



**New Jersey Department of Education,
Office of Charter and Renaissance Schools
Annual Report SY 2019-2020**

Atlantic Community Charter School



**ATLANTIC COMMUNITY
CHARTER SCHOOL**

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Galloway, NJ 08205*

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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	Atlantic Community Charter School
Grade level(s) to be served in 2020-2021	K,1,2,3,4,5,6,7, 8
2019-2020 enrollment (as of June 30, 2020)	357
Projected enrollment for 2020-2021	388
Current waiting list for 2020-2021	82
Website address	www.atlanticcommunitycharter.com
Name of board president	Dr. Dominick Potena
Board president email address	Drpotena@aol.com
Board president phone number	(609) 226-9024
Name of school leader	Edmund F. Cetrullo, Jr.
School leader email address	ecetrullo@atlanticcommunitycharter.com
School leader phone number	609-428-4300
Name of School Business Administrator (SBA)	Donnella Edwards
SBA email address	dedwards@atlanticcommunitycharter.com
SBA phone number	732-736-6500

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	Atlantic Community Charter School
Year site opened	2014
Grade level(s) served at this site in 2019-2020	K,1,2,3,4,5,6,7,8
Grade level(s) to be served at this site in 2020-2021	K,1,2,3,4,5,6,7,8
Site street address	112 South New York Road
Site city	Galloway
Site zip	08025
Site phone number	609-428-4300
Site lead or primary contact's name	Edmund F. Cetrullo, Jr.
Site lead's email address	ecetrullo@atlanticcommunitycharter.com

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.

The mission of Atlantic Community Charter School is to inspire today's learners to be tomorrow's leaders by empowering students through the development of the necessary academic, social, and emotional skill sets to prepare them for success in their future. Students will be active participants in an educational environment characterized by high expectations for their academic achievement and demonstrated proficiency of the New Jersey Student Learning Standards.

- b) Provide a brief description of the school's key design elements.

- **Academic achievement.** ACCS revises curricula that align to the NJ Student Learning Standards, utilizing the NJ Curriculum Frameworks; updated textbooks in all core subject areas; updated software in World Languages, a 1:1 computer: student ratio in all grades due to the COVID 19 pandemic, use of Google Classroom/Meets as a main forum for remote home instruction.
- **Attention to the needs of parents and students.** ACCS seeks parent collaboration and input through the Parent Teacher Organization, Title 1, Special Education Parent meetings, Board of Trustees meetings, individual administrator and teacher meetings. Student collaborative input is sought through the learners to leaders program, student council, "Caught you being good" program, and an administrative 'open door policy.'" Both parents and students are surveyed regularly for input. ACCS expanded our community outreach by hiring a new position of a Parent Teacher/Community Outreach Coordinator. We have expanded our Parent Teacher Organization meetings locations to be held in Atlantic City, as well as continuing in Galloway, in an effort to meet the needs of our families. Our meetings routinely have entities from the community presenting valuable information beyond the school's focus but pertinent to the lives of our community members. It is our belief that if we assist parents to improve in their positions in life, they in turn can assist our students' positions with their education.
- **Focus on the social and emotional needs of students.** We are fully aware this is an ongoing focus for our students. To help assist our students in being successful in the classroom and in real-life situations we have developed a school-wide positive incentive program (Caught You Being Good Dollars), a revised discipline code, the addition of a school social worker to counsel and support students' emotional and social needs. We also implemented the "Calm Classroom" program to provide students with strategies/skills to help self-regulate their emotions.
- **A safe, secure learning environment.** ACCS incorporates unique and innovative features to include the provision of ongoing training for mindfulness, empathy, and growth mindsets. We have adopted a daily routine employing the practices of the Calm Classroom. Student behaviors are modified, leading to a healthy environment and student culture.
- **State of the art equipment.** ACCS' mission is to inspire today's learners to be tomorrow's leaders. As a result, ACCS provides unique and innovative features that empower our students to be successful in the future. As part of our educational

philosophy, we look to the 21st-century technology skills to enhance their educational experience so that students can be creative, collaborative and use critical thinking skills to in order to enhance their social and emotional well-being. Our use of integrated technology is a key design element of our educational programs across all disciplines.

- **Program coordination for professional development.** The school's Professional Development Plan (PDP) is continuous and thorough. Much emphasis has been placed on increasing classroom instruction in the area of rigor and deeper level teaching, as well as, understanding the individual student with a focus on differentiation. The 2019-2020 PDP incorporated a 15 day schedule including two weeks prior to the start of the 2019-2020 school year and a PD day once a month thereafter. This allowed for new and clear instructional practices to be implemented, reflected upon, and adjusted to meet the needs of our students. The plan also addresses the implementation of the new Marzano Evaluation Tool (20124 Version) with associated growth plan development, communication protocol involving Classroom DOJO, new discipline procedures with greater parental involvement, a stronger Student Growth Objective protocol, training on iReady diagnostic tools, training on a newly implement iReady instructional program, Google Classroom Training, School Improvement Plan implementation, Go Math training, Inspired Instruction training in Math, Inspired Instruction training in ELA, McGraw Hill training in ELA, Writing with Spice training in ELA, FOSS training in Science, Diversity and Inclusion training, CPR training, Calm Classroom training, Handle with Care training, Bus training, Human Resources training, and refreshers on the core instructional programs in place. In addition to the workshops, daily coaching and support occur from the schools' instructional coaches to support teachers and to reinforce what the teachers learned in the workshops. The instructional coaches also hosted weekly Professional Learning Communities (PLC) meetings to assist the staff in diving deeper into data to analyze trends to help guide their instruction. Professional Development provided weekly in-class modeling and coaching as well as program discussions and training to the teaching staff through various people, including members of the school's leadership team, hired professional development trainers, and our in-house instructional practices mentors. These individuals ensure that the PDP is being effectively implemented. In other words, teachers get continued support and guidance throughout the entire school year, rather than attending a one-day workshop with little subsequent support. Professional development is a critical design component of our school's operation.
- **State of the art curriculum.** Our state-of-the-art curriculum is unique and innovative because it features standards-based alignment with curricular updates that meet the New Jersey Student Learning Standards for Mathematics, Social Studies, and Language Arts, as well as the New Jersey Student Learning Standards and-Next Generation Standards for Science. The curriculum is reviewed annually with areas of focus discussed in PLC's and professional development sessions. Resources for supplemental instruction are aligned with all curricula to ensure consistency of instructional delivery.
- **Current methods and materials.** At ACCS, we provide best practice instructional methods that are modeled and monitored in classrooms. Instructional materials and resources incorporate a combination of hands-on and on-line resources in our mathematics, language arts, science, and social studies to encourage curiosity and a desire for learning.
- **School Management Design.** Our Management Company provides continuous support. The Vice President of Academic and Curriculum and Vice President of Data, Research, and Assessment from our management company, CSMI, provided direct support to the

school’s leadership through regular communication and onsite visits. CSMI assists us in many areas included, hiring teachers, writing grants, installing technology, assisting with state reporting, providing school leadership with regular support in analyzing and interpreting student data, and providing financial management. This enabled us to support our teachers with classroom walkthroughs, feedback, and PLCs to allow them to better support our school’s growth mindset. Administrative tasks associated with burdens to student-centered focus are removed from the day to day operations of the school.

- 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.

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2018-2019 to 2019-2020.
Actual Outcome	Ex: in 2018-2019, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2019-2020, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. GOAL HAS BEEN MET.

Table 3: Goal

One of Atlantic Community Charter School’s academic goals for the 19-20 school year was to reduce the percentage of chronic absenteeism to increase overall educational opportunity.

In SY 2017-18 (baseline year for the school’s improvement plan), the average daily attendance (ADA) for students was 92.1%. The ADA increased to 92.9% in SY 2018-19 and appeared to be increasing again in SY 2019-20 through mid-March (93.1%) when the COVID-19 closure occurred. As has been the case in previous school years, ACCS’ student attendance rates declined during the winter months, though the decline was less pronounced in SY 2019-20 than that observed in previous years. What was new in SY 2019-

20 was the sudden decline in attendance across the first two weeks of March (<90%) leading up to the State of New Jersey’s order to close schools due to the pandemic.

In SY 2017-18, 24.2% of ACCS’ students were chronically absent, having missed at least 10% of their instructional days due to a combination of excused absences, unexcused absences, and to much lesser extent, out-of-school suspensions. In SY 2018-19, the school’s chronic absence rate declined to 19.1%, a marked improvement from the previous school year. In SY 2019-20 through the point of closure in mid-March, the school’s chronic absence rate was running slightly higher than the previous year, at 21.9%.

ACCS’ goal remains to get their attendance rate up to 95% and reduce chronic absenteeism to a rate approaching the statewide rate.

Goal	Decrease the chronic absenteeism percentage.
Measure	The percentage of chronically absent students will decrease as measured by our Student Information System.
Target	Between September 2019 and June 2020, the percentage of chronically absent students will decrease by 10%, as measured by school records.
Actual Outcome	<p>In 2016-2017 our chronic absence rate was 35.1%</p> <p>In 2017-2018 our chronic absence rate was 24.5%</p> <p>In 2018-2019 our chronic absence rate was 19.1%.</p> <p>During the 2019-2020 school year the creation of the Action Attendance Team substantially improved follow-up communication with parents of absent and truant students regarding expectations around student attendance generally, absence notes, truancy status, and chronic absentee status in particular. Families were referred to court and D.C. P. & P. for truancy. In SY 2019-20, the ending average daily attendance stood at 93.1% in mid-March (at the point of the COVID-19 closure), with the corresponding Chronic Absence rate at 21.9%.</p>

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?

Atlantic Community Charter School's instructional practice utilizes a set of curricula that align with the New Jersey Student Learning Standards. Our curriculum also utilizes the New Jersey Curriculum Frameworks for language arts and mathematics to frame the scope and sequence of instruction for those subject areas. Alignment to the New Jersey Student Learning Standards and the New Jersey Curriculum Frameworks is a two-step process. The first step calls for an analysis of test item data from the evidence statements to identify the most significant deficiencies. The second step ensures that all instructional strategies and classroom assessments continue to reflect the language and intent of the standards. This aligned process assists in defining high-quality instruction and ensuring it is being delivered in the classroom.

To comply with the New Jersey Student Learning Standards and Curriculum Frameworks, the school continues the process of updating and professionally developing our teachers in the four core subject areas: *Mathematics, Science, Social Studies, and Language Arts*. This work occurs through the instructional leadership team collaborating in PLC's and modeling in classrooms.

As it relates to Math, this process ensures that learning activities align with the New Jersey Student Learning Standards and Curriculum Frameworks. The curriculum also refers to the continuation of the use of the GoMath program, as well as online resources such as MobyMax, LessonZillion, Khan Academy, and Lumos. We implemented a pilot of iReady online instruction.

Additionally, the school updated the Science Learning Activities to comply with the Next Generation Science Standards. The Science Fusion program was continued and supported with additional hands-on lab activities.

The social studies curriculum incorporated cross-curricular integration with our research-based language arts curriculum.

The Language Arts curriculum sequentially followed the New Jersey Curriculum Frameworks using the Pearson ReadyGen and MyPerspectives program because of its close alignments to NJSLA and The New Jersey Student Learning Standards.

Additionally, Instructional Interventionists supported small group intervention instruction using *Moving with Math, Reading Mastery, ReadyGen, and MyPerspectives*.

Atlantic Community Charter School utilizes its management company, CSMI, whose Vice President of Assessment, Research, and Evaluation, and his team provides data analysis through assessments such as iReady and NJSLA. Through CSMI's team, we have been able to review student performance in a much greater and comprehensive manner than ever before. The use of data at a high level informs instruction and contributes to high-quality instruction at ACCS.

ACCS uses varying instructional strategies to engage students in meaningful learning activities. This engagement occurs through student-centered learning activities, differentiated instruction, and technology integration across the curricula which supports our Mission and Vision. Our school continues a 1:1 Chromebook program in grades three through eighth, and with a 2:1 ratio in grades kindergarten through second.

Through all of the aforementioned methods, Atlantic Community Charter School is able to ensure that high-quality instruction is being delivered in the classroom.

b) Provide a brief description of the school's instructional practices.

Atlantic Community Charter School utilized engaging lessons, which incorporated collaboration and critical thinking. Our curriculum led teachers to high-quality teaching by indicating best practices. Our teacher evaluation tool, Marzano (2014 Version), is focused on a growth mindset to promote the most effective teaching strategies for obtaining student achievement. We have also instituted schoolwide expectations to create a consistent learning environment to enhance our teaching and learning:

Objectives are posted on the whiteboards for every lesson. Lesson plans indicate the standards, materials, and objectives that are being taught. Teachers discussed the objectives in student-friendly language. Teachers are in constant communication with parents and guardians using Classroom DOJO. Teachers utilize a schoolwide incentive program, "Caught you being good," to recognize positive behaviors.

Quarterly recognition assemblies are held to reward effort, high grades, attendance, improved behavior, leadership qualities (i.e. Learners to Leaders Program and Safety Patrol), and improved achievement.

Teachers ask guiding questions and identify key vocabulary. Teachers encourage students to think about what they are learning and to apply what they have learned to other classroom experiences. Classroom lessons, which may include the whole group, collaborate group, and/or individualized instruction, occur simultaneously, and for students that are still working on learning the concepts, teachers work with small groups to reinforce the concepts that are being taught. Students generally respond well in small groups and likewise respond in positive ways once they grasp the concepts. For the struggling students, teachers use all of the ways explained above to determine if students are learning, including evaluation of student engagement and participation, student assessment data, etc.

Manipulatives, anchor charts, and diagrams are utilized in lessons. Technology is incorporated daily to enhance the learning process. Classroom DOJO continues to be utilized as the preferred method of communication with parents about classroom activities and homework. The implementation of multiple formal and informal assessment tools are utilized to determine if students are progressing academically, socially, and emotionally.

Directly related to instruction is the challenge of student daily attendance. If children do not come to school, they do not grow and learn. As important as any instructional program is the support and resources utilized to make sure children come to school. At ACCS, the staff has and continues to focus on family outreach and interventions targeted at students who have had a history of chronic absenteeism. This year we created an Action Attendance Team where staff members monitored and communicated with families related to their student's attendance. We also instituted quarterly attendance trips for perfect attendance during each marking period. We have experienced a positive reaction due to this effort.

In addition, children need to be engaged and behave in school to grow and learn. The implementation of a PBIS modeled "Caught you being good" incentive program is flourishing at the school. Students earn token dollars for being kind, helpful, respectful, and on task. We have seen overall changes in school-wide behaviors and buy-in by students and families in the program. Students purchase ACCS clothing, school items, lunch with the principal, and

knickknacks using their “dollars.” This token economy helps meet NJSLs as teachers keep “accounts” in the classrooms where students track their wealth. “Dollars” are also used as a schoolwide competition as the homeroom who earns the most during a marking period earns a pizza party.

Lastly, the teachers embed the school’s mission statement in their lessons to inspire the students to be leaders by empowering them to develop their academic, social and emotional skill sets so that they can be successful in the future.

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

ACCS entered into remote home instruction starting March 17, 2020. On March 16th all students were sent home with a packet of work prepared by staff. This included materials of all content areas, iReady instructional programming login/passwords, and materials that teachers felt appropriate (pens, crayons, glue, paper....). The primary source of teacher/student/family communication was Classroom DOJO although independent teachers started to explore with video conferencing tools and email to assist with their instruction.

On April 1st, ACCS staff mailed out a second packet of work to all students. Communication systems evolved as teachers/students/families began to interact across multiple mediums such as; Classroom DOJO with videos, telephone (calls and texting), email, Zoom, and Google Meets. On April 28th, ACCS began the distribution of Chromebooks to all students/families requesting one. We handed out over 280 Chromebooks (of 360 K-8 students) while some families chose to use their own devices. This began our daily Google Classroom/Meets instruction schoolwide. On May 21st ACCS families received an abridged interim report sharing the level/ability of students’ abilities with remote home instruction.

A huge area of strength and opportunity was the capacity of our staff to evolve while working remotely. Staff who may not have had the strongest skill set utilizing technology adopted a growth mindset and adapted to the needs of their students. One other area of note was the collaboration of staff during the crisis. When a team member discovered an excellent strategy or tool for instruction, they immediately shared it across our school community. Parents, in particular, commented to us about how the teachers adapted to the pandemic shut down and supported their children.

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
ELA 3	35.6%	18.6%
ELA 4	16.2%	27.5%
ELA 5	6.1%	33.3%*
ELA 6	38.1%	15.4%

Assessment	2017-2018	2018-2019
ELA 7	14.3%	42.1%
ELA 8	NA	23.1%
ELA 9	NA	NA
ELA 10	NA	NA
ELA 11	NA	NA
MAT 3	37.9%	21.4%
MAT 4	8.1%	25.5%
MAT 5	6.1%	11.1%*
MAT 6	19.0%	7.7%
MAT 7	7.1%	21.1%
MAT 8	NA	0.0%
Algebra I	NA	NA
Geometry	NA	NA
Algebra II	NA	NA

*Includes the results of one 5th grade student who tested on the alternative Dynamic Learning Maps assessment.

- 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).
1. Student academic growth in both Math and ELA, as measured on the Spring 2019 NJSLA (median Student Growth Percentiles) and on the i-Ready Diagnostic Assessment (administered in Fall, Winter, and Spring of SY 2018-19 and Fall and Winter of SY 2019-20), showed overall disappointing growth except for (grades 3 and 6). Teacher attrition in SY 2017-18 created several challenges associated with instructional inconsistency across the school year. Of the teachers who finished the 2016-17 school year, only 55.2% remained employed at ACCS by June 1, 2018. Also, seven teachers resigned or were terminated during the 2017-18 school year (five of the seven resigned; two were terminated based on performance). Teacher attrition disproportionately affected grades 4 and 5, which saw weakened growth as a result. Grades 4-5 factored disproportionately in the school's mSGP scores because grades 6 and 7 enrolled relatively few children. Teacher attrition continued to present challenges to ACCS through SY 2018-19 and into SY 2019-20. Going into the 2018-19 school year, only 63.0% of teachers employed the previous fall were still working at the school (76.5% were retained from the end of the previous school year). In the fall of 2019-20, teacher retention by the same measure was just 47.2% (72.7% were retained from the end of the previous school year). During the 2019-2020 school year we had 11 teacher resignations through March, and one in June; however the entire staff was rehired for the 2020-2021 school year. ACCS rewrote all four major subject curricula (ELA, Math, Science, and Social Studies) across the summer of 2017 and into the first few months of the 2017-18 school year to better align instruction to the New Jersey Student Learning Standards. The school additionally adopted/purchased four new core instructional programs aligned to the new curricula and NJ standards. Though training was provided to teachers in the late summer 2017 and across the 2017-18 school year, teachers (and classroom instruction) would have likely benefited from more professional development opportunities focused on the new curricula and instructional

programs. The amount of professional development provided to teachers was increased in both SY 2018-19 and SY 2019-20 (15 days), as well as was more targeted towards their professional needs, based on teacher survey results and administrative analyses of staff needs. A major hindrance for staff development was staff turnover which presented a need for constant onboarding of previous professional development.

Communication by the administration to teachers regarding curricular and instructional expectations was not always consistent in SY 2017-18. The frequency of monitoring and level of support for classroom instructional fidelity was not sufficient to ensure high-quality curriculum and instructional implementation. As a result, the Board of Trustees decided to make a change in school leadership. A new principal was hired in the Summer before the start of the 2018-19 school year to address many of the organizational challenges encountered in SY 2017-18. This Principal, along with his leadership team, has remained stable across the past two school years.

The average daily attendance for students was 92.1% across the 2017-18 school year. Attendance rates during the winter months were particularly low (between 90.0% and 91.7% during the months from January through March). Nearly 25% of students were chronically absent by year's end, having missed at least 10% of their instructional days. Some of the attendance challenges are likely related to busing; nearly all students at ACCS use bus transportation to get to school. Attendance measures saw incremental improvement across SY 2018-19 and SY 2019-20, though SY 2019-20 data were incomplete due to the premature closure in mid-March related to the COVID-19 pandemic. In the two more recent school years, ACCS registered average daily attendance rates of 93.1% and 92.9% (partial year), respectively, and chronic absence rates of 19.1% and 21.9% (partial year), respectively. However, the school has not made its unexcused absence rate targets across the period. Attendance and chronic absence rates still trail the statewide data.

Delayed implementation of a differentiated instructional model incorporating distinct instructional periods likely contributed to disappointing academic growth in SY 2017-18. Flex periods, in which targeted intervention and differentiated instruction in Math and ELA were to occur, were not implemented consistently until January of the 2017-18 school year. Expectations for instructional practice were under-specified and under-monitored. As a result, instructional differentiation during flex periods was inconsistently implemented by teachers. In SY 2018-19 and SY 2019-20, additional supports (see plan strategies) were put in place to assist teachers in differentiating instruction and improving instructional interventions. These included the full adoption of i-Ready online instruction in SY 2019-20 in grades 1-8 during intervention periods after a pilot program the previous year with grade 6 students. Developing teachers' data analysis and instructional planning skills towards improved instructional differentiation continued to constitute a major focus in the school's overall improvement plan.

Goal: Improve the rate of student academic growth in Math/ELA, increase NJLSA Math proficiency rates, and increase the percentage of students performing at or above grade level in Math.

- Decrease by 25% by Year 5 (SY 2023-24) the percentage of students not equaling or exceeding grade-specific national average growth targets in Math/ELA on the i-Ready Diagnostic Assessment (F-to-Spr, grades 1-8).

- Decrease by 25% by Year 5 (SY 2023-24) the percentage of Special Ed. students not equaling or exceeding grade-specific national average growth targets in Math/ELA on the i-Ready Diagnostic Assessment (F-to-Spr for grades 1-8).
- Growth in Math, measured as the median student growth percentile (mSGP) on the NJSLA (previously PARCC) in grades 4-8, will at minimum equal or exceed the 35th percentile in Year 0 (SY 2018-19), will reach or exceed the 50th percentile by Year 2 (SY 2020-21), and will reach or exceed the 65th percentile by Year 5 (SY 2023-24).
- Growth in ELA, measured as the median student growth percentile (mSGP) on the NJSLA (previously PARCC) in grades 4-8, will at minimum equal or exceed the 40th percentile in Year 0 (SY 2018-19), will reach or exceed the 50th percentile by Year 2 (SY 2020-21), and will reach or exceed the 65th percentile by Year 5 (SY 2023-24).
- Growth in Math for Special Education students, measured as the median student growth percentile (mSGP) on the NJSLA (previously PARCC) in grades 4-8, will at minimum equal or exceed the 35th percentile in Year 0 (SY 2018-19), will reach or exceed the 50th percentile by Year 2 (SY 2020-21), and will reach or exceed the 65th percentile by Year 5 (SY 2023-24).
- Growth in ELA for Special Education students, measured as the median student growth percentile (mSGP) on the NJSLA (previously PARCC) in grades 4-8, will at minimum equal or exceed the 40th percentile in Year 0 (SY 2018-19), will reach or exceed the 50th percentile by Year 2 (SY 2020-21), and will reach or exceed the 65th percentile by Year 5 (SY 2023-24).
- Reduce by 25% the percentage of students in grades 3-8 not yet proficient in Math/ELA on the NJSLA by Year 5 (SY 2023-24).
- Reduce by 25% the percentage of students with disabilities in grades 3-8 not yet proficient in Math/ELA on the NJSLA by Year 5 (SY 2023-24).
- Reduce by 25% the percentage of students in grades K-8 not yet performing on grade level in Math/ELA (early, mid, or late year) by Year 5 (SY 2023-24).
- Reduce by 25% the percentage of students with disabilities in grades K-8 not yet performing on grade level in Math/ELA (early, mid, or late year) by Year 5 (SY 2023-24).

Action Steps Supporting Goal

1. Provide additional professional development and regular formative feedback for teachers on the effective use of student performance data to drive instructional differentiation during intervention time each day.
2. Improve professional development focus of follow-up/monitoring on core subject program and curriculum implementation.
3. Implement the classroom walkthrough/observation protocol with fidelity.
4. Continue to implement the Marzano (2014 Version) teacher evaluation tool to enhance the growth mindset among teachers.
5. Continue to implement the Instructional Intervention Strategist initiative.
6. Continue teacher-mentoring supports.
7. Continue to implement i-Ready diagnostic assessments three times per year (Fall, Winter, Spring) to monitor student growth in Math/ELA across the year and provide teachers with instructional recommendations and lesson resources for intervention instruction.

8. Continue the use of i-Ready's online instructional program to improve the quality of differentiated instruction and instructional intervention in Math/ELA.
9. Implement targeted after-school tutoring program.
10. Continue to implement the Saturday test preparation program (prep focused on NJSLA assessment performance).
11. Continue to implement an academically focused 5-week (July-August) Summer School Intervention Program with bus transportation provided.
12. Continue to provide remediation and recoupment of skills for designated Special Education, classified students, through a 5 week Extended School Year Program.
13. Adopt and implement the Schoology remote learning management system to facilitate remote teaching and learning for both summer school programming and regular school year instructional integration (response to the COVID-19 pandemic and the likely need for a hybrid on-site/virtual approach to instruction in SY 2020-21).
14. Continue to expand teacher-mentoring supports to build and nurture the professional community.
15. Implement significant improvements to teacher salaries and benefits to become more market-competitive.
16. Continue to implement a bi-annual survey of teacher satisfaction and staff culture/climate.
17. Structure professional development and staff community-building opportunities to build collegiality.
18. Provide additional professional development and regular formative feedback for teachers to improve their effectiveness in the classroom.
19. Continue to implement the *Calm Classroom* program to support classroom management, develop self-awareness, focus, and emotional resilience.
20. Develop and implement an attendance improvement plan.
21. Develop an Attendance Action Team (AAT) to monitor attendance data and enact policies and strategies towards improving student attendance.
22. Continue to refine and expand the current attendance incentive program to encourage competition among classes and individuals (in conjunction with the AAT).
23. Expand the frequency and modalities of communication to families about the relationship between attendance and academic growth.
24. Expand the reach and improve the functionality of the school's Parent Teacher Organization (PTO).
25. Improve implementation fidelity and consistency of "Caught You Being Good" token economy/behavior incentive program.
26. Expand teacher training and coaching in the areas of classroom management, student emotional well-being, trauma, and cultural diversity.
27. Continue alternative actions to suspension.
28. Establish Choice Chart system in grades K-4 in coordination with Class DOJO.

ACCS is committed to following the School Improvement Plan that dictates the implementation and of these strategies. Our team monitors the progress of our SIP in regular meetings utilizing our Google Docs agenda and SIP document for the timely

implementation. This is communicated monthly to the Office of Charter and Renaissance Schools office.

- 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.

<u>Formative Assessments</u> Administered: Throughout the Year (On-going) and is embedded in classroom instruction
<ul style="list-style-type: none">• Student Conferencing• Teacher review of student work and participation• Rubrics• Observation Checklist• Anecdotal Notes• Student Portfolios and Work Samples• Running Records• Student Self-Evaluations• Core Phonics Survey• iReady Math (K-8)• iReady Reading (K-8)• ACCESS (WIDA) for ELL• Kindergarten Screener

<u>Summative Assessments</u> Administered: Specific Times Throughout the Year
<ul style="list-style-type: none">• End of Chapter/Unit Assessments• iReady Math (K-8)• iReady Reading (K-8)• NJSLA in Math, ELA, and Science

- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

- Student Conferencing - Pre and post conferencing with individual students occurred at each Fall, Winter, and Spring diagnostic testing to identify the individual needs of the student to be used for differentiated instruction. Student conferencing is also utilized across the curriculum in areas such as; writing, leveled reading, math articulation, iReady, homework, formal and informal assessment, projects, discipline, social and emotional growth. This information is used to further drive instruction and meet the individual needs of students.
- Teacher review of student work and participation – Continual monitoring is conducted daily such as; classwork, homework, choice charts, technology, learning centers, and teacher-guided groups. Participation tools, teacher craft, and monitoring are enacted daily to mandate participation. Several forums are used such as class DOJO, tally charts, and

popsicle sticks. This information is used to further drive instruction and meet the individual needs of students.

- Rubrics – All curriculum materials supply and mandate the use of rubrics. Teachers use rubrics as evidence of learning to monitor and support learning. This information is used to further drive instruction and meet the individual needs of students.
- Observation Checklist – Walkthrough documents and formal observations were used to collect data and inform teachers to reflect on their practices and utilize the information to better prepare lessons and teaching craft.
- Anecdotal Notes - Notes were utilized to collect data as evidence of learning and inform teachers to reflect on individualized and differentiated instruction, resource room instruction, intervention instruction, discipline, attendance, and parent communication.
- Student Portfolios and Work Samples – Portfolios were utilized to collect data as evidence of learning and inform teachers and parents to reflect on individualized and differentiated instruction, resource room instruction, and intervention instruction.
- Running Records - Records were utilized to collect data as evidence of learning and inform teachers to reflect on individualized and differentiated instruction, resource room instruction, intervention instruction, discipline, attendance, and parent communication. Records were also utilized for the programming needs of special needs students.
- Student Self-Evaluations – Student self-evaluations were utilized across all curriculum in the form of exit tickets, Calm Classroom, counseling, and informal surveys. This information is used to further drive instruction and meet the individual needs of students.
- Core Phonics Survey – The survey is administered in the Fall, Winter, and Spring to ascertain weaknesses in individualized students. This information is used to further drive instruction and meet the individual needs of students.
- ACCESS (WIDA) for ELL - WIDA results describe student performance in terms of the six **WIDA** English language proficiency levels: 1– Entering, 2–Emerging, 3–Developing, 4– Expanding, 5–Bridging, 6–Reaching. This information is used to further drive instruction and meet the individual needs of students.
- iReady Math (K-8) – Pre and post conferencing with individual students occurred at each Fall, Winter, and Spring diagnostic testing to identify individual needs of the student to be used for differentiated instruction.
- iReady Reading (K-8) - Pre and post conferencing with individual students occurred at each Fall, Winter, and Spring diagnostic testing to identify the individual needs of the student to be used for differentiated instruction.

i-Ready is the primary formative assessment used across all grades in Math and Reading/ELA. It is a computer-adaptive, diagnostic assessment that provides teachers and administrators, through an array of different online reports, with (1) detailed information about what students know and can do, (2) recommendations for instructional next steps and homogeneous grouping for more efficient differentiation, and (3) information on students' growth across the school year (on a vertical scale). i-Ready assesses students' academic skills across several different domains in Math (Numbers and Operations, Algebraic Thinking, Measurement & Data, and Geometry) and Reading/ELA (Phonological Awareness and High-Frequency Words in the earliest grades, and Phonics, Vocabulary, Literature Comprehension, and Information Text Comprehension).

Atlantic Community Charter School used the i-Ready diagnostic to assess all of its students in grades K-8 this past year. Assessments were administered twice for students in grades 1-8 (

Sept. and Jan.) and once for kindergarteners (Nov.) before the school year was cut short in mid-March due to the COVID-19 pandemic. As a result, Spring diagnostic assessments were not administered to any students. Although in theory, it would have been possible to administer these assessments remotely, it was felt that assessments taken at home in such an unsupervised environment would likely have yielded unreliable, and therefore, unusable results.

After piloting i-Ready's complimentary online instructional program in SY 2018-19 with 6th-grade students, ACCS decided to implement the program in SY 2019-20 with nearly all of its students in grades 2-8 (both in Math and Reading) and in Math only with its 1st graders (a small number of Special Ed. students whose instructional needs were judged to be incompatible with the i-Ready instructional program were exempted from participation). i-Ready's online instructional program generates personalized lesson pathways for each student based on his/her most recent diagnostic assessment results. The program was used as an instructional intervention. Students received differentiated instruction through the program twice weekly for 25-30 minutes per session.

In August 2019, all Math, ELA, and Special Education teachers were trained in how to optimally implement the i-Ready diagnostic assessments, and online instruction, how to access and interpret the system's reports, how to use i-Ready assessment data to group students, and how to use i-Ready reports and data to drive differentiated instruction based on students' academic skills and instructional readiness. Subsequently, Instructional Coaches and CSMI Assessment and Research support staff combined to support teachers in accessing and interpreting their i-Ready reports and data across the school year, meeting with teachers individually during their prep periods and during PLC time. A second professional development session was provided by CSMI staff in January prepared teachers to understand student growth across the first half of the school year. This session afforded teachers extended the time to work with their classroom and student-level data, both individually and in groups, in an environment where they could receive immediate guidance and direct assistance.

ACCS' assessment systems are continuous and provide on-going information about student learning throughout the year, intending to improve instructional effectiveness, student learning outcomes, and meeting student needs. This is evidenced by:

- Daily formal and informal assessments are utilized to drive instruction.
- Year to year data is utilized to ascertain the historical perspective of a student to meet individual needs. This enables the educators to better assess its long-term impact on its students' academic outcomes, gain important information on areas of curricular strength and weakness, assess the effectiveness of its various programs and interventions, and target areas that need improvement.
- All stakeholders reviewed data from the student assessments to identify instructional, curricular, and student strengths and weaknesses during PLCs, Board Meetings, Title 1/Special Education/PTO meetings, and professional development.

e) Describe how the school has adapted or modified assessments during home instruction.

Teachers utilized traditional assessments during the COVID 19 pandemic shut down, however, how the information was shared with their teacher was where there were modifications. Assessment data during the remote home instruction was dependent upon the factors of the students' support systems within their homes, especially at the lower elementary

grades. Students and parents shared work with their teachers by mailing work back to the school, though video conferencing, uploading in Google Classroom, and all web-based instructional assessments provided by PEARSON REALIZE, EPIC, SPELLING CITY, BRAINPOP, RAZ KIDS, RAZ PLUS, SMART LEARNING SUITE.COM, LEGENDS OF LEARNING, IXL.COM, I-READY, HARCOURT, COMMONLIT.COM, READWORDS.COM, SPLASHLEARN.COM, THINKCENTRAL.COM, SMARTNOTEBOOK.COM, HARCOURT, Mobymax.com, and OUR FRIEND IN LEARNING/ edy-ourfriendinlearning.com.

- f) Describe how the school has measured progress toward the successful implementation of the requisite school preparedness plan.

ACCS communicated our plan with our school community with an underlying message that we would continually communicate our plan, reflect upon the plan, and adapt the plan as needed. Below is part of our county approved communication and instructional plans:

Communication Plan

A. Faculty and Staff:

- i) Regular forms of communication are utilized with faculty and staff such as; School telephone, Personal telephone (calls and texting), Robo Calls, District/School Webpage, Social Media Platforms (Facebook and Twitter), Class Dojo, Google Classroom and Google Hangouts.
- ii) Faculty and staff are required to check email and the atlanticcommunitycharter.com webpage regularly throughout the closure for updated information and continuing communication with administration, colleagues, parents, and students.
- iii) Faculty are required to meet every Monday for Professional Learning Communities with their grade level colleagues and administration through Google Hangouts.
- iv) Faculty are required to sign in for work daily through a Google document form by 9 am to signify they are available for remote learning.
- v) Faculty and staff who are absent are required to report it through our Paychex system. This communicates with the administration about the absence automatically.

B. Parents/Guardians and Students:

- i) Regular forms of communication are utilized with parents/guardians and students such as; School telephone, Personal telephone (calls and texting), Robo Calls, District/School Webpage, Social Media Platforms (Facebook and Twitter), Class Dojo, Google Classroom and Google Hangouts.
- ii) Main office voicemails will be checked regularly; however, the primary teacher/parent communication forum should be through email or Class Dojo.
- iii) Parents/guardians and students also may speak with a technology technician to assist with Chromebook issues. These communications are set up through the primary teacher.
- iv) Parents/guardians and students who had not responded to **any** school communications were reported to the following entities for assistance in communication and to ascertain their welfare. Entities were called in the order of their appearance.
 - (1) School Social Worker - Dr. Pamela Luke: pluke@atlanticcommunitycharter.com
 - (2) School Parent/Community Outreach Coordinator – Ms. Lonniyell Sykes: lsykes@atlanticcommunitycharter.com
 - (3) New Jersey Department of Children and Families: 1-877-652-2873
 - (4) Local Police Departments for a wellness check.

- v) In the event of student illness, parents and guardians will contact the school nurse, Mrs. Mary Seddon, via email at mseddon@atlanticcommunitycharter.com. The school has been directed to report cases of the Corona Virus in our community to state and county officials.

Equitable Access to Instruction Plan

ACCS believes that learning can take place anytime and anywhere. With the continued school closures equitable access to instruction will continue for all of our kindergartens through 8th-grade students. The administration had adopted a reflective approach and has continually evolved our learning plan. Remote learning days will allow our academic schedule to continue uninterrupted, which is vital for the school community we serve.

Goal: To implement a remote home instruction for our students which is equitable, flexible, and meets the needs of our learners and their families. Home instruction time will be established to meet the mandated 180 school year requirement.

General Plan for Remote Home Instruction Days

1. A Remote home instruction day is a day that students and teachers stay home but it is a school day where teachers are mandated to be available from 9 am to 2 pm. The dedicated faculty of ACCS has provided instruction far beyond the boundaries of the schedule to meet the needs of our students and families.
2. Remote home instruction days are designed to reduce the impact and disruption to the school calendar and programs where the continuity of instruction is of the utmost priority.
3. On remote home instruction days students, parents or guardians will be expected to communicate with their teacher using; Email, School telephone, Personal telephone (calls and texting), Robo Calls, District/School Webpage, Social Media Platforms (Facebook and Twitter), Class Dojo, Google Classroom and Google Hangouts.
4. Student Services:
 - i) Our School Social Worker will be available for any remote counseling needs by telephone. Please email her directly at pluke@atlanticcommunitycharter.com for any support needed.
 - ii) Please check our webpage for mobile community resources for social and emotional concerns.

General Procedures for Remote Home Instruction Days

1. Flexible and Equitable learning opportunities will be available to all students.
2. A faculty or a staff member, for attendance purposes, will contact students daily. Any student not participating for a day – parent/guardians will be contacted to determine attendance. If sick, the school nurse will contact to gather any related health information.
3. Paper-based activities were originally planned as the primary method of instruction along with access to our iReady online instruction program. Log on instructions were provided.
4. Teachers will be available via email, dojo, and telephone, and through Google classroom; teachers are expected to respond to email/google classroom inquiries from students promptly during regular school hours.
5. Teachers may record/video lessons and send them via dojo or Google classroom as needed.

6. Individual or group phone contact may be necessary to assist students in their lessons.
7. During the school closings, all athletic, extra-curricular, and community activities (scheduled to be conducted in school facilities) will be canceled, as well as all field trips.

Curriculum Materials and Structure by Date

1. On March 16, 2020, all students received packets, textbooks, and iReady (Instructional/Diagnostic Program) log on credentials to take home for remote instruction. This incorporated English Language Arts, Mathematics, Science, Social Studies, Music, Art, Physical Education and Health, Character Education, and World Language. It also included ESL, Special Education, 504, and intervention and enrichment materials. Students absent this day had their materials mailed home.

2. On April 8, 2020, the second round of packets and textbooks were mailed to all students which included supplies such as pens, pencils, crayons, paper, and glue. This incorporated English Language Arts, Mathematics, Science, Social Studies, Music, Art, Physical Education and Health, Character Education, and World Language. It also included ESL, Special Education, 504, and intervention and enrichment materials. Students absent this day had their materials mailed home.

3. On April 28, 29, and 30, 2020 Chrome books were distributed to all families (K-8) who expressed a need for technology. Parents were scheduled to pick-up a Chromebook at ACCS by appointment. Families who were unable to pick up a device (chrome book) were contacted and provided with additional days and times for pick up. Over 250 Chromebooks were distributed to ACCS students Kindergarten through 8th grade. The administration continues to distribute Chromebooks to students by appointment only on Wednesdays. We also have developed a technical support system where students, parents, and guardians may speak directly to the technician. If the problem is not solved, parents may exchange a Chromebook on any Wednesday by appointment.

5. On May 4th, staff initiated Google Classroom for all students in all classes. Currently, Remote Home Instruction Protocol has teachers post weekly schedules of live instruction, with assignments, and “live” teacher availability utilizing existing curricular materials and websites. The technology interaction allows students and teachers to have virtually a live experience with interaction, feedback, guidance, and facilitation of a brick and mortar classroom. Paraprofessionals support the learning environments to help meet the needs of our students. To be equitable and as a result of parent/guardian feedback, many students can’t meet the teacher’s schedule, therefore the lessons are recorded and may be viewed at a later time. This is very important at ACCS because many of our students have family responsibilities that occupy their time such as; assisting younger siblings with their education, babysitting, acquiring the family's food, parents do not want technology used while they are at work....

6. Students and teachers, and sometimes parents/guardians, have daily interaction where individual student needs are met with teachers providing modifications and accommodations as found necessary.

7. English Language Arts curriculum utilized for remote home instruction.

- a. PEARSON REALIZE
- b. EPIC
- c. SPELLING CITY
- d. BRAINPOP
- e. RAZ KIDS
- f. RAZ PLUS
- g. SMART LEARNING SUITE.COM
- h. LEGENDS OF LEARNING

- i. IXL.COM
 - j. I-READY
 - k. HARCOURT
 - l. COMMONLIT.COM
 - m. READWORDS.COM
 - n. READWORDS.COM
8. Mathematics curriculum utilized for remote home instruction:
- a. SPLASHLEARN.COM
 - b. THINKCENTRAL.COM
 - c. SMARTNOTEBOOK.COM
 - d. HARCOURT
 - e. YOUTUBE VIDEOS ALIGNED TO CURRICULUM
 - f. i-ready
 - g. Mobymax.com
8. Social Studies curriculum utilized for remote home instruction:
- a. OUR FRIEND IN LEARNING/ edy-ourfriendinlearning.com

Questions in BOLD were mandated from the DOE School Pandemic Response Plan Checklist.

Does the plan include equitable access to instruction for all students? Yes, every ACCS student was supplied with paper materials and Chromebooks for their remote home instruction.

Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan? Yes, every ACCS student is being taught by their primary school teachers at their appropriate grade levels. Student needs are met with teachers providing modifications and accommodations as found necessary. Paraprofessionals support the learning environments to help meet the needs of our students.

Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms? Yes, ACCS has distributed over 250 Chromebooks to students in Kindergarten through 8th grade, which is approximately 70% of our school population. Those not receiving a school device continue to make appointments with the administration for picking up a Chromebook or own their devices. Our primary instruction is through Google classroom where students and teachers meet in “live” sessions. These sessions are also recorded to be viewed at a later time if a student can’t make the “live” session. Our main instructional and diagnostic digital platform, i-Ready, is monitored daily for usage. Teachers also monitor and report their student’s live attendance each day.

***Does the district’s plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?** Yes, students without devices are reported to administration, telephone calls are made to the household to make an appointment with the parent or guardian to secure a Chromebook or assist with any technological need. We make appointments on an as-needed basis and continue to distribute Chromebooks to our students. We offer multiple student households multiple devices for every ACCS student who resides there. Our technology department speaks directly to students, parents, and guardians to troubleshoot any issues. Our website shares directions for free or reduced internet access.

To measure the progress of the plan, teachers were directed to log individual student interactions with anecdotal notes along with a daily percentage of student communication which was reported weekly to

administration. Teachers also continued to maintain our Sungard Student Data system with a traditional recording of grades. We later added a new teacher log with a drop-down menu to ease record-keeping and compilation. Every teacher invited every administrator into their Google Meets classrooms for observation opportunities. This allowed for the monitoring of students, as well as, the teaching/learning continuum.

Teachers and administration also met weekly in live video conferencing PLCs to reflect on our plan, troubleshoot concerns, collaborate on instructional practices and assessments, and discuss the needs of our students and families.

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
Mr. Edmund F. Cetrullo, Jr	Lead Person/Principal	August 2018	\$142,000
Mr. Steve DiMatteo	Director of Special Education	July 2017	\$127,000
Ms. Sharon Mauriello	Supervisor of Elem. Education	October 2017	\$90,000
Mrs. Linda O'Donnell	Assistant Principal/Math/Science Instructional Coach	August 2018	\$90,000
Mrs. Patricia O'Connell	ELA/Social Studies Instructional Coach	October 2016	\$90,000

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 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)	93.1% (thru March 16, 2020) [95.4% if we include the COVID-19 closure period at 100% ADA]
Elementary School Attendance Rate (grades K-5)	93.1% (thru March 16, 2020) [95.4% if we include the COVID-19 closure period at 100% ADA]
Middle School Attendance Rate (grades 6-8)	93.1% (thru March 16, 2020) [95.3% if we include the COVID-19 closure period at 100% ADA]
High School Attendance Rate (grades 9-12)	NA
Student-Teacher Ratio	End-Year 9.6:1 (357 students and 37 teachers)

- 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)	48.6% from Oct. 1, 2018 to Oct. 1, 2019 73.5% from end-year SY 2018-19 to Oct. 1, 2019 (SY 2019-20)
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	58.7% from Oct. 1, 2018 to Oct. 1, 2019 89.3% from end-year SY 2018-19 to Oct. 1, 2019 (SY 2019-20)
Frequency of teacher surveys and date of the last survey conducted	Two (Teacher Satisfaction and Climate Survey, December 2019 & June 2020)
Percent of teachers who submitted survey responses	86.5% (32 respondents)
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	<ul style="list-style-type: none"> • 93.7% reported overall satisfaction working at ACCS (56.3% were “very satisfied”) • 90.6% reported receiving either a “great” or “fair” amount of guidance and support from the principal (50.0% said “a great deal of guidance and support”)

c) What were the three main positive aspects teachers identified in the latest survey?

- **Staff Culture** (59.4% described as “very positive” with an additional 31.3% saying “somewhat positive.”)
- **Student Climate inside the Classroom** (46.9% described as “very positive” with an additional 46.9% saying “somewhat positive.”)
Note: this was an area of tremendous improvement in SY 2019-20 (comparing teacher surveys from spring 2019 to spring 2020).
- **Bullying of Students** (only 6.3% of teachers said bullying is a “major problem” (occurs frequently).

d) What were the three main challenges that teachers identified in the latest survey?

- **Student Climate outside the Classroom** (25.0% described as either “somewhat” or “very” negative).
- Qualitative responses indicated that a sizable minority of responding teachers were unable to reach and/or **communicate effectively with parents** (mostly were referring to the COVID-19 closure and subsequent remote learning environment).
- Qualitative responses indicated that more than two-thirds of responding teachers experienced significant challenges getting students to regularly engage in and/or attend daily remote lessons and assignments during COVID-19 closure.

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	50	4	0
1	46	4	0
2	66	0	0
3	59	4	0
4	37	3	0
5	42	7	0
6	28	7	0
7	24	10	0
8	19	4	0
9			
10			
11			
12			

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	0/7
Frequency of parent/guardian surveys	Biannually and as needed
Date of last parent/guardian survey conducted	7/6/2020
Percent of parents/guardians completing the survey (consider one survey per household)	27% The COVID 19 pandemic has forced ACCS to rethink our pathways of communication and solicitation of opinions. Our staff has communicated daily with our school community. Comments shared have been gathered through multiple

Family Involvement and Satisfaction	
	<p>mediums such as; Classroom DOJO, social media, as well as, surveys. These different tools were utilized to have constant communication with our school community and provide us with up to date trends.</p>
<p>Percent of parents/guardians that expressed satisfaction with the overall school environment</p>	<p>Our 7/6/20 survey was related to our Restart and Recovery Plan.</p> <p>The COVID 19 pandemic has forced ACCS to rethink our pathways of communication and solicitation of opinions. Our staff has communicated daily with our school community. Comments shared have been gathered through multiple mediums such as; Classroom DOJO, social media, as well as, surveys. These different tools were utilized to have constant communication with our school community and provide us with up to date trends.</p>

b) What were the three main positive aspects identified by parents/guardians in the latest survey?

The COVID 19 pandemic has forced ACCS to rethink our pathways of communication and solicitation of opinions. Our staff has communicated daily with our school community. Comments shared have been gathered through multiple mediums such as; Classroom DOJO, social media, as well as, surveys. These different tools were utilized to have constant communication with our school community and provide us with up to date trends.

1. Families have been appreciative of the instructional efforts of our staff.
2. Families have been appreciative of the personalized care for their students.
3. Families have been appreciative of the communication during the pandemic.

c) What were the three main challenges identified by parents/guardians in the latest survey?

The COVID 19 pandemic has forced ACCS to rethink our pathways of communication and solicitation of opinions. Our staff has communicated daily with our school community. Comments shared have been gathered through multiple mediums such as; Classroom DOJO, social media, as well as, surveys. These different tools were utilized to have constant communication with our school community and provide us with up to date trends.

1. Families have expressed concerns over the transition to remote home instruction.
2. Families have expressed concerns over technology related to their having to help their students in the household.
3. Families have expressed concerns over the balance in their home lives related to schooling, working, and providing for their families.

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.

1. The PTO meetings occurred monthly throughout the school year and were heavily advertised and placed on the ACCS yearly calendar. Parents, administrators, teachers, students, community members, and our new Parent Teacher/Community Outreach Coordinator attended. The meeting provided for an opportunity for members to develop support projects to support the school, collaborate with the school, and to be educated on various school and community events. Several meetings were planned in Atlantic City to promote greater parent attendance. Outside community partnerships were involved in these meetings as well.
2. The strategic planning and SIP meetings were conducted to assist in gaining feedback with ongoing support for the school.
3. The Title1/Special Education Parent Meetings were held to inform parents about current programs and curriculum initiatives, gain parent perspective and feedback, as well as allow parents to offer suggestions/supports to provide a better educational experience for their students.
4. Back to School Night was a time for parents and families to meet the school staff and learn about their student's curricula.
5. The Black History Month Program was a celebration where parents and families are invited to share in the celebration with student and staff performances.

6. The Saturday Test Prep breakfast was a time where parents and families are invited to dine before the 8 weeks of classes provided to their students. This is a great opportunity for families and staff informally interact while sharing a meal.
7. The Halloween Parade was an opportunity to have parents of K & 1st-grade parade around the school and have classroom celebrations.
8. Elks Hoop Shoot is a daytime program where parents and families may visit to watch their students participate in a basketball competition that is run by the Elks Club of Galloway.
9. Virtual 8th-grade graduation ceremony.

PLEASE NOTE: Due to the COVID 19 pandemic shut down, several events were canceled.

e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.

1. Parents and guardians participated/conducted in the event celebrating the life of a staff member’s child lost to gun violence. These activities were centered on supporting the community and advocating for non-violence.
2. Parents and guardians participated in the New Jersey Parent Summit.
3. Parents and guardians participated/conducted in several pretzel sales.

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.
SRU/ETTC (Stockton University)	Professional development membership	Professional development opportunities for staff
Atlantic-Cape Community College	Saturday Test Prep sessions and Black History Month Program	Use of facilities
Rowan University	Professional development Student-teacher placement Recruitment of Staff Student-Teacher placement Class trip	Staff and student opportunities Practicum Students
CharterTech High School	High School recruitment	7 th & 8 th -grade students

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Atlantic County Institute of Technology	High School recruitment	7 th & 8 th -grade students
Stockton University	Field experience placement Student-teacher placement STEM Program College recruitment English Department Poetry classes	Practicum Students 7 th -grade female student 8 th -grade students
West Chester University	Field experience placement Student Social Worker placement	Practicum Students

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.
Seaview Fire Department	Assembly	Student services
Winceyo Company	Assembly	Student Services
Bromley Productions	Assembly	Student Services
Atlantic County Prosecutor's Office	Middle School assembly 8 th Grade graduation keynote speaker	Student services
Galloway Elks	Hoop shoot Field day	Student services
SJ Foodbank	P.T.O. Meeting	Parent services
Atlanticare	Healthy Schools Garden Cooking assembly	Middle school students Student services
Galloway Police Department	D.A.R.E Kindergarten Program	5 th grades student services

- b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.

The educational and community partnerships provide greater equity to our school community supplying opportunities of exposure to a larger world outside of their immediate experiences. For our learners to become tomorrow's leaders they must travel outside of the confining experiences

socio-economic status places on them to broaden their understanding of the larger world. Our partnerships provide exposure and experiences that will pique curiosity so our students can set goals beyond their current scope.

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	“No fewer than 3, no more than 9”
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	July 15, 2020
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	April 17, 2020

- b) List the amendments to by-laws that the board adopted during the 2019-2020 school year.

N/A

- c) List the critical policies adopted by the board during the 2019-2020 school year.

Critical Policies adopted by the Board during the 2019-2020 school year:

1. Parent/Student Handbook
2. Human Resources Employee Handbook
3. Special Education and Related Services Manual
4. Intervention & Services Manual
5. ACCS Evaluation Handbook
6. In-Class Support & Co-Teaching Framework and Guidelines for Administration and Teaching Staff
7. Danielson Evaluation Tool for the School Social Worker and School Psychologist
8. Marzano Full Package Protocol and Library Renewal
9. Maximum Travel Expenditures
10. Staff Observation Procedures
11. Professional Development Plan
12. Memorandum of Understanding (ACCS and Galloway Police Department)
Addendum – Live Streaming Memorandum of Understanding
13. Participation in the Special Education Medicaid Initiative (SEMI) Program - Ongoing
14. Staff Incentives
15. Memorandum of Understanding for Federal Emergency Management Agency (FEMA) Grant Funding
16. Plan for Closure Due to COVID-19
17. Job Descriptions:
Parent Coordinator
Assistant Principal

Board Certified Behavior Analyst (BCBA)
Learning Disabilities Teacher Consultant

18. Policies & Regulations:

Policy & Regulation 5611: "Removal of Students for Firearms Offenses"

Policy & Regulation 5610: "Suspension" & "Suspension Procedures"

Policy: "Expulsion"

Policies & Regulations (continued):

Policy & Regulation 5613: "Removal of Students for Assaults with Weapons Offenses"

Policy & Regulation 8600: "Student Transportation"

Policy & Regulation 8630: "Bus Driver/Bus Aide Responsibility & "Emergency School Bus Procedures"

Policy 5111: "Admissions"

Policy 5337: "Service Animals"

Policy 3159 "Teaching Staff Member/School District Reporting Responsibilities"

Policy & Regulation 7440: "School District Security"

Policy & Regulation 7441: "Electronic Surveillance in School Buildings and on School Grounds"

d) What were the main strengths of the board identified in the latest board self-evaluation?

1. Support of the Mission of the school
2. Avoidance of Day to Day Operation
3. Recognizes the importance of teamwork, problem solving and effective decision making

e) What were the three main challenges identified in the latest board self-evaluation?

1. Test scores
2. Probation
3. Facility space

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 Background Check	Date of all NJSBA Training
Dr. Dominick Potena	5/27/14	N/A	President	DrPotena@aol.com	12/10/14	6/24/19 Gov 4
Douglas Groff	1/29/15	N/A	Vice-President	Groff26@aol.com	2/18/15	6/24/19 Gov 4
Dr. Kenneth King	2/20/20	N/A	Member	kenking39@yahoo.com	In progress	In progress
Matthew Heinle	3/12/14	N/A	Member	matthew.heinle@gmail.com	4/11/14	6/24/19 Gov 4
Peter D. Seltzer	3/12/14	N/A	Member	Pete_seltzer@verizon.net	3/12/14	6/20/18 Gov 4

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Linda Brand	10/26/17	N/A	Member	Brand-linda@cooperhealth.edu	12/8/15	7/16/19 Gov 2
Marlene Frayne	3/12/14	N/A	Member	marmommar@comcast.net	6/5/13	9/13/18 Gov 4

- 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.

<https://www.atlanticcommunitycharter.com/board-meeting-minutes>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website.

May 28, 2020

<https://static1.squarespace.com/static/5ba2585c8f513026b82db8a3/t/5efcf3529a8c6720c960edd5/1593635667297/FINAL+ACCS+5-28-20+Regular+Meeting+Minutes.pdf>

- d) Pursuant to *N.J.S.A. 18A:36A-15* Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

See Appendix D

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 the 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	November 18, 2019
Date the application for school year 2019-2020 was due back to the school from parents/guardians	February 21, 2020
Date and location of the lottery for seats in school year 2019-2020	February 28, 2020 Atlantic Community Charter School 112 S. New York Road Galloway, NJ 08205

- 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.

The URL to the school’s application:

<https://registration.powerschool.com/family/ActionForms/Public/21400>

- 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.

The application is available online and accessible via the school’s website. Hard copy applications are also available at the school location and through the school’s recruiting team.

- 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.

The application is available in both 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.

Local newspaper advertisements; school website; distribution of flyers to local venues by recruitment team.

- 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	10	15	0
1	3	13	0
2	2	3	0
3	5	0	0
4	3	0	0
5	1	0	0
6	1	0	0
7	3	0	0
8	1	0	0
9			
10			
11			
12			

- 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.

NEED INFO JOHN

Table 15: School Site Facility Information

School Site Facility Information	
Site name	Atlantic Community Charter School
Facility lease information	112 S. New York Road Galloway, NJ 08205
Landlord name	Galloway Education, LLC
Lease commencement date	February 21, 2019
Lease termination date	June 30, 2023 with five successive separate five year renewal periods to extend the lease through June 30, 2048.
2020-2021 annual lease cost	\$330,278.39
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	1
Total annual cost of all leases	\$330,278.39
Total lease amount budgeted for 2020-2021	\$330,278.39

Table 17: School Site Facility Information Mortgage/Bond Summary

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

School Site Facility Information Lease Summary	
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.

ACCS utilizes iObservation from Learning Sciences International or more commonly known as the 2014 Marzano Teacher Evaluation Model for educator evaluation. The tool is broken down into Domains.

Domain 1, evaluation of Classroom Strategies and Behaviors, is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.

Domain 2, evaluation of Planning and Preparing, allows the teacher to plan for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

Domain 3, evaluation of Reflecting on Teaching, provides a forum for educator reflection and creation of a Professional Growth Plan.

Domain 4, evaluation of Collegiality and Professionalism, provides a forum for teachers to understand teaching is part of a much larger community.

2014 Marzano Teacher Evaluation Model combines all domain scores along with teachers’ SGO scores. This overall evaluation score combines the multiple measures of teacher practice and student growth to calculate a summative evaluation to coincide with NJAchieve’s ratings of Highly Effective, Effective, Partially Effective, or Ineffective.

- b) Provide a description of the school leader evaluation system that the school has implemented.

The school leader evaluation is based on district goals for the year 2019-2020 and the job description for the Lead Person which is included in Board of Trustees Policy 1230 – Lead Person’s Duties and Policy 1240 – Evaluation of the Lead Person. SEE Appendix C.

- 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 seq.*
- 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:

Print Full Name:

Title:

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

Date:

Print Full Name:

Title: