



**New Jersey Department of Education
Office of Charter and Renaissance Schools**

**College Achieve Paterson Charter School
Annual Report
August 1, 2020)**

Introduction:

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guidelines:

Annual Report Submission: Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2019-2020 Report: The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2020." To submit the report, upload it to the subfolder "Annual Report 2020" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [at the end of the document](#) and then uploaded to the "Annual Report 2020" subfolder on the charter school's Homeroom site.

Additional Submission Requirements: A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Monday, August 3, 2020. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 1, 2020.

Annual Report Questions:**Basic Information about the School**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	College Achieve Paterson Charter School
Grade level(s) to be served in 2020-2021	Kindergarten, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th and 9 th
2019-2020 enrollment (as of June 30, 2020)	737
Projected enrollment for 2020-2021	961
Current waiting list for 2020-2021	415
Website address	www.collegeachievetaterson.org
Name of board president	Craig Woolridge
Board president email address	caw2062@gmail.com
Board president phone number	862-257-1423
Name of school leader	Henry McNair
School leader email address	hmcnair@collegeachieve.org
School leader phone number	862-257-1423
Name of School Business Administrator (SBA)	Dr. Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009

School Site Information:

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site

School Site Information	
Site name	College Achieve Paterson Charter School
Year site opened	2017
Grade level(s) served at this site in 2019-2020	Kindergarten, 1 st , 2 nd , 3 rd , 5 th , 6 th , 7 th and 8 th
Grade level(s) to be served at this site in 2020-2021	Kindergarten, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th and 9 th
Site street address	21 Market Street
Site city	Paterson

Site zip	07501
Site phone number	862-257-1423
Site lead or primary contact's name	Dr. Gemar Mills
Site lead's email address	gmills@collegeachieve.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's mission.
 - College Achieve Paterson Charter School will prepare its students to excel in and graduate from the top colleges and universities in the nation.

- b) Provide a brief description of the school's key design elements.
 - a. College Achieve Paterson Education program is routed in the following 11 Pillars:
 - i. **GRACE:**
 1. Grit: The tendency to sustain interest in and effort toward very long-term goals. Trying hard even when you know you are going to struggle and fail again and again. Never giving up.
 2. Resiliency: The ability to overcome failure, disappointment, setbacks, and loss.
 3. Agency: owning your life and the decisions you make that determine your path.
 4. Character: Doing the right thing even when no one else is watching. Doing the right thing even when you know you will suffer for it. Becoming a person of integrity, compassion, and purpose.
 5. Excellence: The urge to find a way to do a thing perhaps better than it has ever been done before, or doing it the best way it can possibly be done.
 - ii. A rigorous, standards based instructional program that is backwards mapped from college standards and teaches our students how to think for themselves.
 - iii. Elementary School: Systemic Phonics, the Common Core & the Core Knowledge Sequence
 - iv. Data-driven assessment & instruction data reporting to ensure teachers understand student progress.
 - v. Shared Inquiry: Socratic Seminars
 - vi. College Achieves' Approach to teaching the Toulmin College Writing Model (Grades 5-12)
 - vii. More Time for Learning & Science
 - viii. Pacing for Rigorous Instruction

- ix. Apprentice Teacher Pipeline & High Dosage Tutoring
 - x. MAADNESS: Music, Art, Athletics, Drama & Dance
 - xi. SOAL: Summer of A Lifetime (SOAL) and Travel Study Programs
- c) If applicable, provide information regarding the school’s unique academic goals related to the school’s mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these academic goals may have changed from the school’s original charter application.
- N/A

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

1.3 Instruction

- a) What constitutes high quality instruction at this school?
- Our teachers utilize a mix of instructional strategies to ensure that all of our students will attain high levels of academic achievement. All teachers will embrace a rigorous, fast-paced teaching style. Various instructional methods, including direct instruction, Socratic seminars, in-class writing using the Toulmin writing model, whole class and small group discussion, and teacher coaching.
 - **A rigorous, fast-paced teaching style** - Our teachers pace instruction at the level at which the top quartile in the class has to work hard to achieve an A. We gauge the level of difficulty to which we are teaching through a combination of recommendations from the textbook, data gleaned from formative assessments and interim assessments, and teacher consensus. One way teachers know the work is at the appropriate level of difficulty is if the majority of the students struggle to achieve a B or a C the first time they are assessed. This rigor and pacing is well suited to the population we anticipate serving.
- b) Provide a brief description of the school’s instructional practices.
- **The right combination of instructional methods are essential** - Inquiry-based learning, where students learn by posing questions and working through scenarios, reinforced with direct instruction, Socratic seminars, and Toulmin writing, drives our overall model. There are routine and rhythm to the structure of our units and lesson plans so that questioning and discussion leads to high-level reasoning, and high-level reasoning leads to thoughtful and logical writing closely grounded in the text.
 - Direct instruction (15-30% of teaching time): Direct instruction is an important and necessary part of inquiry-based learning. Direct instruction refers to the approach when content and information is structured and delivered to students by teachers. This delivery can happen in a wide variety of ways, including teacher lectures, students reading a text, or students watching a video or demonstration. A critical component of many lessons, direct instruction is likely to be the most utilized method across our curriculum.
 - Socratic seminars (15-20% of teaching time): The Socratic method of teaching engages students in dialogue, encouraging them to think critically about content and ideas instead of simply looking for the “right” answer. Teachers respond to students’ comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. In the classroom, students are given

opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, piece of music, historical debate, mathematical problem, or scientific formula. After review of a common text or problem, the teacher poses open-ended questions. Open-ended questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. The dialogue created through this process will encourage students to think deeply and to become more critical readers of text.

- Toulmin writing model (15-20% of teaching time): The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with any possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay.
- Whole- and small-group discussion (15-20% of teaching time): When students are asked to communicate with their peers, they learn to organize their thoughts and naturally reflect on their own ideas, gaining further insight into the topic at hand. When students listen to their peers, they learn to engage multiple points of view, consider contradictory ideas, and engage in healthy discussions. All of this leads to deeper understanding of content, and higher and more complex levels of thinking – which is exactly what we want our students to develop.
- Teacher coaching (15-20% of teaching time): Teachers will work one-on-one or will small groups as needed to remediate or accelerate learning as needed.

c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

We provided our families with background so all stakeholders are clear in-regards to school closures. In the event that a school district is provided a written directive to institute a public health-related closure by either the NJ Department of Health or the health officer of the jurisdiction, the school district may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services is guided by N.J.A.C. 6A: 16-10.1 and may include direct services, online instruction, or any other means developed by the district to meet the needs of its students. Days in which students impacted by a public health-related closure have access to home instruction services, consistent with the guidance provided by the State, will count as a school day in compliance with the 180-day requirement and in accordance with N.J.S.A. 18A: 7F-9.

College Achieve Paterson Charter School remained dedicated to the continuity of instruction, especially when emergent conditions require alternate plans. CAPCS adopted a virtual learning platform (ex: Google Classroom, Google meets, Class Dojo) and provided Virtual Learning Resources to ensure the continuity of instruction when students were unable to attend school due to district/school closure. In cases where digital access to the Internet and web resources were limited, printed instructional materials was prepared and sent home. While the virtual platform is not intended to replace the traditional classroom environment, teachers were still able to deliver standards-based instruction to students in an online or print environment until the normal school program can resume.

The purpose of the information outlined below is to outline how CAPCS provided instruction and access to school and district staff while a traditional classroom setting is otherwise not recommended. The plan outlines roles and responsibilities for all community stakeholders, as the success of the virtual instructional model will be dependent upon the dedication of faculty/staff, students, parents, and district administration.

Below outlines the expected roles and responsibilities of school community stakeholders as related to virtual instruction for our scholars.

It is important for parents and students accessing our various virtual learning sites to have consistency in the process. The process for navigating to a teacher's emergency **CLOSURE PLANS** page (for at-home instruction) is as follows (please note College Achieve Paterson CS don't currently have 4th grade):

- [Kindergarten Virtual Assignments](#)
- [1st Virtual Assignments](#)
- [2nd Virtual Assignments](#)
- [3rd Virtual Assignments](#)
- [5th Virtual Assignments](#)
- [6th Virtual Assignments](#)
- [7th Virtual Assignments](#)
- [8th Virtual Assignments](#)

Utilizing robocalls, text messages, and email parents were directed to our school website at www.collegeachieveterson.org to view the “News and Announcement” section to receive the following updates:

- COVID 19 Important Information
- School Closing update 3-27-20
- Updated COVID-19 Letter 3/15/2020
- CAPCS Emergency Virtual Instruction Program 3-16-20
- Equipment Loan Agreement - CAPCS
- Meal Distribution Flyer
- EmergencyClosingPreparednessPlanforParents
- Parent Resources
- Parents and Scholars,

Support your child in their learning process by:

- ✓ Monitoring CAPCS updates sent via phone blasts, Class Dojo, Google Classroom, district website, etc.
- ✓ Checking in with your child daily about the At Home/Virtual Learning tasks, activities, and assessments that they are working on
- ✓ Encouraging adherence and attendance in the At-Home/Virtual Learning check-in times offered by each of your children’s teachers
- ✓ Designating a place and time where your child will work independently on his/her assigned tasks
- ✓ Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content
- ✓ Asking your child about their deadlines and supporting them, as needed, in submitting assignments in accordance with the established deadlines
- ✓ Helping your child manage logs to document progress on assignments and lessons
- ✓ Reminding your child to contact/email his/her teachers if they have any questions

Additional Supports:

Contact the school Social Worker (Social Emotional Supports/Trauma), Nurse (Medical), and Special Education Services

- ✓ Social Worker – Sbeaton@collegeachieve.org
- ✓ Special Education grades K to 3 – Nperna@collegeachieve.org
- ✓ Special Education grades 5 to 8 – jajohnson@collegeachieve.org

Office Hours/Virtual Support provides access to:

- ✓ Administrators
- ✓ Teachers/Paraprofessionals
- ✓ Technology Coordinators
- ✓ Child Study Team
- ✓ ESL Teams
- ✓ Guidance Counselors/Social Workers
- ✓ Nurses
- ✓ Secretaries

Roles and Responsibilities – Students

Student responsibilities include:

- ✓ Identifying a comfortable and quiet space to study/learn
- ✓ Dedicating appropriate time to learning, as guided by your teachers
- ✓ Routinely checking appropriate Google Classrooms and emails for information on courses, assignments, and resources, on a daily basis
- ✓ Attending and participating in any check-in times offered by your teachers
- ✓ Engaging in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy
- ✓ Submitting all assignments in accordance with provided timelines and/or due dates

If you are having technical difficulty accessing the assignments, please contact the schools' Technology Manager for support.

Tech Manager Email Address: virtualhelp@collegeachieve.org

Roles and Responsibilities – Schools/Teachers

- ✓ Creating a Google Classroom, Online assignment page or other digital platform and assigning your students
- ✓ Creating a Class Dojo that serves as the communication platform for parental contact
- ✓ Sharing Google Classroom codes with respective administrators, students and parents so they can view the site and accompanying assignments
- ✓ Uploading standards-based assignments/assessments into Google Classroom or Class Dojo or School Web Page
- ✓ Testing the virtual platform used
- ✓ Making print copies of activities for students who have limited access to devices or Internet
- ✓ Referencing the advanced training tutorials in the following: Google Hangout, Google Classroom, Class Dojo if used
- ✓ Supporting peers that are new to the aforementioned platforms
- ✓ Setting up office hours (AM:2 hours; PM:2 hours) for Communication with students, parents, administrators • uploading/scoring/grading assignments
providing feedback

Guiding Documents – Emergency Virtual Learning Resources

The links that follow are key components used to support scholars, parents and staff in implementing the remote learning program at College Achieve Paterson Charter School. Topics covered run the gamut from coping skills to internet security and instructional supports at home.

- ❖ [Covid-19 Health and Safety](#)
- ❖ [Cyber Safety](#)
- ❖ [Family Resources & Self-Care](#)
- ❖ [Parents Guide to Google Classroom](#)
- ❖ [K-3 Phonics Support](#)
- ❖ [MEG Phonics Book](#)
- ❖ [Additional Online Resource and Support](#)

Device Support & Deployment

For those who responded via the parent survey, sent out on Thursday, March 12th and Friday, March 13th (assessing at-home access to tablets/devices, desktop computers, Chromebooks, and laptops) and indicating need, we developed device sign out forms and procedures ready at the child's home school. Parents signed them out using a valid Government ID. Our technology coordinator was apart of the distribution process. Chromebook sign out is for all students grades K – 8. A total of 300 chrome books and 300 hotspots were disseminated to families and scholars to aid within the Virtual Learning Process.

Additional dissemination of Chromebooks via kiosks occurred throughout the month of April. The distribution times for school Chromebooks was Mondays and Friday: 11:00AM – 2:00PM.

Visit our COVID-19 Resource page via the link below: [COVID-19 Resources & Important Notices](#) to access additional information on . . .

- ✓ Educational Technology Loan Agreement
- ✓ Chromebook Care Instructions

Instructional Delivery: Synchronous and Asynchronous Learning

SYNCHRONOUS VS ASYNCHRONOUS LEARNING (live link)

<https://www.youtube.com/watch?v=nNuYcAHVALM&t=29s>

The College Achieve Paterson Charter School engages students is a combination of Synchronous and Asynchronous Learning.

What is Synchronous Learning?

Synchronous learning is the kind of learning that happens in real time. This means that the class and the instructor interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

Portals Commonly Used:

- ✓ Google Meet
- ✓ Google Hangouts

What is Asynchronous Learning?

Asynchronous learning happens on the student's schedule. The instructor provides materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, giving the student the ability to access and satisfy these requirements within a flexible time frame and submit responses through the same portal. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Portals Commonly Used:

- ✓ Class Dojo
- ✓ Google Classroom
- ✓ FlipGrid

It is important for teachers to use discretion in the use of all online portals used for the instructional delivery of content. Please report any abuses, breeches, an inappropriate use/access to dcrawford@collegeachieve.org or mamartinez@collegeachieve.org.

Instructional Delivery: Student Attendance

Attendance is taken and recorded in PowerSchool daily based upon participation in the virtual learning environment and interactions with teachers. All teachers are to record student attendance using PowerSchool for all classes as student(s) login to complete daily assignments. Teachers should mark a student's attendance based on his/her attempt to complete the assigned work by 10 a.m. the following school day, as this allows students ample opportunity to complete assignments and receive credit. If a student fails to complete an assignment by 10 a.m. the following school day, the student is to be marked absent and the classroom teacher or co-teacher should continue to reach out to parents using one of the

approved platforms; Class Dojo, School Messenger, email or a phone call to inquire about the status of the assignment. For all phone calls, a call log should be retained in our Google drive.

For students with excessive absences and/or students earning less than 70% on their average grade during marking periods five and six, parents must be contacted via phone call, class dojo, google classroom, email or virtual meetings, etc. Mandatory Virtual Conferences must be held in communicating academic and attendance policies and requirements. Parent daily communication must be input into our CAPCS Grades K-8 school wide communication log tracker. For students with chronic absenteeism, they will be given the opportunity to attend CAPCS Virtual Extended School Year program. During COVID-19, our social worker has provided outreach services for families and students in trauma through consistent communication via phone call, google meets, email, and Class Dojo communication in regards to bridging connections with families pertaining to attendance and academic progress. Our counseling department has provided COVID-19 Virtual Parent Webinars, Mindfulness tools, and designed a Virtual Calming room for families during this crucial time.

College Achieve Paterson Charter School has provided a digital community resource board through a padlet in which provides resources for meals, community outreach organizations, employment/unemployment information, childcare for essential workers, counseling services & crisis hotlines, medical insurance, and housing/shelter information. The English Language Learner department has also provided extensive outreach in translating all school wide communication in Spanish, strengthening school community relationships, and providing bilingual support in communication to all families in need of translation through the methods of email, classdojo, phone call, facetime, and google meet. All school stakeholders have reached out to families to distribute school chromebooks and hotspot access to enable continuity in Virtual learning. Due to the sensitivity and severity within the COVID-19 pandemic, retention would not be granted unless there have been substantial factors which would greatly affect and impede on a student's academic progress and should be considered under careful review based on each specific circumstantial case.

If students miss school due to illness, their absences will be excused with a notification from the parent/guardian via e-mail, class dojo message, and phone call. Just as it is in an in-person class, daily attendance is important in an online learning environment. For students to be considered "present," they must complete learning activities for each class by the date identified by the teacher. For extended projects, teachers will track attendance by work completed. If assigned activity is not completed after two class periods, teachers will contact the student and parents; after three periods, the student will be marked absent. Students will have an opportunity to make up missing work.

On a daily basis, all educators must input student attendance on the school wide PowerSchool Record tracking system and must mark students within the following categories "Present" or "Absent" within their homeroom sections by 8:30am. Virtual online participation marks the attendance of all students in addition to completion of online assignments and presence in live synchronous sessions via google meet. In addition, Grades 3-8th have tracked student participation and attendance through google form check in methods and virtual instructional sessions. For grades K-2, Class dojo participation, live sessions, and completion of online sessions have categorized as virtual participation and online attendance.

Reporting an absence: Parents and Guardians must directly inform the teacher pertaining to absences in the following methods and action steps:

- E-mail and Class dojo message directly to the teacher

Department, Office of Charter and Renaissance Schools

Annual Report Template

Updated June 2020Page 12

- Parent and Guardian must clearly state and spell the student's name, grade, and reason for absence, and relationship to the student.
- All absences must be reported within 48 hours via email, phone call, or parent notification.

English Language Learners Span Strategies, Modifications, and Accommodations: Gr. K – 8

College Achieve Paterson has continued to put a strong emphasis on our virtual ELL programming. We have done so by ensuring that all of our ELL scholars have access to a Chromebook and hotspot thus allowing accessibility for all of our ELL learners. We have also reached out with consistent communication to our ELL families via phone, Class Dojo Google Meet and email and have provided spanish translation. Class Dojo, Google Classroom, and Google Translate contain features which automates translation for students' native language. Scholars have their needs met not only academically but also socially and emotionally by a variety of providers, including content teachers, ELL teachers, social workers and other counselors.

We have directed several of our families to community resources which they have indicated were needed as well. Additionally, our Bilingual ELL staff is regularly communicating with teachers and modifying work for ELL scholars where needed according to specific WIDA levels and WIDA "Can Do Descriptors." Teachers attend grade level meetings each Friday to provide input and receive grade level unit and lesson plans.

Students with Disabilities/Special Education Department Procedures

All College Achieve Paterson families have received email and mail correspondence of the set procedures for Special Education services based on the COVID-19 Pandemic and school related closure. Correspondence has indicated with the following communication:

Due to the unprecedented response to the COVID-19 and the associated school closures, the United States Department of Education (DOE) Office of Civil Rights and Office of Special Education and Rehabilitation Services offered specific guidance related to the provision of special education and related services. As per the DOE's Supplemental Fact Sheet Addressing the Risk of COVID-19 in Elementary and Secondary Schools While Serving Children with Disabilities, school districts must provide instruction and services "consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.

Furthermore, the DOE guidance allows school districts to provide special education and related services "through distance instruction provided virtually, online, or telephonically." Accordingly, your child(ren)'s

Individualized Education Program (IEP) modifications and services, including specialized instruction, speech language and other related services along with IEP meetings, may be provided via phone or digital platforms.

During this national emergency and in accordance with the DOE's guidance above, College Achieve Paterson Charter School Special Services is providing special education and related services such as speech-language therapy via online learning platforms, including Google Hangout, Google meet, etc. Each student's teacher(s), case manager, and related service provider(s), if applicable, will be in contact with students and families to determine schedules and an appropriate learning platform. For grades K -3, guardians and parents must contact Ms. Jasmine Johnson at jajohnson@colleageachieve.org. For grades 5-8, parents and guardians must contact Ms. Jasmine Johnson at jajohnson@colleageachieve.org.

Tracking methods for virtual IEP services will be utilized in the format of Virtual Special Education Services logs updated on a daily basis. All Special Educators must complete the appointed log specifying the following:

- Date stamp
- Initial start time of services
- Initial End time of services
- Grade Level
- Subject
- Services Provided
- Updates, progress, and addition comments/feedback on services administered

Family communication is essential in providing Special Education services. Therefore, all members of the Special Education Department must complete the CAPCS K-8 School Wide Communication Log Tracker and must document the communication methods and outcomes. In addition, IEP Planners, Educational and behavioral goals, PLAAFP, etc must be updated in preparation for annual IEP meetings.

The Case manager within the Special Education department maintains record keeping of all required meetings with the usage of the digital platform, EASYIEP and utilizes a student tracker in which streamlines all student cases that are within the process of child study team evaluations or have prior record classifications for students with disabilities. The case manager is required to follow up with all families in the following methods of phone call, postage letter, and email communication for all scheduled meetings and updates pertaining to IEP records and the evaluation process.

Virtual meetings are conducted in the format via telephonically and google meet through google calendar invites for all parties required in presence. Formal Invitation to the Virtual Annual IEP meetings have been distributed through postage mail methods 15 days prior to the scheduled conference. Postage. Due to the sensitivity and hardships of COVID 19, the case manager diligently additionally communicates with parents and guardians via phone call and email methods of contact for confirmation in attendance for all required meetings.

Virtual Meeting Roles are as follows:

The Case Manager is responsible to-

- Communicate with parents/guardians
 - Facilitate Virtual IEP meetings
 - Monitor IEP Implementation
 - Ensure meaningful Parent/Guardian participation throughout the entire IEP process
 - Maintain Special Education Files in neat and chronological order
-
- Communicate with General Education staff about students' IEP.

During Virtual Meetings with the Special Education department to evaluate, reevaluate, or identify students with disabilities, all parties in attendance are required to provide electronic signatures of their attendance for documentation. The case manager, Special Educators, Specialists, General Education teachers, and Parents/Guardians review each component within the proposed IEP and discuss educational findings and progress. After all parties are in agreement, the case manager will provide an outlet for electronic signatures for the IEP and documentation will be updated in the EASYIEP system, updated within the student's file, and will be sent to the parent/guardian via postage mail method and email communication.

Additional Special Education requirements

Students with Disabilities:

1. Describe the delivery of remote instruction to implement individualized Education Plan (IEP's) for students with disabilities to the greatest extent possible, including assessable materials and platforms.
 - Teachers provide modified instructional lessons based on the students Individualized Education Plan
 - Instructional lessons include modifications aligned to the students IEP
 - Unit Assessments and benchmark assessments include testing accommodations aligned to the students IEP
 - Assistive technology for text to speech is provided
 - Teachers provide instructional strategies for various content on their Google Classroom, Class Dojo, and Remind platforms.
 - Teacher modifications include:
 - Instructional lesson plans in various modalities
 - Scaffold assignments
 - Chunking of lesson assignments
 - Small group instruction
 - Differentiation of instruction
 - Step by step instructions
 - Modified assignments
 - Student choice in assignments
 - Small groups to assist students
 - Consultations with students and parents
 - One to One paraprofessional assist with instruction for students
 - Paraprofessionals provide check in with students
 - Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
 - IEP's are documented and timed stamped in Easy IEP
 - All related services are logged into SEMI
 - Related service logs are submitted weekly
 - Teachers lesson plans are monitored by administration
 - Student's progress on goals and objectives are discussed during CPT

 - Case manager conduct consultation meetings with teachers, students, and parents
 - PLAAFP's are reviewed by case managers
 - IEP's are monitored and reviewed by Supervisors
 - Describe how case managers follow up with families to ensure services are implemented in accordance with IEP's to the greatest extent possible.
 - Case managers provide weekly consultations with parents and students
 - Collaborate with teachers and building administrators
 - Conduct IEP meetings via Google Meet and Zoom
 - Review students' progress reports
 - Collaborate with related service members to ensure services are being rendered

- Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/reevaluate students with disabilities
 - Annual IEP meetings, Initial meetings, re-evaluation meetings are held through Google Meet and Zoom virtual platforms
 - IEP teams, related service members, and teachers collaborate through email to provide the case manager with evaluation reports, goals and objectives, and present levels of academic achievement and functional performance (PLAAFP)
 - Re-evaluation planning meetings are held to determine if the student needs to be evaluated for special services upon reopening of schools
 - Initial planning meetings are held to determine if they should be evaluated. If the student requires evaluations, the case manager will keep a log of all evaluations that are required upon the reopening of schools
 - All IEP actions are noted in Easy IEP

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all statewide assessments administered by the school.

Table 4: Proficiency Rates on NJSLA assessments

Assessment	2017-2018	2018-2019	2019-2020
ELA 3	NA	NA	NA
ELA 4	NA	NA	NA
ELA 5	26.6%	20.0 %	NA
ELA 6	38.9%	41.9 %	NA
ELA 7	NA	45.4%	NA
ELA 8	NA	NA	NA
ELA 9	NA	NA	NA
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
MAT 3	NA	NA	NA
MAT 4	NA	NA	NA
MAT 5	10.0%	12.3%	NA
MAT 6	5.5%	11.1%	NA
MAT 7	NA	16.7%	NA
MAT 8	NA	NA	NA
Algebra I	NA	NA	NA

Geometry	NA	NA	NA
Algebra II	NA	NA	NA

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).
- The State of New Jersey cancelled the New Jersey State Learning Assessment for 2019-2020
- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.
- i. 3rd and 5th - 8th grade assessment list:
 - i. Interim assessments - Using software programs such as IXL and ANET, teachers were able to create shared grade-level and discipline assessments that provide detailed information on exactly which objectives the students have or have not met. Common Core and our rigorous college prep curriculum set the standards for each assessment. A key part of our teachers' collaborative time is assessing data and planning based on data. Interim assessments enable this practice. Data helps inform which students the apprentice teacher will work with in small groups to accelerate learning.
 - ii. Curriculum-aligned assessments – Our course offerings are driven by Common Core, state and district requirements, and college entrance requirements. Elementary and Middle school teachers work as a team to create the benchmarks in each department, set pacing guidelines, and track student progress against the benchmarks. Teachers administer end-of- unit assessments; what is not learned is re-taught until students learn the essential skill or content.
 - iii. Writing Assessments - College Achieve Paterson students complete writing benchmarks to ensure that writing instruction and expectations are consistent throughout each grade level during the entire school year. These benchmarks are given at least three times a year using prompts that cover three writing genres: narrative, persuasive, and expository. Teachers create an organize easily accessible writing portfolio for each student that will follow them throughout grade levels.
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- i. The data cycle outlined below was implemented to ensure all key stakeholders are involved in the development and implementation of assessment tools and the analysis of assessment results to improve instruction. In addition, the principal was responsible for sharing data routinely, in the form of a dashboard, with the school's board of trustees

Activity	Participant(s)
Meet to ensure rigor of assessment created and align to internal goals and Common Core Standards	Principal, lead teacher, department/grade level team
Assessment given to students (using multiple methods as needed to meet student	Teacher

needs)	
Common planning meetings focused on analysis and next steps based on data and learning high-leverage strategies to support identified student needs	Principal, lead teachers, department/grade level team
Re-teaching and additional support for students based on benchmark assessment needs identified	Teacher

- e) Describe how the school has adapted or modified assessments during home instruction.
- i. Teachers are responsible for grading work and entering grades into PowerSchool either as Classwork, Tests, Quizzes, or Authentic Assessments (for longer-term projects). Grading of assignments/ assessments is to be entered weekly into PowerSchool. Feedback is provided to students through Google Classroom, Class Dojo, and/or Google Hangout for the remainder of the virtual school year. All assessments were given via an online platform such as IXL, Bottle, CommonLit, Spashlearn etc. Online study guides and review sessions were required for all assessments.
- f) Describe how the school has measured progress toward successful implementation of the requisite school preparedness plan.
- i. Assigned synchronous classwork and supplemental asynchronous assignments are used to monitor student progress. Teachers also monitor students' progress in interactive online learning environments such as *IXL, Splashlearn, Readworks, CommonLit, NewsEla, Khan Academy, etc.*) to assess students' progress and to tailor individualized instruction. Formative and Summative Assessment via Google forms continued in all content areas.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information below regarding school leadership.

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Henry McNair	Principal	July 1, 2017	\$127,300
Sharon Cook	Director of Operations	July 1, 2017	\$102,910
Manuel Martinez	Vice Principal	July 1, 2018	\$86,000
Vanessa Rymer	Director of Teaching and Learning	July 1, 2019	\$92,000
Kia Fortney	Director of Elementary Education	July 1, 2019	\$73,500

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding the learning environment at the school.

Table 6: School Culture and Climate Learning Environment

Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	94.99%
Elementary School Attendance Rate (grades K-5)	95.15%
Middle School Attendance Rate (grades 6-8)	94.77%
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	14/1

b) Fill in the requested information below regarding the professional environment at the school.

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2018-2019 to 2019-2020)	86.8% (33 of 38 instructional staff members returned from 18-19)
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	88.2% (45 of 51 total staff members returned from 18-19)
Frequency of teacher surveys and date of last survey conducted	Teacher Surveys are administered 2x per year, the last administration took place in June 2020
Percent of teachers who submitted survey responses	91.5% submitted (53 out of 59)
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	98.1% of the submissions (52 out of 53) expression satisfaction with the overall school environment

- c) What were the three main positive aspects teachers identified in the latest survey?
- 88.7% (47 of 53) of teachers believe the school schedule provides sufficient time for professional development and teacher planning within their grade level.
 - 92.5% (49 of 53) of teachers believe that the school has high expectations for student achievement.
 - 96.2% (51 of 53) of teachers believe staff members are celebrated for their accomplishments and contributions to the school community
- d) What were the three main challenges that teachers identified in the latest survey?
- 22.6% (12 of 53) of teaching staff think that teachers across grade levels need more time to interact.
 - 28.3% (15 of 53) of instructional staff believe teachers need greater access to copying supplies and the copy machine in order to do their jobs more effectively.
 - 35.8% (19 of 53) of teachers believe parents need to be more proactively involved in their student academic performance.
- e) Fill in the requested information below regarding the school's discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled

K	94	0	NA
1	95	0	NA
2	94	0	NA
3	95	0	NA
4	NA	NA	NA
5	94	3	NA
6	94	4	NA
7	94	1	NA
8	95	0	NA
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

2.2. Family and Community Engagement

- a) Fill in the requested information below regarding family involvement and satisfaction.

Table 9: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 out of 6
Frequency of parent/guardian surveys	Annual
Date of last parent/guardian survey conducted	June 2020
Percent of parents/guardians completing the survey (consider one survey per household)	57.3% (436 out of 761)
Percent of parents/guardians that expressed satisfaction with the overall school environment	92.6% (404 out 436)

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- In regards to the statement "I feel my child is safe and secure when in school" 93.8% of parent respondents (391 of 417) replied safe or very safe.
 - In regards to the statement "The school has high expectations for student learning" 94.8% of parent respondents (403 of 425) believe the school has high or very high expectations.
 - In regards to the statement "My child enjoys going to school" 95% of parent respondents (399 of 420) replied that their child is excited or very excited to attend school.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- 13.8% of parent respondents (57 of 413) indicated that they believe the regular school day is too long.
 - 17.7% of parent respondents (71 of 401) indicated that they have or have had an issue with transportation of students to and from school.
 - 25.7% of parent respondents (111 of 431) believe that student engagement would benefit from a greater offering of interscholastic or intramural athletic teams.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.
- PAGES meetings (Parent, Advocates, Guardians, Educators, and Scholars) – The mission of PAGES is to build an informed community amongst parents, community members, faculty, and students.
 - Report card night – Parents are invited to interact with their scholars teachers three times a year. These experiences are crafted to increase family face time with staff members, deepen parent knowledge of school curriculum, and for them to aware of their scholar’s performance.
 - NJ Parent Summit – An opportunity to get our families engaged and provide them with workshops, leadership training, and networking opportunities.
 - Parent backpacking and potluck – Families and community members, along with teachers and educators, worked together to pack 2500+ book bags with school supplies.
- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.
- The traditional school year was cut short and prevented our parent lead potluck event from happening. Nonetheless our parents received training and were provided with opportunities to learn and grow specifically through our partnership with PCCC.
- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 10: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Passaic County Community College	Established a partnership to enroll our ELL parents in ESL programs offered by PCCC.	3 staff, 2 hours per day, 2 days a week
Passaic County Community College	Established a partnership to enroll qualifying parents into PCCC undergraduate program for free	1 staff, 1 hour per day, 1 day a week
Progressive Science Initiative	Established a partnership to enroll teachers in a graduate program, preparing them to become math or science certificated.	7 staff, Asynchronous learning, 9/2019 - 7/2020
C.S.A.L	We partnered with the Charter School Athletic League to engage our scholars in both girls and boys basketball and soccer	80 Scholars
Paterson Recreation	We Partnered with Paterson Recreation to engage our scholars in a co-ed basketball tournament	20 Scholars

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Epitome of Soul	Epitome of Soul, Inc. partners with community organizations to equip, empower, and encourage elementary,	50 students, one hour per day, 4 days a week

	middle, and high school students to strive for academic excellence and cultural growth through the arts.	
--	--	--

- b) Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.
- a. The educational and community partnerships established further our mission by pushing the commitment to get students into and graduated from college to their parents and teachers deepens the importance of what we have set out to accomplish. The college going culture we are developing must show up in the home, in the classroom, and in the heart of every scholar we service. Also, scholars need other outlets to assist them in building leadership skills and the ability to express themselves in a variety of ways. Thus, we saw it fit to partner with art, sports, music, drama, and speech programs appropriate for our scholars.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

Table 11: Board Governance

Board Governance	
Number of board members required by the charter school’s by-laws	6
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	Pending
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	6/2020

- b) List the amendments to by-laws that the board adopted during the 2019-2020 school year.
- a. N/A
- c) List the critical policies adopted by the board during the 2019-2020 school year.
- a. N/A
- d) What were the main strengths of the board identified in the latest board self-evaluation?
- a. Pending board self evaluation completion, expected August 31st.
- e) What were the three main challenges identified in the latest board self-evaluation?
- a. Pending board self evaluation completion, expected August 31st.

3.2 Board Compliance

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

Table 12: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal	Date of all NJSBA Trainings

					Background Check	
Craig Woolridge	5.17	6.22	President	cwoolridge@collegeachieve.org	2017	Gov1: 11/15/2018 Gov2: 10/24/19 Gov.3: Registered
Roger Grutzmacher	5.17	6.22	Trustee	rgrutzmacher@collegeachieve.org	2017	Gov1: 10/02/2017 Gov2: 08/14/2018 Gov3: 09/20/2018 Gov.4: Registered
Kenyatta Stewart	5.17	6.22	Vice President	kstewart@collegeachieve.org	2017	Gov1: 07/09/2019 Gov2: 10/25/2018 Gov3: Registered
Jerry Walker	5.17	6.22	Trustee	jwalker@collegeachieve.org	2017	Gov.1: Registered
Kyona Best	6.20	6.22	Trustee	kbest@collegeachieve.org	Pending	Pending
Dr. Samula Johnson	6.19	6.22	Trustee	sjohnson@collegeachieve.org		Gov1: Registered

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.
- a. [School’s board meeting minutes](#)
- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website.
- d) Pursuant to N.J.S.A. 18A:36A-15 Complaints to the board of trustees, please provide as Appendix D the board policy for the establishment of the grievance committee.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school’s application process for prospective students for school year 2019-2020.

Table 13: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2019-2020 was made available to interested parties	January 21, 2020
Date the application for school year 2019-2020 was due back to the school from parents/guardians	April 20, 2020
Date and location of the lottery for seats in school year 2019-2020	May 6, 2020 and May 7, 2020 Virtual Lottery

- b) Provide the URL to the school’s application for prospective students for school year 2019-2020. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.
- <https://capcs.edliotest.com/apps/form/form.CAPCS.rlbZ58b.1p>
- c) List all of the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2019-2020.
- College Achieve Paterson Charter School or any device with internet access.
- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.
- English and Spanish
- e) List all of the ways in which the school advertised that applications for prospective students for school year 2019-2020 were available prior to the enrollment lottery.
- School website, Charters of Paterson website, billboards, YouTube videos, FaceBook, Instagram, Class Dojo, robo calls, robo text messages and flyers distributed to current students
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2019-2020.

Table 14: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2019-2020	Number of students retained in 2019-2020 for the 2020-2021 school year
K	4	6	0
1	8	2	0
2	5	4	0
3	3	2	3
4	NA	NA	NA
5	6	7	1
6	4	9	8
7	4	6	2
8	1	5	0
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 15: School Site Facility Information

School Site Facility Information	
Site name	College Achieve Paterson Charter School
Facility lease information	19 Oliver Street, Paterson, NJ
Landlord name	CAPS
Lease commencement date	July,1 2020
Lease termination date	June 30, 2024
2020-2021 annual lease cost	\$475,200
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	2
Total annual cost of all leases	\$1,555,950
Total lease amount budgeted for 2020-2021	\$1,717,000

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Mortgage/Bond Summary	
Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2020-2021	N/A
Mortgage payment interest budgeted for 2020-2021	N/A

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.
- College Achieve Paterson uses a teacher evaluation model developed by ICEF Public Schools as part of ICEF's partnership with The College Ready Promise (TCRP). This model is based on the Danielson Framework for teacher evaluation.

Through robust implementation of the model the school will create three powerful levers to improve student academic performance and establish a community of learning and a culture of high expectations. The three levers are: 1) school-wide adoption of effective teaching practices; 2) the use of data to create accountability for student learning; and 3) the use of data, observation, and good coaching to improve an individual teacher's practice.

Each teacher will receive a scored evaluation based on the following:

- 1) Adoption of school-wide domains - 25 points
- 2) Data and student performance - 25 points
- 3) Use of data, observation, and coaching to improve teacher practice - 50 points

As the improvement of teacher practice is the primary purpose of the evaluation model, we have assigned half the points to the improvement of teacher practice.

Adoption of School Wide Domains - The school staff will agree early in the year on two domains to be the school-wide areas of concentration. These domains will be translated into consistent instruction across classrooms for the benefit of all students. Teachers will be evaluated on how closely they adhere to the school's overall instructional program. In trying to implement, for instance, a writing model across all disciplines, an evaluation system focused on specified domains is necessary to hold all teachers accountable to its implementation. In this way, the evaluation is a lever for aligning the instructional approach across the school.

Data and Student Performance -The second lever in the evaluation process is focused on the academic performance of individual students based on interim assessments, test data, portfolios, and grades. It seeks to make data on student performance a key factor in defining teacher success. Teachers will be held accountable for the academic success of their students, and the principal will be held accountable for the academic success of the school as a whole.

Use of Data, Observation, and Coaching to Improve Teacher Practice - The third lever is the use of evaluations to improve a teacher's craft. Through formal and informal classroom observations, an instructional leader will offer feedback that is both actionable and an opportunity for reflection. Much of our evaluation system calls for training our principals and other instructional leaders to effectively coach, model, demonstrate, and train. Additionally, individual teachers are asked to take ownership of the evaluation model by proposing a third domain, beyond the two school-wide domains, on which they would like to be evaluated.

The process specifically calls for formal observations that occur at least once per semester, while informal observations should occur at minimum once per month. Formal observations are scheduled at least one week in advance and include a pre- and post-observation conference. Informal observations are not typically scheduled, and it is understood that the observer needs to stay only as long enough as necessary to gather enough evidence to provide adequate feedback to the teacher.

By focusing school-wide performance goals on two domains we are streamlining our evaluation process and offering our teachers concentrated, intentional professional development through which we will build a highly effective teaching staff. We will endeavor each year to do a few things well, and each year, the effectiveness of our faculty will grow.

- b) Provide a description of the school leader evaluation system that the school has implemented.
- College Achieve Paterson uses a leadership evaluation model developed by New Leaders. In partnership with America Achieves, New Leaders developed a model principal evaluation rubric that supports continuous development and meaningful school improvement.

Overview of the Process

The principal evaluation process is intended to be a cycle of continuous improvement, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a optional mid-year formative review, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.

Data Analysis and Ongoing Self-Reflection:

To begin the continuous improvement process, the principal:

- i) Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- ii) Reviews, analyzes and reflects on all available student learning data and feedback about their leadership practices (including stakeholder feedback) to identify areas of strength and areas needing improvement
- iii) Reviews the superintendent's student learning priorities for the year

Goal-Setting and Strategic Planning:

Next, the principal identifies the specific learning priorities for their school and develops a strategic school plan. More specifically, the principal:

- iv) Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.
- v) Develops their evaluation plan by identifying 2 to 3 priority areas for growth in their leadership practice that are aligned to their student learning priorities
- vi) Discusses their student learning targets and professional growth priorities with their evaluator
- vii) Reaches agreement with their evaluator on a detailed evaluation plan to track their progress throughout the year. This plan should include a schedule for regular observations, evidence collection, feedback and supports throughout the year.

Ongoing Plan Implementation and Evidence Collection:

As the principal implements the plan, he/she and the evaluator both collect evidence about the principal's practice. Evidence of principal practice comes in many forms and, when

reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting.

Mid-Year Formative Review (optional):

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in,

- viii) The principal analyzes available student achievement data and considers progress toward student learning priorities.
- ix) The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- x) The evaluator reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.

The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large influx of new students) that would support a shift in student learning priorities. At the conclusion of this mid-year conference, the evaluator provides formal feedback to the principal.

Formal Self-Assessment:

In the spring, the principal assess their leadership practice in relation to the New Leaders Evaluation Standards. Specifically, the principal:

- xi) Reviews all available evidence including student data and evaluator and stakeholder feedback
- xii) Assigns a self-rating for each standard, identifying areas of strength and growth

The self-assessment informs the evaluator's summative evaluation rating of the principal and lays the groundwork for the next year's continuous improvement process.

Summative Evaluation Rating:

At the end of the year, the evaluator assigns a summative rating.

Specifically, the evaluator:

- xiii) Reviews the principal's self-assessment and all evidence collected over the course of the year and comes to a practice rating
- xiv) Meets with the principal to convey strengths, growth areas, the practice rating with written evidence to support the rating for each standard, and a probable overall rating
- xv) Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 15: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2020 – 2021 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

- √ *Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- √ *Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et esq.*
- √ *Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- √ *Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- √ *Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.
- √ *Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C. 6A:11-2.2*, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal

enforcing official at *N.J.A.C. 5:32-2* (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the document repository identified by the Department.

Signature of School Official (School Lead):

Date: August 3, 2020

Print Full Name: Henry D. McNair

Title: President

Signature of Signatory Official (President, Board of Trustees):

Date: August 3, 2020

Print Full Name: Craig Woolridge

Title: Board President