



25 Shaker Road
Gray, ME 04039

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2017

Table of Contents

CHARTER RENEWAL PROCESS	2
SCHOOL INFORMATION	4
DEMOGRAPHIC INFORMATION	5
FIDDLEHEAD SCHOOL FOR ARTS & SCIENCES OVERVIEW	6
FIDDLEHEAD SCHOOL FOR ARTS & SCIENCES PERFORMANCE INDICATORS	7
ACADEMIC PERFORMANCE	8
ATTENDANCE AND REENROLLMENT	14
GOVERNANCE AND OPERATIONS	17
FISCAL PERFORMANCE	20
ADEQUACY OF FACILITIES MAINTENANCE IN SUPPORT OF PROGRAM	23
PARENT AND COMMUNITY SUPPORT, STUDENT INVOLVEMENT	25
SCHOOL CLIMATE	28
EFFECTIVE LEADERSHIP	32
INSTRUCTIONAL QUALITY	33
COMPLIANCE WITH TERMS OF CHARTER CONTRACT AND LAWS	34
COMMENDATIONS AND RECOMMENDATIONS	35
APPENDIX A – FIDDLEHEAD SCHOOL FOR ARTS & SCIENCES’ SELF-ASSESSMENT	
APPENDIX B – FIDDLEHEAD SCHOOL FOR ARTS & SCIENCES’ PERFORMANCE INDICATORS	
APPENDIX C – FIDDLEHEAD SCHOOL FOR ARTS & SCIENCES’ END OF YEAR REPORTS	

Charter Renewal Process

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and particular circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under § 2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

- (1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (2) Describe improvements undertaken or planned for the school; and
- (3) Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter

contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2017, Fiddlehead School for Arts & Sciences' 4th year of operation under its initial 5-year charter contract. The performance report summarizes Fiddlehead School for Arts & Sciences' (FSAS) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Fiddlehead School for Arts & Sciences will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Fiddlehead School for Arts & Sciences (FSAS)
Address	25 Shaker Road, Gray, Maine 04039

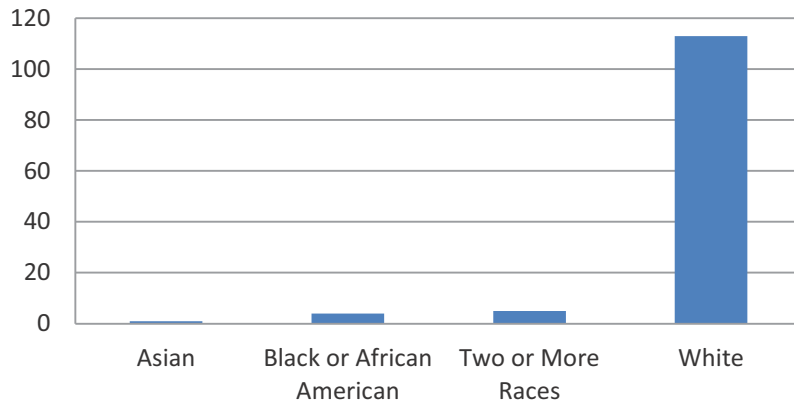
Governing Board	
Board Chair	Alison Moser
Board Vice Chair	Adam Gilman
Board Secretary	Alyson Spencer-Reed
Board Member	Melanie Prinz
Board Member	Kathleen Clements
Board Member	Sally Morris

Head of School	Jacinda Cotton-Castro
Director of Curriculum	Joanna Frankel
Special Education Director	TBD

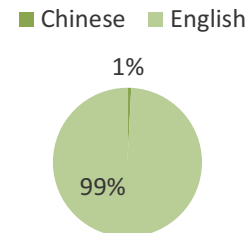
Year Opened	2013-2014 school year
Years in Operation	4
Number of Sending Districts	13
Grades Served	PreK-5
Current Enrollment	123 (as of October 1, 2016 "count day")
Number of Students on Waiting List	58 (as of February 2017)

Fiddlehead School for Arts and Science's Demographic Information

Race/Ethnicity

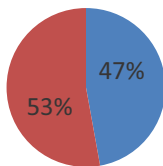


Language



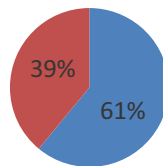
Sex

■ Female ■ Male



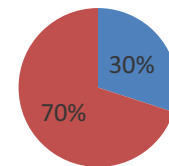
Free/Reduced Lunch

■ Free and Reduced Lunch

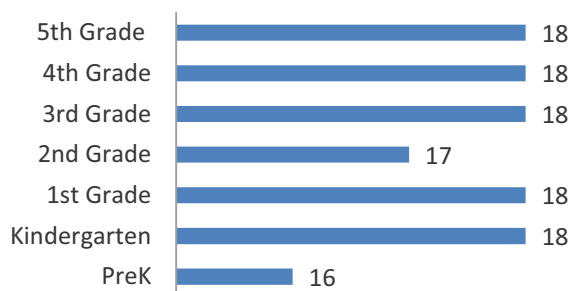


Special Education

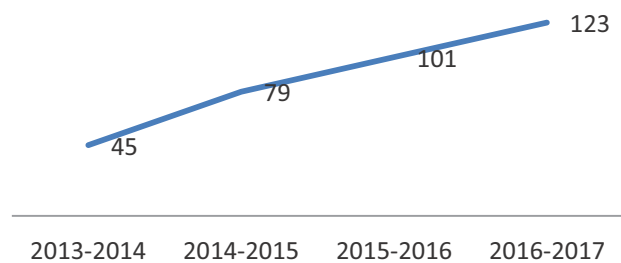
■ Special Education



Enrollment by Grade



Enrollment by Year



Demographic Data based on October 1, 2016 school reported data

Fiddlehead School for Arts & Sciences Overview

Fiddlehead School for Arts and Science opened in the fall of 2013 with 45 children from 10 communities. The school has added students and grade levels each year, and now in its 4th year the school serves 123 students in grades preK-5.

The Mission of Fiddlehead School is to unfold the potential of children in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, foster a love of learning, and embrace the interconnectedness of all things. Fiddlehead School supports happy and vibrant learners who create and shape their own lives and contribute to the quality of life around them.



Fiddlehead School provides for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. It is a school that honors children's curiosities, interests and uniqueness, and facilitates progressive learning at the highest level. At Fiddlehead, children demonstrate competency in literacy, mathematics, science, visual and performing arts, and Spanish. Using an inquiry-based model, children also develop vital skills for 21st century citizenship: critical thinking skills, communication, collaboration, creativity, and compassion.

Fiddlehead School of Arts & Sciences uses a Reggio Emilia-inspired approach to learning. At Fiddlehead School of Arts and Sciences, the fundamentals of the Reggio Approach guide and inform:

- The image of the child – children are viewed as capable, curious and competent, active in the construction of knowledge and the pursuit of relationships.
- Children's relationships and interactions within a system – children are seen in relation to their family, school, community and the larger society.
- The role of families – families are vital to their children's learning and to the learning community. Family participation is invited and encouraged.
- The role of space – space encourages interaction, relationship and communication. The environment is considered "the third teacher".
- Teachers and children as partners in learning – teachers are considered researchers and co-constructors of knowledge with the children. Collaboration is fostered between the children, teachers, parents and the community. Children assist each other in learning taking on the role of teacher, and teachers take on the role of facilitator and learner. Children are the protagonists of their learning and need to participate in the planning process.

Fiddlehead School for Arts and Science's Performance Indicators

Indicator	2017			2016			2015			2014		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency		X ¹			X ²		³			X		
Student Academic Growth			X ⁴	X			X				X ⁵	
Achievement Gaps in proficiency and growth between major student subgroups ⁶	X			4			4			4		
Student Attendance			X ⁷			X ⁸		X ⁹		X		
Recurrent Enrollment from Year to Year	X			X			X					X ¹⁰
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X			X			X			X		
School Social and Academic Climate	X			X			X			X		

¹ Students in grades 3 and 4 did not achieve the proficiency targets on the local assessment. State assessment data are not yet available.

² FSAS met literacy targets as measured by the Work Sampling System in 5 out of 6 grade levels, and in math in 4 out of 6 grade levels. FSAS met math goals on the MEA in gr. 3 and 4, and met ELA goal in gr. 3.

³ Baseline year

⁴ The grade 4 and grade 5 cohorts did not make 65% growth.

⁵ The targets for growth were met in grades Pre-k, K, Gr. 1 in literacy, math and science and in Gr. 2 in literacy only.

⁶ Subgroups were too small to report or to be considered a large enough sample for reliable data

⁷ FSAS's average daily attendance rate was 91%, 3% below the 94% target.

⁸ During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

⁹ The target for Average Daily Attendance of 94% was just missed, with ADA at 93%.

¹⁰ FSAS had 89% reenrollment and did not reach the 90% target

Academic Performance

- Student Academic Proficiency: State Assessments
- Student Academic Proficiency: School Selected Assessments
- Student Academic Growth: State Assessments
- Student Academic Growth: School Selected Assessments
- Achievement Gaps

Year 1, 2013 – 14

FSAS partially met its academic goals.

Proficiency Targets:

- Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP¹¹
- Local assessment - Pearson Work Sampling system¹² (PWS)

Growth Targets:

- Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%

Achievement Gap Targets:

- Goal of 4-5 % growth in identified Students

Performance:

In its first year FSAS did not have any students in grade 3 or higher to participate in State Testing. No NECAPs were taken.

Data for PWS were collected in the categories of personal & social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.

The targets for growth were met in grades Pre-k, K, Gr. 1 in literacy, math and science and in Gr 2 in literacy only.

Benchmarks were established for achievement gaps in proficiency and growth in student subgroups.

¹¹ The New England Common Assessment Program - a series of reading, writing, mathematics and science achievement tests

¹² The Work Sampling System is an early childhood assessment tool which allows teachers to evaluate students age 3 through third grade.

Year 2, 2014 – 15

FSAS met its academic goals.

Proficiency Targets:

- Percentage of (age 8/gr. 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balanced in the future).
- Local assessment Pearson Work Sampling system

Growth Targets:

- Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10% will achieve 50%

Achievement Gap Targets:

- Goal of 4-5 % growth in identified Students

Performance:

14 Fiddlehead third grade students participated in Smarter Balanced state testing in 2015. Third grade was added in school year 2014-15, and 2014-15 scores were to serve as baseline data. In order to protect student privacy, Fiddlehead's Smarter Balanced test scores could not be publicly reported due to small class size.

Work Sampling System (WSS) - The School Average of 82.78% met the target of 80% of students will meet or exceed Work Sampling System Literacy, Math and Science performance indicators typical of their age/grade by the end of each year.

During the 2014-15 schoolyear Fiddlehead School of Arts and Sciences began using Fountas & Pinnell for measuring reading levels and student progress as well as Curriculum Based Measurement in math for benchmarks 3 times per year.

Year 3, 2015 – 16

FSAS met its academic growth goals. It met some academic proficiency goals.

Proficiency Targets:

Student Academic Proficiency: State Assessments

- The percent of Grade 3, 4 and 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
- Grade 3, 4 and 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment.

Student Academic Proficiency: School Developed Assessments

- 65% of students in each grade level will meet or exceed proficiency in reading as measured by the June administration of the Work Sampling System.
- 65% of students in each grade level will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
- Iowa Test of Basic Skills: Establish baseline using National percentile rank of average standard score for reading and math

Growth Targets:

- Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math
 - 2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.

Achievement Gap Targets:

- Achievement gaps in proficiency and growth between major student subgroups

Performance:

16 third grade students and 16 fourth grade students (100% of third and fourth graders) participated in Maine State testing in 2016.

ELA

- 50% of students in Grade 3 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 47% across the state of Maine meeting the target to meet or exceed the state's percentage of students scoring proficient or above.
- 50% of students in Grade 4 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 53% across the state of Maine and did not meet the target to meet or exceed the state's percentage of students scoring proficient or above.

Math

- 38% of students in Grade 3 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 48% across the state of Maine meeting the target of being within 20% of the state average of students scoring proficient or above.
- 26% of students in Grade 4 scored proficient or above on the ELA portion of the Maine State Assessment in 2016, as compared to 39% across the state of Maine meeting the target of being within 20% of the state average of students scoring proficient or above.

Fiddlehead School did not have a 5th grade in the 2015-2016 school year – no MEA data to report.

Data from the 2016 MEA was consistent with other measures of student proficiency at FSAS. Scores in ELA were better than in math (See PWS below). Scores were close to meeting the established targets, with the only exception being the 4th grade ELA test.

Pearson Work Sampling:

On the PWS FSAS met the targets for language and literacy in five out of six grades. The only grade that did not reach the target was 3rd grade. FSAS was not surprised with the third grade results and cited a large number of students with academic needs in the group as a reason for lower scores.

FSAS met the targets for math in four out of six grades. Both 3rd and 4th grades fell short of the 65% proficiency goal.

FSAS identified math as a school-wide area for growth and improvement and began to bolster professional development in math, with a focus on the Investigations curriculum and becoming familiar with the Common Core Standards in mathematics at each grade level. FSAS planned to continue this initiative in the 2016-2017 school year with ongoing professional development in the teaching of math.

In 2016 FSAS administered the Iowa Test of Basic Skills for the first time. FSAS established its baseline.

FSAS Subgroup numbers were too small to report for the target of reporting on achievement gaps in proficiency and growth between major student subgroups.

Year 4, 2016– 17

FSAS Partially met its targets for Student Academic Proficiency on School Developed Assessments. Data from State testing are not yet available.

Proficiency Targets:

Student Academic Proficiency: State Assessments

- The percent of Grade 3, 4 and 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
- Grade 3, 4 and 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment.

Student Academic Proficiency: School Developed Assessments

- 65% of students in each grade level will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
- 65% of students in each grade level will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.

Growth Targets:

- Student Academic Growth: 65% of students meeting or exceeding expected growth on Value added nationally normed individual and group assessment or equivalent for English and Math.

Achievement Gap Targets:

- Achievement gaps in proficiency and growth between major student subgroups

Performance:

2017 MEA data will be reported when they become available.

Work Sampling System

Data from the June 2017 administration of the Work Sampling System show 65% of students in grades preK, K, 1, 2, and 5 met or exceeded proficiency in both reading and math. Students in grades 3 and 4 did not meet the 65% meeting or exceeding proficiency target in reading or math.

Grade Level	% proficient – READING	Target	+/-
preK	93%	65%	+28%
k	76%	65%	+11%
1	86%	65%	+21%
2	74%	65%	+9%
3	41%	65%	-24%
4	52%	65%	-13%
5	94%	65%	+29%
		Average 86%	

Grade Level	% proficient - MATH	Target	+/-
preK	95%	65%	+30%
k	89%	65%	+24%
1	100%	65%	+35%
2	81%	65%	+16%
3	30%	65%	-35%
4	53%	65%	-12%
5	91%	65%	+26%
		Average 90%	

FSAS administration believes more education is needed for teachers on using the WSS tool with fidelity and inter-rater reliability. The school trusts in the WSS's ability to reflect the school's mission to educate the whole child, as it includes seven domains of learning that round out the portrait of the student (including Social and Emotional development, development in the Arts, and Physical development, in addition to five academic content areas).

The school is considering purchasing the accompanying online system to assist in the objectivity of the reporting, or creating an intermediate step to assure that all teachers are reporting in a consistent way. The school plans to begin investigating options and planning for future professional development during the summer.

Academic Growth - Gain Scores for ITBS

Due to the small number of students in cohorts at FSAS the school will use Iowa's growth goals to look at individual student growth and set reasonable goals for the cohort's growth. The school has set a goal at 65% of students meeting or exceeding expected growth. FSAS did not hit that number this year, but will continue to work towards it through targeted academic interventions and professional development.

Gain scores, also known as observed growth, quantify the change in performance from one year to the next. It is calculated by finding the difference between a student's National Standard Score from one year to the next.

*The cohorts being reported are students for whom FSAS had two consecutive years of data.

Cohort	Class Average of Composite Gain Scores	% of cohort meeting or exceeding expected growth in reading	% of cohort meeting or exceeding expected growth in math
3rd grade 2015-2016 to 4th grade 2016-2017	+16.11	56%	33%
4th grade 2015-2016 to 5th grade 2016-2017	+11.85	54%	46%

Achievement Gaps

No major gaps in proficiency were indicated by ITBS scores and growth targets, as measured by gender or special education vs. regular education students

Summary

	2013-14	2014-15	2015-16	2016-17
Academic Proficiency	na	Met	Partially met	Partially Met
Academic Growth	Partially met	Met	Met	Partially Met
Achievement Gaps	na	Met	na	Met

Attendance and Enrollment

- Attendance and Reenrollment
- Average Daily Attendance
- Student re-enrollment
- Continuous enrollment for multiple years

Year 1, 2013 – 14

FSAS met its targets in the area of attendance and did not meet the target in the area of reenrollment- was 1% below the target in this area.

Enrollment Targets:

- 90% student re-enrollment from one year to the next
- Continuous enrollment of students for multiple years

Performance:

FSAS had 89% reenrollment and did not reach the 90% target. Continuous enrollment for multiple years was not applicable in year 1.

Student Attendance Targets:

- 94% Average Daily Attendance Rate
- Individual Student Attendance Rate
- Unexcused Absences

Performance

FSAS had 94% attendance for the year meeting the 94% target. Individual student attendance rates were not collected. FSAS has not had students with excessive absences and was creating a process for addressing excessive absences.

Year 2, 2014 – 15

FSAS met its targets in the area of Enrollment and did not meet the target in the area of Attendance - was 1% below the target in this area.

Enrollment Targets:

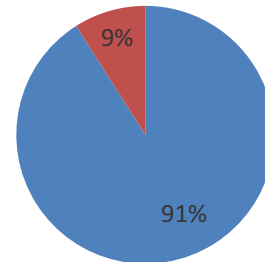
- 90% student re-enrollment from one year to the next
- Continuous enrollment of students for multiple years

Performance:

Of 79 students enrolled at Fiddlehead School of Arts & Sciences, 72 planned to return for the 2015-16 schoolyear for a re-enrollment rate of 91%, exceeding the target of 90%.

2014-15 Re-Enrollment

■ returning ■ not returning

**Student Attendance Targets:**

- 94% Average Daily Attendance Rate
- Individual Student Attendance Rate
- Unexcused Absences

Performance:

During the 2014-15 schoolyear Fiddlehead's Average Daily Attendance Rate was 93%, putting the school one percent below the target of 94%. Individual attendance was within limits and no trancies were reported.

Year 3, 2015 – 16

FSAS met its targets in the area of Enrollment and did not meet the target in the area of Attendance - was 1% below the target in this area.

Enrollment Targets:

- 90% of students enrolled on state "count day"¹³ will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.

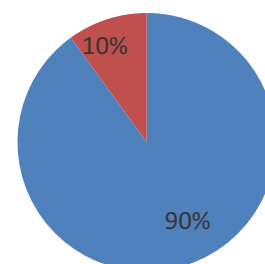
Performance:

96% of students enrolled on state "count day" were still enrolled on the last day of school, exceeding the target of 90%.

90% of the student body who were eligible for re-enrollment at the end of the 2015-16 school year indicated their intent to return the following school year, meeting the 90% target.

2015-16 Re-Enrollment

■ returning ■ not returning

**Student Attendance Targets:**

- Average Daily Attendance Rate - 94% attendance rate

¹³ Count Day is when all public schools in Maine tally the number of students attending their schools, primarily for purposes of funding calculations

Performance:

During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting the school one percent below the target of 94%.

Year 4, 2016 – 17

FSAS met its targets in the area of Enrollment. The school did not meet that Attendance target.

Student Enrollment Targets:

- 90% of students enrolled on state "count day"¹⁴ will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.

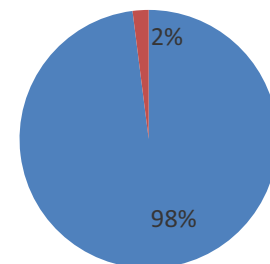
Performance:

Student enrollment at FSAS was 123 on October 1, 2016. At the end of the school year 4 students had left; maintaining 96.7% of enrolled students during the course of the year. This exceeds the 90% target.

At the end of the school year all but 1 eligible student had completed an intent to reenroll form, a 98% reenrollment rate. This exceeds the 90% target.

2016-17 Re-Enrollment

■ returning ■ not returning

**Student Attendance Target:**

- 94% Average Daily Attendance Rate

Performance:

FSAS's average daily attendance rate was 91%, 3% below the 94% target.

Summary

	2013-14	2014-15	2015-16	2016-17
Attendance	Met	Did not meet	Did not meet	Did not meet
Enrollment/Reenrollment	Did not meet	Met	Met	met

¹⁴ Count Day is when all public schools in Maine tally the number of students attending their schools, primarily for purposes of funding calculations

Governance and Operations

- Transparent Board Operations
- Responsive Board Operations
- Legally compliant Board operations

Year 1, 2013 – 2014

FSAS met its targets in the area of Governance.

Targets:

- Monthly meetings
- Review of bylaws and policies
- Increase of Governing Board membership

Performance:

The Board held public meetings regularly and posted its minutes on the website. The governing board considered additional members with expertise in law, fundraising, and human resources. The Board also formed subcommittees and assigned work tasks.

Year 2, 2014 – 15

FSAS met its targets in the area of Governance.

Targets:

- Monthly meetings
- Review of bylaws and policies
- Increase of Governing Board membership

Performance:

The Fiddlehead School of Arts & Sciences Governing Board created several sub-committees during the 2014-15 schoolyear and established goals and objectives. The Board reports that these committees worked diligently and have successfully accomplished many tasks including developing a budget, writing the handbooks, reworking the salary and benefits structure, writing job descriptions, evaluating the Director, planning Family Night, addressing tension around curriculum and assessment, offering professional development for teachers, proposing the Coordinator of Learning and Teaching position, and more.

During the 2014-2015 schoolyear there were discussions between the Education sub-committee and teachers regarding the best way to assess student performance in a manner consistent with the school's philosophy.

Board members reported that fundraising wasn't at its best during the 2014-2015 school year. The Governing Board has enlisted the help of the PTO and they planned to work together to create a more robust list of fundraising events for the following year.

Governing Board meeting notices, agendas and minutes are posted to the Fiddlehead School of Arts & Sciences website.

Year 3, 2015 – 16

FSAS met its targets in the area of Governance.

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Performance:

The FSAS Governing Board met monthly during the 2015-16 school year with additional meetings as needed. FSAS met the target for monthly board meetings. The school established bylaws and policies, and met the target in this area.

The governing board had some turnover, but filled the vacancies during the school year. FSAS met the target in this area, maintaining a seven member minimum.

With the growth of the school and increased size of the student body, the Board worked closely with the Executive Director to continue to build the school's teaching, administrative and financial infrastructure; to maintain a financially sustainable organization in the short and longer term; and to formalize and implement a number of school policies and procedures.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Year 4, 2016 – 17

FSAS met its targets in the area of Governance.

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Performance:

The FSAS governing Board met regularly during the 2016-17 school year. FSAS met the target for board meetings.

The governing Board added new board members during the 2016-17 schoolyear, adding expertise in various areas including law and finance.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education, and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Summary

	2013-14	2014-15	2015-16	2016-17
Governance	Met	Met	Met	Met

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

FSAS met its targets in the area of Finances.

Targets:

- Monthly financial reports
- Item flagged when 5% variance for board

Performance:

The FSAS Board reviewed its finances monthly and submitted required documentation to the MCSC.

Year 2, 2013 – 14

FSAS met its targets in the area of Finances.

Targets:

- Monthly financial reports
- Item flagged when 5% variance for board

Performance:

Fiddlehead School of Arts & Sciences hired a new accountant during the 2014-15 schoolyear and submitted all reports to the state. An outside audit was performed for FY2013.

Fundraising was identified by the Governing Board as an area of weakness. There will be a joint effort on the part of the Board and the PTO to boost fundraising efforts in the coming 2015-16 schoolyear.

Fiddlehead School ended the 2014-15 year with a small cash reserve.

Year 3, 2014 – 15

FSAS met its targets in the area of Finances.

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.

- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials varied by more than 5%, the variance was flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget was balanced.

FSAS worked to improve its financial processes during the 2015-16 school year. Improvement included:

- Fiscal Management Policies
- Capital Improvement Policy Developed
- Cash Reserve Fund Policy Developed
- Budgeting Process began in February
- Fiscal Review from the DOE Special Education TEAM

Year 4, 2015 – 16

FSAS met its targets in the area of Finances.

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.
- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials varied by more than 5%, the variance was flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget was balanced.

An external financial audit was performed for Fiscal Year 2016. The auditor did not report any findings.

Continued financial success included a Capital Improvement Plan Account, a Reserve Account, fundraising and development including Heroes Monthly Contribution Plan.

Summary

	2013-14	2014-15	2015-16	2016-17
Fiscal Performance	Met	Met	Met	Met

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Quarterly Building Committee meetings
- Cleaning log

Performance:

The Building Committee held monthly meetings. A Plan was created for building renovations and expansion.

Year 2, 2014 – 15

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Quarterly Building Committee meetings
- Cleaning log

Performance:

The school was cleaned regularly and daily cleaning logs are kept for review.

The Fiddlehead facility was at 100% capacity. An architectural design for school renovation was created. The renovation was to expand the area where 3rd grade was located and divide that space into 2 classrooms. Proposals from contractors were reviewed by the Facility/Building Committee.

The Governing Board looked at both short and long term Capital Improvement Plans in its annual review.

Year 3, 2015 – 16

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

The FSAS facility met all applicable state expectations for public schools, meeting the target for facilities. FSAS's physical space continued to evolve and at the end of year 3 was in its final multi-phase renovation, which will included the transformation and addition of three classrooms.

Year 4, 2016 – 17

FSAS met its targets in the area of Facilities Maintenance.

Targets:

- Facility will meet all applicable state expectations for public schools

Performance:

The FSAS facility met all applicable state expectations for public schools, meeting the target for facilities. FSAS's final multi-phase renovation was completed just before the start of the 2016-17 school year and allowed for functional space for all grade levels.

Summary

	2013-14	2014-15	2015-16	2016-17
Facilities	Met	Met	Met	Met

Parent and Community Support, Student Involvement

- Partnerships
- Communications system
- Parent participation in their children's education and in operation of the school

Year 1, 2013 – 14

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- Regular and clear communication with parents
- 80% parent participation of meaningful involvement
- Plan for parent conferences established
- List of engagement opportunities available to parents and community
- Record kept of volunteer and parent participation
- Partner with community organizations

Performance:

November 2013 and March 2014 parent conferences had 92.86% attendance for preK and 100% attendance for grades K-2.

Fiddlehead's Volunteer Log showed 1059 volunteer hours at the school during the 2013-14 school year.

Field work included trips to Libby Hill, Orchard, Animal Park, Alpaca Farm, Transfer Station, Planetarium, Pineland Farms, Artic Museum, Six Rivers Boat Building, KinderKonzerts, Maine Wildlife Park, Lewiston Public Theater, and Mackworth Island.

Year 2, 2014 – 15

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- Regular and clear communication with parents
- 80% parent participation of meaningful involvement
- List of engagement opportunities available to parents and community
- Record kept of volunteer and parent participation
- Partner with community organizations

Performance:

In addition to weekly communication, Fiddlehead School of Arts & Sciences Executive Director sent home a monthly update. In-person communication includes 3 conferences per year, monthly coffee with the Executive Director, Math Night, and a Family Workshop explaining the school's philosophy and methods of measuring student performance.

During the 2014-2015 schoolyear Fiddlehead School celebrated a 96% Parent-Teacher Conference participation rate, maintaining the same level of participation from the previous schoolyear. Conferences were student-led, and were supplemented with teacher-written narratives.

A recent survey revealed that:

- 54% of parents feel they understand the school's philosophy very well.
- 37% of parents feel they somewhat understand the school's philosophy.

In addition to traditional classroom volunteering opportunities and the PTO, families of Fiddlehead School students are included in writing school policies, school philosophy and direction, and interviewing applicants for staff positions. Volunteers also started an after school club to engage students in the world around them; to explore, create, and connect.

Fiddlehead School of Arts & Sciences had formal connections with community organizations including Libby Hill, The Shaker Village, Pineland Farms, The National Oceanic and Atmospheric Association (NOAA), Mayo Street Arts, and Portland Ovations. Students take many field trips to these locations.

Year 3, 2015 – 16

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

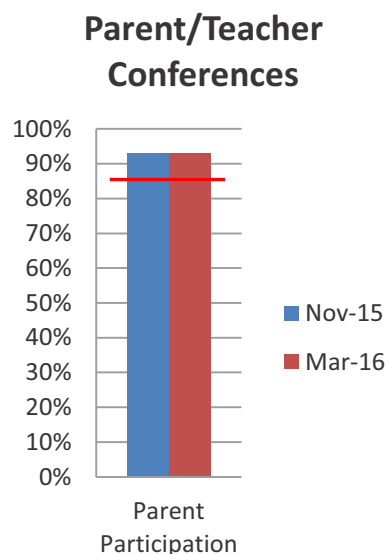
- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

Performance:

FSAS met the target of having families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation, with over 1,400 volunteer hours logged before May 1, 2016.

Both the November and March parent/teacher conferences had 93% parent participation, exceeding the 85% target.

The school's Executive Director holds a monthly "Coffee" where parents can chat, ask questions and listen to others. The Pre-K and Kindergarten classes held Fiesta nights where kids put on a play or demonstration of something they have learned and the class families come together to enjoy their child's work. The school also held a parent night in the fall as well as hosting a Stakeholders night in the spring.



Year 4, 2016 – 17

FSAS met its targets in the area of Parent and Community Engagement.

Targets:

- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

Performance:

Additionally, FSAS had several opportunities for families to participate in field trips, potlucks, poetry nights, community theater, and Celebration of Learning Day. 1629 volunteer hours were documented during the year.

Community partnerships in 2016-17 included Libby Hill, Thompson's Apple Orchard, Pineland Farms, The National Oceanic and Atmospheric Association (NOAA), YMCA, Gray Library, and Shaker Village.

Percentage of parents in attendance at parent conferences was 94, surpassing the 85% target.

Summary

	2013-14	2014-15	2015-16	2016-17
Parent & Community Engagement	Met	Met	Met	MET

School Climate

- Fewer instances of bullying, harassment, or other abusive practices
- Confidential survey of parents, staff, and students
- emotional/social growth of students

Year 1, 2013 – 14

FSAS met its targets in the area of School Climate.

Targets:

- Instances of bullying, harassment or other abusive behavior
- Confidential surveys of parents, staff, and students regarding social and academic climate
- Emotional and social growth of students measure by school survey

Performance:

FSAS had no reported incidences of bullying, harassment or other abusive practices. A survey was administered and the Governing Board created action items based on the survey's findings.

Year 2, 2014 – 15

FSAS met its targets in the area of School Climate.

Targets:

- Instances of bullying, harassment or other abusive behavior
- Confidential surveys of parents, staff, and students regarding social and academic climate
- Emotional and social growth of students measure by school survey

Performance:

During the 2014-15 schoolyear, a Fiddlehead 3rd grader wrote a pass-it-on note saying, "bombs are evreware [sic]." The authorities were contacted immediately and the school evacuation procedure was followed. During the investigation the 3rd grade student was identified. A family conference with the authorities followed, and the school chose not to press charges. The incident was followed with counseling for the student.

At the Maine Charter School Commission's Year-End visit Fiddlehead School students report that any bullying is addressed immediately. Students are aware of the consequences for bullying behavior at school. The student who found the bomb note spoke up about having found it and said the situation had been handled.

Recently, when asked “how enjoyable is school,” 80% of survey participants answered “very much.” On the same student survey, 74% of participants report feeling safe around the outside of school, and 84% of participants feel safe inside the school.

Teachers at Fiddlehead School for Arts & Sciences reported feeling very appreciated. During Teacher Appreciation Week families prepared a meal for the teachers and covered the classrooms so the teachers could eat together.

Teachers reported a challenge in staying true to the Reggio Emilia philosophy of emergent learning, while finding an appropriate measurement of academic proficiency that fit with the style of the learning environment. Some teachers explored the “Emergent Investigation preK” and the “Cycle of Inquiry.”

Teachers said they would like to see more family education on Fiddlehead’s Philosophy, Mission and Vision.

Year 3, 2015 – 16

FSAS met its targets in the area of School Climate.

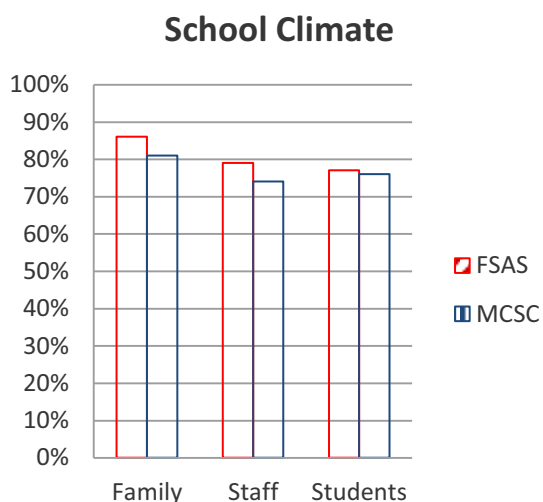
Targets:

- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school’s social and academic climate.

Performance:

FSAS maintained the same state and federal reporting requirements as non-charter public schools, and met this target. Teachers record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form that allows for monitoring of such behavior. They discuss appropriate standards of behavior and school rules with all students and involve school or community professionals as necessary.

FSAS uses a collaborative, restorative approach that focuses on prevention of upset and conflict. It uses a fair, compassionate, multi-pronged approach that focuses on responding when there is conflict of any kind. Staff models this mutual respect as well as appropriate conflict resolution skills. FSAS encourages teachers to embody peaceful programs against bullying and violence in their classroom curriculum in order to develop a positive educational approach to prevent and respond to such behavior.



FSAS families, staff, and students participated in the Panorama Education surveys in the spring of 2016. FSAS families responded 86% favorable in this area. FSAS Staff responded 79% favorable, and FSAS students responded 77% favorable. FSAS results were higher than the Maine Charter School Commission average in the area of school climate among all three respondent groups.

Year 4, 2016 – 17

FSAS met its targets in the area of School Climate.

Targets:

- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate.

Performance:

During the 2016-17 FSAS did not have any reportable incidents (as required by Maine DOE) of bullying or harassment.

FSAS students, parents, and teachers/staff participated in the Panorama Surveys. The Maine Charter School Commission (MCSC) works with Panorama Education to help its schools understand student, family and teacher perceptions of the schools' social and academic climate. Survey data is collected from all three stakeholder groups on a number of topics such as School Climate, School Safety, Student Grit, Student- Teacher Relationships and Family Engagement, among many others.

The tables to the right and below, prepared by Panorama Education as part of a larger Insights Report, summarize Fiddlehead School of Arts & Science's strengths and areas of growth, as demonstrated by the survey results. As Panorama Education points out it's important to consider school- & community-level context in conjunction with these strengths and weaknesses when determining next steps and future goals.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>STUDENTS FEEL EXPECTATIONS ARE HIGH: Students at Fiddlehead School report 81% favorably regarding Rigorous Expectations, which is 9% above the MCSC elementary average and near the 60th percentile compared to <i>other similar elementary schools</i>¹ across the country.</p> <p>STRONG RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS: Near the 70th percentile when compared to <i>other similar elementary schools</i>¹ across the country, students at Fiddlehead School report 81% favorable when it comes to Student-Teacher Relationships, 7% above the MCSC elementary average.</p>	<p>STUDENT GRIT, ESPECIALLY 4TH GRADERS: Students at Fiddlehead School of Arts & Sciences respond 52% favorably on Grit. While they report 6% above MCSC's elementary school average, when compared to schools across the country, Fiddlehead falls only near the 10th percentile. 4th grade students report a particularly low sense of Grit, at 14% below the school average.</p> <p>NEGATIVE TRAJECTORY OF STUDENT ENGAGEMENT: Although Fiddlehead School students report 5% above the MCSC elementary average and near the 40th percentile compared to <i>similar elementary schools</i>¹, it's important to recognize that student response to Engagement decreased by 8% from Spring 2016. In particular, responses to each individual question either stayed the same or decreased from 2016, one by as much as -20%.</p>

	STRENGTHS	AREAS OF GROWTH
FAMILY	<p>STRONG FAMILY ENGAGEMENT, IN PARTICULAR OF 1ST GRADE FAMILIES: Though the overall topic score is Fiddlehead's second to lowest at 43%, Family Engagement at Fiddlehead School is 29% higher than the MCSC average, and compared to <i>other similar elementary schools across the country</i>², it ranks near the 80th percentile. In particular, families of 1st grade students respond 37% above the school average, at 80% favorable.</p>	<p>STUDENT GRIT: At 42% favorability, Fiddlehead's family perception of student Grit falls 4% below the MCSC average. Compared to schools across the country, Fiddlehead falls in only the 10th percentile. Family perception of student grit is corroborated by student self-perception of their own Grit as well as teacher perception of student Grit.</p> <p>SCHOOL FIT: Compared to <i>other similar elementary schools</i>² across the country, Fiddlehead School families report near the 50th percentile on School Fit, at 72% favorable. While families report 5% more favorably than the MCSC average, when compared to the MCSC elementary average, they report 5% less favorably.</p>

	STRENGTHS	AREAS OF GROWTH
TEACHER & STAFF	<p>USEFULNESS OF FEEDBACK AND EVALUATION PROCESS: Teachers report well above average favorability when it comes to the <i>usefulness of feedback</i> (78% favorability) and the <i>amount learned from the teacher evaluation process</i> at school (61% favorability).</p> <p>STRONG PROFESSIONAL LEARNING OPPORTUNITIES: When it comes to Professional Learning, teachers report most favorably about how <i>valuable professional development</i> opportunities are: 83% believe that the opportunities available are 'quite valuable' or 'extremely valuable'.</p> <p>RESPECT BETWEEN STAFF AND FAMILIES: With a 9% increase from Spring 2016, Fiddlehead teachers report 82% favorably on Staff-Family Relationships. Most notably, over 80% of teachers believe families are quite or extremely respectful, fair, caring and friendly.</p>	<p>FREQUENCY AND QUANTITY OF FEEDBACK AND COACHING: While teachers report above average favorability when it comes to the <i>usefulness of feedback</i> and the <i>amount learned from the teacher evaluation process</i> at school, teachers report least favorably on the <i>frequency and quantity</i> of feedback received, each at 33% favorability. Furthermore, favorability to the frequency of feedback decreased by 17% from Spring 2016 and favorability to the quantity of feedback received decreased by 7%.</p>

Summary

	2013-14	2014-15	2015-16	2016-17
School Climate	Met	Met	Met	Met

Effective Leadership

Fiddlehead School's administration consisted of an Executive Director and Special Education Director in the first 2 years. In year 3 at the start of the 2015-16 school year the position of Coordinator of Teaching and Learning was added. This position aided in the continuation of FSAS's emergent curriculum philosophy.

Also in 2015-16 the Executive Director's role became more clearly defined and the administrative team looked at building and re-organizing its organizational structure.

In year 4 FSAS hired a Business Manager to join the Administrative team.

Instructional Quality

- Process for teacher evaluation
- Certification of teachers
- Professional development
- Quality of programs

During the 2016-17 school year FSAS piloted the Performance Evaluation and Professional Growth (PEPG) process that all faculty members follow in terms of assessment and evaluation as required by the state of Maine.

FSAS hires teachers who are qualified to teach under Maine's charter school law. Its teachers have an advanced degree, professional certification, or unique expertise or experience in the curricular area in which they teach. Additionally, FSAS has revised its hiring practices to ensure all staff have a current MDOE Criminal History Record Check Approval.

FSAS will be changing its early release day from Wednesdays to Fridays. The change has to do with shortening the pre-k schedule to 4 days per week and keeping a consistent schedule without a break in the middle of the week. Beginning with the 2017-18 school year pre-k will run Monday – Thursday with both a.m. and p.m. schedules. FSAS has found Early Release days to be very successful for teacher professional development.

Compliance with Terms of Charter Contract and Laws

In its first 4 years of operation Fiddlehead School of Arts & Science had one instance of noncompliance on record.

Noncompliance

During the 2014-2015 school year, Fiddlehead School of Arts & Science made an error in its enrollment practice and went over its enrollment cap by 4 students without filing a material amendment with the MCSC. In April of 2015, the school submitted a plan of corrective action to the MCSC ensure that future excess enrollments would not occur. To date, there have been no additional enrollment issues.

Other

During the 2016-2017 school year, Fiddlehead School of Arts & Science appeared to have employed an individual who did not have the proper Criminal History Record Check (CHRC) Approval through the MDOE. Upon further investigation the MCSC discovered that the employee was on the FSAS substitute teacher list and was not an employee of the school. The Governing Board, at its February 2017 meeting, chose to add fingerprinting and criminal records check to the existing hiring policy and provided the Commission a copy of the new policy. Since that change there have been no CHRC approval issues with any of Fiddlehead's staff. It is noteworthy that Fiddlehead discovered the situation and took the proper steps to correct the error before any further MCSC involvement.

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

- FSAS continues to assess and respond to staffing needs with the hiring of a business manager and front desk-community coordinator.
- Climate and discipline are supported with a collaborative, restorative process with students understanding and articulating what amounts to small, middle size and big problems and have known processes to work through them. Self-regulation uses natural or logical consequences.
- FSAS enjoys parent and community involvement. This year pairing new families with old ones for support Fundraising supports programs for the school such as \$10,000 raised for the violin program.
- The Governing Board and the Administration have clearly identified roles and work distribution which have evolved over time of the charter.

Recommendations:

- Follow through on the WSS professional development on performance indicators.
- Continue the PEPG system which has positive support from the staff
- Continue working through the challenge of messaging its program
- Continue to pursue methods of working through student behavior challenges remaining true to their philosophy while being flexible enough to support the needs of enrolled students.

Special Considerations for Charter Renewal:

- FSAS has stayed true to its mission and vision of a school inspired by the Reggio Emilia philosophy while adjusting to state assessment and other state requirements.
- The Governing Board and its subcommittees have met on a regular basis analyzing infrastructure needs, adopting appropriate policies, overseeing finances, and promoting academic success through support of professional development and hiring a Coordinator of Teaching and Learning.
- FSAS students have met Language and Literacy targets and majority of classes have met Math targets.
- Enrollment and Attendance targets have been met.
- FSAS maintains an attractive facility meeting state expectations for public schools and creating dynamic learning environments while reshaping their space.

Appendix A

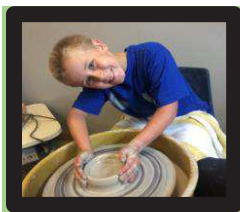


"Our image of the child is rich in potential, strong, powerful, competent and, most of all, connected to adults and other children." (Loris Malaguzzi)

We take inspiration from the schools of Reggio Emilia when we define student success. Rather than be armed with a set of discreet skills, we strive for students to be whole people with a wide variety of "languages" with which they can express themselves. These languages encompass the spoken and written word, but also include mathematics, interpersonal skills, artistic expression of all types, and more.

We believe it is more important for students to be curious, know how to pose questions, and have the skills to pursue the answers to their questions, than it is for them to have memorized information. We want our students to be able to do more than recall facts; we want them to be able to evaluate, apply, and analyze information. We see a successful student as one who can think critically, solve problems, work collaboratively.

A cornerstone of our program is the teaching of executive function skills that are crucial for student success. This includes helping students to be organized, regulated, and able to focus even without rigid external structures. In addition, we see social and emotional learning as critical curriculum. We work with children to build their social and emotional intelligences, as well as to encourage a growth mindset in all of our students.



What is student success?



Testimonials

"In second grade (at private school) our daughter was doing quite well in math. On the state-wide standardized tests, she scored in the 98% percentile. Several months into her 3rd grade year in one of the "best" public schools, she was regularly complaining about being "bad at math" and getting her to do endless math worksheets for homework became a huge battle. She simply, quickly, had come to believe she was not good at math, due to endless drilling. When she switched to Fiddlehead for 4th grade, it was a few months in that I picked her up and she was excited at what she had learned (multiplying several 6+ digit numbers) and couldn't wait to demonstrate over and over at dinner with any numbers we threw at her. Her confidence and joy in learning math had returned!"

"The learning experiences my daughter has had at her time at Fiddlehead have helped create the strong, independent, free thinking, artistic, math doing, science exploring, dancing, singing young lady she is today. "

- *Parents of 5th Graders*

Fiddlehead School - Self Assessment - April 2017

Highlights – Academic Year 2016 – 2017

- Physical space - expansion completed last summer
- Planning for Outdoor Classroom/Playground
- Early Release Days & Documentation
- Continued high parent involvement & connection with the community that continues to grow.
- Expanded staff & hired full time Front Desk (Community Coordinator) & Business Manager
- Committed & working Board of Directors
- Math focus – Math Night & other math curriculum advances
- Visited Hilltown Cooperative Charter School

Ah, year four! Year four has not been as steep as a climb as previous years and settling in more, *and* there is still plenty of learning and growing happening. As learners alongside our students, we continue to reflect on our journey and ask ourselves – what is next? How do we extend OUR learning and growth?

Our physical space has evolved only with a few more small additions on track for the summer that will include a nature based outdoor classroom. Our student enrollment is at full capacity as our school now offers grades Pre-K through 5th. I bet people don't even realize that we grew another classroom this past year – seamless! And with this growth comes our first graduating class of which some students have been here for the whole journey. The learning for our school continues to focus on tightening our systems & processes, while hold tightly to our philosophy and balancing it with the responsibilities of being a public school.

During the past four years, monitoring growth and assessing needs for the school as it grows has been our primary focus. What a school needs as it begins and what it may need four and five years later, can be entirely different. As the Executive Director, and the second non-profit I have helped in developing, my focus in partnership with the Search Committee members has been finding the right fit of candidates for our school and we have been extremely successful in our process and search for the very best. Two new staffing changes this year were the hiring our Business Manager, Barbara Landry and our full time Front Desk – Community Coordinator, Karen Johnson. Both of them have added high levels of skill and professionalism. My role as the Executive Director continues to be more clearly defined and we look to the future as we consider possible replication of this great model that we have built from the ground up.

One of last year's biggest challenges were around students with unidentified behavior challenges. We added staff this year to help support these challenges and it has been effective. We are currently looking at our Special Education student population needs and re-organizing our Special Education staff to continue to support those needs. Autism spectrum students is on the rise at our school and we are committed to continue to train our current staff and bring on additional staff that has autism spectrum experience.

We know there is more work to be done, but we also feel loved and supported by our families – both the children and the parents. I know most of what we have learned during this past year is to continue to reflect, identify challenges and put the appropriate problem solving opportunities in place.

With more systems and staff in place, we are looking forward to a fifth year of “reflection”.



Are we an Academic Success? You bet!

Population Served

- Fiddlehead serves Pre-K through grade 5. Still there are no plans to expand beyond 5th grade, however, when we reapply this fall to the Commission we are giving serious consideration on how we replicate this model.

Educational Philosophy

- Fiddlehead School focuses on project-based learning inspired by the principles and practices of Reggio Emilia, place-based and inquiry-based education, multiple intelligences, and arts integration. The curriculum is emergent, following the interests of each child.

Enrollment

- 76 Letters of Intent to Enroll were received for September 2018, with only 9 spaces open.
- A large Pre-K and Kindergarten demand, continues to grow.
 - (8) Pre-K and (15) Kindergarteners on the waitlist, (capacity = 18 for each)
- FRL - 50% (estimated, school does not have food program)
- Fifteen (15) school districts represented.
- Permission to increase class size in grades 1st – 5th for up to 20 students was approved this spring.



Mission & Academic Program

The Mission of Fiddlehead School of Arts & Sciences (FSAS) is to facilitate learning through an interdisciplinary approach to the arts and sciences in a safe, creative, fun and loving environment. Fiddlehead School supports happy and vibrant learners who create and shape their own lives and contribute to the quality of life around them.

Fiddlehead School of Arts & Sciences provides for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. We are a school that honors children's curiosities, interests and uniqueness, and facilitates progressive learning at the highest level. At Fiddlehead, children will demonstrate competency in literacy, mathematics, science, visual and performing arts, and Spanish! Using an inquiry-based model, children will also develop vital skills for 21st century citizenship:

- critical thinking skills
- communication
- collaboration
- creativity
- compassion



Reggio Emilia (Rejj ee oh – Ah me lee ah) Inspired



Sciences uses a Reggio Emilia-inspired approach to learning. The fundamentals of the Reggio Approach outlined by Gandini (2008) guide and inform our approach:

- **The image of the child** – children are viewed as capable, curious and competent, active in the construction of knowledge and the pursuit of relationships.
- **Children's relationships and interactions within a system** – children are seen in relation to their family, school, community and the larger society.
- **The role of families** – families are vital to their children's learning and to the learning community. Family participation is invited and encouraged.
- **The role of space** – space encourages interaction, relationship and communication. The environment is considered "the third teacher".
- **Teachers and children as partners in learning** – teachers are considered researchers and co-constructors of knowledge with the children. Collaboration is fostered between the children, teachers, parents and the community. Children assist each other in learning taking on the role of teacher, and teachers take on the role of facilitator and learner. Children are the protagonists of their learning and need to participate in the planning process. (*Reggio Emilia Approach*, 1999).

Practices

- **Curriculum**– After carefully planning a rich and thoughtful environment, teachers observe children and document their learning. They then reflect, plan and take action. This emergent, dynamic curriculum process includes children and families. At the same time, teachers guide learning and assess individual growth to ensure that children are developing necessary knowledge and skills.

Interdisciplinary, project-based learning is central. Children engage in investigations both in the classroom and outdoors, explore their community, identify and solve problems, measure, read, and express their ideas and understandings through a variety of forms and media, from observational drawings and mathematical explanations to stories and songs.

Children assist each other in learning, taking on the role of teacher, and teachers take on the role of facilitator and learner. Children are protagonists in their learning and need to participate in the planning process.

Documentation - Teachers document children's learning through notes, photographs and examples of children's work. This makes learning visible to children, parents and teachers, and informs next steps in curriculum. *Older children participate in documentation of learning. This year in particular, we have seen great strides in our documentation process – which includes in the upper grades, student reflection.*

Assessment – At the same time that teachers are documenting children's learning as a group, they are tuned into the growth of individual children. Each child has a portfolio organized around an assessment framework that describes key knowledge, skills and habits of mind. Each child's development is documented and reported to families twice a year through summaries and portfolios. We also use

assessment data to identify children who need additional support, and to inform improvement of our program overall. *Our Assessment Portfolio includes nationally normed testing, state testing and more importantly the many other summaries and portfolios that truly reflect the growth and development of EACH child.*

Multi-age groupings - While there are developmental “norms,” each child develops knowledge and skills on their own timetable. Children in multi-age classes shine in their own ways, learn from each other and progress on a continuum that is not tied to their chronological age. This year our reading was the focus of multi-age groups and our plan for next year is to continue to tighten our schedule, while still allowing for flexibility, and provide multi-age math groups.

Special Student Populations. Special Education volume tends to be a challenge for our school. Not because of the students, but because of the **overall percentage and growth** of special education students. Our percentage is nearly twice that of traditional Maine Public Schools and we are a small school in addition. Laws to Public Charter and small public schools in general, need a wider fiscal base of support. Now that our feet are planted on the ground, we are ready to work collaboratively with our small schools in Maine to help come up with fiscal solutions so that the child continues to drive the need and not money. Each student has different needs, and the team continues to work to meet those needs.

Over the past few weeks, we’ve worked at projecting what our special education needs may be for next year, as well as continue to serve our current special education population. This year we had 40 identified Special Education students (3 new students during the year) and we are anticipating 36 students next year based on the knowledge we have to date of our incoming students. With this said, we may begin to see our special education student populations leveling out a little. Next year’s 5th grade class, for example, has 9 identified students – nearly half of the class, of which will be graduating from Fiddlehead next year. We are also seeing a rise in Autism Spectrum children at our school and will work to continue to train our staff as well as having those skills sets with new hires.

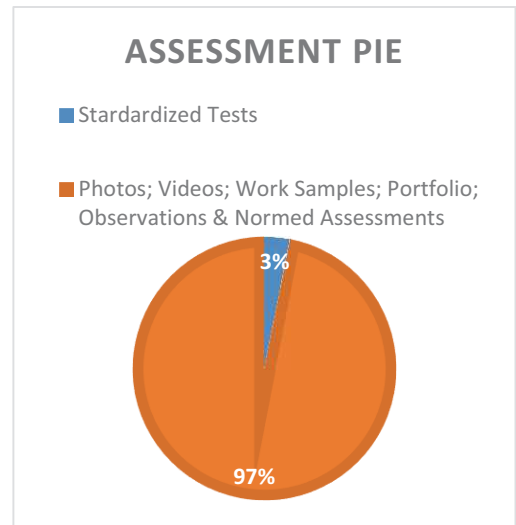
We have successfully referred two students to Woodfords Family Services. They are provided two BHP staff to support two of our students so they can transition to more time in their classrooms. Each BHP worked with our special and regular education teachers to develop behavior plans and goals for those specific students.

CDS is in the process of scheduling IEP team meetings to transition our pre-k students to our special education services as they turn 5 years old. Some will continue in pre-k and some will move on to kindergarten. We will be involved in those IEP team meetings at the students’ home town schools.

Assessment for Learning. This year our Coordinator of Teaching & Learning worked closely with the Maine Charter School Commission to slightly modify our outcomes based on cohort long term goals on assessments like the Iowa Test of Basic Skills for growth & development.

Children are viewed on a developmental continuum—each individual child is observed, appreciated, and assessed at his or her own level of competency. Goals and objectives match the full spectrum of abilities while nurturing and supporting each child’s educational journey.

Outlined at each significant domain area are the benchmarks and assessments that are being used. Fiddlehead School's assessment system includes complementary methods to: track student learning and ensure that students are achieving progress in meeting Maine State Learning Results and Common Core standards; inform further curriculum development; and evaluate the strength of the academic program. Weekly teacher planning time is built into the schedule to support establishing benchmarks, documentation activities, curriculum development, planning, and collaboration.



Benchmarks. Benchmarks are used as a standard reference point to assess where a student measures. Benchmarks Fiddlehead School is using for literacy, writing & mathematics are indicated in their respective sections below.

Formative Assessments - Portfolios and Documentation. Teachers identify children’s thinking and learning through observation and documentation. Documentation is an ongoing and critical component of the assessment process and integral to the Reggio Emilia Approach. Students are engaged in assessing their own work and their involvement in this assessment process increases with age and maturity, fosters independent thinking, creativity, goal setting, organizational skills, and use of technology. Documentation methods include audio, video, photography, and actual work samples. Student work is displayed in and around the school and in individual portfolios.

Assessment - Work Sampling System (WSS) from Pearson - is a framework for portfolio-based assessment of each student, ages 4-10. Teachers use developmental checklists to document, and then to summarize children’s growth in each domain, and prepare summary reports to share with families three times per year. Teachers, children and parents view, discuss and reflect on these records of learning as a dynamic process and tailor instruction to the needs of individual students. This method of assessment replaces a traditional student grading system. The WSS includes developmental guidelines and checklists in seven major curriculum areas, with a recent revision including performance indicators tied to state and national standards, including the Common Core. Summary and disaggregated reports are prepared to inform student learning and the curriculum, and display effectiveness in the teaching and learning process. Equipped with computer tablets, teachers will have assessment forms and also, audio, video and photographic equipment available at all times to facilitate the recording of each child’s learning process.

Professional development will ensure understanding of the WSS performance indicators and increase inter-rater reliability among teachers. Assessment results are provided to the

Maine Charter School Commission, as required for program accountability purposes, shared with parents to show progress, and used by teachers to inform instruction. The school's administration and board review results and use the information to inform strategic planning and ensure performance measures are met.

Standardized Assessments

Iowa Test of Basic Skills. The Iowa Test delivers assessment results and supports use of assessment information by local, state, national, and international audiences. The Iowa Tests meet requirements for an annual, nationally normed standardized test and offer educators a diagnostic look at how students' progress in key academic areas. Fiddlehead School uses these tests annually in December, for Grades 3 – 5. We will be setting 5th grade goals for each class cohort – and will continue to monitor that growth based on each individual classroom composition.

MEA – Fiddlehead uses the MEA's as required by DOE each spring.



Are our students academically successful?



Our students are succeeding academically, with still more room for improvement. How do we define success? We define success as more than one data point of a test scores that measures one moment in time on a particular set of skills. Rather, we define success as encompassing the scope of a child's entire portfolio of work over the course of a school year- this includes success with the classroom curriculum (all projects, work, and assessments), success with state and national testing, and success with skills across seven domains of learning as measured by the Work Sampling System.

What do test scores say about the school's academic success?

We look forward to a more longitudinal study of standardized test results, as only having one year of MEAs and two years of Iowa's does not give us a broad enough scope to draw accurate conclusions over time.

That being said, the limited data from the Maine State Assessment and the Iowa Test of Basic Skills has thus far shown us the following (again, noting that this is only one to two years' worth of data):

**Students in grades 3-5 have scored above the 50th percentile in the Reading portion of the 2016 and 2017 Iowa's and 50% of our students met or exceeded proficiency on the Reading portion of the 2016 MEAs.*

**The measures we use have shown our ELA/Literacy scores to be stronger than our Math scores. This is consistent with nationwide trends in math vs. ELA test scores. It is also something we are targeting for improvement within our curriculum, instruction, and professional development efforts.*

How are students doing in comparison to other students in Maine?

The main measure we have for assessing our student proficiency compared to other students in the state is through the MEA. Last year's data pointed to our students performing within three percentage points of their peers when it came to proficiency on the ELA portion of the test (47% state to our 50% in 3rd grade and 53% state to our 50% in 4th grade). Math scores on the 2016 MEA varied by a wider margin, a fact we continue to address as we aim to increase our student proficiency in mathematics.

Below is a chart comparing Fiddlehead's MEA scores from 2016 with scores from some of our sending districts.

District	ELA Proficient or Above	Math Proficient or Above
Fiddlehead	50%	31.25%
Auburn	44.80%	34.61%
Lewiston	29.86%	22.25%

Portland	50.60%	38.42%
RSU 5	63.48%	55.94%
RSU 14	53.45%	33.58%
RSU 15	62.24%	42.73%
RSU 16	52.42%	42.68%

Are we implementing our academic program as we envisioned?

We are implementing our program even better than we envisioned! Our main concern is to be responsive to the students we serve in our building. We have found over these past four years that the students who are attracted to our school might need something slightly different than we had anticipated. In order to address the needs of our population, we have to be able to adapt and be flexible while also keeping core values intact.

This May we will be holding a staff/Board workshop on this very issue- re-affirming the parts of the Reggio philosophy that are non-negotiables to us, while also discussing the places we need to gently mold the program to accommodate for the diverse needs of our students. For example, we hold very dear the Reggio idea of the image of the child- that the child is capable, competent, worthy of respect, and the protagonist of their own life and learning. At the same time, we have found over these past four years an increasing number of students who require greater scaffolding in order to be successful at structures requiring self-regulation. This is a place we can be responsive- teaching the necessary skills and building more external structure in our program while also retaining the flavor of choice for the child, of exploration, wonder, and creativity. We look forward to sharing this journey with you as we go!

Is our school a safe and positive environment for staff, students and families?

Climate and Discipline. Fiddlehead School of Arts & Sciences (FSAS) strives to provide a peaceful, enriching and safe environment for all students to grow and learn. We incorporate a peaceful and responsive curriculum into all classrooms and emphasize respect for each other and the environment we share together each day.

As a community, we use a collaborative, restorative approach that focuses on PREVENTION of upset and conflict. We use a fair, compassionate, multi-pronged approach that focuses on RESPONDING when there is conflict of any kind. Our staff models this mutual respect as well as appropriate conflict resolution skills.



I am mindful and kind by being:

- Safe
- Respectful
- Responsible

Behavior Management & Peace Policy

Fiddlehead School of Arts & Sciences encourages students to show respect for differences in others, including but not limited to race, religion, ethnicity, national origin, gender, and/or sexual orientation while fostering a school environment free from all forms of bullying and intimidation. Please see our Bullying Prevention Policy appended hereto for a comprehensive explanation of anti-bullying procedures and guidelines.

In partnership with families, our school's focus is on preventative measures for such behaviors, by teaching children how to:

- Be caring and courteous
- Cooperate with others
- Deal with negative feelings (anger, jealousy, etc.)
- Stand up for themselves without being aggressive
- Respect and celebrate the unique qualities of every person
- Solve problems peacefully

Non-Violent Response to Bullying:

Our priority is to prevent bullying by teaching and modeling pro-social behaviors in the classroom. If incidents of bullying do occur, we respond to the behaviors by:

Teachers shall:

- Record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form, that allows for monitoring of such behaviors.
- Discuss appropriate standards of behavior and school rules with all students.
- Involve school or community professionals as necessary.

(A copy of the incident report can be reviewed at the school.)

Self-Regulation Procedure

Our Self-Regulation Policy is to help each child grow and learn by developing the skills necessary to control their own actions to develop self-discipline. Natural or logical consequences are used by helping the child to develop inner limits.

Classroom guidelines are as follows:

- If a child is disruptive or endangers others, staff will immediately intervene in as positive a manner as possible.
- If a child has trouble settling into the class, he/she are redirected to an activity by the teacher.
- If the child is still unable to engage appropriately in a staff approved activity, the teacher will intervene and may have the child remain beside him/her until the child is able to calm down or remove them from the classroom until they can be calm and make respectful choices.
- When an incident occurs, the teacher or staff involved will submit a summary of the incident on an Incident Report form within 24 hours from the child's teacher and/or the Executive Director.
- If a child has severely disruptive behavior that continues over a period of time consequences may be the removal of the child from the classroom and sent to the office; parents notified and asked to pick up their child from the school; and/or a conference be held with the parents.

This year has been a vast improvement from the previous year. Again, much of this is about getting adequate staffing in place for the student population that we attract. We revised our Bullying Policies last October and they are in line with the model provided by Maine DOE.

Parent & Student Survey. We will be asking parents, staff & students to fill out our annual survey from April 26th through May 12th. Fiddlehead School will send the results and action items based on the information received early June in our updated report.



Are we an organizational success? Yes!

Management and Operations.

Staffing. We have built an amazing team that bleeds Fiddlehead. Kind, passionate and committed – on all levels. We do not anticipate a high turnover this year and will actually be looking to increase our Special Education position to .75 FTE. One Teacher's Assistant will not be returning next year and the Search Committee will be posting these two positions in May.

This year our Board reviewed and revised our hiring process that includes the following language:

"Fiddlehead School's emergent curriculum approach to teaching and learning requires skills and experiences that are often outside the experience set of teachers whose primary work experience is in traditional classroom education. Those individuals fall under the provision of the Maine Charter School law that enables the hiring of those who "Have an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach."

In addition to tightening our hiring process, we also piloted last year the Performance Evaluation and Professional Growth (PEPG) process that all faculty members follow in terms of assessment and evaluation. Educators may, but will not be required to, pursue traditional certification. So yes, our staff meet the needs of our program and as our school continues to grow and develop, we continue to assess our needs to best support our students.

Calendar & Schedule. We polled our parents this year about changing our early release day from Wednesday's to Friday's. The reasons behind the change has to do with shortening the pre-k schedule to 4 days per week and keeping a consistent schedule, without a break in the middle of the week. Next year pre-k will run Monday – Thursday with both a.m. and p.m. schedules. Overall, Early Release days were very successful for reflection and documentation.

The Education Committee is recommending and has been Board Approved to have 177 student days and the instructional hours to be from 8:20 a.m. – 2:50 p.m. We will continue to tighten our daily schedule so that students can continue to access individualized instruction at their appropriate readiness level for the academics.

Student recruitment, enrollment and retention. Our student recruitment efforts are still very strong. At our last lottery we had 76 Intent to Enroll submissions for 9 spots. Twelve (12) of the eighteen (18) positions for Pre-K spots were filled this year with siblings of existing families! To date all but one student has submitted their Commitment Letter for next year.

Staffing and human resources. We have the right team in place and to date all of the staff will continue with us next year with the exception of the Special Education Director. Ellen Deluca, who has aided in the outstanding development & growth of our Special Education program, will be retiring, again. We have placed an ad with Serving Schools and have had an outstanding response to this request. Our Search Committee will begin this process.

What we have learned from parent survey?

Survey Item	Fiddlehead School	Maine Charter Schools	Action Items
Barriers to Engagement	85%	86%	On track
Family Engagement	41%	20%	Continue to communicate with families and support PTO
GRIT	50%	50%	On Track
School Climate	86%	81%	On Track
School Fit	79%	72%	<ul style="list-style-type: none">• Messaging to incoming families of what our school is and what it is not.• Website Development with same messaging
School Safety	90%	91%	On Track – Keep improving

What we have learned from student surveys?

In addition to our Panorama Student Survey last year, we conducted a student climate survey last December, 2016, with our third, fourth, and fifth graders as part of our pilot process for PBIS (Positive Behavioral Interventions and Supports). See second attachment for results and we will forward our action items/next steps from this year's Panorama Survey results after we receive them.

Parent and Community Involvement. This aspect of our school continues to be one of our strengths, though we never can take it for granted. We have a wonderfully involved parent and community groups. New this past year was a pairing of new families with old ones so that any questions along the way can be supported. We have had several opportunities for families to participate in from field trips (theater, Libby Hill, etc.), Fiesta's (potlucks), poetry nights, community theater and Celebration of Learning Day at the end of this year. 733 volunteer hours to date have been documented. Updated grid on volunteer hours will be included in our final report.

We also have earmarked for next year three (3) student driven and family participation events: International Peace Day 9/21; MLK Day 1/12; Earth Day 4/13/18. All of which continue to reflect our Mission.

Complaints: We had one formal complaint that we sent to the Maine Charter School Commission regarding a change in our schedule mid-year. Our early release days are on Wednesday's and we realized that if we had a late start on a Wednesday, we thought it was in the student's best interest to not have an early release on that day and to continue to regularly scheduled ending time. We just had not thought through about that possibility and the parents had already worked out their schedule. We spoke with the parents, worked through the issue and came up with a solution. It was a good lesson to think through all aspects when making significant schedule changes.



Are we a governance success?



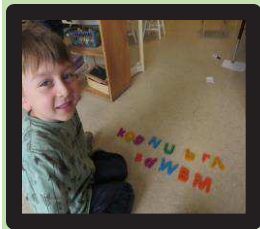
The Board has begun to transition to a mature entity with the role of the Board being that of governance and the Executive Director being day to day operational decisions. These roles are now more clearly understood and solidly in place. Recognizing and honoring the intense responsibility of a newly created school and Board of Directors is very important. Some of the most challenging work is in the first three years of a new non-profit/public school (hybrid) organization. The Executive Director, who has now established two non-profits during the past fifteen years, continues to work hand in hand with the Chair of this Board of Directors.

Our Governance Committee was newly created last spring. Since that time we have worked to establish the goals and priorities of the committee to include:

- Continue to clearly define the role of the Board
- Review and revision of the Bylaws
- Establishing a clear and consistent process for reviewing and approving new Board Members
- Recruitment of Board Members

In addition to defining the role of the committee, we also reviewed and amended the Articles of Incorporation and By-Laws to more accurately reflect the workings of the Board; changed the Registered Agent of the entity to create more clarity and consistency and began reaching out to prospective new board members. To date, we have met all objectives above and continue to work on adding 1 more Board Member with the skills that the current Board of Directors need. This Board is very strong with respect to passion, leadership & transparency.

Transparency. We all recognize that transparency is important in so many ways. From the beginning the Board & Staff identified transparency as a focus. We continue conversation of transparency in all Board aspects from budgeting to staffing and will remain cognizant of this best practice approach.



Are we a financial Success?



Finance Committee

Our year started out strong with a reimbursement check from the Charter Commission, that went directly into our reserve account and we were able to allocate an additional \$20,000 from this year's budget into this account as well. Our last summer renovation was also \$10,000 under budget, of which currently resides in our Capital Improvement account. We are thankful that we were able to put this money aside and build our reserves.

An area of challenge for this year's budget, as well as next year's is that what we thought was a free service from Woodfords in having BHP's join our team is the discovery of Seed Money now being charged at the rate of 38% and is now owed to Maine Care. We are not alone in this discovery, as historically public schools across Maine were not charged this fee in years past and now are being charged. The total amount is approximately \$40,000 that will impact both this year's and next year's budget. We are currently working through this process and believe because we have been able to fund our reserve account, that this year the projection of \$12,000 (1st & 2nd Quarters for this past year) will be okay. In next year's budget, we are anticipating \$28,000 will be due for this year's (FY 17) 3rd & 4th Quarter payments. Thankfully, we have reserves and billing of this oversight is over a period of 6 – 9 months so that we will have time to plan and figure cash flow and projections for next year as well.

The other financial surprise was an out of district placement in April. We have adjusted our expenses to counter this incremental special education expense and have included this projected expense in next year's budget.

We had a very good audit report this year as we continue to improve systems.

We are confident that we can make the proper adjustments and remain on track.

The major activities of the Finance Committee for 2016-2017 were:

1) the development of the budget; 2) monitoring of expense, revenues and cash flow; 3) review and responding to the audit report; and 4) general oversight of the School's financial systems, policies and position.

The Board is also finalizing the salary for the Lead Teacher & Administration staffing for purposes of developing the 2017-2018 budget. Last year we focused on our Teacher Assistant salaries and made sure we reached 90-95% comparative salary structures.

Here are some additional high level areas that the Financial Committee focused on this past year.

Finance Committee Goals for 2016-2017:

- Continue to develop & improve systems which will include building internal capacity for generating routine and required reporting (e.g. cash flow, line of credit, financial) with trends for Board review.
- Actively recruit other Board Members with strong financial background.
- Because we are such a small school we will continue to monitor the impact on our finances around our special education population.

Fundraising. We have fundraising as a below the line objective that way we do not count on fundraising, however, it helps to supplement our needs. This past year we raised nearly \$10,000 to support our 2nd and 3rd grade violin program as well as our nature based classroom/playground. We also launched a successful monthly giving program that we hope to double next year.

Facilities. We are currently at full capacity regarding students and build out. Our physical space has evolved only with a few more small additions on track for the summer which includes a small break out room for Special Education students, as well as, continuing to develop our nature based outdoor classroom.

Transportation. Our bus continues to operate, though our expenditures for repairs were more than anticipated. We use our bus extensively for field trips and weekly visits to Libby Hill Trails in Gray. A recommendation to research new and relatively new buses is in the process and we have been approved with funding from two potential providers. Potential acquisition of a bus will occur this summer in time for the new school year.

Insurance. We work with Kyes Insurance out of Farmington who is one of Maine's largest school insurance providers. We have had from the beginning vehicle, liability and D & O insurance. We have a good working relationship with Kyes.

Food Service. Children bring their own healthy lunches to our school. We budgeted for the purchase of food for students who may present food insecurity. We continue to work with our PTO to develop a weekend backpack program as needs present themselves.

What evidence can the school offer to show that the school's management and operations procedures and practices serve the mission, vision and needs of the students?

Relationship with the Maine Charter School Commission. We have an outstanding, mutually respectful relationship with the Maine Charter School Commission. We do not hesitate to ask them questions and they are quick to provide the answers they can find. We feel very supported and confident that they want us to be as successful as we want to be!

Appendix B

Performance Measures
Fiddlehead School of Arts and Sciences

Indicator and Measure	Target	Documentation to be Provided by School
<p>Student Academic Proficiency: State Assessments</p> <p>Measure 1: Proficiency on State Assessments in Reading</p>	<p>The percent of Grade 3 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.</p> <p>The percent of Grade 4 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.</p> <p>The percent of Grade 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.</p>	<p>Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment on a yearly basis.</p>
<p>Student Academic Proficiency: State Assessments</p> <p>Measure 2: Proficiency on State Assessments in Math</p>	<p>Grade 3 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment</p> <p>Grade 4 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment</p> <p>Grade 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment</p>	<p>Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment on a yearly basis.</p>

<p>Student Academic Proficiency: School Selected Assessments</p> <p>Measure 1: Proficiency on Work Sampling System in Language and Literacy¹</p>	<p>65% of Pre-K students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of Kindergarten students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of 1st grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of 2nd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of 3rd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of 4th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p> <p>65% of 5th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.</p>	<p>Percent of students meeting or exceeding proficiency on the Language and Literacy portion of the June Work Sampling System at each grade level.</p>
--	--	--

¹ In the Work Sampling System, ELA is measured as "Language and Literacy," which includes the areas of Reading, Writing, and Speaking and Listening

<p>Student Academic Proficiency: School Selected Assessments</p> <p>Measure 2: Proficiency on Iowa Test of Basic Skills in Reading</p>	<p>2015-2016: Establish baseline using National Percentile Rank (NPR) of Average Standard Score (SS)</p> <p>Grade 3: 62% Grade 4: 97%</p> <p>2016-2017 Goals, based on NPR of SS:</p> <p>Grade 3: 67% Grade 4: 62% Grade 5: 94%</p>	<p>Percent of students meeting or exceeding proficiency on the Iowa Test of Basic Skills in Reading, as measured by the National Percentile Rank of the Average Standard Score</p>
---	---	--

<p>Student Academic Proficiency: School Selected Assessments</p> <p>Measure 3: Proficiency on Work Sampling System in Math</p>	<p>65% of Pre-K students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of Kindergarten students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of 1st grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of 2nd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of 3rd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of 4th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p> <p>65% of 5th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.</p>	<p>Percent of students meeting or exceeding proficiency on the Math portion of the June Work Sampling System at each grade level.</p>
<p>Student Academic Proficiency: School Selected Assessments</p> <p>Measure 2: Proficiency on Iowa Test of Basic Skills in Math</p>	<p>2015-2016: Establish baseline using National Percentile Rank (NPR) of Average Standard Score (SS)</p> <p>Grade 3: 28%</p> <p>Grade 4: 84%</p>	<p>Percent of students meeting or exceeding proficiency on the Iowa Test of Basic Skills in Math, as measured by the National Percentile Rank of the Average Standard Score</p>

Student Academic Proficiency: School Selected Assessments Measure 2: Proficiency on Iowa Test of Basic Skills in Math Cont.	2016-2017 Goals, based on NPR of SS: Grade 3: 61% Grade 4: 33% Grade 5: 88%	
Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in Reading	2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.	Documentation of goals for student academic growth based on the Maine State Assessment in Reading will be reported within 60 days of receiving the state results for 2015-2016.
Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in Math	2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.	Documentation of goals for student academic growth based on the Maine State Assessment in Math will be reported within 60 days of receiving the state results for 2015-2016.
<u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment	Subgroup numbers too small to report this year. ² In school year 2016-2017 we will be able to report on a larger cohort of students.	

² 14 students took the Maine State Assessment in 2014-2015

<u>Student Attendance</u> Measure 1: Average Daily Attendance Rate	Targets established at 94% attendance. School will track daily attendance rate.	Data will be documented in year end report to the Commission.
<u>Student Enrollment</u> Measure 1: Maintaining student enrollment throughout the year.	Yearly Target: 90% of students enrolled on state "count day" will still enrolled on the last day of school.	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school will be submitted to the Commission in the year end report.
<u>Student Enrollment</u> Measure 2: Student re-enrollment from one year to the next	Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.	Report on percent of students who are eligible for re-enrollment at the end of the year will have indicated their intent to return the following year to be submitted to the Maine State Charter School Commission in the year end report.
<u>Financial Performance and Sustainability</u> Measure 1: Budget versus actual revenue and expenditures	School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.	Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State Charter School Committee.
<u>Governance Board Performance & Stewardship</u> Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	Governance board meetings to be held monthly. Bylaws and policies will be in place and regularly reviewed. Governing Board to maintain a minimum of (7) members.	Board meeting minutes and copies of updated bylaws and policies will be included in year end reporting to the Maine State Charter School Commission. The Maine State Charter School Commission will receive updated Board Membership information as new members are added and past members leave.

<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: Facility meets State standards	Board reports to authorizer annually that the facilities meet educational, health & safety standards. Review team observes facility during annual visit. Board reviews and monitors capital improvement plan. Yearly Goal: Facility will meet all applicable state expectations for public schools.	Report on the facilities cleaning & maintenance records will be reported to the Maine State Charter Commission in the year end report. Minutes from the Board of Directors reviewing and monitoring capital improvement plans will be submitted to the Maine State Charter School Commission in the year end report. Review team will observe facility during their annual visit.
<u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization	Bus meets inspection standards. All students within catchment area have available bus transportation.	Copies of records of all bus safety inspections and student availability of bus transportation will be reported to the Maine State Charter School Commission in the year end report.
<u>School Social and Academic Climate</u> Measure 1: Instances of bullying, harassment, or other abusive practices.	The school will maintain the same state and federal reporting requirements as public schools.f	Record of reports submitted to state and federal and action plans taken by the school to improve the school climate will be reported to the Maine State Charter School Commission in the year end report.
<u>School Social and Academic Climate</u> Measure 2: Confidential survey of parents, staff, and students.	Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate.	Record of surveyed parents, staff and students will be reported to the Maine State Charter School Commission in the year end report.
<u>Parent and Community Engagement</u> Measure 1: Parent participation in child's education.	Yearly Goal: To have families involved in the school community and engagement in their child's education. We will seek a total of 1000 hours in parent participation.	Record of parent volunteer and parent participation will be tracked and submitted to the Maine State Charter School Commission in the year end report.

	Goal is to have 85% of parents in attendance at parent conferences, annually.	A report on the percentage of parents in attendance at parent conferences annually will be reported to the Maine State Charter School Commission.
--	---	---

Appendix C

Monitoring Report
Fiddlehead School of Arts and Sciences
August, 2014

1. Introduction

Fiddlehead School of Arts and Sciences opened its doors on September 3, 2013 for preschool, kindergarten, first graders and second graders serving 42 students. Located at 25 Shaker Road in Gray, Maine first year students were from eighteen communities.

The Charter School is designed to be based on the Reggio Emilia philosophy with place based, multiple intelligences, art integration and inquiry based learning. Jacinda Cotton-Castro is the Principal.

Throughout its first year students have been observed to be excited, and able to share what they are learning, including Spanish. Student work is evident everywhere on tables, on walls. Displayed with work on shapes were drawings and statements such as, “a triangle is just a triangle until you give it a tiara and long hair and then it becomes a princess.” Students share that at this school kids are kind and gentle.

Parents love the school and what it has done for their children. They have been guided by the administration to see themselves not as fundraisers but integral partners focusing on creating a sense of community.

Teachers in this first year have been working to maintain the Reggio Emilia philosophy and be able to translate what they know and observe about students into proficiency on standards maintaining program integrity while demonstrating a state compatible assessment system. Teachers reported that the most exciting aspect of their work in this first year was the progress of the students, the organic learning under the philosophy. One teacher commented that, “it feels like life” when learning occurs in the building and out into the community.

Fiddlehead identified special education students quickly as school opened necessitating the hiring of additional personnel. The special education director and teacher are working to bridge the regulations of special education with the philosophy of the school, trying different approaches and making adjustments based on the needs of students.

The Governing Board has gone through many firsts, continuing to develop policies, procedures, problem solving, fundraising and at the end of this first year taking part in strategic planning using the Planning Ahead tool. The Board feels that this first year has been a success-“The school is financially on target, you see smiling faces, kids are busy and there is a vibrant teaching staff.”

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the MCSC Executive Director, Department of Education Special Education Personnel. Members of the review team were Chair, Shelley Reed, Jana Lapoint and Laurie Pendleton. Laurie was reassigned whereby Nichi Farnham replaced her on the Review Team. The Commission team conducted 2 announced on-site visits during the 2013-2014 school year. The dates of the visits were November 19, 2013 and June 10, 2014. Representatives of the review team were also present for opening day and the 2013 lottery on March 28, 2013 and the 2014 lottery, March 5, 2014 of students.

The review team held interviews with school leadership, staff, students, parents, community and governing board. They also reviewed ed available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

Section 3: Charter Commission Annual Report on Fiddlehead School of Arts and Sciences Performance Indicators August, 2014

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Student Academic Proficiency:</u> State Assessments	Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balance in the future)	DNA in 2013-2014 as no grade 3 students	In preparation for student participation and reporting as school grows and grades added	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Academic Proficiency: School developed assessments	Local assessment Pearson Work Sampling system	October 2013, March 2014 documentation, year- end data In categories of personal & social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health	Reported process and training for working with Pearson work sampling system	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Growth:</u> Value added nationally normed individual and group assessment or equivalent for English and Math	Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%	2013-2014 year end assessment data results for Benchmark year Pre-K Literacy Nov to June 28.6 % to 100% proficient Pre-K Math Nov to June 7.1% to 92.9% proficient Pre-K Science Nov to June 21.4% to 100% proficient K Literacy from 40% to 92.3% proficient K Math from 0% to 84.6% proficient K Science from 0% to 76.9% proficient Gr 1 Literacy 40% to 100% proficient Gr 1 Math from 80% to 66.7% proficient 33.3% in process Gr 1 Science 0% to 100 % proficient Gr2 Literacy from 63.6% to 83.3% proficient Gr 2 Math from 0% to 58.3% proficient 41.7% in process	Grade K-2 raw data received. Student work evident on tables, and walls	X Meets In Grades Pre-k, K, Gr 1 in Literacy and Science and Gr 2 in Literacy <input type="checkbox"/> Partially Meets X Does Not Meet for Gr 2 Math and Science

August 2014 Annual Site-visit Report
 Fiddlehead – June 10, 2014 – Approved by Commission 9-2-14

		Gr 2 Science from 0% to 8.3% proficient 91% in process		
Established Benchmarks for each student		Individual student targets established in learning plans and collected in portfolio		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Rubric specific to charter school		DNA		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system	Goal of 4-5 % growth in identified Students	Benchmark year		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Attendance				
Average Daily Attendance Rate	94% attendance target	Maine Department of Education attendance reporting portal data verification of 94% attained female, 95% male		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Individual Student Attendance Rate		Data not collected statewide-not available	Reported by teacher that a student who previously hated to go to school of residence said, "now I can't wait to go to school" demonstrating major changes	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Unexcused Absences	Process to be created for working through unexcused and excessive absences	Need plan	To date excessive absences have not been a problem	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Recurrent enrollment from Year-to-Year				
Student re-enrollment from one year to next	90% target	Documentation verification email July 29, 2014 demonstrated 89% attainment FSAS Year End Enrollment Statistics 2013-2014.doc		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Continuous enrollment of students for multiple years		FSAS Year End Re-enrollment Statistics demonstrated in first year 89%		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness				

Graduation Rate	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Success in Dual Enrollment Courses	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
SAT or ACT scores	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Enrollment in post-secondary institutions	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Students employed full-time or enlisted	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
School Social and Academic Climate				
Instances of bullying, harassment or other abusive behavior	Reports of actual or suspected bullying, harassment or other abusive practices	Behavior Certification 2014.xls emailed July 29, 2014 verified no reported incidences of bullying, harassment or other abusive practices	In class observation students stated that at this school kids are kind and gentle	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Confidential surveys of parents, staff and students regarding social and academic climate	School survey and State survey Participation	Fiddlehead School Family & amp; Student Survey 2014 provided in Yearend documents notebook	Governing Board has created action items presented June 30, 2014 Parent Survey Action Steps with 15 items	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Emotional, social growth of students	Survey	Survey completed	Youngest children reported answers with a smiley or a frown face	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability	Monthly financial reports Item flagged when 5%	Fiddlehead School Balance sheet as of May 31, 2014 Profit & Loss Budget vs. Actual July 2-13 through May 2014	Received documents in year-end notebook	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

	variance for board			Meet
Governance Board Performance and Stewardship	Monthly meetings Review of bylaws and policies, Increase of Governing Board membership	Board minute in year-end notebook provided Minutes posted on website	Board and Staff participation in self-evaluation resulting in Planning Ahead Notes and action steps on what worked well and what needs to change to make the school even better Board consideration of additional members with expertise in law, fundraising, HR. Board forming subcommittees and assigning work tasks.	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Adequacy of Facilities Maintenance in Support of Program	Quarterly Building Committee meetings Cleaning log	Year-end notebook cleaning grid and log, floor plan	Plan for building renovations and expansion, tour of school and walked through new floor plan for 2014	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Food Service	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Transportation	As outlined in the application	Year-end notebook transportation from 32% student usage in the am, 38% student usage in the pm. No new pick up/drop off sites added	Looking into bus acquisition	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Educational Partnerships in the Community	Partner with community organizations	Year-end notebook field trips to Libby Hill, Orchard, Animal park, Alpacca Farm, Transfer Station, Planetarium, Pineland, Artic Museum, Six Rivers Boat Building, KinderKoncerts, Maine Wildlife Park, Lewiston Public theater, Mackworth Island	Regular field work , not field trips as evidenced by student work	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Parent Communication Systems	Regular and clear communication		Parents reported access to and responsively of administration and staff, felt welcome and included, “get a ton of communication with newsletters, web, emails, teacher /classroom news, use of shutter fly and other media	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Parent participation in their children's education and operation of school	80% parent participation of meaningful involvement Plan for parent conferences established List of engagement opportunities available to parents and community Record kept of volunteer and parent participation	Year-end notebook data November 2013 and March 2014 parent conferences show pre-k with 92.86% attending, grades K-2 100% attending Fiddlehead Volunteer Hours Sept. 4, 2013-June 10, 2014 log 241 people gave 1059 hours	Parent focus group reported immediate response to an issue raised about the parking lot safety, love what the school is doing for their children, have participated on teacher selection committees, spoke of the balance of values, behaviors, and expectations with learning being kids directed.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Other Requested Information				<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency	X		
Student Academic Growth	Pre-k,K, 1		Gr 2 Math and Science
Achievement Gaps in proficiency and growth between major student subgroups	Benchmark year		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	DNA		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

4. Commendations

Administration, staff and governing board have learned and grown from this first year making adjustments as needed to maximize charter school success

Roles and responsibilities are identified and sorted for the effective and efficient daily functioning of the school

Governing Board members have established policies and practices that ensure a well- run school. In looking forward they have created committees, HR development, and created orientation for new members which includes orientation to the philosophy of the charter school

Financials are on target with expected goals.

Parents felt communication between themselves and the school was excellent. The Director was always open and a very effective communicator. Multiple avenues for communication amongst parents, teachers and administration have been created.

Parent teacher conference attendance excellent ranging from Pre-K 92.86% to Gr K, 1, 2 100% participation

Parents participated in the development of their expectations before conferences enabling a deep conversation with teachers about their child

Spring conferences with students were very successful, parents rating them as very useful on the survey

Children reflect a loving and respected environment.

Children participated in an abundance of field work instead of field trips.

Vision of school was well understood by everyone.

Unusually high number of volunteer hours given to the school recorded as 1,059 hours and PTO parents over 100 hours a month

Statistical recordkeeping was well done in great detail.

Expansion of the charter school with the addition of grades is well planned out logistically and with the creative remodeling of space

5. Recommendations

Fiddlehead School of Arts and Sciences has a strong understanding of its strengths and weaknesses as identified in its data collection and planning ahead process. Building on a strong first year the school needs to follow through on their findings establishing priority goals for year two.

Continuing staff training on the Pearson Work Sampling and its relationship to a system of assessment will continue to build a comfort in gathering evidence of student proficiency.

Continue the process established for parent-teacher conferences .Parents expressed a desire to see conferences extended to 45 minutes.

Create ongoing Governing Board development including a thorough understanding of the application, performance framework, contract, philosophy, evaluation and monitoring procedures.

To increase the number of board members with special areas of expertise which would benefit the school.

Consider use of a Pradeo Chart in future planning which examines issues in the light of if we do this what else is affected?

Consolidate communication vehicles for the Board, Parents and Administrator.

6. Closing Summary

In summary The Fiddlehead School of Arts and Sciences is staying true to its mission and vision building an exciting learning community supportive and inclusive for students, staff and parents. One parent's comment stands out, "Kids are allowed to be who they are, not what they are not." Teachers set the tone throughout the school believing there are not your kids and my kids but all of ours to nurture. The Governing Board and Staff are moving forward in a strategic manner analyzing data to make informed choices about adjustments that need to be made for improvements, maintain effective communication and build on their vision of school.

Review Team Members

Shelley Reed, Chair

Jana Reed

Nichi Farnham

Maine Charter School Commission

September, 2015

On June 2, 2015, an announced on-site visit was made to Fiddlehead School of Arts & Sciences public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Shelley Reed
Commission	Jana Lapoint
Commission	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Education Representative	Peg Armstrong

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2015

Section 1: School Overview

School Name	Fiddlehead School of Arts & Sciences
Address	25 Shaker Road Gray, ME 04039

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca
Board Chair	Julie Fralich

Year Opened	Schoolyear 2013-2014
Years in Operation	2
Number of Sending Districts	12
Grades Served	Pre K-3
Number of Students	79
Number of Students on Waiting List	111
Average Class Size	16
Teacher – Student Ratio	1:8

Mission	To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.
Vision	To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment.

Section 2: Indicator Summary Table

Indicator	Meets Contract Agreement	Partially meets	Does not meet
Student Academic Proficiency ¹			
Student Academic Growth		X	
Achievement Gaps in proficiency and growth between major student subgroups ²			
Student Attendance		X ³	
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ Baseline year

² Baseline year

³ The target for Average Daily Attendance of 94% was just missed, with ADA at 93%. See section 4 for details.

Section 3: Academics

Fiddlehead School of Arts & Sciences met its Academic Targets for the 2014-15 school year.

Targets

- **Student Academic Proficiency: State Assessments**
Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balanced in the future).
- **Student Academic Proficiency: School Developed Assessments**
Local assessment Pearson Work Sampling system
- **Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math**
Literacy, math and science -80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%
- **Achievement gaps in proficiency and growth between major student subgroups using ESEA-based systems**
Goal of 4-5 % growth in identified Students

Performance:

14 Fiddlehead third grade students participated in Smarter Balanced state testing in 2015. Third grade was added in school year 2014-15, and this was to serve as baseline data. In order to protect student privacy, Fiddlehead's Smarter Balanced test scores cannot be publicly reported due to small cell sizes.

Work Sampling System (WSS), a Pearson Product (5th Edition) -A framework for portfolio-based assessment

The framework assists in identifying and recording what children are learning, what they are beginning to master, and what they still need to work on. The tables below show the Average of Proficient/Above Grade Level by grade (PRO/AGL). These figures include math, literacy, and science.

The School Average of 82.78% meets the target of 80% of students will meet or exceed Work Sampling System Literacy, Math and Science performance indicators typical of their age/grade by the end of each year. During the 2014-15 schoolyear Fiddlehead School of Arts and Sciences began using Fountas & Pinnell for measuring reading levels and student progress, as well as Curriculum Based Measurement in math for benchmarks 3 times per year.

3rd Grade – 15 students

Overall Average of PRO/AGL	86.67%
Overall Reg Ed Average of PRO/AGL	88.09%
Overall Special Ed Average of PRO/AGL	66.67%

2nd Grade – 15 students

Overall Average of PRO/AGL	68.89%
Overall Reg Ed Average of PRO/AGL	80.56%
Overall Special Ed Average of PRO/AGL	22.22%
2013-14 Overall Average of PRO/AGL	49.96%

1st Grade – 16 students

Overall Average of PRO/AGL	75.00%
Overall Reg Ed Average of PRO/AGL	80.56%
Overall Special Ed Average of PRO/AGL	58.33%
2013-14 Overall Average of PRO/AGL	88.90%

Kindergarten – 16 students

Overall Average of PRO/AGL	95.83%
Overall Reg Ed Average of PRO/AGL	100.00%
Overall Special Ed Average of PRO/AGL	75.00%
2013-14 Overall Average of PRO/AGL	84.60%

Pre – K – 16 students

Overall Average of PRO/AGL	87.50%
2013-14 Overall Average of PRO/AGL	97.63%

TOTALS

SCHOOL Average of PRO/AGL	82.78%
SCHOOL Reg Ed Average of PRO/AGL	87.34%
SCHOOL Special Ed Average of PRO/AGL	55.56%
2013-14 SCHOOL Average of PRO/AGL	80.27%

Section 4: Enrollment & Attendance

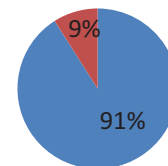
The Enrollment and Attendance target was partially met. Average Daily Attendance of 93% fell short of the 94% target. Other targets in this area were met.

Targets:

- **Student re-enrollment from one year to the next**
90% target
- **Continuous enrollment of students for multiple years**
- **Average Daily Attendance Rate**
94% attendance target
- **Individual Student Attendance Rate**
- **Unexcused Absences**

2014-15 Re-Enrollment

■ returning ■ not returning



Performance:

Of 79 students enrolled at Fiddlehead School of Arts & Sciences, 72 are returning for the 2015-16 schoolyear for a re-enroll rate of 91%, exceeding the target of 90%. This is a 2% increase from the 2013-2014 schoolyear.

During the 2014-15 schoolyear Fiddlehead's Average Daily Attendance Rate was 93%, putting them one percent below their target of 94%. This is 1% below last year's rate, which met the goal of 94%. Individual attendance was within limits and no truantcies were reported.

Disaggregation		Rate
Gender		
	Male	92%
	Female	93%
Race/Ethnicity		
	African American Black	98%
	Hispanic	92%
	Caucasian-White	93%
	Two or More Races	97%
Economically Disadvantaged		92%
Special Education		94%
2014-2015 ATTENDANCE RATE		93%
2013-2014 Attendance Rate		94%

Section 5: Governance

Fiddlehead School met its targets in the area of Governance.

Targets:

- **Governance Board Performance and Stewardship**
Monthly meetings
Review of bylaws and policies,
Increase of Governing Board membership

Chair of the Board	Julie Fralich
Board Member	Julie Ricardi
Board Member	Sarah Keep
Board Member	Sarah Hall
Board Member	Alison Moser
Board Member	Debra Smith
Board Member	Jim Peabbles

Performance:

The Fiddlehead School of Arts & Sciences Governing Board created several sub-committees during the 2014-15 schoolyear and established goals and objectives. The Board reports that these committees worked diligently and have successfully accomplished many tasks including developing a budget, writing the handbooks, reworking the salary and benefits structure, writing job descriptions, evaluating the Director, planning Family Night, addressing tension around curriculum and assessment, offering professional development for teachers, proposing the Coordinator of Learning and Teaching position, and more.

During the 2014-2015 schoolyear there were discussions between the Education sub-committee and teachers regarding the best way to assess student performance in a manner consistent with the school's philosophy.

Board members report that fundraising wasn't at its best during the 2014-2015 schoolyear. The Governing Board has enlisted the help of the PTO and they are working together to create a more robust list of fundraising events for the coming year.

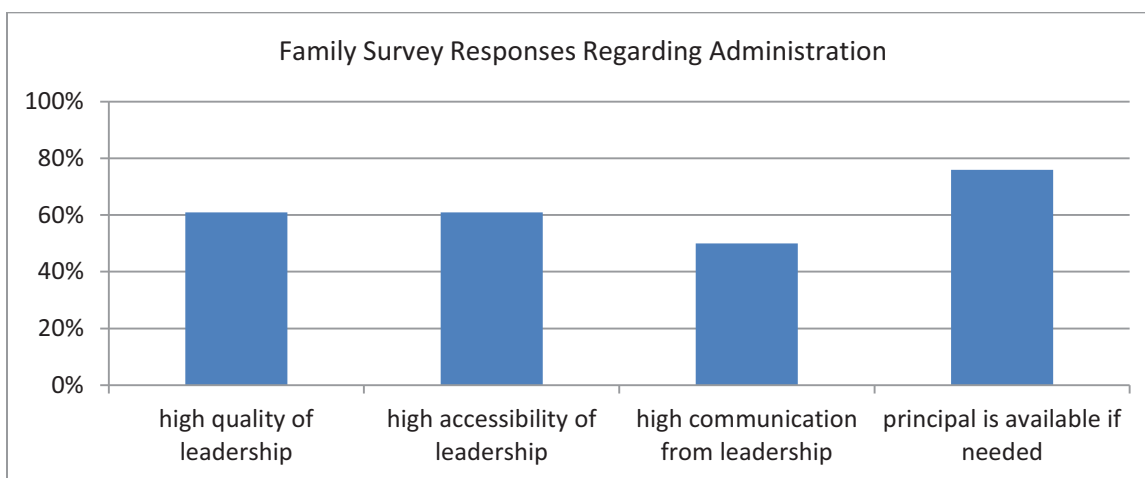
Governing Board meeting notices, agendas and minutes are posted to the Fiddlehead School of Arts & Sciences website.

Section 6: Administration

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca

Fiddlehead School's Executive Director informally evaluated the teachers at Fiddlehead School of Arts & Sciences during the 2014-15 schoolyear. This procedure included an informal check within the first 30 days, then again at 6 months and at the end of the year. After the final check-in the results are written up. Fiddlehead's Executive Director is exploring the Danielson evaluation method, and would like to review the procedure that Harpswell Coastal Academy is using.

The Executive Director reports having somewhat moderated between the education sub-committee and the staff, particularly around the student performance and data collection discussions.



Section 7: School Climate

Fiddlehead School met its targets in the area of School Climate.

Targets:

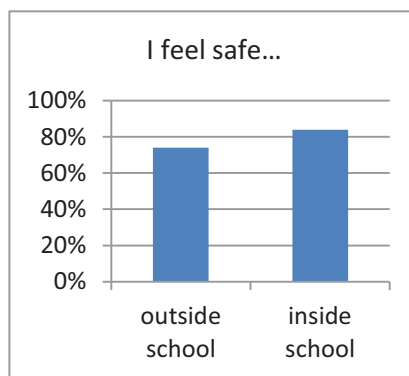
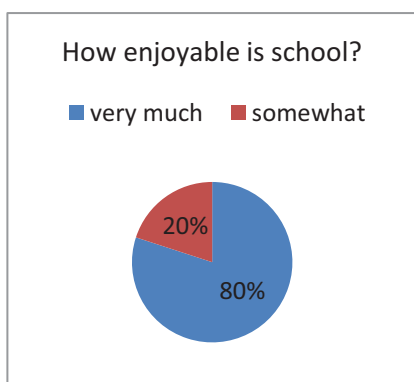
- **Instances of bullying, harassment or other abusive behavior**
Reports of actual or suspected bullying, harassment or other abusive practices
- **Confidential surveys of parents, staff, and students regarding social and academic climate**
School survey and
State survey Participation
- **Emotional and social growth of students**
Survey

Performance:

During the 2014-15 schoolyear, a Fiddlehead 3rd grader wrote a pass-it-on note saying, “bombs are evreware.” The authorities were contacted immediately and the school evacuation procedure was followed. During the investigation the 3rd grade student was identified. A family conference with the authorities followed, and the school chose not to press charges. The incident was followed with counseling for the student.

At the Maine Charter School Commission’s Year-End visit Fiddlehead School students report that any bullying is addressed immediately. Students are aware of the consequences for bullying behavior at school. The student who found the bomb note spoke up about having found it and said the situation had been handled.

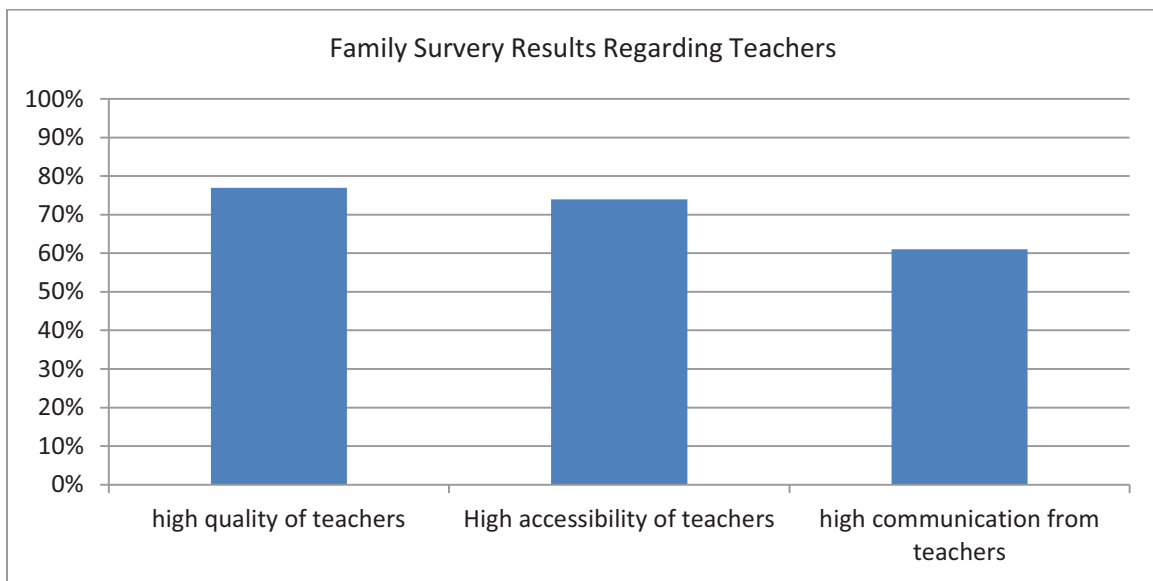
Recently, when asked “how enjoyable is school,” 80% of survey participants answered “very much.” On the same student survey, 74% of participants report feeling safe around the outside of school, and 84% of participants feel safe inside the school.



Teachers at Fiddlehead School for Arts & Sciences report feeling very appreciated. During Teacher Appreciation Week families prepared a meal for the teachers and covered the classrooms so the teachers could eat together.

Teachers report a challenge in staying true to the Reggio Emilia philosophy of emergent learning, while finding an appropriate measurement of academic proficiency that fits with the style of the learning environment. Some teachers are exploring the “Emergent Investigation preK” and the “Cycle of Inquiry.”

Teachers would like to see more family education on Fiddlehead’s Philosophy, Mission and Vision.



Section 8: Parent and Community Engagement

Fiddlehead School met its targets in the area of Parent and Community Engagement.

Targets:

- **Parent Communication Systems**
Regular and clear communication
- **Parent participation in their child's education and operation of the school**
80% parent participation of meaningful involvement
Plan for parent conferences established
List of engagement opportunities available to parents and community
Record kept of volunteer and parent participation
- **Educational Partnerships in the Community**
Partner with community organizations

Performance:

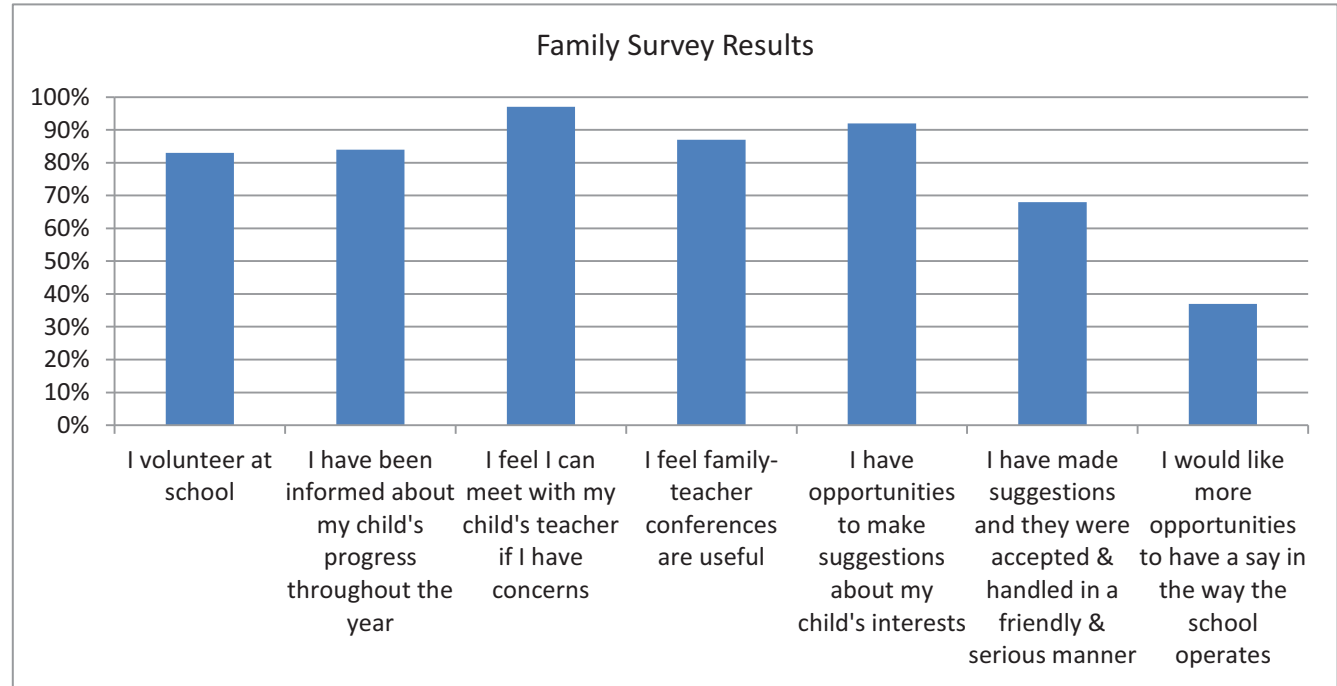
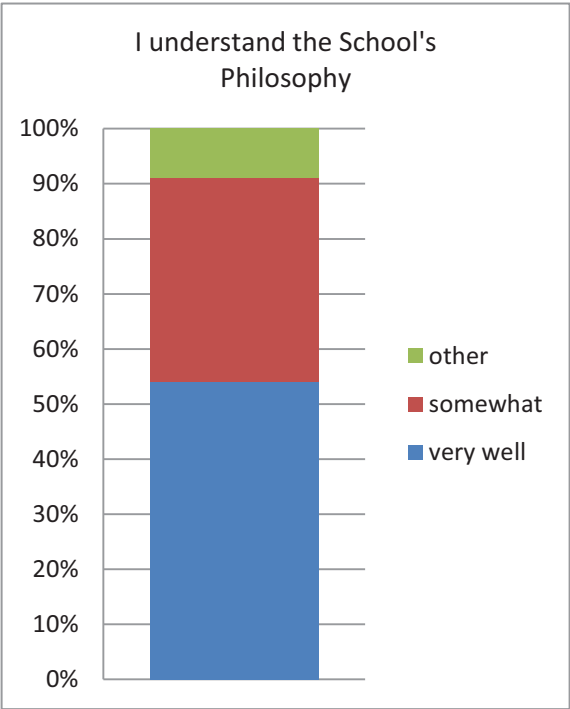
In addition to weekly communication, Fiddlehead School of Arts & Sciences Executive Director sends home a monthly update. In-person communication includes 3 conferences per year, monthly coffee with the Executive Director, Math Night, and a Family Workshop explaining the school's philosophy and methods of measuring student performance.

During the 2014-2015 schoolyear Fiddlehead School celebrated a 96% Parent-Teacher Conference participation rate, maintaining the same level of participation from the previous schoolyear. Conferences were student-led, and were supplemented with teacher-written narratives.

A recent survey revealed that:
54% of parents feel they understand the school's philosophy very well
37% of parents feel they somewhat understand the school's philosophy.

In addition to traditional classroom volunteering opportunities and the PTO, families of Fiddlehead School students are included in writing school policies, school philosophy and direction, and interviewing applicants for staff positions. Volunteers also started an after school club to engage students in the world around them; to explore, create, and connect.

Fiddlehead School of Arts & Sciences has formal connections with community organizations including Libby Hill, The Shaker Village, Pineland Farms, The National Oceanic and Atmospheric Association (NOAA), Mayo Street Arts, and Portland Ovarions. Students take many field trips to these locations.



Section 9: Finances

Fiddlehead school met its targets in the area of Finances.

Targets:

- **Financial Performance and Sustainability**
Monthly financial reports
Item flagged when 5% variance for board

Performance:

Fiddlehead School of Arts & Sciences hired a new accountant during the 2014-15 schoolyear and has submitted all currently due reports to the state. An outside audit was performed last year and a current audit has begun for this year.

Fundraising was identified by the Governing Board as an area of weakness. There will be a joint effort on the part of the Board and the PTO to boost fundraising efforts in the coming 2015-16 schoolyear.

Fiddlehead School ended the 2014-15 year with a small cash reserve of \$688.

Section 10: Facilities & Maintenance, Transportation, and Food Service

Fiddlehead School met its targets in the area of Facilities, Transportation and Food Service.

Targets:

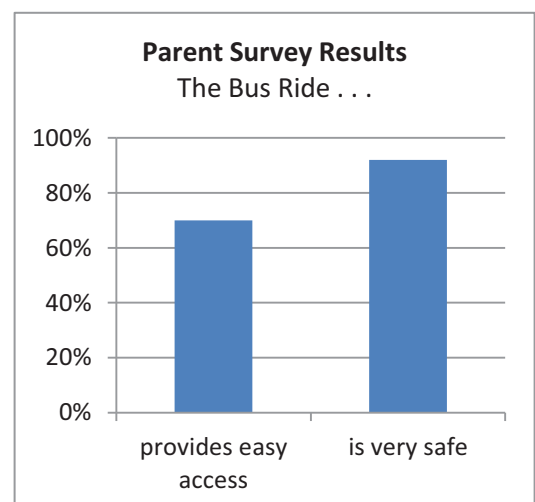
- **Adequacy of Facilities Maintenance in Support of the Program**
Quarterly Building Committee meetings
Cleaning log
- **Adequacy of Transportation in Support of the Program**
Cost and Utilization

The school is cleaned regularly and daily cleaning logs are kept for review.

Currently, the Fiddlehead facility is at 100% capacity. An architectural design for school renovation is in process. This renovation would expand the area where 3rd grade is currently located and divide that space into 2 classrooms. Proposals from contractors will be reviewed by the Facility/Building Committee.

The Governing Board will be looking at both short and long term Capital Improvement Plans in their annual review.

The bus route remained the same during the duration of the 2014-15 schoolyear. One new pick-up/drop-off site was added during the schoolyear and an additional stop closer to Lewiston/Auburn is being explored.



37% of eligible students use the bus in the morning and 37% of eligible students use it in the afternoon.

The Governing Board will be looking at bus replacement in the next few years.

Section 11: Evidence of Mission and Vision Implementation

Mission	Vision
To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.	To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

There is evidence of Fiddlehead's Mission in the way students are treated and respected, and in the ongoing learning of the teachers and administration. The Vision is evidenced in the school's curriculum; particularly Fountas and Pinnell for measuring reading levels and student progress, as well as Curriculum Based Measurements in math for individual student benchmarks.

Section 12: Summary, Commendations and Recommendations

The Fiddlehead School of Arts and Sciences is staying true to its mission and vision. It has taken the opportunity to identify its strengths and challenges and formulates strategy to work on challenge areas. Students as early as Kindergarten express what they are doing as "free exploration" and all students love the hands on approach and the field work, and can identify the steps from early drafts to finished products recognizing what they are learning and how it relates to the real world. Staff set a nurturing tone and students appreciate the immediacy of issues being handled. Parents are genuinely pleased with the school and find the administration readily approachable.

Commendations

- The Governing Board has grown and matured during the 2014-15 schoolyear.
- The Board, Administration, and teachers are all working on how to assess and show student growth and data while maintaining the school's Mission and Vision.
- The Administration is dealing with issues immediately as they arise.
- There is a school culture being established.
- Fiddlehead School of Arts and Sciences has responded to recommendations made in the 2014 Monitoring report by taking their strategic planning findings, establishing priority goals and following through establishing subcommittees of their Governing Board in education, personnel, finance, development, and policy.
- The Governing Board work has led to the creation of the position of Coordinator of Learning and Teaching, which will ease the Administrative workload and contribute to the implementation of the Reggio Emilio-inspired instruction.
- The Finance Committee is analyzing projected income and creating recommendations for sustaining a healthy budget including increased fundraising.

Recommendations

- Continue to monitor the year to year budget and develop long range financial plans.
- Continue to pursue grants and other methods of fundraising.
- The Governing Board should continue to move from implementation to oversight and work to understand its role and responsibilities.
- The Governing Board should seek a member with financial expertise.
- Continue clarification of roles and responsibilities in addressing issues.
- Select and implement a teacher/administrator evaluation process.
- Continue the process for establishing parent-teacher-student conferences with clear expectations.
- Continue to establish mechanisms to ensure that Governing Board members and families understand the philosophy/mission/vision of the school and its implementation.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of math, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

Maine Charter School Commission

September, 2016

On May 4 and June 16, 2016, announced on-site visits were made to Fiddlehead School of Arts & Sciences (FSAS) public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director and the MCSC Director of Program Management. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Shelley Reed
Commission	Jana Lapoint
Commission	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2016

Section 1: School Overview

School Name	Fiddlehead School of Arts & Sciences
Address	25 Shaker Road Gray, ME 04039

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca
Board Chair	Alison Moser

Year Opened	School year 2013-2014
Years in Operation	3
Number of Sending Districts	14
Grades Served	Pre K-4
Number of Students	101 (October 1, 2015 "count day")
Teacher – Student Ratio	1:8

Mission	To unfold the potential of children, in a respectful, loving culture through authentic and meaningful experiences that sustain a sense of wonder, a love of learning and embrace the interconnectedness of all things.
Vision	To provide for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment.

Section 2: Indicator Summary Table

Indicator	Meets Contract Agreement	Partially meets	Does not meet
Student Academic Proficiency		X¹	
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups ²			
Student Attendance			X³
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ FSAS met literacy targets as measured by the Work Sampling System in 5 out of 6 grade levels, and in math in 4 out of 6 grade levels.

² 2015-16 subgroups were too small to report or to be considered a large enough sample for reliable data

³ During the 2015-16 school year FSAS's Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

Section 3: Academics

Targets

- Student Academic Proficiency: State Assessments
 - The percent of Grade 3 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - The percent of Grade 4 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - The percent of Grade 5 students scoring proficient or above on the ELA portion of the Maine State Assessment will meet or exceed the state's percentage of students scoring proficient or above.
 - Grade 3 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment
 - Grade 4 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment
 - Grade 5 students scoring at or above proficient will be within 20% of the state average of students scoring proficient or above on the math portion of the Maine State Assessment
- Student Academic Proficiency: School Developed Assessments
 - 65% of Pre-K students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of Kindergarten students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 1st grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 2nd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 3rd grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 4th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of 5th grade students will meet or exceed proficiency in language and literacy as measured by the June administration of the Work Sampling System.
 - 65% of Pre-K students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of Kindergarten students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 1st grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 2nd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 3rd grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 4th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - 65% of 5th grade students will meet or exceed proficiency in math as measured by the June administration of the Work Sampling System.
 - Iowa Test of Basic Skills: Establish baseline using National percentile rank of average standard score for reading and math

- Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math
 - 2015-2016 will serve as a baseline year for the Maine State Assessment System. Within 60 days of receiving the state results for 2015-2016, the school will generate growth goals for the following school year assuming the assessment will remain the same.
- Achievement gaps in proficiency and growth between major student subgroups

Performance:

16 third grade students and 16 fourth grade students (100% of third and fourth graders) participated in Maine state testing in 2016. Scores are not currently available.

Work Sampling System (WSS), a Pearson Product (5th Edition) -A framework for portfolio-based assessment - The framework assists in identifying and recording what children are learning, what they are beginning to master, and what they still need to work on. The tables below show the Average of Proficient/Above Grade Level by grade (PRO/AGL). These figures include math, literacy, and science.

Language and Literacy as measured by the June administration of the WSS

Grade	Class Size	Percent Proficient or Exceeds Proficient	Target Percent	Met?
Pre-K	18	72%	65%	Yes
Kindergarten	17	88%	65%	Yes
First	17	94%	65%	Yes
Second	17	82%	65%	Yes
Third	17	35%	65%	No
Fourth	16	88%	65%	Yes

Math as measured by the June administration of the WSS

Grade	Class Size	Percent Proficient or Exceeds Proficient	Target Percent	Met?
Pre-K	18	72%	65%	Yes
Kindergarten	17	94%	65%	Yes
First	17	94%	65%	Yes
Second	17	71%	65%	Yes
Third	17	41%	65%	No
Fourth	16	56%	65%	No

FSAS met the targets for language and literacy in five out of six grades. The only grade that did not reach the target was 3rd grade. FSAS was not surprised with the third grade results and cited a large number of students with academic needs in the group as a reason for lower scores.

FSAS met the targets for math in four out of six grades. Both 3rd and 4th grades fell short of the 65% proficiency goal.

FSAS has identified math as a school-wide area for growth and improvement and last spring began to bolster professional development in math, with a focus on the Investigations curriculum and becoming familiar with the Common Core Standards in mathematics at each grade level. FSAS plans to continue this initiative in the 2016-2017 school year with ongoing professional development in the teaching of math.

In 2016 FSAS administered the Iowa Test of Basic Skills for the first time. FSAS established its baseline. Results are in the table to the right.

FSAS Subgroup numbers were too small to report this year for the target of reporting on achievement gaps in proficiency and growth between major student subgroups.

Grade	Reading (National percentile rank of average standard score)	Math (National percentile rank of average standard score)
3	62	28
4	97	84

Section 4: Enrollment & Attendance

Targets:

- Student re-enrollment from one year to the next:
90% of students enrolled on state “count day” will still be enrolled on the last day of school.
- Continuous enrollment of students for multiple years: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.
- Average Daily Attendance Rate
94% attendance rate

Performance:

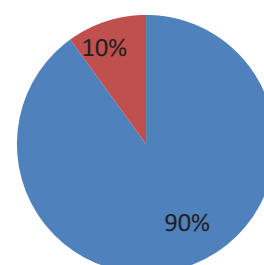
96% of students enrolled on state “count day” were still enrolled on the last day of school, exceeding the target of 90%.

90% of the student body who were eligible for re-enrollment at the end of the 2015-16 school year indicated their intent to return the following school year, meeting the 90% target.

During the 2015-16 school year FSAS’s Average Daily Attendance Rate was 93%, putting them one percent below the target of 94%.

2015-16 Re-Enrollment

■ returning ■ not returning



Section 5: Governance

Targets:

- Governance board meetings to be held monthly
- Bylaws and policies will be in place and regularly reviewed
- The Governing Board will maintain a minimum of seven members

Chair of the Board	Alison Moser
Board Member	Julie Ricardi
Board Member	Alison Spencer-Reed
Board Member	Sarah Hall
Board Member	Adam Gilman
Board Member	Debra Smith
Board Member	Kathleen Clements
Board Member	Zakk Maher

Performance:

The FSAS Governing Board met monthly during the 2015-16 school year, with additional meetings as needed. FSAS met the target for monthly board meetings.

The school has established bylaws and policies, and has met the target in this area.

The governing board had some turnover, but filled the vacancies during the school year. FSAS has met the target in this area, maintaining a seven member minimum.

With the growth of the school and increased size of the student body, the Board worked closely with the Executive Director to continue to build the school's teaching, administrative and financial

infrastructure; to maintain a financially sustainable organization in the short and longer term; and to formalize and implement a number of school policies and procedures.

Much of the work of the Board was conducted in its subcommittees that meet between Board meetings. The Board has four committees: Finance, Personnel, Education and Governance. These committees met to review and draft policies; to review and revise performance measures; to review personnel/staffing issues; and to review the school's bylaws.

Section 6: Administration

The position of Coordinator of Teaching and Learning was added at the start of the 2015-16 school year. Her leadership with the teaching staff aided in the continuation of FSAS's emergent curriculum philosophy.

The Executive Director's role became more clearly defined during the 2015-16, as the administrative team looked at building and re-organizing its organizational structure. FSAS is considering hiring a Business Manager and a Behavior Specialist.

Executive Director	Jacinda Cotton-Castro
Special Education Director	Ellen DeLuca
Coordinator of Teaching and Learning	Joanna Frankel

Section 7: School Climate

Targets:

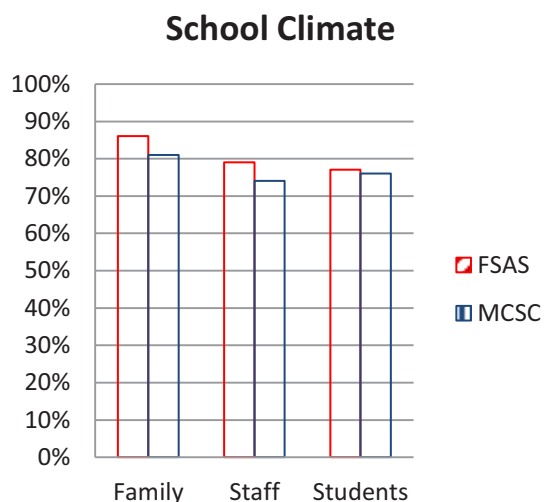
- The school will maintain the same state and federal reporting requirements as public schools
- Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate.

Performance:

FSAS maintained the same state and federal reporting requirements as non-charter public schools, and met this target. Teachers record incidents of bullying or violence in a consistent way, using the FSAS Incident Report form that allows for monitoring of such behavior. They discuss appropriate standards of behavior and school rules with all students and involve school or community professionals as necessary.

FSAS uses a collaborative, restorative approach that focuses on prevention of upset and conflict. It uses a fair, compassionate, multi-pronged approach that focuses on responding when there is conflict of any kind. Staff models this mutual respect as well as appropriate conflict resolution skills. FSAS encourages teachers to embody peaceful programs against bullying and violence in their classroom curriculum in order to develop a positive educational approach to prevent and respond to such behavior.

FSAS families, staff, and students participated in the Panorama Education surveys in the spring of 2016. FSAS families responded 86% favorable in this area. FSAS Staff responded 79% favorable, and FSAS students responded 77% favorable. FSAS results were higher than the Maine Charter School Commission average in the area of school climate among all three groups.



Section 8: Parent and Community Engagement

Targets:

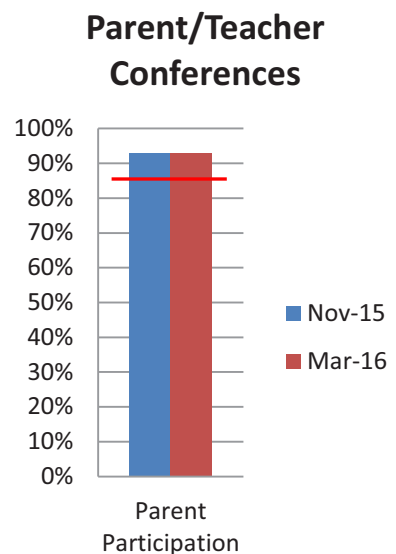
- To have families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation.
- To have 85% of parents in attendance at parent conferences, annually.

Performance:

FSAS met the target of having families involved in the school community and engagement in their child's education for a total of 1000 hours in parent participation, with over 1,400 volunteer hours logged before May 1, 2016.

Both the November and March parent/teacher conferences had 93% parent participation, exceeding the 85% target.

There are many opportunities for parent engagement at Fiddlehead School. The school's Executive Director holds a monthly "Coffee" where parents can chat, ask questions and listen to others. The Pre-K and Kindergarten classes hold Fiesta nights where kids put on a play or demonstration of something they have learned and the class families come together to eat and enjoy their child's work. The school also held a parent night in the fall as well as hosting a Stakeholders night in the spring.



Section 9: Finances

Targets:

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item.
- When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:

FSAS produced monthly financial reports that were reviewed monthly by the governing board, meeting the target of monthly review.

If monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year, meeting the target.

FSAS's operational budget is balanced and the school looks forward to having significant information and historical data for income and expenses at the end of year three.

FSAS worked to improve its financial processes during the 2015-16 school year. Improvement included:

- Fiscal Management Policies
- Capital Improvement Policy Developed
- Cash Reserve Fund Policy Developed
- Budgeting Process began in February
- Fiscal Review from the DOE Special Education TEAM

Section 10: Facilities & Maintenance, and Transportation

Targets:

- Facility will meet all applicable state expectations for public schools
- All students within catchment area have available bus transportation

The FSAS facility meets all applicable state expectations for public schools, meeting the target for facility. FSAS's physical space continues to evolve and is now in its final multi-phase renovation, which will include the transformation and addition of three classrooms.

All students within catchment area have available bus transportation, meeting the target for transportation.

Section 11: Evidence of Mission and Vision Implementation

Mission	Vision
To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.	To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

FSAS provides for the foundational needs of growing children in a community where children, teachers, and families learn together in a nurturing environment. FSAS is a school that honors children's curiosities, interests and uniqueness, and facilitates progressive learning at the highest level.

Section 12: Commendations and Recommendations

Commendations

- The Governing Board subcommittees have met on a regular basis and have been instrumental in analyzing administrative infrastructure needs, revising By-laws, adopting policies and procedures, planning for financial stability, addressing weaknesses in Math, and accommodating professional development and collaboration of teachers in the school schedule.
- The Governing Board, in its action, has responded to the recommendations from MCSC in the Monitoring report of 2015-16.
- The School Leader makes herself accessible to students, parents, and staff.
- The PTO is engaged; as evidenced by its stakeholders gathering for parents, staff, and board members to work together to support development of children.

- The position of Coordinator of Teaching and Learning created by the Board last year has been met with positive enthusiasm from staff as it scaffolds teaching and learning and provides training on the work sampling system through weekly meetings. The Coordinator works to blend the Reggio Emilia philosophy with assessment and data.
- The teacher evaluation system using the Danielson method fosters positive peer observation, feedback and self-reflection.
- The Charter School establishes a school culture of strong teacher/student/parent relationships “where kids can be themselves” (quote from parent)

Recommendations

- The school should continue to stay focused on math needs, continuing early mathematical thinking, CBM at the start of the school year, and data driven adjustments.
- The school should pursue a gathering with other charter school teachers, as requested by the teacher focus group.
- The school should keep a close eye on its financials and build a stronger cash flow position through utilization of the Board’s newly established capital improvement account and a capital reserve fund.