



Annual Report

August 1, 2018

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 2018
Maximum Enrollment	220	Current Enrollment	219 at EOY 2017-2018 220 Pre-Enrolled for 2018-19
Number of students enrolled as of 8/1/2017	222	Students on Waitlist	83 (as of Oct 8/1/17)
Chartered Grade Span	Grades 7 - 12	Current Grade Span	Grades 7 - 12
# of Instructional Days (2017-2018 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. EL EDUCATION (FORMERLY EXPEDITIONARY LEARNING)

Four Rivers is affiliated with EL Education, a nonprofit organization devoted to providing a highly respected model of comprehensive school reform. EL Education emphasizes high achievement through active learning, character growth, and teamwork, as reflected in the quotes below. EL Education 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 103 out of 130, up 4 points from last year (see Appendix).
2. Mini-observations by the Principal throughout the year confirm that most teachers are using EL practices on a regular basis.
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. 90% of students agree or strongly agree that most teachers post learning targets.
 - b. 82% of students agree or strongly agree that most teachers show models to understand expectations for quality work.
 - c. 87% of students agree or strongly agree that most teachers give feedback to revise and strengthen their work.
 - d. 59% of students agree or strongly agree with the statement: “I’ve done some great fieldwork this year.”
 - e. 71% of students agree or strongly agree with the statement: “I can be myself in this school.”

- f. 69% of students agree or strongly agree with the statement: “In general, I care about what I'm learning at Four Rivers.”
- g. 69% of students agree or strongly agree with the statement: “The skills and knowledge I'm learning matter beyond the classroom.
- h. 61% of students agree or strongly agree that teachers make learning as active as possible.
- i. 79% of students, 85% of parents, and 89% of teachers agree or strongly agree that students are held to high academic standards.
- j. 90% of students, 95% of parents, 89% of teachers agree or strongly agree that students are expected to produce high quality work.
- k. 73% of students, 90% of parents, and 89% of teachers agree or strongly agree that every student is known well by at least 1 adult.
- l. 80% of students, 93% 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 (34 respondents) that said Four Rivers prepared them very well in:
 - a. The ability to problem-solve: 77%
 - b. The ability to collaborate and work on teams: 81%
 - c. The ability to think creatively: 78%
 - d. The ability to communicate ideas: 72%
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: 75%
 - b. 8th: 100%
 - c. 9th: 92%
 - d. 10th: 95%
 - e. 11th: 83%
 - f. 12th: 100%
4. Students meeting 80% of all HOWLs (Habits of Work and Learning):
 - a. 7th: 42%
 - b. 8th: 47%
 - c. 9th: 61%
 - d. 10th: 63%
 - e. 11th: 49%
 - f. 12th: 60%
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. 99% 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 34 graduates who completed alumni surveys this year, 74% reported that they voted this past year and 47% 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 37 (76%) graduates are heading into post-secondary study.
2. 24 out of 37 (65%) students submitted applications to at least one four-year college.

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: 76% 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.

ACCESS AND EQUITY

Four Rivers and EL Education place great importance on access and equity, especially through its approaches to teaching and learning. All classes are heterogeneously grouped, with extensive supports and scaffolding to help every student succeed.

As part of the faculty's focus on school culture this past year, teachers learned to use restorative circles to build community and discuss issues or problems. School administrators also received training in restorative practices, consistent with recent efforts over the past couple years to use in-school consequences as opposed to out of school suspensions.

DISSEMINATION EFFORTS

Best Practice Shared	Year	Vehicle for Dissemination(describe the method, format, or venue used to share best practices)	Performance Criteria	With whom did the school disseminate its best practices?
Active Pedagogy	17-18	Science teachers from the Gill Montague middle and High schools continued to work with Four Rivers teachers as part of a study group funded by part II of an MMSP grant. The Gill-Montague teachers visited the classrooms of the Four Rivers teachers, and vice versa.	Program Delivery, Key Design Elements	Gill-Montague teachers and school leaders
Service learning, project-based learning	17-18	Four Rivers sponsored a Better World Day event at Greenfield Community College. Four Rivers students, as well as students from the Springfield Renaissance School, Mahar Regional School, and Northfield Mount Hermon independent school, shared projects they had done that were specifically addressing issues and needs in our community.	Program Delivery, Key Design Elements	The Greenfield Community College community, plus public school districts of Springfield and Orange/Athol.
Project-based learning; active pedagogy	17-18	Four Rivers seniors went to UMass/Amherst to show their energy documentary "The Blades of Change" to a seminar of graduate students from the Integrative Education and Research training program in Offshore Wind Energy. The students fielded questions from graduate students and professors about the content of the film and gave a detailed presentation about how our school designs and implements learning expeditions.	Program Delivery, Key Design Elements	Professors and graduate students in the Mechanical Engineering Dept at UMass
Active pedagogy; project-based learning; character education	17-18	Teachers and administrator from the Gill Montague School District who are working on school redesign efforts, and an administrator from Greenfield Community College visited Four Rivers, toured classes, and met with a team of Four Rivers teachers and students to learn about the approach to teaching and learning that happens at the school. The group also met with Four Rivers' asst principal to ask questions about the scheduling and logistical aspects of running a school like Four Rivers."	Program Delivery, Key Design Elements	Teachers and an administrator from the Gill Montague School District and academic dean from Greenfield Community College

2017 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 outperformed the state on all MCAS tests and sending districts on all for 3-5 years out of the past five years.

GRADE 7 ELA	2013	2014	2015	2016	2017	5 years of 5
FOUR RIVERS	77	89	73	78	58	
STATE	71	72	61		50	
FRONTIER	74	63	67	81	45	
GREENFIELD	68	63	57	59	49	
GILL-MONTAGUE	68	69	35	63	46	
MAHAR	61	53	27	32	39	
MOHAWK	56	67	71	74	56	
PIONEER	65	58	57	64	48	
GRADE 8 ELA	2013	2014	2015	2016	2017	3 years of 5
FOUR RIVERS	92	97	53	82	54	
STATE	78	79	64		49	
FRONTIER	79	79	78	82	53	
GREENFIELD	76	71	43	50	27	
GILL-MONTAGUE	78	75	38	45	46	
MAHAR	75	73	40	31	37	
MOHAWK	71	77	75	74	38	
PIONEER	81	80	59	55	55	
GRADE 10 ELA	2013	2014	2015	2016	2017	5 years of 5
FOUR RIVERS	100	100	100	100	100	
STATE	91	89	91	92	91	
FRONTIER	93	92	93	95	92	
GREENFIELD	92	85	89	88	82	
GILL-MONTAGUE	92	88	94	86	79	
MAHAR	96	96	91	91	89	
MOHAWK	92	92	90	91	89	
PIONEER	96	97	99	96	100	
GRADE 7 MATH	2013	2014	2015	2016	2017	3 years of 5
FOUR RIVERS	63	71	66	59	56	
STATE	52	50	50		47	

FRONTIER	47	46	51	60	48	
GREENFIELD	37	35	41	43	39	
GILL-MONTAGUE	45	58	31	56	31	
MAHAR	37	36	33	35	36	
MOHAWK	58	52	49	51	59	
PIONEER	48	37	46	40	47	
GRADE 8 MATH	2013	2014	2015	2016	2017	3 years of 5
FOUR RIVERS	64	45	40	75	68	
STATE	54	52	60		48	
FRONTIER	44	33	51	47	54	
GREENFIELD	30	29	42	39	15	
GILL-MONTAGUE	56	57	47	25	35	
MAHAR	47	49	47	36	35	
MOHAWK	48	43	59	35	41	
PIONEER	48	37	37	57	59	
GRADE 10 MATH	2013	2014	2015	2016	2017	4 years of 5
FOUR RIVERS	95	73	92	95	95	
STATE	80	78	78	78	79	
FRONTIER	93	84	87	89	91	
GREENFIELD	78	73	75	70	82	
GILL-MONTAGUE	83	72	79	80	74	
MAHAR	85	83	86	80	76	
MOHAWK	84	87	82	77	78	
PIONEER	81	93	85	86	73	
GRADE 8 SCIENCE	2013	2014	2015	2016	2017	4 years of 5
FOUR RIVERS	19	49	50	76	57	
STATE	39	42	42	41	40	
FRONTIER	25	31	27	57	54	
GREENFIELD	42	39	32	37	37	
GILL-MONTAGUE	45	35	44	33	49	
MAHAR	36	33	42	24	32	
MOHAWK	34	30	40	30	43	
PIONEER	41	30	26	37	45	
GRADE 10 SCIENCE	2013	2014	2015	2016	2017	3 years of 5
FOUR RIVERS	97	90	91	88	91	
STATE	71	81	71	73	74	
FRONTIER	89	84	89	91	89	
GREENFIELD	74	65	70	53	64	
GILL-MONTAGUE	63	53	82	77	66	
MAHAR	78	83	76	82	74	
MOHAWK	80	77	75	76	75	
PIONEER	84	94	91	94	88	

- Four Rivers' SAT scores have been at or near the top of the county for five years.

SAT Scores	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	RDG	MA	RDG	MA	RDG	MA	RDG	MA	RDG	MA
Four Rivers	584	541	584	545	575	526	568	535	585	545
Frontier	535	539	545	536	530	538	540	522	579	564
Gill-Montague	485	504	486	464	494	483	494	506	544	545
Greenfield	467	481	474	489	532	531	496	499	584	571
Mahar	519	523	479	494	500	513	508	516	547	539
Mohawk	523	521	514	528	530	532	545	546	597	571
Pioneer	533	503	522	493	518	496	520	500	557	540

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

- This year's MCAS participation rates were improved over last year and will not affect the school's Accountability Status.
- The school will continue to implement improvements to its math program.

PROGRAM DELIVERY

- All teachers monitor and implement practices related to curriculum, instruction, and assessment..
- The faculty worked last year to strengthen aspects of School Culture and will focus next year on Curriculum.
- There were no significant changes to the school's curriculum, instructional model, assessment methods, and/or supports for diverse learners.

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

- The number of out-of-school suspensions remained low; disciplinary incidents overall continued at an all-time low..
- Faculty improvements focused on School Culture included the school's character virtues, upholding norms, and using restorative practices to build community and solve problems.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no changes to the organizational structure made during the 2017-2018 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 15 faculty and 3 members of the administrative team.

UNAUDITED FY18 INCOME STATEMENT

<u>Operating Revenues</u>	Tuition	3,703,709
	Grants	131,666
	Program, athletic and student fees	66,955
	Food services	20,103
	Other revenues	11,626
Total operating income		3,934,059
<u>Operating Expenses</u>	Salaries and wages	2,298,579
	Payroll taxes	71,979
	Fringe benefits	301,264
	Office supplies & materials	16,975
	Advertising/Recruitment	5,566
	Contracted services	45,105
	Fees, Dues, Memberships	9,679
	Instructional Expenses	117,710
	Insurance	52,769
	Maintenance and repairs	121,606

	Occupancy		469,461
	Prof. Development		37,616
	Pupil Services		57,971
	Technology		67,833
	Testing & Assessment		764
	Utilities		45,378
	Depreciation expense		17,317
	Food Services		21,056
	Total operating expenses		3,758,628
	Net Ordinary Income		175,431
Non-operating revenues (expenses)	FREF grants		29,237
	Contributions		473
	Rents		4,688
	Investment Income		631
	Fundraising Income		17,412
	Fundraising expenses		(7,309)
	Net Non-Operating revenues (expenses)		45,132
	Net Income		220,563

STATEMENT OF NET ASSETS FOR FY18 (BALANCE SHEET)

ASSETS		Current Assets	
	Cash and cash equivalents		1,459,229
	Accounts Receivable		68,395
	Prepaid Expenses		37,246
	Other Assets		14,300
	Total current assets		1,579,170
		Noncurrent Assets	
	Capital Assets, net of depreciation		113,337
	Total noncurrent assets		113,337
TOTAL ASSETS			1,692,507
LIABILITIES AND NET POSITION		Current Liabilities	
	Accounts payable		11,719
	Accrued wages payable		226,065
	Accrued payroll liabilities		22,594
	Total current liabilities		260,378
TOTAL LIABILITIES			260,378
NET POSITION	Net investment in capital assets		113,337
	Unrestricted		1,318,792
	Total net position		1,432,129
TOTAL LIABILITIES & EQUITY			1,692,507

APPROVED SCHOOL BUDGET FOR FY19

REVENUES		
Tuition		3,709,589
Federal Grant Revenue		86,000
Revenue from Local Sources		116,000
	TOTAL REVENUE	3,911,589
EXPENSES		
Salaries, Benefits and Taxes		2,858,654
Instructional Expenses		255,300
Business Services		100,400
Operations and Maintenance		133,200
Physical Plant		412,762
Pupil Services		64,750
	TOTAL EXPENSES	3,825,066
	INCREASE IN NET ASSETS (before deprec.)	86,523
	DEPRECIATION	24,000
	INCREASE IN NET ASSETS (after depreciation)	62,523
	OPERATING MARGIN	1.60

CAPITAL PLAN

The school has not established a capital project reserve account for the projects listed below:

Description	Current Status	Current Estimated Schedule	Current Estimated Cost	Financing
High School Air Conditioning	Project has started	Completion by August 2018	\$200,000	Funded by Four Rivers Educational Foundation
Barn Roof	Project has been awarded	Completion by September 2018	\$40,000	Funded by Four Rivers Educational Foundation
New Phone System	Project has been awarded	Completion by August 2018	\$15,000	Funded from available funds
New Copier	Project has been awarded	Completion by August 2018	\$11,000	Funded from available funds
Middle School Siding repair	In planning stage	Summer 2019	\$10,000	Funded by Four Rivers Educational Foundation
HS Siding repair, east side door	In planning stage	Summer 2019	\$6,000	Funded by Four Rivers Educational Foundation
HS ceiling batting replacement	In planning stage	Summer 2019	\$82,000	Funded by Four Rivers Educational Foundation
Parking Lot Redesign	In planning stage	Summer 2019	unknown	To be funded from available funds and/or donations
New multi-purpose building	In exploration stage	Fiscal Year 2023	unknown	To be funded by donations and possibly borrowing
Energy Saving Repairs (MS, HS, Farmhouse)	Identifying most effective measures	As projects are identified and approved	\$30,000	To be funded from available funds.
Building Security Improvements	Identifying most effective measures	As projects are identified and approved	unknown	To be funded from available funds.
14 Passenger Bus	Need to replace	Fall 2018	\$55,000	To be funded from available

	oldest bus, which is not drivable.			funds.
6 plus passenger van	While the three current vans are running well, all have high miles	As needed	up to \$20,000 per vehicle	To be funded from available funds.
14 Passenger Bus	Our oldest working bus is 11 years old. We should plan for it's replacement before it's undrivable.	By Fall 2021	\$60,000	To be funded from available funds.

Additional Information

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: EL Education (formerly Expeditionary Learning) The school implements EL Education 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.

	2017-2018 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	Two 2s, with an overall score of 103. Both 2s relate to use of data, a specific focus for improvement next year. 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 school culture practices 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.

	2017-2018 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% (196 out of 217) ** 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	NOT MET	Total: 52% (116 out of 217)

of Work and Learning) standards, demonstrating achievement of habits and skills required for effective effort.		**Note that the standard here is Meeting on a scale from passing at Approaching plus.
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Objective 3: Preparation for Lives of Service Students consciously develop their character and learn to be of service to their school and community.

	2017-2018 Performance	Evidence
Measure: Each year, 90% of students set and meet goals for academic and personal growth.	MET	Total: 96% (208 out of 217) 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	80% of students and 93% 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	99% of students met the service requirements.

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

	2017-2018 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. 97% 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	65% 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.

	2017-2018 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 9, 2018**

RECRUITMENT

Implementation Summary

1. Successes and Challenges
 - a. There are currently no gaps for any subgroup in terms of recruitment and retention.
 - b. The school continued its regular practices to attract students this past year (described below).
 - c. 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.
 - d. The school continued to support all learners through implementation of its District Curriculum Accommodation Plan.
2. Additional information that gives context for subgroup enrollment figures
 - a. Four Rivers and Franklin County report very few ELLs (we are a low incidence school).
3. The incoming class of students will meet the comparison index and gap narrowing targets are being met.

General Recruitment Activities

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.
 - a. The school placed brochures for information sessions throughout the county in in some of the following places: public libraries; book stores; food markets; YMCA & local fitness centers; Churches; 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 ; Franklin County Regional Housing Authority; Center for Self Reliance (food pantry); DIAL/SELF Teen Services.
 - b. Brochures in Spanish and in Romanian (the language of Moldova) available.
3. 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	2018
Total	193	205	208	210	216	217	217	219	220
African American	1.0	1.0	1.0	1.4	1.9	.9	.5	.5	.5
Asian	0.5	0.5	2.4	1.9	3.2	2.8	2.8	2.7	1.4
Hispanic	2.6	3.4	4.8	3.3	3.2	3.7	6.5	7.3	7.7
Native American	0	0.5	0.5	0	0	0	0	0	0
White	94.3	92.2	89.4	90	86.6	88	85.3	85	85.6
Native Hawaiian, Pacific Isl.	0	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	5.0
First Language Not English	0	1.0	1.9	1.4	2.3	1.4	2.3	2.7	1.4
English Language Learners	0	.5	.5	.5	.9	0	0	.5	0
Low Income	23.2	23.9	22.1	23.3	23.1	19.4	25.8	29.5	28.8
Students with Disabilities	11.4	11.7	15.9	17.6	16.2	17.5	16.1	14.5	12.6
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	37.4
Male	53	49	49	56	51	47	46	47	50
Female	47	51	51	44	49	53	54	53	50

CHART (Charter School Analysis and Review Tool) DATA

Percentages	2014	2015	2016	2017	2018	2018 gap	Ave gap
1st language not English - FOUR RIVERS	2.3	1.4	2.3	2.7	1.4	0	.6
1st language not English - COMP. INDEX	1.5	1.3	1.2	1.6	1.4		
English Lang Learners - FOUR RIVERS	0.9	0	0	.5	0	-.5	0
English Lang Learners - COMP INDEX	0.2	.1	.2	.4	.5		
High Needs students - FOUR RIVERS	36.1	35	37.3	40	37.4	1.6	2.5
High Needs students - COMP. INDEX	40.6	30.7	32.1	34.1	35.8		
Students w/ disabilities - FOUR RIVERS	16.2	17.5	16.1	14.5	12.6	-.5	2.6
Students w/ disabilities - COMP INDEX	12.7	12.6	12.9	12.5	13.1		
Low Income students -- FOUR RIVERS	23.1	19.4	25.8	29.5	28.8	2.6	.5
Low Income students -- COMP INDEX	32.5	19.6	21.1	24.6	26.2		

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

School Name: Four Rivers Charter Public School

2017-2018 Implementation Summary:

1. Successes and Challenges
 - a. There are no recruitment or retention gaps.
 - b. The school continued its regular practices to attract students this past year (described below).
 - c. 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.
 - d. Contacted social service agencies, housing projects, and local religious groups offering outreach sessions. Most did not get back in touch with us.
 - e. Distributed brochures and meeting announcements through the same organizations.
 - f. The school continued to support all learners through implementation of its District Curriculum Accommodation Plan.
2. We expect October 1 SIMs data will meet the comparison index or the gap narrowing targets, so no further action is anticipated.

General Recruitment Activities for 2017-2018:

Activity 1: Advertising

The school places ads in local newspapers just prior to information sessions. We place additional ads in various supplements throughout the year.

Activity 2: Information Sessions

The school hosts 4 information sessions through January and February to ensure that families learn about the school and have a chance to ask questions. These information sessions are advertised on the school's website, in the school's office, and in local media.

Activity 3: Brochures

The school reaches out through printed brochures to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers. The school places 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 places brochures with key social service agencies that provide SNAP benefits, fuel assistance, childcare and other family services. Brochures are placed in 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.

Activity 4: Translations

School brochures are translated into Spanish and Romanian (the language of Moldova, a popular source of immigrants in our region).

Activity 5: Engaging and Accessible Programs

The school implements a District Accommodation Plan that supports all learners.

Activity 6: Word of Mouth Outreach.

The school encourages current families to tell friends, colleagues, and neighbors about the school and upcoming information sessions.

Recruitment Plan –Strategies

Special education students/students with disabilities

Special Education Students CHART data

School %: 12.6%
GNT %: 12.5%
CI %: 13.1%

The school is above GNT and below CI percentages

2018-2019 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- At information sessions, we describe our approach to special education and supporting the learning needs of all students.
- The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw special education students.
- 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.”
- In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.

Limited English-proficient students/English learner

English Language Learners CHART data

School %: 0%
GNT %: NA
CI %: .5%

The school is less than a percent below CI percentages

2018-2019 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students.
- 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.
- The school offers outreach meetings to local organizations that serve immigrant families to meet with them first in their own settings.
- The school places ads in any local publications that serve immigrant families.
- 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 (Low Income/Economically Disadvantaged)

Economically Disadvantaged Students CHART data

School %: 28.8%
GNT %: 21.1%

2018-2019 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- Send brochures to local organizations that serve low income families to make sure they know about the school.
- 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.

<p>CI %: 26.2%</p> <p>The school is above GNT and CI percentages.</p>	<ul style="list-style-type: none"> • Consult with local community leaders who work with low income populations for further advice on how to reach these families. • Contact local pediatricians and family practice doctors with information they can share with their patients. • 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.
<p><u>High Needs Students</u> CHART data</p> <p>School %: 37.4% GNT %: NA CI %: 35.8%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We will work to recruit African-American and Latino students because that subgroup must be targeted to close the achievement gap. • We will continue to build relationships with African American and Latino churches and community centers to ensure that families are aware of the option that our school provides.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are sub-proficient. • The school offers teacher after school help and Title 1 support to students who might join the school after having not passed the 10th grade MCAS.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • 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. • The school offers an intake meeting to determine what obstacles to graduating a student might face, as well as a range of academic supports to help that student succeed.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • 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.

RETENTION

Implementation Summary
<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</p>

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 EL Education (formerly 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.

1. For SY 2017-18, the # of students on an IEP or 504 was 63 (27 on IEPs; 36 on 504s).
2. Of the 10 students who decided not to return to Four Rivers in the Fall of 2017, 3 were special education students (30% compared to 16% 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 2018-19, 6 special education students are not returning: 4 graduated in Spring 2018. Summer 2018 transfers include: one student transferring to their home district for a dual enrollment program with the local community college; and one student transferring to their home district to attend a specialized program.
4. For fall 2018, current numbers indicate that 13 out of 45 new students (29%) have an IEP or a 504 plan.
5. For 2018-19, the IEP and 504 population is expected to be 59 out of 220 (26.8%).

RETENTION DATA

Percentages	2010	2011	2012	2013	2014	2015	2016	2017	2018
All	82.7	85.7	87.4	88.8	93.7	93.9	92.8	92.3	94.6
Female	80.0	88.4	82.6	86.2	96.2	94.5	89.2	88.9	94.6
Male	85.1	82.9	92.8	91.3	91.5	93.3	97.4	96.4	94.6
High Needs	76.9	80.7	81.5	89.2	93.7	97.1	92.6	89.7	91.9
Low Income	78.1	76.7	81.0	89.5	97.6	95.7	93.2	93.5	93
Special Ed	75.0	83.3	85.2	90.6	89.7	100	93.3	87.1	89.3
Hispanic			100	66.6		83.3	87.5	84.6	93.3
Multi-race					85.7	80	77.8	88.9	100
White	84.6	86.8	86.9	89.9	93.6	95.5	94.3	92.9	94.3

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

In %	2011	2012	2013	2014	2015	2016	2017
Dropouts	0.8	0.0	2.9	2.8	0.7	0	2.7
4-yr grad. rate	88.9	90.3	91.2	88.9	97.2	96.3	87.1
Attendance	92.8	95.5	92.8	93.2	93.8	92.7	92.8
In-school susp.	5.9	14.4	8.3	3.2	2.2	3.6	2.7
Out-school susp.	5.9	6.7	5.5	4.1	0.9	1.3	3.1
Retentions	2.0	0.5	0	0.5	0	0	.5
Stability Rate	93.7	96.2	90.6	94.9	96.3	96.3	97.3

RETENTION HIGHLIGHTS:

1. Retention numbers in all except one category improved this past year over last year.
2. Our retention of **high needs students** has improved from 76.9 in 2010 to 91.9 in 2018.

3. Our retention of **low income students** has improved from 78.1 in 2010 to 93 in 2018.
4. Our retention of **special education students** has improved from 75.0 in 2010 to 89.3 in 2018.

RETENTION PLAN -- STRATEGIES

Overall Student Retention Goal for next year: 95%	
Demographic Group	Strategies
<p style="text-align: center;"><u>Special ed students</u> <u>CHART data</u></p> <p>School %: 10.7% 3rd Quartile: 15.3%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">2018-2019 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 – Special education students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p style="text-align: center;"><u>Limited English-proficient students</u></p> <p>School %: NA 3rd Quartile: 17%</p> <p>No LEP students to retain.</p>	<p style="text-align: center;">2018-2019 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. 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.
<p>Students eligible for free or reduced lunch</p> <p>School %: 7% 3rd Quartile: 13.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">2018-2019 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.
<p>Students who are sub-proficient</p>	<p style="text-align: center;">2018-2019 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.
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">2018-2019 Strategies</p> <p>The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.</p> <ol style="list-style-type: none"> 1. 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. 2. 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 style="text-align: center;">2018-2019 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 style="text-align: center;">2018-2019 Strategies</p> <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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	1	1/2%
Asian	4	2%
Hispanic	15	7%
Native American	1	1/2%
White	188	86%
Native Hawaiian, Pacific Islander	1	1/2%
Multi-race, non-Hispanic	10	4.5%
Students with disabilities	27	12.3%
Limited English proficient	0	0
Low income	77	35%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Peter Garbus Principal and Head of School	Academic Programs, Curriculum, Instruction, Faculty Supervision	August 2007	
Susan Durkee Assistant Principal	Community Resources, Instructional Support, Junior and Senior Seminar	August 2002	
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 Counseling, College Counseling	August 2004	

Guidance and College Counselor			
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	

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR					
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year		Reason(s) for Departure
Teachers	30	0	2.5	1 left for grad school 1 left for career change .5 left because end of 1 yr job share	30
Other Staff	11	0	1	1 left because end of 1 yr position	11
BOARD MEMBER INFORMATION					
Number of commissioner approved board members as of August 1, 2018			10		
Minimum number of board members in approved by-laws			10		
Maximum number of board members in approved by-laws			20		

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position	Committee affiliation(s)	Area of expertise	Number of terms served; Length of each term
Regina Campbell	Secretary	Cmt. on Trustees & Personnel Policy	VP, Valley Med Group; 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 2013 term ending Sept 2019
John Guenther	Trustee	Committee on Accountability	Former Math Teacher, Greenfield	1 Term, Appointed 2015 Term ending Sept 2018
Larry Klein	Chair	Cmt. on Trustees & Personnel Policy	MD at Connecticut River Internists, Turners Falls	2 Terms, Appointed 2012 term ending Sept 2018
Jay Lord	Treasurer	Committee on Accountability	Director of Financial and Program Development, Just Roots Farm	2 Terms, Appointed 2011 term ending Sept 2020
Josh Parker	Vice Chair	Cmt. on Trustees & Personnel Policy	VP, Operations Officer, Greenfield Savings Bank, Parent of 2 students	1 Term, Appointed 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

Laura Stone	Trustee	Development Committee	Administrative Director, Straw Dog Writers Guild, Parent of 1 student	1 Term, Appointed 2017 term ending Sept 2020
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 27, 2017
Lottery	February 28, 2017

Complaints

1. The board received 1 complaint this year from a parent. The complaint listed a series of concerns related to academics, communication, and special education. The Principal made efforts to problem-solve and the board chair responded in writing to the complaint. No further steps were pursued or warranted.

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Larry Klein	No Change
Charter School Leader	Peter Garbus	No Change
Asst Charter School Leader	Susan Durkee	No Change
Special Education Director	Kate Conant	No Change
MCAS Test Coordinator	Kate Conant	No Change
SIMS Coordinator	Leslie Taylor	No Change
ELL Director	Andy Stenson	No Change
School Business Official	Amy Wales	No Change
SIMS Contact	Leslie Taylor	No Change
Title I Coordinator	Kate Conant	No Change

Facilities--No Change

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 26, 2018
Lottery	February 28, 2018

EL Education Implementation Review

Dimension		Practice	2012	2013	2014	2015	2016	2017	2018
Curriculum	1	Mapping Skills and Content	4	4	4	4	4	4	4
	2	Case Studies	4	4	4	4	4	4	4
	4	Projects and Products	3	4	4	4	4	4	4
	6	Learning Expeditions	3	3	3	4	4	4	4
			3.50	3.75	3.75	4.00	4.00	4.00	4.00
Instruction	1	Effective Lessons	4	4	3	4	4	4	4
	2	Supporting All Students	5	5	4	4	4	4	5
	3	Reflecting and Structuring Revision	4	3	4	3	4	4	4
	4	Culture of Reading	4	4	4	3	4	4	4
	5	Culture of Writing	5	5	4	4	4	4	4
	6	Culture of Mathematics	3	3	4	3	3	3	3
	7	Integrating the Arts	4	4	4	2	2	2	4
			4.14	4.00	3.86	3.29	3.57	3.57	4.00
Assessment	1	Learning Targets	4	4	4	4	4	4	4
	2	Assessment For Learning	4	4	4	4	4	4	4
	3	Quality Assessments	4	4	4	4	4	4	4
	4	Communicating Student Achievement	5	5	4	5	4	4	4
	5	Analyzing Assessment Data	4	4	4	2	2	2	2
			4.20	4.20	4.00	3.80	3.60	3.60	3.60
Culture and Character	1	Learning Community	4	4	4	5	5	4	4
	2	Crew	3	3	4	4	4	4	4
	3	Fostering Character	4	4	4	4	4	4	5
	4	Engaging Families	4	4	4	4	4	4	4
	5	Beautiful Spaces	3	3	4	5	5	5	5
			3.60	3.60	4.00	4.40	4.40	4.20	4.40
Leadership	1	School Vision	4	2	3	3	4	4	4
	2	Using Data	3	3	3	2	3	2	2
	3	Supporting Planning, Assessment, and Instruction	4	4	4	4	4	4	4
	4	Positive School Culture	4	4	5	5	5	5	5
	5	Professional Learning	4	2	3	5	5	4	4
			3.80	3.00	3.60	3.80	4.20	3.80	3.80
		TOTALS	101	97	100	99	102	99	103

