



Annual Report

August 1, 2023

Updated October 25, 2023

Four Rivers Charter Public School

248 Colrain Road

Greenfield, MA 01301

Tel: 413-775-4577

Fax: 413-775-4578

Jenni Manfredi, Principal and Head of School

info@fourriverscharter.org

www.fourriverscharter.org

TABLE OF CONTENTS

Introduction to the School 3

Faithfulness to Charter 4

 Criterion 1: Mission and Key Design Elements 4

 Four Rivers students are strong KNOWLEDGE BUILDERS..... 4

 Four Rivers students are strong INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS 4

 Four Rivers students are EFFECTIVE LEARNERS..... 5

 Four Rivers students are ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD 5

 Four Rivers students create HIGH QUALITY WORK 7

 Four Rivers implements the “Core Practices” of EL Education..... 7

 Criterion 2: Access and Equity 8

 Criterion 4: Dissemination 9

Academic Program Success 10

 Criterion 5: Student Performance 10

 Criterion 6: Program Delivery..... 10

 ACADEMIC PRIORITIES FOR THE YEAR AHEAD 11

 SOCIAL, EMOTIONAL, AND HEALTH NEEDS..... 11

Organizational Viability 12

Appendix A: Accountability Plan Evidence 2022-23 16

 Dissemination..... 18

 Retention Plan 2023-24..... 23

Appendix C: School and Student Data Tables..... 26

 Student Demographic Information 26

 Administrative Roster and Staff Attrition Data 27

 Information About The Board of Trustees 28

Appendix D: Additional Required Information 29

 Facilities..... 29

 Enrollment..... 29

INTRODUCTION TO THE SCHOOL

FOUR RIVERS CHARTER PUBLIC SCHOOL			
Type of Charter	Commonwealth	Location (Municipality)	Greenfield, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	6 Districts in Franklin County: Frontier Regional Mohawk Trail Regional Pioneer Valley Regional Greenfield Gill-Montague Mahar Regional
Year Opened	2003	Year(s) Renewed (if applicable)	2008 2013 2018 2023
Maximum Enrollment	220	Enrollment for 2022-23	213 as of the last day of the school year 6/21/23
Chartered Grade Span	Grades 7 - 12	Grade Span for 2022-23	Grades 7 - 12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2022-23 (as of 7/15/2023)	62
Number of Instructional Days during the 2022-23 School Year	180		
School Hours	8:00-3:05 (Monday, Tuesday, Thursday and Friday) 8:00-1:30 (Wednesdays)	Age of School in 2022-23	20 years
Mission Statement:			
<p>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.</p>			

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The mission of Four Rivers--to prepare students for lives of learning and service--holds steady years after its founding. Specific objectives towards that mission have become clearer over the years, as have outcomes, which define the school's Key Design Elements (also referred to as the [School-Wide Learning Outcomes](#).)

Four Rivers students are strong KNOWLEDGE BUILDERS

Four Rivers students demonstrate a depth of knowledge, fluency with tools and techniques, and understanding of concepts central to the subject areas they study.

Note: The Four Rivers grading scale, shown below, sets passing at Ap+ (Approaching Plus), approximately a C+, which is a higher degree of academic achievement than is expected in many schools. The aim is to get all students to a grade of Mt (Meeting), approximately a B+, indicating that a student has met the standards and has completed work of high quality.

WNA	Bg	Bg+	Ap-	Ap	Ap+	Mt-	Mt	Mt+	Ex-	Ex
0	0.5	1	1.5	2.0	2.5	3.0	3.5	4	4.25	4.5
	Not Passing Standards				Passing		Meeting standards	Exceeding standards – Honors level work		

Evidence from Course Standards in all core subjects--English, Social Studies, Math, Science, and Spanish:

KNOWLEDGE BUILDERS	18-19	19-20	20-21	21-22	22-23
% students Passing	99	96	93	97	96
% students Meeting	71	71	69	67	72

Four Rivers students are strong INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS

Four River students develop skills important for college, career, and citizenship.

INVESTIGATORS: Four Rivers students actively seek out, synthesize, and apply new information; they investigate topics through a variety of sources, ideas, and viewpoints. Students design and test solutions to problems; they find multiple ways to solve a problem and analyze the effects of different solutions.

CRITICAL THINKERS: Four Rivers students use evidence to support arguments and conclusions. They independently explain, analyze, synthesize and use information from different sources; they think creatively to look at information and ideas in new ways. Students approach problems with an open mind; they consider multiple perspectives. They make connections across subject areas.

COMMUNICATORS: Four Rivers students share passions, knowledge and ideas through speaking, writing, media, and art. Students craft organized, articulate, compelling, focused communication for defined purposes and audiences. They develop a personal and authentic voice.

Evidence from Course Standards in all core subjects--English, Social Studies, Math, Science, and Spanish:

INVESTIGATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99	96	95	94	95
% students Meeting	70	75	65	71	70

CRITICAL THINKERS	18-19	19-20	20-21	21-22	22-23
% students Passing	98	97	93	96	95
% students Meeting	74	73	73	73	81

COMMUNICATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99	96	94	97	97
% students Meeting	78	73	73	73	85

Four Rivers students are EFFECTIVE LEARNERS

Four Rivers students develop the mindsets and habits for success in college, career, and life (e.g., responsibility, perseverance, problem-solving, collaboration). They employ strong Habits of Work and Learning (HOWLs), reflect on themselves as learners, advocate for their academic needs, and persevere through struggle and challenge. They stretch beyond their comfort zone.

Evidence from Course Standards for Habits of Work and Learning (HOWLs) in all core subjects--English, Social Studies, Math, Science, and Spanish:

EFFECTIVE LEARNERS	18-19	19-20	20-21	21-22	22-23
% students Passing	93	95	93	91	95
% students Meeting	70	73	73	65	77

Four Rivers students are ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD

Four Rivers students treat others well and have the courage to stand up for what is right. They demonstrate personal and academic integrity; they show respect for themselves and others in what they say and do; they show compassion for all members of the community. Four Rivers students put their learning to use to increase sustainability and improve communities through service and citizenship.

The Four Rivers Mission Statement presents the following: "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?”

“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 from Course Standards from all core subjects--English, Social Studies, Math, Science, Spanish--and from Crew:

ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD	18-19	19-20	20-21	21-22	22-23
% students Passing	98	99	NA	100	97
% students Meeting	91	92	NA	94	87

CREW GRADES FOR CHARACTER AND COMMUNITY	18-19	19-20	20-21	21-22	22-23
% students Passing	100	99	NA	NA	100
% students Meeting	92	90	NA	NA	97

CREW GRADES FOR SERVICE	18-19	19-20	20-21	21-22	22-23
% students Passing	94	NA	NA	NA	94
% students Meeting	89	NA	NA	NA	84

During the 2019-20 through 2021-22 academic years the proficiencies for Crew Grades for Character and Community and for Service were not graded by teachers due to the Covid-19 pandemic and the limitations to going out into the community and engaging in service learning.

Evidence from School Climate Survey Results

STUDENTS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	72	78	82	74	72

TEACHERS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	77	79	91	89	80

Evidence from Advisor Reporting

AT LEAST 1 PROJECT ON SUSTAINABILITY	18-19	19-20	20-21	21-22	22-23
% students Completing	99	95	80	100	98

REFLECTION ON SCHOOL THEMES AND BIG EQ	18-19	19-20	20-21	21-22	22-23
% students Completing	99	84	64	100	87

Four Rivers students create HIGH QUALITY WORK

Four Rivers students create authentic work that demonstrates original thinking and voice, connection to real-world issues and formats, and meaning to communities beyond school. They create complex work that demonstrates their mastery of knowledge and skills. Four Rivers students create work that is accurate and beautiful in conception and execution.

Evidence from Advisor Reporting

3 PIECES OF High-Quality Work in Portfolios	18-19	19-20	20-21	21-22	22-23
% students Completing	90	90	86	100	98

Four Rivers implements the “Core Practices” of EL Education

To prepare students to meet the [school-wide learning outcomes](#), Four Rivers faculty and administration ground the work of the school in the [EL Education Core Practices](#). The school’s instructional focus is centered on ensuring access and equity by combining academic achievement, character, and high-quality work. Through the tremendous work and dedication of staff and students, Four Rivers continues to meet all criteria to be a fully credentialled EL Education school and partner. Evidence of EL implementation below is provided in our comprehensive Implementation Review (IR).

“The IR is EL Education’s annual measure of implementation of the EL model, with content pulled directly from the “Core Practices.” The IR instrument contains 26 “Power Practice” rubrics across 5

domain areas: Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. Power Practices are areas of the Core Practices theorized to have the greatest impact on student achievement across the three dimensions. Even though it's impossible to focus on all the core practices at once, we often see growth across multiple CPs over time.” ~From ELED IR Overview presentation

The IR scores for FRCPS from this year include 73 exemplary ratings, 42 moderate ratings, and only 2 initial ratings on indicators. The overall score for the 26 Power Practices was 105 out of a possible 130. These aggregate scores are solid and demonstrate a continued positive trend, indicating the steady progress we aim for as well as a strong case for recredentialing this coming academic year.

	18-19	19-20*	20-21*	21-22	22-23
Total Implementation Review Score	91	NA	NA	100	105

*The school was not reviewed in 2020 and 2021 due to the Covid-19 pandemic.

- Classroom Walkthrough data as well as observations through coaching and Professional Learning Community collaboration throughout the year confirm that all teachers are using EL practices on a regular basis.
- Feedback from the School Climate Survey indicates that students, parents, and teachers feel they understand and see EL practices at work in the school.

CRITERION 2: ACCESS AND EQUITY

2021-22 Student Discipline					
2021-22 Student Discipline Data Report by All Offenses - Four Rivers Charter Public School (04130505) (mass.edu)					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	229	5	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	85	2	0	0	0
Students with Disabilities	33	1	0	0	0
High Needs	101	3	0	0	0
Female	126	2	0	0	0
Male	101	3	0	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	4	0	0	0	0
African American/Black	2	0	0	0	0

Hispanic/Latino	12	0	0	0	0
Multi-race, Non-Hispanic/Latino	15	1	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	195	4	0	0	0

Four Rivers and EL Education place great importance on access and equity, especially through their approaches to teaching and learning. The school’s intentional creation of safe spaces is at the root of restorative practices, which rarely result in exclusion or external suspension. The Student Success Team (SST), composed of the Dean of Students, Director of Academic Support, SEL Interventionist, school social work intern, Head of School/Principal, school nurse, and the school psychologist, analyzes discipline data and attendance data to inform student support plans for students with patterns of concerning behavior.

The Head of School/Principal, in collaboration with the administrative team, takes an active role tending to school culture. One way is in monitoring discipline data and engaging in meetings with caregivers, division teams, and the SST. Annual report data in all areas, including discipline, are used to inform the work plan for the school and the practices the school will push forward to continue to improve as well as to decide on any shifts that need to be implemented.

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Whole school model; crew; expeditions	In person visit to FRCPS by a team of staff and students	Teachers, Director of Teaching and Learning, students	Compass School, VT	Sharing of promising practices grounded in EL Education.
Work-Life Relations, Accountability, Community engagement practices	MCPSA Leadership Cohort	HoS/Principal	Leaders from across the state	Cross-pollination of employee relations and staff culture strategies;
School Leadership Practices	EL Education NE Regional Leadership Cohort	Instructional Leadership Team	School teams from across the Northeast	Use Continuous Improvement for Equity processes to accelerate student learning outcomes in 3 Dimensions of Student Achievement

Racial and Social Justice work	Allies for Equity	Hos/Principal	Leaders from across the state	Build capacity to think critically about leadership work through an equity-minded, anti-racist lens.
Expedition Product	Senior documentary film	Division 3 staff and students, school leaders	Entire community	Sharing of the practices of expeditions, as well as sharing information and ideas to impact current issues

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

FOUR RIVERS CHARTER PUBLIC SCHOOL 2022 SCHOOL REPORT CARD

CRITERION 6: PROGRAM DELIVERY

During the 2022-2023 school year, Four Rivers delivered a high-quality academic program that met the needs of all students. This is evidenced by the intentional focus on student and adult belonging and agency in the school’s annual work plan. The aim of this plan is noted below.

All students at Four Rivers feel a sense of belonging, develop ownership for the community and physical space, and are aware of their own social/emotional strengths and challenges. In order to do this, we will prioritize rebuilding our professional community and engage in inquiry cycles to analyze our impact. Our priorities are in service of academic success; we believe that character and social/emotional growth will impact students’ academic outcomes.

The professional development for the year centered on crew curriculum and team calibration. There was also a focus on vertical alignment and sharing of promising practices related to SWLOs and HOWLs. Coaching cycles supported revisions to curriculum using [The Curriculum Planning for Equity Guidelines](#) and provided a roadmap and toolbox for restorative practices in crew and classrooms. Students play an integral role in the paths that learning investigations and expeditions take. Teachers create space for students to set norms and articulate targets. Teachers also give students opportunities to learn and share about their own and others’ historical, cultural, linguistic and social identities with an emphasis on resilience, pride and perspective taking. These intentional moves helped students see the ways they create community, contribute to and lead the learning.

The social-emotional learning (SEL) team provided tiered SEL resources and support structures that were accessible to all learners. Student voice was lifted and shared through crew council and the student ambassador program. A focus on revitalizing our crew program resulted in collaboration among teachers to create and implement lessons that focused on basic mental health topics such as managing stress and anxiety, grounding practices, mindfulness techniques and healthy sleep/eating routines. Crew teachers and the SEL team also directly taught students about and how to use available resources to reduce stigma by normalizing emotional and mental health challenges. These tools and teachings helped students increase awareness of their needs and how to access resources resulting in more consistent,

sustained and engaged learning.

The school continued its efforts to accelerate student learning in response to impacts of the pandemic disruptions. These included a diagnostic assessment and progress monitoring for select groups in reading and math. This data allowed teams to identify students for targeted intervention with Title I specialists, a math interventionist, learning specialists, SEL team members and after school support with regular education teachers. The school also used ESSER funds to hire a full-time math and reading interventionist and a .5 FTE SEL interventionist to support student needs.

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

The school continues to focus on reducing the gap between the number of students who merely pass their standards and those who meet or exceed standards. More targeted professional development on inquiry cycles using i-Ready benchmark assessment data triangulated with MCAS, SEL screening information, and teacher assessment data (etc.) will increase each team's ability to equitably support student success. The focus statement for this year's work plan is as follows:

We will equitably know all of our students and re-envision how we use data to meet the needs of the learners in front of us. Our priorities are in service of academic success; we believe that character and social/emotional growth will impact students' academic outcomes and vice versa. Reading is foundational to accessing our rigorous and meaningful curriculum. The MTSS process is at the heart of knowing students well and responding to their needs.

Another layer of the professional development plan for this academic year is calibration on the science of reading. Teachers will engage in PD to help increase individual and collective ability to explicitly teach literacy/reading skills embedded in all discipline and content areas. The impact on students will be seen as they continue to develop belief in their own capacity to grow as readers.

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

An analysis of the student culture surveys over the course of the year revealed the following; 1) students' confidence that they have the tools to cope with negative feelings (sadness, anxiety, anger, etc.) in healthy ways increased, 2) most students felt willing to suspend their judgement of others when they are in dialogue, 3) the majority of students report they care about other people's feelings and experiences, 4) most students responded agree or strongly agree they feel what they are learning matters, 5) a slight decrease over time in students feeling seen or heard by adults at the school, 6) a slight decrease in accessing available resources to support emotional well-being, and 7) though the vast majority agree or strongly agree, there was a slight decrease in the number of students reporting they take steps to build and enact equity/anti-racism/anti-bias at the school.

This and other data led to the decision to continue to grow the schools SEL/school counseling team and the addition of a school adjustment counselor/school social work position. The workplan for this academic year has a priority area centered on empowering learners, as in previous years, with the goal of helping students know their strengths and areas of needed growth and to advocate for

themselves. Teachers and staff will continue to lift the school's character virtues and HOWLs, uphold norms, and use restorative practices to build community and solve problems.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Unaudited FY 23 Income statement

	<u>Jul '22 - Jun 23</u>
Ordinary Income/Expense	
Income	
4000 · Tuition	4,150,764
4100 · Grants - State	9,468
4150 · Grants - Federal	274,146
4170 · Grants- Other	40
4200 · Pupil Svcs - Food Service Fees	337
4300 · Pupil Svcs- Stud Act	35,197
4305 · Pupil Svcs-Sprts-Tsts	31,503
4310 · Pupil Svcs - Spec Progs	32,655
4500 · Other Income	<u>5,960</u>
Total Income	<u>4,540,070</u>
Gross Profit	4,540,070
Expense	
5001 · Sal & Wages	2,988,713
5100 · Payroll Taxes	114,193
5200 · Fringe Benefits	292,353
5300 · Board of Trustees	21,866
5301 · Administration	88,244
5400 · Instruction	295,823
5501 · Pupil Services	58,892
5601 · Plant Operations & Maintenance	143,446
5651 · Utilities	48,041

5701 · Insurance/Fixed Chgs	114,103
5801 · Facility Costs/Rent	354,276
6600 · Depreciation expense	<u>59,366</u>
Total Expense	<u>4,579,317</u>
Net Ordinary Income	(39,247)
Other Income/Expense	
Other Income	57,145
Other Expense	<u>7,927</u>
Net Other Income	<u>49,218</u>
Net Income	<u><u>9,971</u></u>

FY23 Unaudited Balance Sheet - statement of net assets

	<u>Jun 30, 23</u>
ASSETS	
Current Assets	
Checking/Savings	2,230,407
Accounts Receivable	40,052
Other Current Assets	<u>32,004</u>
Total Current Assets	2,302,462
Fixed Assets	
1500 · Bldgs/leasehold improvement	279,039
1510 · Equipment/hardware	9,518
1520 · Vehicles	<u>65,605</u>
Total Fixed Assets	<u>354,162</u>
TOTAL ASSETS	<u><u>2,656,624</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	<u>471,089</u>
Total Liabilities	471,089

Equity	2,185,535
TOTAL LIABILITIES & EQUITY	2,656,624

FRCPS 2024 PROPOSED BUDGET
Approved by Board of Trustees 5/10/2023

	216 students
per pupil rate	19,881
OPERATING BUDGET 2024	
REVENUES	Budget
4000 · Tuition	4,294,333
4150 · Grants - Federal	224,674
4100 - Grants State	-
4170 Grants - Other FREF, Fam Counc	15,000
4200 · Pupil Svcs - Food Service Fees	2,000
4300 · Pupil Svcs- Stud Act	30,000
4305 · Pupil Svcs-Sprts-Tsts	31,500
4310 · Pupil Svcs - Spec Progs	22,000
4500 · Other Income	20,000
Interest Income	40,000
8600 Rental Income	500
SMART pmts	5,000
Other Revenue	50,000
TOTAL REVENUES	4,735,007

EXPENSES	FY 2024
PAYROLL COSTS	
5011 Admin (Prof)	620,398
5021 Admin (Clerical)	168,063
5032 Teachers	1,676,928
5042 Other (Prof)	355,243
5052 Asst Teachers	222,312
5070 Sal & Wages - Other	130,029
TOTAL SALARIES AND WAGES	3,172,973
5205 Payroll Taxes	102,466
5225 Fringe Benefits	347,442
TOTAL SALARIES, WAGES, TAXES & BENEFITS	3,622,880

5201 Board of Trustees	10,000
5301 - Administration	71,025
TOTAL INSTRUCTIONAL COSTS	245,450
TOTAL PUPIL SERVICES	83,000
5601 Plant Operations and Maintenance	115,000
5554 Utilities	44,000
5701 Insurance/Fixed Charges	120,000
5801 Facility Costs/Rent	362,962
6600 Depreciation Expense	60,000

TOTAL EXPENSES	4,734,317
-----------------------	------------------

NET INCOME **690**

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	220
Number of students upon which FY24 budget tuition line is based	216
Number of expected students for FY24 first day of school	220
We budget conservatively each year for fewer students than expected.	

FY24 Capital Plan

In FY 2023 the school replaced drinking fountains with filtered bottle fillers/drinking fountains and improved a parking area.

The school has approved funds or is considering capital projects listed below. The school has not established a capital project reserve account for these projects. The school is currently working on strategic goals.

Description	Current Status	Current Estimated Schedule	Current Estimated Cost	Financing
Sidewalk Repair	In planning stage	Not scheduled	Over \$10,000	ncn
Parking lot repair	In planning stage	Not schedule	Over \$10,000	ncn
Parking Lot Redesign	Deferred	Considered part of new multi-purpose building	\$300,000 to \$500,000	To be funded from available funds and/or donations.
New multi-purpose building	In exploration stage	unknown	\$3,000,000	To be funded by donations, borrowing

				and/or available funds.
--	--	--	--	-------------------------

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

FAITHFULNESS TO CHARTER

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective 1: KNOWLEDGE BUILDERS: Four Rivers students demonstrate a depth of knowledge, fluency with tools and techniques, and understanding of concepts central to the subject areas they study.		
Measure: Annually, term grades for learning key content (Knowledge Builder standards) across core academic subjects, as determined by teacher assessments, show A. At least 90% of all students are passing standards (stds); or B. There is improvement in the % of all students passing from the previous year.	M	2022-2023 <ul style="list-style-type: none"> • 96%passed • 72% met stds
Objective 2: INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS: Four River students develop skills in these three categories, important for college, career, and citizenship.		
Measure: Annually, term grades for skills (Investigator, Critical Thinker, and Communicator standards) across core academic subjects, as determined by teacher assessments, show A. At least 90% of all students are passing standards; or B. There is improvement in the % of all students passing from the previous year.	M	2022-2023 INVESTIGATOR <ul style="list-style-type: none"> • 95%passed • 70% met stds CRITICAL THINKER <ul style="list-style-type: none"> • 95%passed • 81% met stds COMMUNICATOR <ul style="list-style-type: none"> • 97%passed

		<ul style="list-style-type: none"> 85% met stds
<p>Objective 3: EFFECTIVE LEARNERS: Four Rivers students develop the mindsets and skills for success in college, career, and life (e.g., responsibility, perseverance, collaboration).</p>		
<p>Measure: Annually, term grades for Habits of Work and Learning, as determined by teacher assessments, show</p> <p>A. At least 90% of all students are passing standards; or</p> <p>B. There is improvement in the % of all students passing from the previous year.</p>	M	<p>2022-2023</p> <ul style="list-style-type: none"> 95% passed 77% met stds
<p>Objective 4: ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD: Four Rivers students treat others well and stand up for what is right. They demonstrate personal and academic integrity; they show respect for themselves and others; they show compassion for all members of the community. Four Rivers students put their learning to use to increase sustainability and improve communities through service and citizenship.</p>		
<p>Measure: Annually, term grades for Character and Community and for Service, as defined by advisor assessments, show</p> <p>A. At least 90% of all students are passing standards, or</p> <p>B. There is improvement in the % of all students passing from the previous year.</p>	M	<p>2022-2023</p> <ul style="list-style-type: none"> 97% passed 87% met stds
<p>Measure: Annually,</p> <p>A. At least 95% of all students complete at least 1 project that addresses the school's big Essential Question; or</p> <p>B. There is improvement in the % of all students completing a project.</p>	M	<p>2022-2023</p> <p>98% of students completed at least 1 project</p>
<p>Measure: Annually,</p> <p>A. At least 95% of all students complete a reflection on their learning and thinking about sustainability; or</p>	NM	<p>2022-2023</p> <p>85% of students completed a reflection on the big EQ</p>

B. There is improvement in the % of all students completing a reflection.		
Objective 5: HIGH QUALITY WORK: Four Rivers students create authentic work that demonstrates original thinking and voice, connection to real-world issues and formats, and meaning to the community beyond school. They create complex work that demonstrates their mastery of knowledge and skills. Four Rivers students create work that is accurate and beautiful in conception and execution.		
Measure: Annually, C. At least 95% of all student portfolios include 3 pieces of work that demonstrate attributes of High Quality Work: complexity, authenticity, and craftsmanship, as defined by individual teachers and the faculty as a whole; or D. There is improvement in the % of all students who include 3 pieces of High-Quality Work.	M	2022-2023 98% of all student portfolios include 3 pieces of High-Quality Work. Using a process called the Quality Work Protocol , faculty look at student work to determine patterns of strength and areas for improvement in complexity, authenticity, and craftsmanship.

DISSEMINATION

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: Four Rivers collaborates with its sending districts and other educators to share innovative practices.		
Measure: By the end of year 2 (2019-2020), the Instructional Leadership Team will develop a list of promising practices that visitors can learn more about.	M	This list exists in a shared program drive and in the school's recruitment materials.
Measure: By the end of year 3 (2020-2021), the school will apply to host an EL Education Site	NM	Covid19 and multiple leadership changes prevented this project from going ahead. It remains a goal for the next charter term.

Seminar, sharing from its list of promising practices.		
Measure: By the end of year 4 (2021-2022), visitors from public schools in the county, state, and beyond will have come to the school to learn more about promising practices.	M	<p>2021-2022 The school hosted 2 site visits from other school teams. One from CT and one from MA</p> <p>2022-2023 The school hosted a site visit from the Compass School</p>

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary:
<p>RECRUITMENT SUCCESSES</p> <p>Activity 1: Advertising: The school places ads in local newspapers and online newsletters just prior to information sessions. We place additional ads in various supplements throughout the year.</p> <p>Activity 2: Information Sessions: The school hosts 3 information sessions in 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. We also stepped up our presence on social media. Families told us they wanted to see more of the classrooms at the school, so we added a classroom tour to our Admissions Information Sessions which were held in January and February.</p> <p>Activity 3: Classroom Tours: The school offers classroom tours to small groups on Thursday mornings during January and February. Admissions staff also give individual tours and meet with families when the group tours and info sessions are no longer available.</p> <p>Activity 3: Brochures: The school reaches out through printed brochures to ensure that economically disadvantaged 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.</p> <p>Activity 4: Translations: School brochures have been redesigned to be fully bilingual this year. There was no paper brochure in 2022-23 SY. A Spanish translation of our enrollment application, and a Spanish translation of the Admissions information and instructions were available on our website.</p> <p>Activity 5: Engaging and Accessible Programs: The school implements a District Accommodation Plan that supports all learners.</p> <p>Activity 6: Word of Mouth Outreach: The school encourages current families to tell friends, colleagues, and neighbors about the school and upcoming information sessions.</p>

RECRUITMENT CHALLENGES

The local school district provides transportation to Four Rivers students who reside in the city of Greenfield, as required by Charter School regulations. Low-income students from towns other than Greenfield are at a disadvantage as there is no free transportation for them. They may prefer their local district school, since a school bus is available to them. Four Rivers has been unable to fund affordable transportation for students living outside the county seat of Greenfield.

Our brochure for 2022-23 was secured from a former employee late in December and printed close to the recruitment events, so there was no mailing to Libraries or gathering places in Greenfield OR on outlying towns in the county. Despite this we had a robust application count.

We had hoped to present admissions programs in 2022-23 sponsored by groups that represent or help disadvantaged families (low income, ELL, families of color, etc.). No outside programs were done last year due to staff shortages and illness.

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

General Recruitment Activities for 2023-24:

1. Continue regular practices to attract students and families.
 - a. Place ads in local newspapers and online newsletters just prior to information sessions.
 - b. Hold three information sessions at the school during January and February
 - c. Offer classroom tours
 - d. Place additional ads through the spring and summer, as necessary.
2. Reach out to ensure that economically disadvantaged families, Spanish-speaking families, and families of color have access to information about FRCPS.
 - a. Place brochures for information sessions throughout the county in public libraries, bookstores, food markets, churches, social service agencies, etc.
 - b. Increase efforts to build relationships and reach out to communities with representative target populations.
3. Continue to implement the school's District Accommodation Plan, which describes how the FRCPS works to support all learners.

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>GNT percentage: 14.9%</p> <p>CI percentage: 14.9%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 0.5%</p> <p>CI percentage: 0.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p>The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students.</p> <ul style="list-style-type: none"> • 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.” • Work through the Center for New Americans in Greenfield to meet families who might be interested in the school (2-3 years for results). • Spanish-speaking faculty available at information sessions to speak with families about the school. (1-2 years for results)
	<p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>For FY 2023-24, the school plans to conduct additional recruitment strategies to encourage families with limited English proficiency to apply, including increasing partnerships with community organizations such as the Franklin</p>

	<p>County Council of Governments, local nonprofits and local churches, as well as increasing advertising on Spanish language media outlets in Western Mass area, and creating targeted social media posts.</p> <p>During the recruitment season and before the application deadline, the school will send mailings in English and Spanish to caregivers and parents of students from our sending districts who are entering the grade levels Four Rivers CPS serves, with a focus on communities with a diverse representation of cultures and racial identities. These mailings will explicitly state that the school is welcoming to all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments. The mailing included directions to access the application (available in English and Spanish) and an invitation to Information Sessions.</p> <p>Additionally, as part of our five year strategic plan, one of the school's transformation goals is centered on reviewing existing outreach efforts and researching best practices to write a new marketing and outreach strategy that prioritizes diversity, equity and inclusion. The full five year goal is included here: By June of 2028, FRCPS will conduct marketing and outreach to enroll and retain families and hire and retain staff/faculty with a diversity of experience, background, class, and race. All members of FRCPS, particularly members of the global majority, will agree or strongly agree that they feel welcomed, valued, and considered.</p>
--	--

--	--

<p>(a) CHART data</p> <p>School percentage: 30.1%</p> <p>GNT percentage: 29.3%</p> <p>CI percentage: 36.3%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • 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>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022-23 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;">(e) Continued 2022-23 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> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2022-23 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 PLAN 2023-24

2022-23 Implementation Summary:

The school’s strategy for student retention has been to engage students so they enjoy learning and value the school community. There is an emphasis on ensuring that low-income and special education students thrive academically and personally in the school. More specifically, the school strives to have students get the support they need to meet high academic expectations. Teams of teachers, administrators, and school support personnel work students to determine success plans with support and multiple opportunities to succeed. The school continuously reviews student progress on a weekly basis. All teachers offer extra help after school. There are dedicated Tier 2 and in school Title I support personnel who provided targeted acceleration programming.

To ensure all students are known well by at least one adult in the school, FRCPS is grounded in the Crew program. Knowing students well allows educators to see their strengths, identify their areas of growth, to understand their obstacles, and to know what they need. By assigning each student an advisor and crew and providing training and 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 2021-22, the # of students on an IEP or 504 was 79 (30 on IEPs; 49 on 504s).
2. For SY 2022-23, 13 special education students who graduated are not returning.
3. For fall 2022, current numbers indicate that 9 out of 33 new students (27.3%) have an IEP or a 504 plan.
4. For 2022-23, the IEP and 504 population is expected to be 81 out of 220 (36.8%).

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	93.7%

Retention Plan – 2023-24 Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 11.1%</p> <p>Third Quartile: 15.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p>At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The school's District Accommodation Plan describes the procedures we follow to provide support for student learning. • Special education teachers at each division level provide support through Learning Center classes and as co-teachers in regular education classrooms. • 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.

Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: NA</p> <p>Third Quartile: NA</p>	<p>(b) Continued 2022-23 Strategies</p> <p>No ELL students (Multi-lingual learners) were enrolled during the 2022-2023 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low-income)	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.8%</p> <p>Third Quartile: 15.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p>At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school's programs. • 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><u>Students who are sub-proficient</u></p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • The school's District Accommodation Plan describes the procedures we follow to provide support for student learning. • At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is

	<p>struggling. Teachers implement a variety of interventions to support these students.</p> <ul style="list-style-type: none"> 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.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> The Academic Support Director may follow up with students who have dropped out and might consider returning. 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. The Registrar sends an enrollment application and letter to drop-out each year inviting them to re-apply and re-enroll.
<p>OPTIONAL^[13] <u>Other groups of students who should be targeted to eliminate the achievement gap</u> - Hispanic and Multi-race</p>	<p>(g) Continued 2022-23 Strategies</p> <p>Given a possible pattern of higher attrition for these two subgroups, we hope to watch what's happening. Specific strategies:</p> <ol style="list-style-type: none"> Conduct exit interviews with students and families who have left. Conduct interviews with current students and families to see what issues or factors might affect their experience in our school.

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT DEMOGRAPHIC INFORMATION

Enrollment by Race/Ethnicity (2022-23)

<u>Student Data by Race/Ethnicity (2022-23)</u>	
Race/Ethnicity	Percentage of Student Body
African American	1.4
Asian	1.8
Hispanic	6.8
Native American	0.0
White	84.9
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	5.0

Selected Populations (2022-23)

<u>Selected Student Populations (2022-23)</u>	
Title	Percentage of Student Body
First Language not English	0.0
English Language Learner	0.0
Low-income	30.1
Students with Disabilities	15.1
High Needs	39.3

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date
Jenni Manfredi Principal and Head of School	Charter Accountability, Academic Programs, Faculty Supervision, Health and Safety, SEL team, Communications, Board of Trustees relations, Family and Community Engagement,	July 2021	
Alison Rheingold Director of Teaching & Learning	Curriculum, Instruction, Community Resources, Dissemination, EL Education, Instructional Leadership Team, Instructional Coaching, Evaluation, Senior Seminar	August 2020	
Amy Wales Director of Finance & Operations	Financial Management, Human Resources, Technologies, Facilities Management, Operations, Governance guidance, FREF	May 2016	
Matt Leaf Dean of Students	School-wide Restorative Practices, School Culture, Crew Program, Community Events, Student Council	August 2003	
Andy Stenson Guidance/College Counselor	Guidance Counseling, College and Career Counseling, Scheduling, MCAS, Junior Seminar	August 2004	
Kimberly Cass Director of Academic Support	IEPs, 504s, MCAS, Title 1, Success Plans, ELL Program, Homeless Liaison, Evaluation, DCAP, SE Audit	July 2022	August 2023
William Fogel School Psychologist	Counseling and Psychological Evaluations	August 2004	
Dan Lederer Director of Technology	Networks, Hardware, Software, Tech classes, A/V equipment, Laptop program, website	August 2004	

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	36	0	3	employee chose to end employment
Other Staff	21	2	4	non-renewal of employment, employee chose to end employment

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2022-23 School Year				
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)
Jenni Manfredi	Ex-officio	All Committees	N/A	July 2022 - Upon Contract Ending
Dovrah Plotkin	Faculty Trustee	N/A	First Term; 2 Year Term	October 2022 - September 2024
Mikayla Hill	Chair	Committee on Trustees & Personnel Policy	Second Term; 3 Year Term	September 2018 - September 2024
Bram Moreinis	Secretary	Facilities & Finance Committee	First Term; 3 Year Term	October 2021 - September 2024
Libby Woodfin	Trustee	Facilities & Finance Committee	Third Term; 3 Year Term	February 2017 - September 2025
Anthony Reiber	Trustee	Committee on Trustees & Personnel Policy; Chair	Second Term; 3 Year Term	September 2019 - September 2025
Alan Tatro	Trustee	Facilities & Finance Committee	Second Term; 3 Year Term	September 2019 - September 2025
Janet Cowie	Treasurer	Facilities & Finance Committee; Chair	Second Term; 3 Year Term	March 2020 - September 2025
Susan Durkee	Trustee	Committee on Trustees & Personnel Policy	First Term; 3 Year Term	November 2022 - September 2025
John Guenther	Vice Chair	Committee on Trustees & Personnel Policy	Third Term; Resigned	September 2009 - May 2023

Regina Campbell	Trustee	Committee on Trustees & Personnel Policy	Fourth Term; Resigned	September 2009 - June 2023
-----------------	---------	--	-----------------------	----------------------------

[Board of Trustee and Committee Meeting Notices](#) - the link to page on the school’s website where board and committee meeting notices are posted. Posting meeting notices on the school’s website is required by the [Open Meeting Law](#).

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
248 Colrain Road, Greenfield	August 2003 - Present

ENROLLMENT

“Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1. Every charter school shall conclude its principal enrollment process no later than March 15 of each year” (603 CMR 1.05 (3)(c)).

The Department issues a [memo](#) on or before February 15 each year that reports any limitations on the number of students from a district that may be enrolled in charter schools for the upcoming year. Enrollment lottery offers are timed to make best use of the February 15 notice of limitations to seat availability. More information about enrollment may be found [here](#).

Application and lottery deadlines for enrollment during the 2024-25 school year

Action	2023-24 School Year Date(s)
Student Application Deadline	Tuesday, February 27, 2024
Lottery	Thursday, February 29, 2024

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions (*if applicable*) There are no conditions (concerns) for FRCPS.

Complaints No formal complaints were made in AY 2022-2023

Attachments (*if applicable*) There are no required attachments for FRCPS.