



Chartered Public School Annual Progress & Accountability Report

Instructions:

The Chartered Public School Annual Report is hereby presented in conformance with RSA 194-B:10 and New Hampshire Department of Education (NHed) Administrative Rules Ed 318.16. The filing of this report by **AUGUST 31** for the preceding school year is an annual requirement for each chartered public school. For more information, visit the website for the NHed [Office of Chartered Public Schools](#).

This report must be completed, filling in all fields and with appropriate attachments by the due date specified above. Compliance with the deadline and the contents of this report may be used to determine eligibility for federal CSP grant funding and in other compliance activities including renewal of your charter.

Please submit this report, signed and completed, as an electronic copy to doe.nhcsp@doe.nh.gov. Questions regarding this form and process may be directed to the Office of Chartered Public Schools in writing to doe.nhcsp@doe.nh.gov.

Part I: School Contact Information

School Name: <i>(as registered with NH Secretary of State)</i>	Robert Frost Public Charter School
School's Primary Address:	110 Main Street, Conway, NH 03818
Mailing Address (if different):	PO Box 1038, Conway, NH 03818
Telephone Number:	603-356-6332
Head of School Name and Title:	Janine McLauchlan – Head of School
Email Address:	jmclauchlan@robertfrostcharterschool.org
Telephone Number:	603-356-6332
Authorized School Representative Name and Title:	Janine McLauchlan – Head of School
Email Address:	jmclauchlan@robertfrostcharterschool.org
Telephone Number:	60-356-6332
Did any of the information above change since last report?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your school a current Federal Charter School Grant recipient? If yes, complete CSP Sub-Recipient Supplemental Reporting as well.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part II: School Status

A. Board of Trustees

1. Have there been any changes in the membership of the Board of Trustees since the last annual report? If yes, provide comment. Yes No N/A

Juliet F. was voted as Chair, previously Vice Chair. Tracy S. is acting Vice Chair (previously Chair) as well as Treasurer. Julie B. resigned from the Board of Trustees (was Secretary). Juli Champagne resigned from the Board of Trustees. Kim Orr joined the Board of Trustees.

Check here if more information is included in appendix.

2. Have there been any changes to the Trustee's methods of operations since the last annual report? If yes, provide comment. Yes No N/A

Monthly meetings were conducted both by Zoom and in-person due to COVID19.

Check here if more information is included in appendix.

3. Have there been any changes to the Trustee's by-laws since the last annual report? If yes, provide comment.
No

Check here if more information is included in appendix.

4. Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII? If yes, provide comment.
No

Check here if more information is included in appendix.

B. Student Enrollment and Related Services

1. Is your charter school the only available public school for certain grades? Yes No

If yes, do you provide education to all resident pupils in those grades? Yes No

2. Did you make all required data reports via the iplatform? If no, provide timeframe for completion below.

Yes No

Click or tap here to enter text.

Check here if more information is included in appendix.

C. School Development and Progress

1. Provide a statement of how the school is meeting the goals of its mission statement.

The Robert Frost Public Charter School creates life-long learners by providing intellectually rich and challenging experiences delivered through the combination of Montessori tradition and Project-Based Learning. In a safe and peaceful setting, dedicated educators foster students' individuality, creativity, and critical-thinking skills to fully prepare them for future scholastic, civic, and personal success.

2. Describe the processes, procedures, and policies the chartered public school has to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)

Our school's success depends on a dynamic and diverse student body and staff. The Robert Frost Charter School celebrates diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.



3. Describe any transportation services available to students.

N/A

4. Provide a description of the community services available at the chartered public-school site, if any.

N/A

D. Safety and Facilities

1. Does the chartered public school have a current, approved Certificate of Occupancy? Yes No

2. Provide date for most recent Fire Inspection Certificate? 9/23/2021

3. Provide date for most recent Health Inspection? 9/23/2021

4. What is the date of the most recent Insurance Certificate? 8/31/2022

5. Provide date for most recent lead test, if applicable? 6/24/2019 N/A

6. Provide date for most recent Asbestos Inspection Report, if applicable? 11/4/2018 N/A

7. Was Restraint and Seclusion reporting required under RSA 126-U:7 was completed? Yes No

8. Were substantiated incidents of bullying or cyberbullying reported as required under RSA 193-F:6?

Yes, provide # of Incidents: 0 No

Part III: Financial Reporting

1. Did the school complete and submit their DOE 25 submission for the previous school year? Yes No

If no, explain: Click or tap here to enter text.

2. Did the school supply NHEd with a budget for the current school year? Yes No

If no, explain: Click or tap here to enter text.

Part IV: Needs Assessment

Choose your method of reporting your needs assessment: Questions below Summary Attached

1. When was the latest needs assessment completed? 6/16/2022

2. Who led the assessment process? Janine McLauchlan – Head of School

3. Who participated in the process? Check all that apply.

- Board/Leaders/Administrators Parents
 Teachers Students
 Other: Click or tap here to enter text.

4. Has a plan been developed to address the identified needs? Yes No

5. What's the timeline for addressing these needs? (number of months and/or years) Six months

6. List three needs that have been identified, in order of highest priority.

1. Staff recruitment and retention.
2. Limitations of current school facility.
3. Frequency and transparency of communications between all school community members.

Part V: Attachments

Please attach the following documents.

- School calendar, including hours of operation
- Attach a copy of your Accountability Plan showing progress made toward goals
- Attach a copy of your Needs Assessment in lieu of Part IV Question (if applicable)

Part VI: CSP Sub-Recipients Reporting

- WE ARE NOT** a current CSP sub-recipient (Skip these questions, sign and certify on the next page)
- WE ARE** a current CSP Sub-recipient (Complete questions below, sign and certify on the next page)

1. Have you developed additional support plans for struggling and/or underperforming students?

Yes No N/A Explanation & Compliance Timeline: Click or tap here to enter text.

2. Did you use your Title II Funds in the previous school year? Yes No N/A

Explanation: Click or tap here to enter text.

3. Did you use any other title program funds in the previous school year? Yes No N/A

Explanation: Click or tap here to enter text.

4. Did you participate in the Best Practices Survey? Yes No N/A

Explanation: Click or tap here to enter text.

5. Have you developed and shared your Best Practices with NHEd so they can be made widely available?

Yes No N/A Explanation & Compliance Timeline: Click or tap here to enter text.

6. Did you complete a program specific financial audit for your CSP project and provide the state with a copy?

Yes No N/A Explanation & Compliance Timeline: Click or tap here to enter text.

7. Are you up to date with your GMS reporting? Yes No N/A

Explanation & Compliance Timeline: Click or tap here to enter text.

Part VII: Certification

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

Janine McLaughlan
Printed Name of Authorized Representative

Head of School
Title

Janine McLaughlan
Signature of Authorized Representative

8/31/2022
Date

Juliet Fleischer
Printed Name of Chairman of Board of Trustees

Juliet A. Fleischer
Signature of Chairman of Board of Trustees

8/31/2022
Date

Robert Frost Public Charter School

2022-2023 School Calendar

August - 3T/0S days

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
TW		TW		TW

December - 17T/17S days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X X X X X				

April - 15T/14S days

M	T	W	Th	F
3	4	PC	6	7
10	11	12	13	14
17	18	19	20	21
X X X X X				

September - 20T/19S days

M	T	W	Th	F
			TW	X
X X		7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January - 20T/20S days

M	T	W	Th	F
X		3	4	5
9	10	11	12	13
X		17	18	19
23	24	ER	26	27
30	31			

May - 22T/22S days

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
X		30	31	

October - 20T/20S days

M	T	W	Th	F
3	4	5	6	7
X		11	12	13
17	18	19	20	21
24	25	26	27	28
31				

February - 15T/15S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	ER	16	17
X X X X X				
27	28			

June - 12T/10S days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	ER	TW	TW
19	20	21	22	23
26	27	28	29	30

November - 18T/17S days

M	T	W	Th	F
	2	3	4	5
7	8	9	PC	X
14	15	16	17	18
21	22	X X X X		
28	29	30		

March - 23T/22S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	ER	TW
27	28	29	30	31

Aug. 29 - Sept. 1	Teacher Workshop (TW)	February 15	Early Release (ER) - 12:45 release
September 5	Labor Day (X)	Feb. 20-24	February Vacation (X)
September 6	First Day of School for Students	March 23	ER for Students / *Prof. Dev. for Staff
October 10	Indigenous People's Day (X)	March 24	Teacher Workshop Day
November 10	Parent Conferences (PC) (No school)	April 5	Parent Conferences (PC) (No school)
November 11	Veterans' Day (X)	April 24-28	Spring Vacation (X)
November 23-25	Thanksgiving Recess (X)	May 29	Memorial Day (X)
Dec. 23 - Jan. 2	Holiday Recess (X)	June 14	Last Day of School
January 16	Martin Luther King, Jr. Day (X)	June 15-16	ER for Students / Teacher Workshop
January 25	Early Release (ER) - 12:45 release		Teacher Workshop

Hours of operation:

Staff: 8:00 a.m. to 4:00 p.m.

Students: 8:45 a.m. to 3:15 p.m.

Approved by Board - 4/20/2022

Submitted to DOE: 5/28/2022



Accountability 2022/2023

Organizational Goals:

1. Increase participation and membership on the Board of Trustees.

Steps: Advertisements in the local paper and through Facebook.

Board Members sending personal invitations to recommended individuals.

Communication with parents and families of students.

Measurement: Tracking the number of available seats on the board.

Time Frame: 22/23

Progress Checks/Data Collection: Discussed at monthly board meetings.

Outcome:

2. Balance Budget and Ensure Long Term Stability.

Who is responsible for: The Board of Trustees.

Measurement: Financial reporting.

Time Frame: 22/23

Progress Checks/Data Collection: Monthly Financial Report, Budget Work.

Outcome:

3. School will increase visibility and recognition in the community.

Who is responsible for: The Board of Trustees/Staff

Steps: Attend/have tables at community events.

Membership with the Chamber of Commerce.

Membership & Participation in the "Valley Promotions" non-profit networking group.

Create press releases and send to local paper.

Measurement:

Tracking visits for Facebook page & website.

Ask "how did you hear about us" questions to gauge progress toward goal.

Time Frame: 22/23

Progress Checks/Data Collections: Monthly report and discussion at board meetings.

Outcome:

4. School will identify property (building or land) with approximately 8,000 – 10,000 square feet and put in place steps to purchase or lease a larger building. (2019 – Present)

Who is responsible for: The Board of Trustees.

Steps: Work with realtor to search for appropriate property.

Work with financial advisor on feasibility study.

Apply for financing.

Fundraise

Measurement:

Time Frame: Ongoing

Progress Checks/Data Collections: Monthly progress updates at board meetings.

Outcome:

Programmatic Goals:

1. Ensure staff are trained and supported in Positive Behavior Management Strategies.

Training Provided: Board Chair presented PowerPoint Presentation, Discussion on Best Practices, and Q&A session.

Measurement: Number of referrals to HOS for behavior related issues.

Time Frame: 22/23 School Year

Progress Checks/Data Collection: Frequency of behavioral referrals to HOS.

Outcome:

2. Provide Montessori Professional Development Opportunities.

Training Provided: Specialized in person instruction.
Online Courses.

Who is responsible for: Teacher Mentor, Outside Professionals.

Measurement: Assess comfort level of teachers with utilizing Montessori Materials and Methodologies.

Time Frame: 22/23

Progress Checks/Data Collection: Bi-weekly classroom observations by HOS.
Weekly staff meetings.

Outcome:

3. Implement 6 Pillars of Character Programming

Who is responsible for: Student Support Specialist & Teachers

Measurement: Added to curriculum

Students voted monthly which classmate exemplified character best.

Time Frame: 2020/2021 School Year

Progress Checks/Data Collection: Monthly

Outcome: Increased students' knowledge about and use of the 6 pillars of character.

Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Academic Goals:

1. Improve Standardized Testing Scores.

Who is responsible for: Teachers

Measurement: Assessment scores.

Time Frame: 22/23

Progress Checks/Data Collection: Regular checks through Moby Max.

Outcome:

2. Implement additional vocabulary studies around traditional Montessori terms and how they correlate to traditional standardized testing terms.

Who is responsible for: Teachers

Measurement: Standardize testing scores.

Time Frame: 22/23

Progress Checks/Data Collection:

Regular instruction on term recognition

(Example: Montessori term – “exchange” vs. Standardized test term “carry”.)

Outcome:

3. Increase community participation in project based learning curriculum. (2018/2019)

Steps Taken: Invited community to present.

Utilized themes that focused on local life.

Who is responsible for: HOS/Teachers

Measurement: Participation

Time Frame: 22/23 School Year

Progress Checks/Data Collection: PBL Showcase

Outcome:



Historical Accountability

2018-2022

Organizational Goals:

1. Increase participation and membership on the Board of Trustees. (2018 – Present)

Steps Taken: Advertisements in the local paper and through Facebook.

Board Members sending personal invitations to recommended individuals.

Communication with parents and families of students.

Measurement: Tracking the number of available seats on the board.

Time Frame: Ongoing

Progress Checks/Data Collection: Discussed at monthly board meetings.

Outcome: Ensuring the continuum of leadership. Staggering terms.

2. Balance Budget and Ensure Long Term Stability. (2018 – Present)

Who is responsible for: The Board of Trustees.

Measurement: Financial reporting.

Time Frame: Ongoing

Progress Checks/Data Collection: Monthly Financial Report, Budget Work.

Outcome: Bringing budget into alignment with actual income and expense.

3. School will increase visibility and recognition in the community. (2018 – Present)

Who is responsible for: The Board of Trustees.

Steps: Attend/have tables at community events.

Membership with the Chamber of Commerce.

Membership & Participation in the "Valley Promotions" non-profit networking group.

Create press releases and send to local paper.

Measurement:

Tracking visits for Facebook page & website.

Ask "how did you hear about us" questions to gauge progress toward goal.

Time Frame: Ongoing

Progress Checks/Data Collections: Monthly report and discussion at board meetings.

Outcome: Continue to inform the community of our presence and the services we offer.

4. School will identify property (building or land) with approximately 8,000 – 10,000 square feet and put in place steps to purchase or lease a larger building. (2019 – Present)

Who is responsible for: The Board of Trustees.

Steps: Work with realtor to search for appropriate property.

Work with financial advisor on feasibility study.

Apply for financing.

Fundraise

Measurement:

Time Frame: Ongoing

Progress Checks/Data Collections: Monthly progress updates at board meetings.

Outcome: Secure enough space to expand enrollment.

Programmatic Goals:

1. Ensure staff are trained and supported in Positive Behavior Management Strategies.

Training Provided: Board Chair presented PowerPoint Presentation, Discussion on Best Practices, and Q&A session.

Measurement: Number of referrals to HOS for behavior related issues.

Time Frame: 2019/2020 School Year

Progress Checks/Data Collection: Frequency of behavioral referrals to HOS.

Outcome: Decrease dependence upon HOS to manage behavioral issues.

2. Provide Montessori Professional Development Opportunities.

Training Provided: Specialized in person instruction.
Online Courses.

Who is responsible for: Teacher Mentor, Outside Professionals.

Measurement: Assess comfort level of teachers with utilizing Montessori Materials and Methodologies.

Time Frame: 2019/2020, 2020/2021, 2021/2022

Progress Checks/Data Collection: Bi-weekly classroom observations by HOS.
Weekly staff meetings.

Outcome: Highly qualified instructors with ongoing training and oversight.

3. Implement 6 Pillars of Character Programming

Who is responsible for: Student Support Specialist & Teachers

Measurement: Added to curriculum

Students voted monthly which classmate exemplified character best.

Time Frame: 2020/2021 School Year

Progress Checks/Data Collection: Monthly

Outcome: Increased students' knowledge about and use of the 6 pillars of character.

Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Academic Goals:

1. Improve Standardized Testing Scores.

Who is responsible for: Teachers

Measurement: Assessment scores.

Time Frame: 2018 - Current

Progress Checks/Data Collection: Regular checks through Moby Max.

Outcome: No improvement. (Due to COVID, there are learning gaps)

2. Implement additional vocabulary studies around traditional Montessori terms and how they correlate to traditional standardized testing terms.

Who is responsible for: Teachers

Measurement: Standardize testing scores.

Time Frame: 2018 - Current

Progress Checks/Data Collection:

Regular instruction on term recognition

(Example: Montessori term – “exchange” vs. Standardized test term “carry”.)

Outcome: Improved experience for students taking standardized tests.

3. Provide Outdoor Learning Programming.

Who is responsible for: R. Bushey

Measurement: Participation

Time Frame: 2018/2019

Progress Checks/Data Collection: Portfolio

Outcome: Increased breadth of curriculum.

4. Increase community participation in project based learning curriculum. (2018/2019)

Steps Taken: Invited community to present.

Utilized themes that focused on local life.

Who is responsible for: HOS/Teachers

Measurement: Participation

Time Frame: 2018/2019 School Year

Progress Checks/Data Collection: PBL Showcase

Outcome: Increased breadth of curriculum and added collaboration with community.

Robert Frost Public Charter School – End of Year SWOT Analysis

STRENGTHS – What works well?

- Students felt comfortable expressing themselves, leading to them becoming more confident communicators.
- Communication between staff in the school building.
- Staff cooperation and communication.
- Internal communication
- Positive staff team.
- Caring staff.
- People who are passionate about education and well-being of students
- We have a very reflective staff, which allows for improvement.
- Engaged, dedicated, and resourceful staff.
- Staff staying current about their practice
- Staff building a cohesive environment across classrooms.
- Hands-on approach to education
- Commitment to the quality of education
- Commitment to education
- Having a Head of School that fully listens to and supports staff.
- Janine's leadership and her ability to listen and provide feedback.
- Phenomenal leadership from our Head of School – she is approachable, trusts the teachers and staff to do their jobs, and treats us as professionals in our field.
- Leadership (HOS)
- Class autonomy.
- Autonomy/Flexibility
- Ability to make changes when needed
- Teacher autonomy in the classroom so that she can meet the learning needs of each child and her own teaching style while still being accountable for teaching the grade level standards.
- Individualized work while still working toward CCSS. Mastery-based learning.
- Process over product, yet we still see so much growth in the students.
- Meeting students where they are (physical, socially, emotionally, and beyond).
- Supportive families.
- Partnering with families.
- Engaging families and inviting them to be involved.
- Resilient families.
- Families
- Small school feel.

WEAKNESSES – What can we improve?

- Space in the building, or lack thereof
- The building space.
- Facility – space, flexibility
- Space (facility)
- Communication between teachers and classroom aides.
- Communication between all staff and Board members.
- Board decisions regardless of staff input. Staff input may be requested but ultimately doesn't matter.
- Consistent communication between board & school staff.
- Communication from BOT to staff and families
- Better representation of board to staff and families
- Finding new board members
- Board communication of critical matters to staff & families.
- Board communication with staff. Having staff/teacher expertise in education valued and respected.
- Montessori tools and resources are lacking.
- Student work accountability.
- Student accountability. Some way to better hold them accountable for their learning.
- Students don't align with school culture.
- Not working towards what the Charter stands for.
- Lack of teacher tools.
- Strategies for working with students who lack intrinsic motivation.
- Cohesive/consistent curriculum from K-8 especially in math so that skills truly build on each other as students transition from one classroom to the next. Possibly in spelling/phonics as well – as far as I know, Waseca phonics boxes are only used through grade 2, but many advanced skills could/should still be practiced in grades 3&4.
- Compensation is behind local district averages.
- Reliance on state funding
- Lack of teachers
- Adult interactions w/other adults need to model expectations of grace & courtesy we expect from the students.
- Trying to make everyone happy
- Rebuild board and board orientation/education
- Increase enrollment

STRENGTHS, Continued

- Creative minds able to make do with limited resources.
- Creative/Resilient/Dedicated
- Thinking outside the box
- Creativity
- Willingness to move forward
- Commitment to school philosophy
- Energetic

OPPORTUNITIES – What resources can we add?

- More Montessori learning cards for various subjects.
- All staff would benefit greatly from more transparency from the Board views/ideas.
- Specials teachers.
- Adding back specials
- PE Instructor.
- Language instructor.
- Art instructor.
- Music instruction.
- Extend programming (P.E., art, language, etc.). Consistent field trips/experiential learning.
- P.E., Language, Art, Music.
- More community projects.
- Schoolwide ties to the community (strengthen).
- Enrichment opportunities – add more.
- Regular access to recess coverage so teachers get an actual break.
- Staff benefits (insurance).
- Larger facility.
- Outreach for K-8 program.
- Continued use of Moby Max and Raz Kids.
- Ability to frequently measure student, staff & family satisfaction.
- Benefits to staff.
- Family resources for families.
- Larger building/defined rooms.
- Bigger facility
- BA/ care offered consistently.
- Employee benefits
- Students have more attention from their instructor
- Providing a program that is needed in the valley (just need to get better at spreading the word)
- Strengthen outreach, grant opportunities, parent engagement, finding alliances and finding new affordable school space.
- Moving forward with high school and finding ways to get others involved

THREATS – What challenges are we facing?

- Lack of staff.
- Limited staff.
- Lack of staff in area.
- Staffing shortage.
- Lack of staff
- Finding staff
- Teacher retention.
- Staffing deficits, lack of appropriate space, disgruntled staff and families with board decisions, look to improving with new and existing staff and families.
- Local employment pool is limited and lots of competition.
- Multiple staff members leaving due to the decisions of the board.
- Siblings in same classroom (may limit the educational progress of younger siblings).
- The Board of Trustees.
- BOT relationships with staff
- Current board.
- The fractured relationship between members of the school board and paid staff.
- Lack of communications
- Communication
- Rumors
- Our building with its' space constraints and lack of enclosed classrooms.
- Space.
- Facility size.
- Facility limitations
- Low state funding for Charter Schools.
- Funding/budgetary
- Funding
- Misunderstanding of what the school stands for.
- Losing who we are (small class sizes, offering 2nd language, considering staff, student, and family concerns, delivering on promises per out Charter (programming, etc.).
- Losing what sets us apart (small class sizes, individualized approach, teacher & assistant model, PBL with regular showcases).
- Unhappy, exiting families.
- Not investing enough into the K-8 program.
- Designing & implementing our high school program.
- Safety concerns with high school being in current building.

THREATS, Continued

- Students/families leaving – especially due to not wanting to be in the same building as high school students.
- Opening a high school program before we have a space that is appropriate.
- Decreasing/stagnant enrollment
- Enrollment
- Limited enrollment.
- Increasing enrollment