunity for teachers to plan how to use these practices.</p> <ol style="list-style-type: none"> 1. For SY 2016-17, the # of students on an IEP or 504 was 64 (34 on IEPs; 30 on 504s). 2. Of the 15 students who decided not to return to Four Rivers in the Fall of 2016, 4 were special education students (26.6% compared to 18.6% in the total school population) and 4 were eligible for Free or Reduced price lunch (26.6% compared to 29.3% in the total school population). 3. For SY 2017-18, 9 special education students are not returning: 6 graduated in Spring 2017. Summer 2017 transfers include: 2 students transferring to local vocational/technical schools; one student transferring to their home district for a dual enrollment program with the local community college. 4. For fall 2017, current numbers indicate that 9 out of 45 new students (20%) have an IEP or a 504 plan. 5. For 2017-18, the IEP and 504 population is expected to be 61 out of 224 (27%). 	

RETENTION DATA

Percentages	2010	2011	2012	2013	2014	2015	2016	2017
All	82.7	85.7	87.4	88.8	93.7	93.9	92.8	92.3
Female	80.0	88.4	82.6	86.2	96.2	94.5	89.2	88.9
Male	85.1	82.9	92.8	91.3	91.5	93.3	97.4	96.4
High Needs	76.9	80.7	81.5	89.2	93.7	97.1	92.6	89.7
Low Income	78.1	76.7	81.0	89.5	97.6	95.7	93.2	93.5
Special Ed	75.0	83.3	85.2	90.6	89.7	100	93.3	87.1
Hispanic			100	66.6		83.3	87.5	84.6
Multi-race					85.7	80	77.8	88.9
White	84.6	86.8	86.9	89.9	93.6	95.5	94.3	92.9

** DESE only reports subgroups with at least 10 students.

In Percentages	2011	2012	2013	2014	2015	2016
Dropouts	0.8	0.0	2.9	2.8	0.7	0
4-yr grad. rate	88.9	90.3	91.2	88.9	97.2	96.3
Attendance	92.8	95.5	92.8	93.2	93.8	92.7
In-school susp.	5.9	14.4	8.3	3.2	2.2	3.6
Out-school susp.	5.9	6.7	5.5	4.1	0.9	1.3
Retentions	2.0	0.5	0	0.5	0	0
Stability Rate	93.7	96.2	90.6	94.9	96.3	96.3

RETENTION HIGHLIGHTS:

1. Our overall retention had improved around 10 points from 2010 to 2017.
2. Our retention of **high needs students** has improved from 76.9 in 2010 to 89.7 in 2017.
3. Our retention of **low income students** has improved from 78.1 in 2010 to 93.2 in 2016.
4. Our retention of **special education students** has improved from 75.0 in 2010 to 93.3 in 2016.

RETENTION PLAN -- STRATEGIES

Overall Student Retention Goal for next year: 94%	
Demographic Group	Strategies
Special education students	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's District Accommodation Plan describes the procedures we follow to provide support for student learning. 2. Special education teachers at each division level provide support through Learning Center classes and as co-teachers in regular education classrooms. 3. At Weekly Student Reviews, students on plans – especially Special education students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
Limited English-proficient students	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's general approach to learning – active, project-based, collaborative – is what research recommends as best practice for LEP students.

	<ol style="list-style-type: none"> 2. The school has begun training its teachers in the four categories of Sheltered English Immersion, equipping teachers with the skills and knowledge to teach LEP students in the regular classroom. 3. At Weekly Student Reviews, students on plans – including LEP students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
Students eligible for free or reduced lunch	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school’s programs. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
Students who are sub-proficient	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school’s District Accommodation Plan describes the procedures we follow to provide support for student learning. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. 3. Students struggling academically may use Title I services during the school day, after school, and during summer to try to address their struggles.
Students at risk of dropping out of school	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school’s District Accommodation Plan describes the procedures we follow to provide support for student learning. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. 3. Advisors have daily contact with students in their crews, so they know when students might be at risk for dropping out. They schedule meetings with students and families to discuss interventions and possible paths forward.
Students who have dropped out of school	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The Academic Support Director may follow up with students who have dropped out and might consider returning. 2. The Registrar stays in touch with any student who has dropped out in order to encourage them to consider returning or to find out whether they have completed their education elsewhere.
Other subgroups of students -- Hispanic and Multi-race	<p>Given a pattern of higher attrition for these two subgroups, next year we plan to look into what might be causing this. Specific strategies:</p> <ol style="list-style-type: none"> 1. Conduct exit interviews with students and families who have left. 2. Conduct interviews with current students and families to see what issues or factors might affect their experience in our school

SCHOOL AND STUDENT DATA

FOUR RIVERS DESE SCHOOL PROFILE

<i>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</i>		
Race/Ethnicity	# of students	% of entire student body
African-American	1	1/2%
Asian	6	3%
Hispanic	14	6.5%
Native American	0	0
White	186	85%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	12	5.5%
Students with disabilities	34	15.5
Limited English proficient	0	0
Low income	71	32%

<i>ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR</i>				
Name, Title	Brief Job Description	Start date	End date	
Peter Garbus Principal and Head of School	Academic Programs, Curriculum Development, Instructional Practices, Faculty Supervision	August 2007		
Susan Durkee Assistant Principal	Community Resources, Instructional Support, Junior and Senior Seminar	August 2002		
Harlan Smith, Director of Operations	Financial Management, Human Resources, Technologies, Facilities Management	January 2003	June 2016	
Amy Wales Director of Finance & Operations	Financial Management, Human Resources, Technologies, Facilities Management	May 2016		
Matt Leaf Dean of Students	School-wide Discipline, School Culture, Crew Program, Community Events, Extracurriculars	August 2003		
Andy Stenson Guidance and College Counselor	Guidance Counseling, College Counseling	August 2004		
Kate Conant Director of Academic Support	IEPs and 504s, MCAS, Title 1, Student Success Plans, ELL Program, Homeless Liaison	August 2005		
Bill Fogel School Psychologist	Counseling and Evaluations	August 2004		
Dan Lederer Director of Technology	Networks, Hardware, Software	August 2004		
Terry Plotkin Athletic Director (part-time)	Scheduling, Transportation, Sports Facilities	August 2002		

<i>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</i>					
	As of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure	

Teachers	30	0	2	1 left for another position 1 left for career change
Other Staff	11	0	1	1 left for health reasons

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position	Committee affiliation(s)	Area of expertise	Number of terms served; Length of each term
Edward Blatchford	Trustee	Committee on Trustees & Personnel Policy	Co-founder & Retired Executive Director of the School	3 Terms, Appointed 2009 term ending Sept 2018
Regina Campbell	Secretary	Committee on Trustees & Personnel Policy	Director, Noble Hospital; Parent of 2 grads	3 Terms, Appointed 2009 term ending Sept 2018
Peter Garbus	Ex-officio	Committee on Accountability	Principal and Head of School; Parent of 1 student and 1 grad	Appointed 2009 expires on termination
Tamara Grogan	Trustee	Development Committee	French Teacher, Greenfield HS; Parent of a grad.	1 Term, Appointed Nov 2013 term ending Sept 2019
John Guenther	Trustee	Committee on Accountability	Former Math Teacher, Greenfield	1 Term, Appointed Dec 2015 Term ending Sept 2018
Larry Klein	Chair	Committee on Trustees & Personnel Policy	MD at Connecticut River Internists, Turners Falls	2 Terms, Appointed Dec 2012 term ending Sept 2018
Jay Lord	Vice Chair	Committee on Accountability	Director of Financial and Program Development, Just Roots Farm	2 Terms, Appointed 2011 term ending Sept 2017
Josh Parker	Trustee	Committee on Trustees & Personnel Policy	VP, Operations Officer, Greenfield Savings Bank, Parent of 2 students	1 Term, Appointed Dec 2015 Term ending Sept 2018
Andy Patari	Trustee	Committee on Accountability	11th/12th Grade Science Teacher, Greenfield	1 Term, Appointed 2016 term ending Sept 2018
Robin Riessman	Treasurer	Facilities & Finance Committee	Associate Dir of UMass Traffic Safety Program, Parent of 1 grad	2 Terms, Appointed 2011 term ending Sept 2017
Laura Stone	Trustee	Development Committee	Administrative Director, Straw Dog Writers Guild, Parent of 1 student	1 Term, Appointed 2017 term ending Sept 2020
Mary Stuart	Trustee	Facilities & Finance Committee	Director, Saint Francis Center for Health Equity, Hartford	1 Term, Appointed 2014 term ending Sept 2017
Libby Woodfin	Trustee	Facilities & Finance Committee	Director of Publications, EL Education, Northampton	1 Term, Appointed 2017 term ending Sept 2020

Additional Required Information

Key Leadership Changes -- None

Facilities

Location	Dates of Occupancy
248 Colrain Road, Greenfield, MA	August 2003

Enrollment

Action	Date(s)
Student Application Deadline	February 24, 2016
Lottery	February 26, 2016

Attachments

EXPEDITIONARY LEARNING IMPLEMENTATION								
Dimension		Practice	2012	2013	2014	2015	2016	2017
Curriculum	1	Mapping Skills and Content	4	4	4	4	4	4
	2	Case Studies	4	4	4	4	4	4
	4	Projects and Products	3	4	4	4	4	4
	6	Learning Expeditions	3	3	3	4	4	4
Instruction	1	Effective Lessons	4	4	3	4	4	4
	2	Supporting All Students	5	5	4	4	4	4
	3	Reflecting and Structuring Revision	4	3	4	3	4	4
	4	Culture of Reading	4	4	4	3	4	4
	5	Culture of Writing	5	5	4	4	4	4
	6	Culture of Mathematics	3	3	4	3	3	3
	7	Integrating the Arts	4	4	4	2	2	2
Assessment	1	Learning Targets	4	4	4	4	4	4
	2	Assessment For Learning	4	4	4	4	4	4
	3	Quality Assessments	4	4	4	4	4	4
	4	Communicating Student Achievement	5	5	4	5	4	4
	5	Analyzing Assessment Data	4	4	4	2	2	2
Culture and Character	1	Learning Community	4	4	4	5	5	4
	2	Crew	3	3	4	4	4	4
	3	Fostering Character	4	4	4	4	4	4
	4	Engaging Families	4	4	4	4	4	4
	5	Beautiful Spaces	3	3	4	5	5	5
Leadership	1	School Vision	4	2	3	3	4	4
	2	Using Data	3	3	3	2	3	2
	3	Supporting Planning, Assess., Instruction	4	4	4	4	4	4
	4	Positive School Culture	4	4	5	5	5	5
	5	Professional Learning	4	2	3	5	5	4
TOTAL			101	97	100	99	102	99