

ANNUAL REPORT

OF THE

Francis W. Parker

Charter Essential School

2017-2018

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August 1, 2018

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School Profile

| Francis W. Parker Charter Essential School | | | |
|---|--|--|--|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location | 49 Antietam Street Devens, MA 01434 |
| Regional or Non-Regional? | Regional | Districts in Region (if applicable) | 49 |
| Year Opened | 1995 | Year(s) Renewed (if applicable) | 2000, 2005, 2010, 2015 |
| Maximum Enrollment | 400 | Current Enrollment As of June 21, 2018 | 397 |
| Chartered Grade Span | 7-12 | Current Grade Span | 7-12 |
| # of Instructional Days per school year | 180 | Students on Waitlist as of June 21, 2018 | 105 |
| School Hours | Begins 8:30am Ends 3:30pm Ends 1:30pm on Weds | Age of School | 23 |

THE MISSION

The Parker School's mission is "to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child" (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.

Faithfulness to Charter

Mission and Key Design Elements

Please see Appendix A, Accountability Report, for additional details.

There have been no changes to the mission or key design elements of the school in the 2017-2018 school year. The 10 Common Principles of the Coalition of Essential Schools (as listed in the mission) are the skeleton of Parker, upon which all else is built, and Parker is an incredibly mission-driven school. The 10 Common Principles are living ideas and concepts within the school, and all elements of the school are rooted in the ideas contained there, as they have been since Parker's inception. Decisions on a wide-range of issues are made in consultation with the principles. For example, curriculum, assessment, and instructional discussions and decisions are centered on the ideas of "less is more," "student as worker," and "demonstration of mastery."

Parker's school design draws directly from its mission. Curriculum (the academic program), instruction (teaching), and assessment of student learning are closely interwoven. The core organizational principles of the academic program are domains (areas of study) and divisions (cohorts of students at a level of study). Students study in four domains, each of which teaches several integrated disciplines or areas of study: Arts & Humanities (AH); Math, Science and Technology (MST); Spanish; and Wellness (physical education, health and personal/social responsibility). Students are organized into three Divisions, which most students progress through in two-year cycles. Division 1 is roughly equivalent to grades seven and eight, Division 2 is roughly equivalent to grades nine and ten, and Division 3 is roughly equivalent to junior and senior year of high school. Performance-based promotion is the fundamental premise of the school; using portfolios and public exhibitions, students must demonstrate their readiness to move to the next level of study. The School's Criteria for Excellence establish the academic expectations for all students and are used to evaluate student learning. The curriculum emphasizes practice and progress in the same key skills across all divisions: reading, writing, oral presentation, listening and media analysis, research, artistic expression, Spanish, mathematical problem-solving, technical communication, scientific investigation, systems thinking, and technology. The academic program expresses its mission in the following ways:

- The curriculum is academically challenging, interdisciplinary, and emphasizes student inquiry, as well as developing key habits of learning that transcend any one academic area of study.
- Teachers work in cross-disciplinary teams with small groups of students in two year curricular cycles in Divisions 1 and 2. Teachers in Division 3 develop seminar and laboratory courses with a discipline-based focus.
- Teachers design instruction to meet the needs of their students and to allow students to demonstrate their understanding and skills through many forms of exhibition.
- Teachers design curriculum, instruction and assessment with each other in collaborative teams, by domain/division. A common curriculum, with shared major texts, projects and expectations is experienced by all students through Divisions 1 and 2. In Division 3, students have the opportunity to make choices

among more specialized courses that are solo-taught and developed. Division 3 teachers collaborate closely on the key standards and expectations for Division 3 learning.

- Students are encouraged and then required to take an active role in their learning.
- Student learning is evaluated using school-wide standards and rubrics drawn from the School’s Criteria for Excellence.
- Students are required to reflect on and revise their work incorporating direct teacher feedback to strengthen and deepen their understanding.
- Students must complete the requirements of each division and exhibit their learning before progressing to the next division (level of study).
- The School has a flexible long-block schedule that allows students more time to focus on depth in student learning activities and allows teachers substantial planning time during the school day.
- The Advisory system allows teachers to know students well and to serve as their academic and personal guides.
- The teaching staff is differentiated and senior practitioners mentor and coach junior staff; critical reflection and peer observation are built into teachers’ schedules. Collaborative teaching models and embedded professional development are key design elements that support adult and student learning.
- The School has a service component in which students learn by contributing to the school and the larger community as volunteers.
- Students and teachers collaborate in school governance and discipline through the Community Congress and Justice Committee.
- The teacher-leader model substantially reduces overhead and places student advising and management decisions in the hands of the teaching staff.
- The school’s curriculum is modified each year in response to the Essential Question. In 2017-2018, the question was “How can we make tomorrow better than today?” Teachers support students in extending their learning beyond the classroom and in integrating learning across classrooms through the Essential Question.

Amendments to the Charter

| Date | Amendment Requested | Approved? |
|-----------|--------------------------|-----------|
| 7/31/2017 | Revised Expulsion Policy | 8/7/2018 |
| | | |

Access and Equity

Parker has always used a restorative justice model and takes an educational, student-centered approach to discipline. There have been no recent changes to this discipline model, and Parker has participated in training sessions for other schools about its restorative justice approach. The in- and out of school suspension rate is, has been, and remains low (4 total students [less than 1%] suspended in the most recent public data available).

Dissemination Efforts

Below is a partial list of dissemination efforts made by Parker in the prior school year, ranging from school visits (from local, regional, national and international educators) to formal workshops/conference presentations to on-going collaborative relationships with schools and districts working towards systemic school reform. Appendix A, Objective #6 in Accountability Report contains summary numbers and information about dissemination.

| Best Practice Shared | Vehicle for Dissemination (describe the method, format, or venue used to share best practices) | Who at the school was involved with the dissemination efforts? (Title) | Criteria that best aligns to the shared best practice (choose from the drop down menu) | With whom did the school disseminate its best practices? (Partners and Locations) | Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.) |
|---|--|---|---|--|---|
| Ten Common Principles and student-centered learning | school visit | students, teachers, school leaders, and Teachers Ctr Director | hosting other educators at the charter school | de Leer School and Het Molenveld, Netherlands (multiple visits) | on-going school collaboration re Ten Common Principles |
| Mastery-based promotion & essential rites of passage | Model Schools Best Practices Conference | students, teachers, and Teachers Ctr Director | presenting at professional conferences about its innovative school practices | NEASC member schools | support for redesign of school-wide assessment practices |
| Student-centered learning | school visit | students, teachers, and Teachers Ctr Director | partnerships with other schools implementing key successful aspects of the charter school's program | Springdale, Arkansas | support for advancing student-centered practices |
| World Language Proficiency-based language acquisition | school visit and workshop | students, teachers, and Teachers Ctr Director | sharing resources or programs developed at the charter school | New Hampshire | on-going sharing of curricular materials |
| Arts integration within humanities | school visit and workshop | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Mohawk Trail Regional HS | on-going sharing of curricular materials |

| | | | | | |
|---|---------------------|---|---|---|--|
| Student-centered learning and school climate | school visit | students, teachers, and Teachers Ctr Director | partnerships with other schools implementing key successful aspects of the charter school's program | Rogers HS, Newport, RI | long-term commitment with Parker to integrate student-centered practices |
| Development of vision and expectations for student learning | series of workshops | teachers, Teachers Ctr Director | partnerships with other schools implementing key successful aspects of the charter school's program | Rogers HS, Newport, RI | long-term commitment with Parker to integrate student-centered practices |
| Looking at Student Work | working session | students, teachers, school leaders, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Multiple representatives from schools across New England | modeled practice of protocol usage to look at student work (collaborative practices and innovative assessment practices) |
| Student-centered learning and assessment practices | school visit | students, teachers, school leaders, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Woodrow Wilson Academy of Teaching and Learning (multiple visits) | on-going collaboration regarding new teacher training programs and assessment |
| Student-centered learning and school climate | school visit | students, teachers, and Teachers Ctr Director | active participation in district turnaround efforts | Windham, CT | collaborated on Nellie Mae grant re: equity--received grant and support continues with Windham Public Schools |
| Ten Common Principles and student-centered learning | school visit | students, teachers, school leaders, and Teachers Ctr Director | hosting other educators at the charter school | TEA Fellows--UMass Lowell | on-going collaboration with UMass Lowell Education Professors |
| Ten Common Principles and assessment practices | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Somerville HS, MA | shared requested practices |
| Student-centered learning and school climate | school visit | students, teachers, school leaders, and Teachers Ctr Director | hosting other educators at the charter school | Shady Hill School, Cambridge, MA | on-going sharing of curricular materials |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Tree Street Youth, ME | support for overall design of new alternative school |

| | | | | | |
|---|--|---|---|---|--|
| Student-centered learning and assessment practices | school visit and workshop | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Mount Zion Christian Academy, NH | support for redesign of school-wide assessment practices |
| Ten Common Principles and student-centered learning | school visit | students, teachers, school leaders, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Middletown Public Schools, CT | long-term commitment with Parker to integrate student-centered practices |
| Ten Common Principles and assessment practices | school visit | students, teachers, school leaders, and Teachers Ctr Director | hosting other educators at the charter school | Souhegan HS, Amherst, NH | hired visitor as AH teacher |
| Ten Common Principles and assessment practices | school visit | students, teachers, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Milton HS, MA | support for overall redesign of alternative school |
| Authentic Assessment | school visit and workshop | students, teachers, school leaders, and Teachers Ctr Director | hosting other educators at the charter school | McMahon HS, CT | shared requested practices |
| Collaborative Practices for teacher leaders | series of workshops | Teachers Ctr Director | sharing resources or programs developed at the charter school | Norwalk, CT | on-going collaboration to support new teacher leaders |
| Ten Common Principles and assessment practices | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Lowell Middlesex Academy Charter School, MA | support for redesign of school-wide assessment practices |
| School climate and advisory | multiple workshops and facilitated faculty meeting | teachers, Teachers Ctr Director | partnerships with other schools implementing key successful aspects of the charter school's program | Ayer-Shirley HS, MA | began with DESE grant; continues |
| Ten Common Principles and student-centered learning | school visit | students, teachers, school leaders, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Minister of Education for India and Delegation, India | support for redesign of country's entire education system |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | sharing resources or programs developed at the charter school | Henry County Middle Schools, GA | support for advancing student-centered practices |

| | | | | | |
|---|------------------------------|---|--|--|---|
| Assessment practices-- proficiency-based | school visit and workshop | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Hanover, NH | support for redesign of school-wide assessment practices |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | St Thomas Aquinas, Dover, NH | support for advancing student-centered practices |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | ConVal HS, NH | support for advancing student-centered practices |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Harvard, Clark, and Endicott college visitors | support for advancing learning of student-centered practices |
| Mastery-based promotion and Authentic Assessment | workshop | teachers, Teachers Ctr Director | presenting at professional conferences about its innovative school practices | Challenge Success National Conference | support for redesign of school-wide assessment practices |
| Ten Common Principles and student-centered learning | school visit | students, teachers, and Teachers Ctr Director | hosting other educators at the charter school | Bow, NH | support for advancing student-centered practices |
| Mastery-based promotion and Authentic Assessment | workshop | teachers | presenting at professional conferences about its innovative school practices | School Redesign in Action, Great Schools Partnerships National Conference | support for redesign of school-wide assessment practices |
| World Language Proficiency-based language acquisition | workshop | teachers | presenting at professional conferences about its innovative school practices | School Redesign in Action, Great Schools Partnerships National Conference | support for proficiency-based language acquisition |

Academic Program Success

Student Performance

Parker School Report Card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04780505&fycode=2017&orgtypecode=6&>

Please see Accountability Report Measures for additional student performance information.

Program Delivery

There have been no significant changes to the program delivery in the 2017-2018 school year. Since continuous improvement and program revision are key components of the Parker program, small adjustments are made throughout the year to various elements of the program, including, but not limited to, curriculum, instruction, and assessment. These adjustments are made in response to a number of types of data, including, but not limited to, student reflection, student performance, and teacher reflection. External information, such as revised state and national standards, are also regularly used as reference points for reviewing and revising the academic program.

Organizational Viability

Organizational Structure of the School

The organization structure of the school was not altered in 2017-2018.

Teacher Evaluation

Parker uses the rubric, timeline, performance categories, and other general elements of the Massachusetts Model System of Educator Evaluation. There were no changes to this system in 2017-2018.

Budget and Finance

See following pages

Francis W. Parker Charter Essential School
Statement of Revenues, Expenditures and Changes in Net Position (Unaudited)
Fiscal Year Ended June 30, 2018

REVENUES:

| | |
|-----------------------------------|------------------|
| State allocation - tuition | \$4,989,605 |
| State allocation - facilities aid | \$354,181 |
| Federal and State Grants | \$104,307 |
| Private Grants and Contributions | \$392,909 |
| Program Fees: | \$329,850 |
| Miscellaneous income | \$110,486 |
| TOTAL REVENUES | 6,281,339 |

EXPENSES:

| | |
|------------------------------------|------------------|
| Salaries and wages | 4,003,067.83 |
| Payroll taxes and fringe benefits | 654,779.35 |
| Recruiting and staff development | 47,644.43 |
| Accreditation | 3,215.00 |
| Assessment | 2,561.40 |
| Books and curriculum material | 24,140.73 |
| Computer hardware and software | 44,530.44 |
| Computer internet access | 5,581.68 |
| Consultant-instructional | 28,618.56 |
| Contract services | 178,941.72 |
| Depreciation | 41,577.92 |
| Dues and subscriptions | 60,202.44 |
| Food-school lunch program | 114,418.28 |
| Furniture and equipment | 39,747.60 |
| Inspections | 15,436.83 |
| Insurance | 31,698.25 |
| Leases-school building | 348,918.34 |
| Leases-fields and sports arena | 22,930.00 |
| Legal & accounting services | 20,657.11 |
| Maintenance-equipment | 20,489.89 |
| Maintenance-facility | 26,931.87 |
| Other | 23,469.19 |
| Printing, copy, and postage | 33,418.87 |
| Sports equipment | 6,505.29 |
| Student activities and field trips | 115,081.13 |
| Student transportation | 56,942.90 |
| Supplies | 44,313.56 |
| Uniforms-athletics | 7,263.50 |
| Utilities | 76,277.20 |
| Vending | 2,131.16 |
| TOTAL EXPENSES | 6,101,492 |

OPERATING INCOME **179,846**

NON OPERATING REVENUES

| | |
|------------------------------------|--------------------|
| Interest Income | 9,469 |
| CHANGE IN NET ASSETS | 189,315 |
| NET POSITION, JUNE 30, 2017 | 2,820,805 |
| NET POSITION, JUNE 30, 2018 | \$3,010,120 |

**Francis W. Parker Charter Essential School
Statement of Net Position (Unaudited/ Draft)**

6/30/18

Assets

Current Assets:

| | |
|--|-------------|
| Cash and cash equivalents | \$1,430,189 |
| Accounts receivable, net of allowances | |
| -Intergovernmental | 215,074 |
| -Due from related Party | 325,532 |
| -Other | 651 |
| Prepaid expenses | 15,683 |
| Total current assets | 1,987,129 |

Cash Held for Student Activities 47,051

Noncurrent Assets:

| | |
|---------------------------------|-------------|
| Other Non Current Assets | 970,522 |
| Deposits | 2,175 |
| Capital Assets | 689,955 |
| Less - accumulated depreciation | 501,091 |
| Net capital assets | 188,864 |
| Total assets | \$3,195,741 |

Liabilities and Net Assets

Current Liabilities:

| | |
|-----------------------------------|----------|
| Accounts payable and withholdings | \$12,108 |
| Accrued payroll and expenses | 111,597 |
| Unearned Revenue | 14,866 |
| Total current liabilities | 138,571 |

Due to Student Activities 47,051

Net Assets:

| | |
|----------------------------------|-------------|
| Invested in capital assets | 188,864 |
| Building Rental Asset | 970,522 |
| Restricted for capital purchases | 42,800 |
| Restricted for Special Purposes | 78,535 |
| Reserve Fund | 754,909 |
| Facilities Reserve Fund | 927,590 |
| Liquidity Reserve | 46,899 |
| Total net assets | 3,010,120 |
| Total liabilities and net assets | \$3,195,741 |

**Francis W. Parker Charter Essential School
Operating Budget
Fiscal Year Ended June 30, 2019
As approved by the Board of Trustees on March 20, 2018**

| | FY19 Budget |
|------------------------------------|------------------------|
| REVENUES: | |
| State allocation - Tuition | 5,069,592 |
| State allocation - Facilities Aid | 353,628 |
| Federal and State Grants | 110,800 |
| Private Grants and Contributions | 166,225 |
| Program Fees: | 242,350 |
| Miscellaneous income | 169,246 |
| TOTAL REVENUES | \$6,111,841 |
| EXPENSES: | |
| Salaries and wages | 4,185,100 |
| Payroll taxes and fringe benefits | 742,738 |
| Recruiting and staff development | 61,000 |
| Accreditation | 3,300 |
| Assessment | 4,500 |
| Books and curriculum material | 28,850 |
| Computer hardware and software | 81,150 |
| Computer internet access | 5,520 |
| Consultant-instructional | 40,450 |
| Contract services | 48,160 |
| Depreciation | 47,500 |
| Dues and subscriptions | 60,810 |
| Food-school lunch program | 105,000 |
| Furniture and equipment | 32,350 |
| Inspections | 11,400 |
| Interest | 40,800 |
| Insurance | 0 |
| Leases-school building | 348,652 |
| Leases-fields and sports arena | 39,700 |
| Legal & accounting services | 29,650 |
| Maintenance-equipment | 30,250 |
| Maintenance-facility | 32,000 |
| Other | 35,600 |
| Printing, copy, and postage | 40,950 |
| Sports equipment | 9,350 |
| Student transportation | 50,220 |
| Supplies | 57,350 |
| Uniforms-athletics | 8,300 |
| Utilities | 112,404 |
| Vending | 700 |
| TOTAL EXPENSES | 6,293,754 |
| OPERATING INCOME | (181,913) |
| NON OPERATING REVENUES | |
| Interest Income | 4,000 |
| CHANGE IN NET ASSETS | (177,913) |
| NET POSITION, JUNE 30, 2018 | 3,010,120 |
| NET POSITION, JUNE 30, 2019 | \$2,832,207 |

Capital Plan

The Francis W. Parker Charter School holds reserve funds meant to improve and add to our current school facility. The Board of Trustees tasked a Capital and Long Range planning committee to conduct a Capital Needs Assessment. The needs assessment was completed in the Spring of 2013. The committee developed a plan around next steps toward realization of our capital strategic goals. Directed by this plan, the Capital and Long Range Planning Committee oversaw completion of a roof repair and resurfacing project in the summer/fall of 2017. The funds utilized for this project were a combination of private fundraising, new bond borrowings, and use of reserve funds. In the summer of 2018, the Committee oversaw the resurfacing of the gymnasium floor and the repair of exterior a stairway. Reserve funds along with some private support were used for both projects. The reserve funds were not formally earmarked with the State in terms of an official capital plan, but the funds were being accumulated by the Board of Trustees with the upcoming capital needs projects, as identified by the Capital and Long Range Planning Committee, in mind.

Appendix A
ACCOUNTABILITY PLAN EVIDENCE 2017-2018

Faithfulness to Charter

| | 2017 - 2018 Performance (Met/Partially Met/Not Met) | Evidence |
|---|--|--|
| Objective: Parker is guided by the Ten Common Principles of Essential Schools. | | |
| <p style="text-align: center;">Measure:</p> <p>In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: The Ten Common Principles of Essential Schools influence my daily practice.</p> | MET | <p>Overall teacher response rate: 99%</p> <p>100% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.8 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> |

Academic Program Success

| | 2017 - 2018 Performance (Met/Partially Met/Not Met) | Evidence |
|---|--|--|
| Objective: All students will make a public exhibition of their work before moving on to the next level of study. | | |
| <p style="text-align: center;">Measure:</p> <p>Parker will hold public exhibitions of mastery for 100% of students moving between divisions and for graduation.</p> <p>85% of students will successfully complete a public exhibition of their work when they show readiness to move between divisions or to graduate.</p> | MET | <p>100% of students moving between divisions completed public exhibitions of mastery (i.e., gateways) <i>(223 individual students completed 340 domain-based gateways between 9/1/17 and 6/21/18)</i></p> <p>100% of students who earned a diploma completed a public exhibition (i.e., senior project exhibition) <i>(68 graduates in 2018)</i></p> |

| | | |
|--|----------------------|---|
| Objective: All students will create portfolios of work that meet standards aligned with Parker's Criteria for Excellence in twelve different skill areas. | | |
| <p>Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I am working towards a portfolio of work that meets standards in Parker's skill areas in my academic classes.</p> | MET | <p>Overall student response rate: 95%</p> <p>92% of responding students agreed or strongly agreed</p> <p>Average response: 4.5 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> |
| <p>Measure: 100% of students are creating a portfolio in eligible classes (Arts & Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).</p> | MET | <p>100% of students collected portfolio-based evidence of their academic performance over the year in each relevant class</p> |
| Objective: All students create Personal Learning Plans (PLP's) that include at least one goal unique to the student and at least one goal related to the Habits of Learning. | | |
| <p>Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I have a Personal Learning Plan that includes at least one goal unique to me and at least one goal related to the Habits of Learning.</p> | PARTIALLY MET | <p>Overall student response rate: 95%</p> <p>89% of responding students agreed or strongly agreed</p> <p>Average response: 4.3 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> |
| <p>Measure: 100% of students will create a Personal Learning Plan each year.</p> | MET | <p>100% of enrolled students created a Personal Learning Plan in October, 2017 for the 2017-2018 school year</p> |
| Objective: Teachers will engage in collective planning and support each other in refining individual teaching practice. | | |
| <p>Measure: Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).</p> | MET | <p>Domain-based teacher planning teams met at least weekly; most met more frequently.</p> |

| | | |
|--|------------|--|
| | | 100% of eligible teachers participated in a CFG. |
| <p>Measure: In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statements: a) participation in CFG helps deepen my teaching practice; b) I collaborate with colleagues in my planning team and/or CFG in examining student work and developing standards-based units.</p> | MET | <p>Overall teacher response rate: 99%</p> <p>a) <u>CFG</u> 100% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.4 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> <p>b) <u>Collaboration</u> 100% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.9 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> |

Organizational Viability (Dissemination)

| | 2017 - 2018 Performance (Met/Partially Met/Not Met) | Evidence |
|--|---|--|
| Objective: The school will disseminate best practices through the Sizer Teachers Center and train teachers to work in student-centered classrooms. | | |
| <p>Measure: The Teachers Center offers a variety of professional development workshops, partnerships, and related programs, and continues to attract teachers from the region to these programs. At least 5 different events will be hosted each year.</p> | MET | The Teachers Center formally facilitated the learning of more than 681 educators (representing more than 106 different schools, institutions, and/or countries) through more than 40 different events in the 2017-2018 year. |
| <p>Measure: The school receives continued approval by DESE for the New Teachers Collaborative teacher preparation program; thirty (30) newly inducted teachers are eligible for licensure through NTC during the charter term, at a pace of approximately six per year.</p> | MET | The New Teachers Collaborative Program continues to be approved as a teacher preparation program. In the 2017-18 school year, 9 participants successfully completed the program and were licensed in Massachusetts. Since its inception, the NTC has licensed and placed 131 teachers in various fields. For the upcoming school year, more than 60 applications |

| | | |
|--|--|---|
| | | <p>were received, and the program anticipates 14 candidates placed in 3 different schools (Parker, McAuliffe Charter in Framingham, and Lunenburg Middle/High School. NTC has also extended to support teachers in completing their Master's degree from Fitchburg State University and support teacher learning toward into the professional pathway. Two teachers participated in NTC2 (a second year of NTC) in the 2017-18 school year, and five more will participate during the 2018-19 school year at Parker and Innovation Academy Charter School. NTC will be under routine formal review by the Department of Elementary and Secondary Education during the 2018-19 school year. DESE will conduct a three-day site visit in October, 2018.</p> |
|--|--|---|

Appendix B
RECRUITMENT PLAN
2018-2019

School Name: Francis W. Parker Charter Essential School

2017-2018 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?

As a regional charter school, Parker draws from more than 70 school districts, with more than 40 towns regularly represented at the school. The top five sending school districts are Ayer-Shirley, Littleton, Leominster, North Middlesex, and Groton-Dunstable, which comprise approximately 60% of the student body.

Parker implemented its recruitment plan substantially as written, with specific attention to community-based information sessions to reach specific demographic groups (held in off-campus public venues rather than at Parker), working to support and increase awareness of public transportation to the school, and ongoing partnership with a local food pantry to reach other targeted demographic groups. Parker is now accessible by public transportation from Leominster and Fitchburg and we will continue to promote this option for targeted sub-groups in those communities. We succeeded in placing ads on the shuttle buses themselves this year (both English and Spanish versions) during enrollment season. We used non-paid social media promotion (postings, links, et al) during the enrollment season successfully. We established a board-level subcommittee to support diversity and enrollment work at Parker. We chose to table at a well-attended holiday street fair in Leominster instead of tabling at the Boys & Girls Club; we had excellent walk-up participation and were challenged somewhat by the ambient noise level. Other challenges included physical limits on how many citizens viewed our bus ads and number of "free post" sites for our social media outreach during enrollment season.

- A. Successes and challenges of the community-based information sessions. Our participation in Leominster's holiday street fair was successful: we were able to reserve "high visibility" space near the parade route, had print media "announcements" or calendar listings in advance, had Spanish-speaking staff present, and had appropriate collateral materials (in English and Spanish) on hand. We had a lot of interactions and conversations with a range of street fair participants. Challenges included the high-energy/loud ambiance of the outdoor setting, which made it harder to have substantive conversations with parents/students actually interested in exploring enrollment in a charter public school and/or Parker in particular. Community-based sessions (in Lunenburg and other towns named in the Recruitment Plan) also were held.
- B. Successes and challenges of leveraging public transportation. In partnership with Devens Enterprise Commission (DEC), MassDevelopment, and Devens businesses, Parker actively promoted new regional shuttle bus service, run by Montachusett Regional Transit Authority (MART) as a public transportation option for economically disadvantaged students and other subgroups to get to Parker. We did see some ridership in the first year of this shuttle service. In addition to promoting the public transportation option in general, Parker used paid bilingual advertisements in MART buses running Fitchburg routes to inform the public of Parker enrollment option and application deadlines. This was the first of a multi-year effort to leverage this new transportation infrastructure.
- C. Successes and challenges of partnering with local food pantry. Parker has an ongoing relationship with a regional food pantry located on Devens, within walking distance of the school. Historically, the relationship has been based on Parker students and staff engaging in service at the pantry, mostly in support of weekly distribution activities (e.g., stocking shelves); through these shared

activities, pantry staff and other volunteers have come to know about Parker and its programs. Because of client confidentiality concerns and other pantry norms, we did not hold a “live” information session but instead created a static display that included a poster with graphics and explanatory text plus a pocket for “take-away” informational brochures; this display was mounted for several weeks.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

Each year, approximately one-third to one-half of admitted students are siblings of current students (following state enrollment regulations on sibling preference).

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2018 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.

We believe that our October SIMS will show a population consistent with our current data, as detailed below.

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

General Recruitment Activities for 2018-2019:

Activity 1: Morning Information Sessions

Ninety minutes total running time on a day school is in session. Prospective students and parents/guardians arrive in time for students to be paired with peer hosts; students attend advisory and one hour of class. Meanwhile, parents/guardians attend a general information session in the library.

Activity 2: Evening Information Sessions

Prospective students and parents/guardians begin the evening session together with a general overview presentation. Students then have the option to participate in "break-out" sessions with teachers featuring sample activities from Arts & Humanities (AH) and Math, Science, Technology (MST) classes. Meanwhile, parents & guardians continue an informational presentation covering all major aspects of the program and the enrollment process. Total running time ninety minutes.

Activity 3: Community-Based Information Sessions

Walk-up, conversational, informal information sharing supported by graphic displays, examples of student work, and take-one brochures; Spanish-speaking staff present as indicated. Scheduled in specified communities with targeted populations, usually in the public library or non-profit lobby. Total running time ninety minutes per session.

Activity 4: Mailings

Info Session flyers and applications mailed to a wide variety of community organizations for posting, etc.

Activity 5: Current Family Outreach

During enrollment season, we ask current families to post flyers in public spaces in their towns, display yard signs, etc.

Activity 6: Paid Advertising on Public Transportation

During enrollment season, we use paid advertisements (English & Spanish) in MART buses running Fitchburg routes to inform the public about enrollment option and application deadlines.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
14.1%

GNT percentage: n/a
CI percentage: 12.1%

The school is above
GNT percentages and
above CI percentages

(b) 2017-2018 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
- We directly address the school design of personalized education and supports for special education (including those built directly into the general education program) at all information sessions.

(c) 2018-2019 Additional Strategy(ies), if needed

Limited English-proficient students/English learners

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: 2.4% CI percentage: 4.1%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p align="center">(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • All enrollment materials are available in Spanish on the school website. • Enrollment materials are distributed in Spanish to relevant local agencies. • We offer community-based information sessions (some with a Spanish-speaking staff member present) and will increase the number of community information sessions available with a Spanish-speaker as well as adding new sessions in communities with high percentages of Spanish-speaking students (based on CHART data). • Use social media to target Leominster/Fitchburg during enrollment season • Work with Boys/Girls Clubs in Leominster/Fitchburg to raise awareness of program • Establish a new Board of Trustees sub-committee on diversity to investigate additional strategies • Expect to see increase in lottery participation from Leominster and Fitchburg within three years |
| | <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: <ul style="list-style-type: none"> • Tabling/presenting at Fitchburg Art Museum community event. Spanish-speaking staff and materials. • Expand duration of MART bus advertising (enhanced existing strategy) during enrollment season. Spanish and English language ads. • Paid social media advertising targeting Spanish-language residents of Fitchburg and Leominster (enhanced existing strategy). |

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

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 5.3% GNT percentage: n/a CI percentage: 18.3%</p> <p>The school is below GNT percentages and below CI percentages</p> | <p align="center">(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Parker will attempt to partner with the local food pantry (which serves a majority of Parker’s highest sending districts) to hold an information session at their location or otherwise reach the community that utilizes their services. • Parker will add a community information session in a relevant community to target this population. • In partnership with Devens Enterprise Commission (DEC), MassDevelopment, and Devens businesses, actively promote new regional shuttle bus service, run by Montachusett Regional Transit Authority (MART) as a public transportation option for economically disadvantaged students to get to Parker. Specific tactics being considered include using MART buses in Fitchburg to advertise the new shuttle service. (We would expect to see increased lottery participation |
|--|--|

| | |
|---|--|
| | <p>from Fitchburg and Leominster—the largest communities served by the shuttle service—within three years.)</p> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Post fliers and make application materials available at YMCAs, Boys & Girls Clubs in Fitchburg, Leominster, and two other communities with relatively high low income populations. • Direct mail fliers to residents of two low-income housing facilities. |
| <u>Students who are sub-proficient</u> | <p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • In order to meet the needs of students who struggle to be successful within the wider academic program, Parker incorporates additional support within the school day (but without pull-out from core academic classes) for needs like foundational math skills, executive function support, and time management. Weaknesses in these skills often lead students to be sub-proficient. This program and school schedule will be specifically discussed at information sessions in order to help families understand how Parker can serve children in this demographic. |
| <u>Students at risk of dropping out of school</u> | <p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • In order to continue to work to recruit students who may be at risk of dropping out of school, Parker will hold a community information session in a sending district with a relatively higher drop-out rate. |
| <u>Students who have dropped out of school</u> | <p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Since Parker has a strong retention rate, maintains a lengthy waitlist for each grade, and does not enroll student after 9th grade, it does not make sense to recruit students above age 16 who have already dropped-out, as there would be little to no opportunity for them to matriculate at the school given enrollment regulations. |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Using strategies identified above (most notably, widening the base of locations where Information Sessions are advertised and raising awareness of public transportation options), Parker hopes to increase the number and kinds of other underserved demographic groups in the recruiting process. |

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2016-2017 Implementation Summary:

Parker continued to have a high retention rate among its student body (95.5%) which exceeded the stated retention goal for 2017-2018 (85%). In particular, Parker's attention to personalized learning and individual student needs allows it to understand and meet the needs of a wide variety of students. Attrition rates for subgroups, such as low income and high need students, are also below state averages and comparison indexes. As has been true for many years, students at risk of dropping out of school were intensively counseled and supported through decision-making about their futures. Parker implemented its retention plan as written and will continue to engage in these educational practices throughout the next year, as retention rates are high and do not indicate a need for significant change.

| Overall Student Retention Goal | |
|---|-----------------------------|
| Annual goal for student retention (percentage): | Retention rate goal: 85% |

| Retention Plan –Strategies | |
|--|---|
| List strategies for retention activities for <u>each</u> demographic group. | |
| Special education students/students with disabilities | |
| <p>(a) CHART data</p> <p>School percentage: 5.7%</p> <p>Third Quartile: 10.9%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Targeted skill development through workshops within the school day that provide support for struggling students in core classes. • Implementation of school mission of student-centered learning (including personalization and knowing students well). |
| | <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> |

| Limited English-proficient students/English learners | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: na Third Quartile: 12.6%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • At this time, Parker does not have an ELL/LEP population to retain. <hr/> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed. |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p>(a) CHART data</p> <p>School percentage: 5.3% Third Quartile: 11.5%</p> <p>The school is below third quartile percentages.</p> | <p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed • Implementation of school mission of student-centered learning (including personalization and knowing students well). <hr/> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> |
| <p><u>Students who are sub-proficient</u></p> | <ul style="list-style-type: none"> • Parker’s program called “Academic Block” allows students to receive small-group instruction, tutoring, and/or support in identified areas of academic need. These sessions meet three times a week for 35 minutes per session. Teachers oversee student placement in these sessions to best support their needs with the goal of bringing them up to academic proficiency. Again, Parker’s high need retention rate is well above averages and sending districts, and the personalized nature of Parker’s general education programs seems to serve this demographic well without further targeted programs. |
| <p><u>Students at risk of dropping out of school</u></p> | <ul style="list-style-type: none"> • Any and all Parker students who intend to "drop out" of high school or who have significant attendance or performance issues are met with frequently into order to identify best next steps to completion of a high school program, including the GED and consideration of alternative high school programs. Students do not drop out unbeknownst to the school or without a clear plan for next steps that allow them to be successful. |
| <p><u>Students who have dropped out of school</u></p> | <ul style="list-style-type: none"> • Parker does not have any students who have "dropped out" of school without other planning in mind. Any students at risk of doing so are counseled towards an appropriate alternate program, including completion of a GED. Students who withdraw from the school under these conditions are followed-up with until another program or the GED has been established/completed. |
| <p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <ul style="list-style-type: none"> • Using the variety of strategies articulated above, all students who struggle are offered careful support and attention, across all demographic groups. |

**Appendix C:
School and Student Data Tables**

Francis W. Parker Charter Essential School's student demographic and enrollment profile may be found at:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04780505&orgtypecode=6&>

| Enrollment by Race/Ethnicity 2017-2018 | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of Students | % of entire student body |
| African American | 2 | 0.5 |
| Asian | 7 | 1.8 |
| Hispanic | 11 | 2.8 |
| Native American | 0 | 0 |
| White | 357 | 90.2 |
| Native Hawaiian, Pacific Islander | 0 | 0.0 |
| Multi Race Non-Hispanic | 19 | 4.8 |
| Special Education | 56 | 14 |
| Limited English proficient | 0 | 0 |
| Economically Disadvantaged | 39 | 9.8 |

| Administrative Roster for the 2017-2018 School Year | | |
|--|------------------------------------|------------|
| Title | Brief Job Description | Start date |
| Todd Sumner | Principal | 7/1/2011 |
| Michelle McKenna | Business Manager | 3/8/2006 |
| Deb Merriam | Academic Dean | 7/1/1995 |
| Sue Massucco | Arts and Humanities Domain Leader | 2/23/2008 |
| Diane Kruse | MST Domain Leader | 8/1/1999 |
| Ruth Whalen | Spanish Domain Leader | 7/1/1998 |
| Eileen Breeze | School Culture and 504 Coordinator | 8/21/2017 |
| Terry Weisinger | Special Education Coordinator | 8/14/2002 |

| TEACHER 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 | Reasons |
| Teachers | 49 | 0 | 13 | 5 teachers were part of our licensure program and had completed all requirements, two teachers left for an administration or other positions of advancement, four teachers left for other teaching positions, one teacher left to return to school, one teacher was not renewed |
| Other Staff | 29 | 2 | 0 | |

MEMBERS OF THE BOARD OF TRUSTEES 2017-2018

| BOARD MEMBER INFORMATION | |
|---|-----------|
| Number of commissioner approved board members as of August 1, 2018 | 11 |
| Minimum number of board members in approved by-laws | 9 |
| Maximum number of board members in approved by-laws | 25 |

| Name | Position on the Board | Committee affiliation | Number of terms served | Length of each term |
|------------------------|------------------------------|--|-------------------------------|----------------------------------|
| Christine Regan-Davy | | Governance Principal Evaluation | Serving first term | Begins 07/1/16 Ends 06/30/19 |
| Julie Bartsch | | Development | Serving second term | Begins 07/1/17 Ends 06/30/20 |
| Theresa Espinola | | Finance | Serving first term | Begins 07/1/16 Ends 06/30/19 |
| Cindy Stack-Haan | | Development Principal Evaluation | Serving first term | Begins 07/1/16 Ends 06/30/19 |
| Kayla Reeves | | Development | Serving second term | Begins 07/1/16 Ends 06/30/19 |
| Steven Roach | Chair | Facilities Principal Evaluation | Serving first term | Begins 07/1/17 Ends 06/30/20 |
| Mary-Wren vanderWilden | Vice Chair | Development | Serving second term | Begins 07//1/15 Ends 06/30/18 |
| Joe Howard | | Finance Development | Serving second term | Begins 07//1/15 Ends 06/30/18 |
| Todd Sumner | | Principal Evaluation, Governance Development | Principal | |
| Laura Warner | Clerk | Diversity and Enrollment Governance | Serving second term | Begins 07/1/16 Ends 06/30/19 |
| Jennifer Saxe | | Development | Serving first term | Begins 07/1/17 Ends 06/30/20 |
| Glen Penna | | Diversity and Enrollment Facilities | Serving first term | Begins 07/1/17 Ends 06/30/20 |
| Colin Igoe | | Diversity and Enrollment | Serving first term | Begins 07/1/17 Ends 06/30/20 |
| Jeannie LaPlatney | | Governance | Serving first term | Begins 07/1/17 Ends 06/30/20 |
| Martin Turnbull | | Facilities | Serving first term | Begins 07/1/17 Ends 06/30/20 |

**Appendix D:
ADDITIONAL REQUIRED INFORMATION**

| Position | Name |
|-----------------------------------|------------------|
| Board of Trustees Chairperson | Steve Roach |
| Charter School Leader | Todd Sumner |
| Special Education Director | Terry Weisinger |
| MCAS Test Coordinator | Deb Merriam |
| SIMS Coordinator | Deb Merriam |
| English Language Learner Director | Deb Merriam |
| School Business Official | Michelle McKenna |
| Sims Contact | Deb Merriam |

| Action | 2018-2019 School Year |
|------------------------------|------------------------------|
| Student Application Deadline | February 1, 2019 |
| Lottery | February 7, 2019 |

**Appendix E:
Organizational Chart**

