

**New Jersey Department of Education,
Office of Charter and Renaissance Schools
Annual Report 2020-2021 SY**



**ATLANTIC COMMUNITY
CHARTER SCHOOL**

**August 1, 2021
112 South New York Rd
Galloway, NJ 08205
PH: (609) 428-4300 – Fax: (609) 652-4080**

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.

Submission Process for the 2020-2021 Report: The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2021." To submit the report, upload it to the subfolder "Annual Report 2021" 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 2021" 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 2, 2021. 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, 2021.

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

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of charter school	Atlantic Community Charter School
Grade level(s) to be served in 2021-2022	K, 1, 2, 3, 4, 5, 6, 7, 8
2020-2021 enrollment (as of June 30, 2021)	343
Projected enrollment for 2021-2022	367
Current waiting list for 2021-2022	71
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 2020-2021	K, 1, 2, 3, 4, 5, 6, 7, 8
Grade level(s) to be served at this site in 2021-2022	K, 1, 2, 3, 4, 5, 6, 7, 8
Site street address	112 South New York Road
Site city	Galloway
Site zip	08205
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 (ACCS) 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 in the New Jersey Student Learning Standards.

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

- **Academic achievement.** ACCS curricula are aligned to the NJ Student Learning Standards, utilizing the NJ Curriculum Frameworks; with updated textbooks in all core subject areas; updated software in World Languages, a 1:1 computer: student ratio in all grades, use of Google Classroom/Meets and a traditional classroom as the main forum for a synchronous hybrid (A day/B day) model due to COVID-19. Our 20-21 SY plan was focused on maintaining the same exact expectations for our students as if it were a non-COVID-19 year where we:
 - Started the school year on time, September 1, 2020
 - Created a plan where every student could physically attend school every other day (A day/B day schedule)
 - Created a fulltime schedule where students were expected to be present at school or online from 8:30 am to 3:30 pm every day
- **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, "Caught you being good" program, and an administrative "open-door policy." Both parents and students are surveyed regularly for input. ACCS has continued with a Parent-Teacher/Community Outreach Coordinator for the 20-21 SY. Due to COVID-19, our Parent Teacher Organization meetings were held remotely every month. Our meetings routinely have various entities from the community presenting valuable information beyond the school's focus but pertinent to the lives of our community members such as:
 - Financial Literacy/Saving
 - Atlantic County Prosecutor's Office
 - Mental Health Professionals
 - Health care professionals from Atlanticare
 - Job attainment; Casinos and Atlanticare
 - Parent Resume Building
 - Atlantic Cape Community College Dean to promote student and parent secondary education
 - Egg Harbor Township Food Bank
 - Atlantic City Councilman – Black History Month Guest
 - Clothing Drive for families
 - Connecting the Dots – Scholarship Seminar

- Pleasantville Chief of Police
- In My Care Mentoring
- Police in Me in coordination with the Atlantic County Judges
- Small Business Academy
- Repairing Your Credit

It is our strong belief that if we assist parents to improve 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 real-life situations we have developed a school-wide positive incentive program (Caught You Being Good Dollars), a revised discipline code, counseling by our school social worker, and the addition of a BCBA to counsel, support, and plan for our students' emotional and social needs. We continue to implement the "Calm Classroom" program to provide students with strategies/skills to help self-regulate their emotions. The entire school staff received professional development from Effective School Solution in the Trauma Attuned Model (TAM).

Trauma Attuned Model™

The Trauma Attuned Model™ is a relationship-based model, evidence-centered model. The goal is to help adults strengthen their resiliency through awareness of trauma and its effects on overall health, development and success. When adults strengthen and model their own resiliency, it will naturally strengthen the resiliency of the children in their care as well. It is a powerful way to become more attuned to the traumas of self and others to promote healthy growth and achievement.

The Trauma Attuned Model will continue to be reinforced at ACCS during the 21- 22 SY where our staff will be coached in our classrooms by our turnkeyed TAM trainers.

- As evidenced by the increasing numbers of school and district leaders seeking alternative discipline strategies, many educators acknowledge the limitations and adverse effects of discipline requiring student removals like suspensions or expulsions. In addition, "Do Suspensions Affect Student Outcomes?" an article developed by the University of Pennsylvania's Mathematica Policy Research, demonstrated that out-of-school suspensions are correlated with decreased performance in both Math and English Language Arts Assessments. In "Impacts of School Suspensions on Adult Crime", published by the National Bureau of Economic Research, it was reported that students assigned to schools with high-suspension rates have an increased likelihood of being arrested and are less likely to attend a four-year college. The paper goes on to demonstrate that males of color are more likely to be negatively affected by punitive discipline practices when compared to their white counterparts.

- To counter balance the research, ACCS will apply to be a pilot school for the NJDOE's Restorative Practices Pilot Program for the 2021-2022 school year. This pilot program presents an opportunity for ACCS to continue to rethink their student discipline practices and receive support in transitioning from an over reliance on punitive discipline measures to discipline practices that foster empathic and nurturing environments similar to our existing alternate methods to discipline.
- **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. Again, the entire school staff received professional development from Effective School Solution in the Trauma Attuned Model (TAM).
- **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 enhance their social and emotional well-being. Our use of integrated technology is a key design element of our educational programs across all disciplines. Every student utilizes a Chromebook every day as a result of COVID-19. We will continue this practice for the 21-22 SY where K-4 students will have a classroom Chromebook and 5-8 students will be assigned a Chromebook for home and school.
- **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 2020-2021 PDP incorporated an 11-day schedule including one week before the start of the 2020-2021 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 and our COVID-19 Restart and Recovery Plan. The plan also addresses the implementation of:
 - Marzano Evaluation Tool (2014 Version)
 - Professional Growth Plans
 - Student Growth Objectives
 - Classroom DOJO communication protocol
 - Trauma Attuned Model
 - Google Classroom/Smart Suite
 - iReady diagnostic tools
 - iReady instructional programs
 - ACCS School Improvement Plan
 - Go Math
 - Inspired Instruction training in Math
 - Inspired Instruction training in ELA
 - McGraw Hill Reading Mastery training in ELA
 - Clements Education Writing/Vocabulary training in ELA
 - FOSS training in Science
 - Calm Classroom

- Handle with Care
- Bus training
- Human Resources training
- Schoology training
- LinkIT 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 mentor. This individual ensures 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 regularly 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. During COVID-19, we were proud to provide 181 days with a full schedule of synchronous learning, similar to a non-COVID-19 school year.
- **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. Google Classroom/Smart Suite was our main educational platform to accommodate "in person" and "remote home instruction" students.
- **School Management Design.** The school's management company provides continuous support. The Vice President of Assessment, Research & Evaluation 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 including hiring teachers, writing grants, installing the technology, assisting with state reporting, providing school leadership with regular support in analyzing and interpreting student data, coordinating facilities maintenance and repair, food services, student recruitment, providing financial management and providing social media, website, and communications as part of the services. This enabled the school administrators 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. The addition of a fulltime technology coordinator has been invaluable through the pandemic supporting staff, students and parents.

- 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 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.

ACCS GOAL

GOAL HISTORY

Objectives, measures, and strategies in the School Improvement Plan and ASPs plan related to Math and ELA do not specify two of the three viable federally designated subgroups – African Americans and Economically Disadvantaged – because these two subgroups represent 85% and 95%, respectively, of the total student enrollment at Atlantic Community Charter School. As such, the “All” student group is essentially the same as these two subgroups. Hispanic students may constitute a viable student subgroup starting in SY 2018-19. If so, this subgroup will be added to the objectives and measures sections. Please note: Based upon a new Covid effected subgroup and the United States Department of Education's cancellation of nationwide standardized tests in the 2019-2020 school year and the federally approved waiver of the NJSLA in the 2020-2021 school year, the Atlantic Community Charter School will establish a new set of targets and measures effective the 2023-2024 school year. These new targets and measures are needed to deal with learning loss and the inequitable impact COVID has had on students of color, especially those living in urban, economically disadvantaged communities, which are the communities that we serve. Referring to the 2018-2019 data points on student achievement are irrelevant in this new era of re- establishing baselines of student growth and standards-based assessments

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 a 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% and the year's end ADA was 95.3%.

ACCS' goal remains to keep the attendance rate up to 95% and reduce chronic absenteeism to a rate approaching the statewide rate.

Table 3: Format

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 2021 and June 2022, the percentage of chronically absent students will decrease, 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 Attendance Action Team (AAT) substantially improved follow-up communication with parents of absent and truant students regarding expectations around student attendance generally, absence notes, truancy status, and chronic absenteeism status in particular. Families were referred to court and Division of Child Protection and Permanency (DCP & 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%. The final ADA was 95.3%</p> <p>The 2020-2021 ACCS Attendance Action Team diligently worked to increase student attendance throughout the school year utilizing expected and mandated protocols such as letters, daily calls from AAT members and social worker, house visits, police wellness checks, report to DCP & P, offering parents to send the student to school every day, and filing truancy charges. The disappointing aspect of the process was the lack of support with outside agencies which school districts rely on for support when school protocols fail. Members of the AAT communicated with DCP & P and were told they were not taking new cases of educational neglect during the pandemic and would only update the manager of students/families with existing cases. Members of the AAT filed truancy charges with Galloway Township; however, the majority of parents did not comply with the subpoena and the judge, the Honorable Howard E. Freed, was not permitted to file contempt of court charges against the parents because of COVID-19. Court dates were continually being rescheduled.</p> <p>Our lowest monthly ADA was 79.3% and our highest was 85.3%. Please note that ACCS held its students and families to a normal year expectation for school attendance. We expected a fulltime, non COVID-19-year</p>

schedule whether a student was “in person” or on “remote home instruction.” Students’ attendance was taken throughout the day and if they left the classroom environment, their attendance record for the day was changed to reflect their lack of being present.

Due to the 2020 – 2021 school year’s unprecedented challenges as a result of the COVID-19 worldwide pandemic, ACCS was not able to decrease the chronic absenteeism percentage. The ADA rate for this year, at 82.7%, was a little more than 10 percentage points below where it was the last two years. The chronic absence rate more than doubled this year to 50.3%, after having trended downwards across the previous few years. The average ACCS student was absent 30.4 days and late 1.6 days. This translates to an average attendance rate of 83%. This goal will be continued for the 2021-2022 school year.

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. It is also important to note the emphasis on data analysis throughout the ACCS instructional programs and focus on professional development related to individualizing the learning experience for students. The infusion of data reviews and discussions in PLC’s has provided a notable improvement in student engagement and improved academic expectations.

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 adoption of Ready Math ACCS continues to implement i-Ready online instruction in both Math and Reading in grades K through eight. This includes incentive programs for i-Ready over the summer months for 2020 and 2021.

Additionally, the school continues with the Science Learning Activities to comply with the Next Generation Science Standards. The FOSS program supports this with hands-on lab activities.

The social studies curriculum, which utilizes HMH Into Social Studies (k-5) and United States History and World Civilizations (6-8), 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 CSMI, whose Vice President of Assessment, Research, and Evaluation, and his team provides data analysis through assessments such as iReady, LinkIT, and NJSLA. Through CSMI's team, we have been able to review student performance in a much greater and comprehensive manner. The use of data at a high level informs instruction and contributes to high-quality instruction at ACCS.

ACCS utilizes varied 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 implemented a 1:1 Chromebook program in all grades to meet the states requirements of the 2020-2021 school year. The Chromebook initiative will continue in the 2021-2022 school year where 5th through 8th grade students will carry their Chromebooks at all times in school and home.

Following the mission to inspire ACCS learners to be leaders, teachers ask engaging and relevant questions and identify key vocabulary relevant to real-time news and text. Our dedicated teachers continuously encourage students to think about the "why" for learning and the "how" to apply what they have learned to other classroom and real-life experiences. Classroom lessons are always focused to engage whole group, collaborative group, and/or individualized instruction, which may occur simultaneously, for students that are still working on learning concepts. Our teachers and support staff pride themselves in working with small groups to reinforce the concepts that are being taught. To support struggling students, teachers use data and multiple methods of instruction to determine if students are learning, including evaluation of student engagement and participation, student assessment data, etc.

Through all of the aforementioned methods, Atlantic Community Charter School is able to ensure that high-quality instruction is being delivered in the classroom. ACCS met this challenge head-on with a comprehensive COVID-19 opening plan. Devised in short notice and with the Pandemic Response Team, ACCS implemented a deliberate and organized hybrid synchronous learning experience for "in person" and "total remote instruction" students alike.

b) Provide a brief description of the school's common 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 discuss the objectives in student-friendly language. Teachers are in constant communication with parents and guardians using a universally accessed Classroom DOJO communication platform. 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. The use of document cameras and interactive Smartboards provides practicality and hands-on learning to students. 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 is 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. The emphasis on data analysis throughout the ACCS instructional programs and attendance connects the learning experience and social-emotional needs of every student. The infusion of data reviews and discussions on individual student engagement in PLC's has provided a notable improvement.

As part of continuing strategies related to our SIP, our Action Attendance Team monitored and communicated with families related to their student's attendance. The planned quarterly attendance trips for perfect attendance during each marking period were cancelled as a result of the COVID-19 pandemic, however we adapted to the hybrid schedule to hold virtual assemblies to celebrate these students. We had a positive reaction due to this effort. Our Parent Teacher Organization/Community Outreach coordinator continued her efforts by providing engaging and meaningful opportunities for our school community.

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 school wide token economy helps meet financial literacy standards as teachers assist students keeping “bank accounts” in the classrooms so students may “save” and track their wealth.

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 has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

ACCS created a 20-21 SY plan by employing a synchronous hybrid model where every student could physically attend school every other day (A day/B day schedule), but also met the needs of our families who chose to keep their students totally remote. Our plan was focused on maintaining the same exact expectations for our students as if it were a non-COVID-19 school year where:

- school started on time on September 1, 2020
- implemented a 1:1 chrome book initiative with all students K through eight
- implemented a fulltime schedule where students were expected to be present at school or online from 8:30 am to 3:30 pm every day
- used a combination of technological resources such as:
 - Google Classroom/Meets/Suite
 - Schoology
 - Clever
 - LinkIT
 - iReady
 - GoGuardian
 - Brainpop
 - First in Math
 - FOSSweb
 - HMH ED Your Friend in Learning
 - McGraw Hill
 - Newsela
 - Raz Kids
- provided all special services such as, but not limited to IEPs, 504s, I & RS, ELA and Math Intervention, Gifted and Talented, and ELL
- provided traditional classroom experiences for our in-person students
- provided meals for all students in-person and remote
- increased our student to adult ratio by securing Stockton University students throughout the school year.

A huge area of strength and opportunity for ACCS was the capacity of our staff to evolve while working under our hybrid plan. 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.

1.4 Assessment

- a) February 25, 2021, the Department required the submission of local interim assessment data to report on whether students were below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). For the purposes of the collection, the Department requested interim assessment data from assessments administered between November 16, 2020 and February 19, 2021. Fill in the following interim assessment data by percentage of students below, on, or above, and include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 4: Proficiency Rates on local assessments (percent performing on, above, and below grade level on the i-Ready Diagnostic)

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K	41.2%	58.8%	0.0%	36.0%	64.0%	0.0%
ELA 1	68.2%	27.3%	4.5%	65.0%	32.5%	2.5%
ELA 2	84.4%	15.6%	0.0%	79.1%	16.3%	4.7%
ELA 3	75.0%	23.3%	1.7%	76.3%	23.7%	0.0%
ELA 4	90.0%	10.0%	0.0%	80.0%	20.0%	0.0%
ELA 5	80.0%	16.7%	3.3%	80.0%	13.3%	6.7%
ELA 6	84.4%	15.6%	0.0%	78.7%	15.2%	6.1%
ELA 7	71.4%	23.8%	4.8%	87.5%	8.3%	4.2%
ELA 8	89.5%	10.5%	0.0%	81.0%	19.0%	0.0%
ELA 9	NA	NA	NA	NA	NA	NA
ELA 10	NA	NA	NA	NA	NA	NA
MAT K	60.0%	40.0%	0.0%	58.3%	37.5%	4.2%
MAT 1	77.3%	22.7%	0.0%	77.5%	22.5%	0.0%
MAT 2	73.0%	7.0%	0.0%	83.3%	16.7%	0.0%
MAT 3	100.0%	0.0%	0.0%	91.4%	8.6%	0.0%
MAT 4	92.0%	8.0%	0.0%	86.0%	14.0%	0.0%
MAT 5	80.6%	19.4%	0.0%	76.7%	20.0%	3.3%
MAT 6	81.8%	18.2%	0.0%	75.8%	21.2%	3.0%
MAT 7	90.9%	9.1%	0.0%	87.0%	13.0%	0.0%
MAT 8	80.0%	20.0%	0.0%	85.8%	14.3%	0.0%
Algebra I	NA	NA	NA	NA	NA	NA
Geometry	NA	NA	NA	NA	NA	NA
Algebra II	NA	NA	NA	NA	NA	NA

*Percentages are based on the i-Ready Winter (January 2021) and Spring (June 2021) Diagnostic assessments and include all students testing in each specified test window.

**Percentages may not sum exactly to 100% due to rounding.

- b) Identify the type of assessments used for interim assessment data:
 - Solely charter created
 - X Vendor and charter created
 - Combination of solely charter and vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
 - Solely charter created
 - X Vendor and charter created
 - Combination of solely charter and vendor and charter created
- d) Explain what steps the school has taken, or plans to take, to ensure 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).

ACCS has created and implemented a School Improvement Plan with detailed goals, objectives, strategies, action steps, and timelines to assist with proficiency and growth in ELA and Math. The plan encompasses all students eligible for free and reduced-price lunch, English language learners, students with disabilities, and all racial/ethnic groups. Below are our goals, objectives, strategies, action steps, and timelines to assist with proficiency and growth in ELA and Math for the 2021-2022 school year.

Goal 1: Improve the rate of student academic growth in Math, increase NJLSA Math proficiency rates, and increase the percentage of students performing at or above grade level in Math.

Objective #1: 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 on the i-Ready Diagnostic Assessment (F-to-Spr, grades 1-8).

Objective #2: 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 on the i-Ready Diagnostic Assessment (F-to-Spr for grades 1-8).

Objective #3: 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).

Objective #4: 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).

Objective #5: Reduce by 25% the percentage of students in grades 3-8 not yet proficient in Math on the NJSLA by Year 5 (SY 2023-24).

Objective #6: Reduce by 25% the percentage of students with disabilities in grades 3-8 not yet proficient in Math on the NJSLA by Year 5 (SY 2023-24).

Objective #7: Reduce by 25% the percentage of students in grades K-8 not yet performing on grade level in Math (early, mid, or late year) by Year 5 (SY 2023-24).

Objective #8: Reduce by 25% the percentage of students with disabilities in grades K-8 not yet performing on grade level in Math (early, mid, or late year) by Year 5 (SY 2023-24).

Goal 1: Strategies

1. Provide additional professional development and regular formative feedback for teachers on effective use of student performance data to drive instructional differentiation during intervention time each day.

Actions	Timeline	Responsible Position
a. Schedule full-day i-Ready training for August 27, 2021 to analyze data based off Covid-19 loss and plan for instruction. Conduct follow-up trainings with small groups of teachers and individuals across the school year during grade level Professional Learning Communities.	8/27/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
b. Increase differentiation of weekly Professional Learning Communities utilizing the Connection Action Roadmap (CAR) and individual teacher support meetings with a focus on data interpretation and instructional decision-making.	9/1/21– 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
c. Complete regular monitoring of classroom intervention and enrichment period instruction through established walkthrough observation protocol.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Curriculum Supervisor
d. Continue to implement the LinkIT data integration platform to facilitate administrator and teacher access (remote) to comprehensive student academic and non-academic performance data across multiple years for the purpose of instructional planning.	8/24/20 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Curriculum Supervisor.

2. Initiate new core math program READY MATH (Curriculum Associates)

Actions	Timeline	Responsible Position
a. Incorporate August teacher PD with a focus on curriculum and our new core instructional Math Program - Ready Math - (Curriculum Associates) with specific lesson expectations.	8/24/21 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Curriculum Supervisor
b. Utilize READY MATH consultant to provide direct support and implementation of the program at multiple points across the school year to ensure the program is being implemented with fidelity.	9/24/21, 10/29/21, 12/2/21	Assistant Principal/Coach
c. Continue to utilize the Moving with Math program and Suntex - First in Math to supplement and support our core instructional math program.	9/1/21- 6/24/22	Assistant Principal/Curriculum Supervisor
d. Evaluate the impact of the new core math program (Ready Math) ongoing analysis of	1/30/22- 6/24/22	Assistant Principal/Curriculum Supervisor

mid-year and full-year scale growth on the i-Ready diagnostic assessment in Math.		
e. Expand external PD opportunities in Math for Instructional Coaches and teachers.	8/26/21 – 6/24/22	Lead Person/Principal

3. Continue to implement the classroom walkthrough/observation protocol with fidelity.

Actions	Timeline)	Responsible Position
a. Expand use and increase the frequency of UDL classroom walkthrough observation tool.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
b. Continue to utilize Google applications to record and track walkthrough observation data and provide immediate feedback to teachers.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
c. Continue to incorporate both aggregate and individual teacher-level findings from the walkthrough observation tool into regularly held administrative team/SIP meetings with focus on driving instructional improvement and future professional development.	Twice Monthly (Dates TBD)	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor

4. Continue to implement the Instructional Intervention Strategist initiative.

Actions	Timeline	Responsible Position
a. Recruit and hire/retain two (2) the Instructional Intervention Strategists for the 2021-2022 SY for Math.	7/1/21 until filled	Lead Person/Principal
b. Formulate implementation strategies for the school year – ICS and/or small group pullout.	7/1/21 – 6/24/22	Curriculum Supervisor/Coach

5. Continue to implement i-Ready diagnostic assessments three times per year (Fall, Winter, Spring) to monitor student growth in Math across the year and provide teachers with instructional recommendations and lesson resources for intervention instruction.

Actions	Timeline	Responsible Position
a. Continue to implement i-Ready diagnostic assessment in Math in grades K-8.	9/1/21 – 6/24/22	Lead Person/Principal and Vice President of Assessment, Research & Evaluation.
b. Provide PD for all teachers on the implementation of i-Ready diagnostic assessment and the interpretation of resulting reports to guide instruction.	8/27/21 and ongoing throughout the year through PLCs.	Lead Person/Principal
c. Schedule recurring meetings to review i-Ready data, interpret reports, and plan instructional actions, both in PLCs and with individual teachers.	Ongoing throughout the year through PLCs. 9/1/21 – 6/24/22	Lead Person/Principal

6. Continue the use of i-Ready's online instructional program to improve the quality of differentiated instruction and instructional intervention in Math.

Actions	Timeline	Responsible Position
a. Continue to implement i-Ready online instruction in Math in grades 1-8 (individualized instructional pathways based on 3 x yr. diagnostic assessment results). <i>(Note: Kindergarten are assessed 2x/yr. and start the iReady online instruction after the winter diagnostic)</i>	9/1/21 – 6/24/22	Teacher/Administration
b. Provide PD for all teachers on the implementation of the i-Ready instructional program and the interpretation of resulting reports to guide instruction.	8/27/21 and ongoing throughout the year through PLCs.	Lead Person/Principal, Assistant Principal, Director of Special Education, Supervisor of Elementary Education, Curriculum Supervisor/Coach
c. Continue to monitor the implementation of i-Ready instructional program, weekly review for student usage (time on task) and lesson pass rates. Provide feedback to teachers weekly, especially those classrooms with unsatisfactory usage and/or pass rates.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal, Director of Special Education, Supervisor of Elementary Education, Curriculum Supervisor/Coach
d. Continue to evaluate the impact of online instruction through ongoing analysis of mid-year and full-year scale growth on the i-Ready diagnostic assessment in Math.	1/4/22 – 6/24/22	Lead Person/Principal, Assistant Principal, Director of Special Education, Supervisor of Elementary Education, Curriculum Supervisor/Coach

7. Implement a targeted after-school tutoring program for students in grades 5th-8th.

Actions	Timeline	Responsible Position
a. Identify students for participation based on classroom progress/grades, i-Ready, and NJDOE standardized assessment data (Tier 2 and 3 students). Recruitment numbers will be based on the capacity to serve 50-60 students per day.	10/5/21 – 4/7/22	Lead Person/Principal, Assistant Principal, Director of Special Education
b. Recruit certificated teachers and staff for after-school program.	8/25/21 – 4/7/22	Lead Person/Principal
c. Set up bus transportation for students to get home from the after-school program.	By 9/8/21	Lead Person/Principal and Transportation Supervisor

8. Continue to implement Saturday test preparation program (prep focused on NJSLA assessment performance)

Actions	Timeline	Responsible Position
a. Recruit students and parents (grades 3-8) to participate in the Saturday test preparation program.	1/4/22 - 2/22	Lead Person/Principal.

b. Schedule and secure a location (preferably Cape Atlantic Community College, Atlantic City, NJ) for our eight (8) Saturday sessions to occur between February and March. (8:30 am to 12:30pm)	9/8/21-12/10/21	Lead Person/Principal and Saturday School Directors
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9. Continue to implement an academically focused 5-week (July-August) Summer School Intervention Program with bus transportation provided.

Actions	Timeline	Responsible Position
a. Identify up to 30 students based on either chronic absenteeism and/or academic under-performance for summer intervention in lieu of possible grade retention.	4/15/22-6/3/22	Lead Person/Principal.
b. Recruit Regular Education certified teachers and paraprofessionals to staff the Summer School Intervention Program.	By 6/4/22	Lead Person/Principal, Assistant Principal.
c. Develop appropriately leveled instructional interventions tailored to individual students' needs based on Spring i-Ready diagnostic assessment and other data.	By 7/6/22	Curriculum Supervisor/Coach and Teachers
d. Utilize i-Ready's online instruction program twice per week per subject (30 minutes per session) in both Math and Reading to supplement teacher instruction.	7/6/21 – 8/8/22	Curriculum Supervisor/Coach and Teachers

10. Continue to provide remediation and recoupment of skills for designated Special Education, classified students, through a 5-week Extended School Year Program.

Actions	Timeline	Responsible Position
a. Identify students with IEPs who have exhibited significant challenges in retaining academic skills based on teacher and curricular assessments.	By 6/4/22	Director of Special Education
b. Recruit Special Ed.-certified teachers and paraprofessionals to staff the Extended Year Program.	By 6/4/22	Director of Special Education
c. Provide remediation instruction for those identified students based off their IEP goals and diagnostic assessment information.	7/6/21–8/6/22	Director of Special Education and Teachers.

Goal #2: Improve the rate of student academic growth in ELA, increase NJLSA ELA proficiency rates, and increase the percentage of students reading on/above grade level.

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

Objective #2: 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 Reading on the i-Ready Diagnostic Assessment (F-to-Spr for grades 1-8).

Objective #3: 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).

Objective #4: 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).

Objective #5: Reduce by 25% the percentage of students in grades 3-8 not yet proficient in ELA on the NJSLA by Year 5 (SY 2023-24).

Objective #6: Reduce by 25% the percentage of students with disabilities in grades 3-8 not yet proficient in ELA on the NJSLA by Year 5 (SY 2023-24).

Objective #7: Reduce by 25% the percentage of students in grades K-8 not yet performing on grade level in Reading (early, mid, or late year) by Year 5 (SY 2023-24).

Objective #8: Reduce by 25% the percentage of students with disabilities in grades K-8 not yet performing on grade level in Reading (early, mid, or late year) by Year 5 (SY 2023-24).

Goal #2 Strategies

1. Provide additional professional development and regular formative feedback for teachers on effective use of student performance data to drive instructional differentiation during intervention time each day.

Actions	Timeline	Responsible Position
a. Schedule full-day i-Ready training for August 27, 2021 to analyze data based on Covid-19 loss and plan for instruction. Conduct follow-up trainings with small groups of teachers and individuals across the school year during grade level Professional Learning Communities.	8/27/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
b. Increase differentiation of weekly Professional Learning Communities utilizing the Connection Action Roadmap (CAR) and individual teacher support meetings with a focus on data interpretation and instructional decision-making.	9/1/21– 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
c. Schedule regular monitoring of classroom intervention period instruction through established walkthrough observation protocol.	9/1/21 – 6/24/22	Lead Person/Principal
a. Continue to implement the Link It data integration platform to facilitate administrator and teacher access (remote) to comprehensive student academic and non-academic performance data across multiple years for the purpose of instructional planning.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Curriculum Supervisor.

2. Improve professional development focus and frequency of follow-up/monitoring on curriculum implementation.

Actions	Timeline	Responsible Position
a. Continue use of consultants to provide direct support and modeling to teachers in ELA instruction	7/1/21 – 6/24/22	Lead Person/Principal and Curriculum Supervisor/Coach

and best practices (Inspired Instruction, Wilson Reading, and Clements Education).		
b. Expand external professional development opportunities in ELA for Curriculum Supervisor/Coach and teachers.	7/1/21 – 6/24/22	Curriculum Supervisor/Coach and Teachers.
c. Expand external professional development opportunities in ELA for Curriculum Supervisor/Coach by attending monthly Atlantic County Curriculum Meetings	7/1/21 – 6/24/22	Curriculum Supervisor/Coach

3. Continue to implement a classroom walkthrough document with fidelity.

Actions	Timeline	Responsible Position
a. Expand use and increase the frequency of the UDL classroom walkthrough observation tool.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
b. Continue to utilize Google applications to record and track walkthrough observation data and provide immediate feedback to teachers.	9/1/21 – 6/24/22	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor
c. Continue to incorporate both aggregate and individual teacher-level findings from the walkthrough observation tool into regularly held administrative team/SIP meetings with focus on driving instructional improvement and future professional development.	Twice Monthly (Dates TBD)	Lead Person/Principal, Assistant Principal/Instructional Coach, Director of Special Education, Curriculum Supervisor

4. Continue the Instructional Intervention Strategist initiative.

Actions	Timeline	Responsible Position
a. Recruit and hire one (1) highly qualified educator to work with small groups of students (pull-out) to provide individualized, differentiated instruction 2-3 times per week.	7/1/21 until filled	Lead Person/Principal
b. Curriculum Supervisor/Coach will use academic performance data to group students based on similar instructional readiness, needs, and skill sets for pull-out groups.	9/1/21 – 6/24/22	Curriculum Supervisor/Coach
c. Curriculum Supervisor/Coach will schedule pull-outs and provide instructional materials for pull-out lessons differentiated by group instructional needs to be implemented by Instructional Intervention Strategists.	9/1/21 – 6/24/22	Curriculum Supervisor/Coach

5. Continue to implement i-Ready diagnostic assessments three times per year (Fall, Winter, Spring) to monitor student growth in Reading across the year and provide teachers with instructional recommendations and lesson resources for intervention instruction.

Actions	Timeline	Responsible Position
a. Purchase and implement i-Ready diagnostic assessment in Reading in grades K-8	By 8/1/21	Lead Person/Principal.
b. Provide professional development for all teachers on the implementation of the i-Ready diagnostic assessment, interpretation of resulting reports online, and implementation of online instruction with fidelity.	8/27/21 and ongoing throughout the year through PLCs.	Lead Person/Principal.
c. Schedule recurring meetings to review i-Ready data, interpret reports, and plan instructional actions, both in PLCs and with individual teachers.	9/1/21 – 6/24/22	Lead Person/Principal

6. Continue to implement i-Ready’s online instruction program to improve the quality of differentiated instruction and instructional intervention in Reading.

Actions	Timeline	Responsible Position
a. Continue to implement i-Ready online instruction in Reading in grades 1-8 (individualized instructional pathways based on 3 x yr. diagnostic assessment results). <i>(Note: Kindergarten are assessed 2x/yr. and start the iReady online instruction after the winter diagnostic)</i>	9/1/21-6/24/22	Lead Person/Principal and Vice President of Assessment, Research & Evaluation.
b. Provide professional development for all teachers on implementation of the i-Ready diagnostic assessment, interpretation of resulting reports online, and implementation of online instruction with fidelity.	8/27/21 and ongoing throughout the year through PLCs.	Lead Person/Principal
c. Continue to monitor implementation quality weekly for student usage (time on task) and lesson pass rates. Provide feedback to teachers weekly, especially those classrooms with unsatisfactory usage and/or pass rates.	9/1/21 – 6/24/22	Lead Person/Principal
d. Continue to evaluate the impact of online instruction through analysis of mid-year and full-year scale growth on the i-Ready diagnostic assessment in Reading.	1/28/22 – 6/24/22	Lead Person/Principal

7. Continue to implement a targeted after-school tutoring program for students in grades 5th-8th.

Actions	Timeline	Responsible Position
a. Identify students for participation based on classroom progress/grades, i-Ready, and NJDOE standardized assessment data (Tier 2 and 3	10/4/21 – 4/7/22	Lead Person/Principal, Assistant Principal, Director of Special Education

students). Recruitment numbers will be based on the capacity to serve 50-60 students per day.		
a. Recruit certificated teachers and staff for after-school program.	8/25/21 – 4/7/22	Lead Person/Principal
b. Set up bus transportation for students to get home from the after-school program.	By 9/8/21	Lead Person/Principal and Transportation Supervisor
c. Monitor student progress based on i-Ready quarterly diagnostic assessments and marking period grades.	11/09/21 – 4/7/22	Lead Person/Principal

8. Continue to implement a targeted after-school tutoring program for students in grades 5th-8th.

Actions	Timeline	Responsible Position
a. Recruit students and parents (grades 3-8) to participate in the Saturday test preparation program.	1/4/22 - 2/22	Lead Person/Principal.
b. Schedule and secure a location (preferably Cape Atlantic Community College, Atlantic City, NJ) for our eight (8) Saturday sessions to occur between February and March. (8:30 am to 12:30pm)	12/10/21	Lead Person/Principal and Saturday School Directors

9. Continue to implement an academically focused 5-week (July-August) Summer School Intervention Program with bus transportation provided.

Actions	Timeline	Responsible Position
a. Identify students based on either chronic absenteeism and/or academic under-performance for summer intervention in lieu of possible grade retention.	By 6/4/22	Lead Person/Principal.
b. Recruit Regular Education certified teachers and paraprofessionals to staff the Summer School Intervention Program.	By 6/4/22	Lead Person/Principal
c. Develop appropriately leveled instructional interventions tailored to individual students' needs based on Spring i-Ready diagnostic assessment and other data.	By 7/6/22	Curriculum Supervisor/Coach and Teachers
d. Utilize i-Ready's online instruction program twice per week per subject (30 minutes per session) in both Math and Reading to supplement teacher instruction.	7/6/22 – 8/6/22	Curriculum Supervisor/Coach and Teachers

10. Provide remediation and recoupment of skills for designated Special Ed.-classified students through a 5-week Extended School Year Program.

Actions	Timeline	Responsible Position
a. a. Identify up to 30 students with written goals in their IEP who have exhibited significant challenges in retaining academic skills based on teacher and curricular assessments.	By 6/4/22	Director of Special Education
b. b. Recruit Special Ed.-certified teachers and paraprofessionals to staff the Extended Year Program.	By 6/4/22	Director of Special Education

c. c. Provide remediation instruction for those identified students based off their IEP goals and diagnostic assessment information.	7/6/22 – 8/6/22	Director of Special Education and Teachers.
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11. Continue to implement the Wilson Reading System to better support the Reading skills of Special Education students

Actions	Timeline (Responsible Position
a. Maintain a highly qualified Special Education teacher certified in the Wilson Reading System to implement the program with fidelity.	7/1/21	Lead Person/Principal
b. Continue to monitor and evaluate the progress of those Special Education students receiving instruction through the Wilson Reading System.	9/1/21 – 6/24/22	Director of Special Education

- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.

Grade	Subject	Timeline	Assessment
K	Reading/Writing	September	Placement-Formative
		Ongoing-Every 10 Lessons	Mastery Test-Formative
		Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		December & March	i-Ready Reading Diagnostic - Summative
	Ongoing	Student Conferencing-Formative	
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		December & March	i-Ready Math Diagnostic - Summative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
Ongoing		Student Work and Participation-Formative	
1	Reading	September	Placement-Formative
		Ongoing-Every 10 Lessons	Mastery Test-Formative

		Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		October, January, June	i-Ready Reading Diagnostic - Summative
		Ongoing	Writing Rubric-Formative
		Ongoing	Student Conferencing-Formative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
	Social Studies	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
2	Reading/Writing	September	Placement-Formative
		Ongoing-Every 10 Lessons	Mastery Test-Formative
		Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		October, January, June	i-Ready Reading Diagnostic - Summative
		Ongoing	Student Conferencing-Formative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
	Social Studies	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative

3	Reading/Writing	Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
	4	Reading/Writing	Ongoing
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
Math		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
Science		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
		Ongoing	Student Work and Participation-Formative

		Ongoing	End of Chapter/Unit - Summative
5	Reading/Writing	Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
6	Reading/Writing	Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative

		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative

7	Reading/Writing	Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
8	Reading/Writing	Ongoing	Student Work and Participation-Formative
		Ongoing	Writing Rubric-Formative
		March, May, June	LinkIt! PARCC released items, RST, LAT, NWT-Summative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Reading Diagnostic - Summative
	Math	Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
		October, January, June	i-Ready Math Diagnostic - Summative
	Science	Ongoing	Student Work and Participation-Formative

		Ongoing	End of Chapter/Unit - Summative
		Ongoing	Student Work and Participation-Formative
		Ongoing	End of Chapter/Unit - Summative
K-8 ELL		As required by the state	ACCESS (WIDA)

- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- i. Spring 2021 i-Ready diagnostics assessment results indicate that Fall-to-Spring growth in Math (on the i-Ready diagnostic scale) are substantively less this year with 1st through 8th grade combined averaging 6.7 i-Ready scale points in comparison with the previous non-COVID school year's national average of 19.3 i-Ready scale points. Based upon the unprecedented school year and the many aggravating factors, and being congruous with the many national reports on student academic loss, we feel confident that our growth is a positive first step on the path back to normalcy.
 - ii. Spring 2021 i-Ready diagnostics assessment results indicate that Fall-to-Spring growth in ELA (on the i-Ready diagnostic scale) are substantively less this year with 1st through 8th grade combined averaging 15.2 i-Ready scale points in comparison with the previous non-COVID school year's national average of 21.75 i-Ready scale points. Based upon the unprecedented school year and the many aggravating factors, and being congruous with the many national reports on student academic loss, we feel confident that our growth is a positive first step on the path back to normalcy.
- g) Describe how the school-maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.

ACCS, as a result of the COVID-19 pandemic, purchased and implemented GoGuardian for all student Chromebooks K through 8. GoGuardian allowed us to monitor student screens at all times, whether they were participating at home or school, during assessments. This view of our students' screen allowed teachers to intervene when a student was off task.

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	\$149,000
Mr. Steve DiMatteo	Director of Special Education	July 2017	\$132,000
Ms. Sharon Mauriello	Supervisor of Elem. Education	October 2017	\$93,000
Mrs. Linda O'Donnell	Assistant Principal/Math & Science Instructional Coach	August 2018	\$93,000
Mrs. Patricia O'Connell	Curriculum Supervisor/ELA & Social Studies Instructional Coach	October 2016	\$93,000

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)	82.7% (K-8)
Elementary School Attendance Rate (grades K-5)	NA
Middle School Attendance Rate (grades 6-8)	NA
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	9.75/1

- 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 2019-2020 to 2020-2021)	The ACCS 2020-2021 Teacher Retention rate was 86.5% from June, 2020 to September, 2020, losing two teachers over the summer of 2020.
Total Staff Retention Rate (from SY 2019-2020 to 2020-2021)	The ACCS 2020-2021 Teacher Retention rate within the 2020-2021 school year, September to June, was 86.1%. This is a 17.5% increase over the previous school year, 2019-2020.
Frequency of teacher surveys and date of last survey conducted	Four teacher surveys per year. June 11, 2021.
Percent of teachers who submitted survey responses	80.6%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	93%

- c) What were the three main positive aspects teachers identified in the latest survey?
 - a. Guidance and support by the principal
 - b. Guidance and support by the instructional coaches
 - c. Technology support
- d) What were the three main challenges that teachers identified in the latest survey?
 - a. Professional development during COVID-19 on technology integration
 - b. Professional development during COVID-19 on differentiated instruction
 - c. Professional development during COVID-19 on behavior management of the virtual classroom

- e) Fill in the requested information below regarding the school’s discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2020-2021

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	26	0	0
1	45	0	0
2	47	0	0
3	66	7	0
4	52	2	0
5	34	1	0
6	38	1	0
7	26	0	0
8	21	2	0
9	NA	NA	0
10	NA	NA	0
11	NA	NA	0
12	NA	NA	0

The above table reflects a noticeable decrease in number of students receiving an out-of-school suspension (unique count). This decrease is directly related to the COVID-19 pandemic and the executive order from the Governor to allow parents to make the choice to keep students home and receive total remote home instruction instead of coming to school. Less students in school yielded less discipline in school and less out of school suspensions. At the beginning of the school year approximately 60% of our students were on total remote home instruction. By the end of the school year the percentage decreased to 35%.

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
Frequency of parent/guardian surveys	4
Date of last parent/guardian survey conducted	June 10, 2021
Percent of parents/guardians completing the survey (consider one survey per household)	Approx. 13% on the June survey (32 survey returns; 255 unique households)
Percent of parents/guardians that expressed satisfaction with the overall school environment	This question was not specifically asked, however, across survey questions, between 80% and 95% of parents "Strongly agreed" or "agreed" with statements including: "Staff treat my child with respect", "Teachers are available when I need to talk with them", and "Teachers care about my child."

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
1. 94% of responding parents felt that teachers and staff at ACCS cared about their children.
 2. 94% reported that their children's teachers were available when they needed to talk to them.
 3. 91% felt that teachers and staff treated their children with respect.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
1. 50% of responding parents felt that their children did not learn as well in the virtual learning environment as when in person.
 2. Only 63% of parents said that they had received information about what their children were being taught.
 3. Only 66% of parents reported that they had received information about ways they could work with teachers to help their children succeed.
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.
- o Financial Literacy/Saving – PTO virtual meeting
 - o Atlantic County Prosecutor's Office– PTO virtual meeting
 - o Mental Health Professionals– PTO virtual meeting
 - o Health care professionals from Atlanticare– PTO virtual meeting
 - o Job attainment; Casinos and Atlanticare– PTO virtual meeting

- Parent Resume Building– PTO virtual meeting
 - Atlantic Cape Community College Dean to promote student and parent secondary education– PTO virtual meeting
 - Egg Harbor Township Food Bank– PTO virtual meeting
 - Atlantic City Councilman – Black History Month Guest– PTO virtual meeting
 - Clothing Drive for families– PTO virtual meeting
 - Connecting the Dots – Scholarship Seminar– PTO virtual meeting
 - Pleasantville Chief of Police– PTO virtual meeting
 - In My Care Mentoring– PTO virtual meeting
 - Police in Me in coordination with the Atlantic County Judges– PTO virtual meeting
 - Small Business Academy– PTO virtual meeting
 - Repairing Your Credit– PTO virtual meeting
- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.
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 Parent Teacher/Community Outreach Coordinator attended. The meetings 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. Outside community partnerships were involved in these meetings as well. Virtual meetings
 2. The strategic planning and SIP meetings were conducted to assist in gaining feedback with ongoing support for the school. Email and in person sharing of documents
 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. Virtual meetings
 4. Back to School Night was a time for parents and families to meet the school staff and learn about their student’s curricula. Virtual meetings
 5. The Black History Month Program was a celebration where parents and families are invited to share in the celebration. Virtual assemblies
 6. PTO Pretzel sales. In person
 7. 8th-grade graduation ceremony. Virtual meeting
- 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.
SRI/ETTC (Stockton University)	Professional development membership	Professional development opportunities for staff, 26 staff members took advantage of outside PD opportunities.
Atlantic-Cape Community College	Saturday Test Prep sessions	Cancelled for 20-21 SY due to COVID-19 pandemic.
Atlantic-Cape Community College	Black History Month Student/Staff Performance Program	Cancelled for 20-21 SY due to COVID-19 pandemic.
Atlantic-Cape Community College	Atlantic Cape Community College Dean to promote student and parent secondary education	Students and parents
CharterTech High School	High School recruitment	8 th -grade students
Atlantic County Institute of Technology	High School recruitment	8 th -grade students
Stockton University	Field experience placement Student-teacher placement College recruitment English Department Poetry classes	12 Practicum Students and student teachers Cancelled for 20-21 SY due to COVID-19 pandemic.
Connecting the Dots	Scholarship Seminar	Students and parents
Small Business Academy	Promoting Being an entrepreneur	Students and parents

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.
Galloway Elk's Club	Hoop Shoot/Scholarships/Field Day/Survivor Run	Staff and students
Atlanticare	Garden/Healthy Eating Grant	Staff and students
Atlanticare	Healthcare Professionals, PTO guest	Parents, staff, and students
Atlanticare	Job Attainment, PTO guest	Parents, staff, and students
	Garden, Delivered resources	Staff and 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 Utilities Authority		
Atlantic City Councilman Mr. Shabazz	Black History Month, PTO guest	Parents, staff, and students
Police in Me in coordination with the Atlantic County Judges	Sharing resources, PTO guest	Parents, staff, and students
Pleasantville Chief of Police	Sharing resources, PTO guest	Parents, staff, and students
Atlantic Cape Community College	Dean to promote student and parent secondary education, PTO guest	Parents, staff, and students
Egg Harbor Township Food Bank	Sharing resources, PTO guest	Parents, staff, and students
Atlantic County Prosecutor's Office	PTO guest	Parents, staff, and students

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

ACCS serves an under privileged community and our community partnerships have been born from the idea that the school is the hub of the community and that ACCS will support our families in any manner to increase the value of education within our families. Through these relationships, we are sharing, supporting, exposing, and providing for the many needs of our students and families. By empowering our families to improve their lives, the lives of our students are then improved.

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 12: 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)	June 21, 2021
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	June 30, 2021

- b) List the amendments to by-laws that the board adopted during the 2020-2021 school year.

New Bylaw 0164.6 – Remote Public Board Meeting During a Declared Emergency

- c) List the critical policies adopted by the board during the 2020-2021 school year.

Critical Policies adopted by the Board during the 2020-2021 school year:

1. Parent/Student Handbook
2. Human Resources Employee Handbook
3. Marzano Full Package Protocol and Library Renewal
4. Maximum Travel Expenditures
5. Memorandum of Understanding (ACCS and Galloway Police Department)
6. Participation in the Special Education Medicaid Initiative (SEMI) Program - Ongoing
7. SEMI Action Plan
8. ACCS Restart and Recovery Plan 2020 (w/Appendices A-G)
9. COVID-19 Cleaning & Sanitizing Manual
10. Participation in Stockton University Student Teaching Programs
11. Joint Transportation Agreement with Egg Harbor City Schools
12. ACCS Multi-Year Curriculum Revision Schedule (2020-2026)
13. Gifted and Talented Program & Assignment of Coordinator
14. ACCS School Bus Cleaning Protocols
15. Proposal to Combat Learning Loss (Saturday Test Prep Sessions)
16. ACCS School Improvement Plan
17. Recruitment and Student Registration Agreement
18. One Judge-One School Program
19. i-Ready Kickoff Incentive – Summer (ELA & Math)
20. Expanded Regular Education Summer School Program
21. ACCS Plan for Safe Return to In-Person Instruction & Continuity of Service
22. Restorative Practices Pilot Program Application (2021-2022)

23. Job Descriptions:

Curriculum Supervisor – Instruction Coach

Custodian – Full-Time

School Psychologist

24. Policies & Regulations:

8210 – “School Year”

8220 & R 8220 – “School Day” & “School Closings”

3421.13 – “Postnatal Accommodations – Teaching Staff”

4421.13 – “Postnatal Accommodations – Support Staff”

R 8600 – “Student Transportation”

1648.02 – “Remote Learning Options for Families”

1110 – “Organizational Chart”

1648 – “Restart and Recovery Plan”

1648.03 – “Restart and Recovery Plan – Full-Time Remote Learning”

1649 – “Federal Families First COVID-19 Response Act”

2422 – “Health and Physical Education”

5200 & R 5200 – “Attendance”

5330 & R 5300 – “Administration of Medication”

8462 – “Reporting Potentially Missing or Abused Children”

2464 – “Gifted and Talented Student”

- 2622 – “Student Assessment”
- 5320 & R 5320 – “Immunization”
- 5610 & R 5610 – “Suspension/Suspension Procedures”
- 5620 – “Expulsion”
- 2270 – “Religion in the Schools”
- 7440 & R 7440 – “School District Security”
- 8420 – “Emergency and Crisis Situations”
- 5330.05 & R 5330.05 – “Seizure Action Plan”
- 1643 – “Family Leave”
- 7425 & R 7425 – “Lead Testing of Water in Schools”
- 6660 – “Student Activity Funds”

- 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 micromanaging of the Day-to-Day Operation of the school
 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. Probationary status of the school
 3. Facility space impacted by Covid social distancing specifications

3.2 Board Compliance

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

Table 43: 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	9/1/20	6/23/20 Gov. 1
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@seltzerins.com	3/12/14	7/7/20 Gov 4
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.
 - a. <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 and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.
 - a. May, 2021 Board minutes were uploaded June 28, 2021 to the website.
 - b. May, 2021 Board minutes were uploaded June 28, 2021 to NJHomeroom.
- 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.

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 2021-2022.

Table 54: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2021-2022 was made available to interested parties	November 30, 2020
Date the application for school year 2021-2022 was due back to the school from parents/guardians	February 26, 2021
Date and location of the lottery for seats in school year 2021-2022	March 1, 2021 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 2021-2022. 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/25550>

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2021-2022.

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 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 ways in which the school advertised that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.

A direct mail piece was sent to households; school website; advertisements on Facebook and Twitter; distribution of flyers to local venues by the recruitment team.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

Table 65: 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 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
K	3	13	0
1	2	7	0
2	5	4	0
3	4	5	0
4	2	0	0
5	2	0	0
6	4	0	0
7	2	0	2
8	0	0	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 16: 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

School Site Facility Information	
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	330,278.40
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2021	NA
Latest date of appraisal	NA
Appraised value of property	NA

Table 17: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	1
Total annual cost of all leases	330,278.40
Total lease amount budgeted for 2021-2022	336,884

Table 18: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	0
Total mortgage/bond amount	NA
Mortgage principal budgeted for 2021-2022	NA
Mortgage payment interest budgeted for 2021-2022	NA

- 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 2020-2021 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 19: 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 2021 – 2022 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 2021.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

Appendix A

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 policies 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 New Jersey Homeroom OCRS document repository.

Signature of School Official (School Lead):

Date: July 12, 2021

Print Full Name: Edmund F. Cetrullo, Jr

Title: Lead Person / Principal

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

Date: July 12, 2021

Print Full Name: DR DOMINICK A. PTENA

Title:

PRESIDENT, BOARD OF TRUSTEES

School District Board Self Evaluation

NJSBA



Congratulations! You and your board have recognized the importance of assessment and accountability by participating in a self-evaluation. You are sending a clear signal to the community and staff about the importance of evaluation -- "you are practicing what you preach." **This process will assist your board in its continuing commitment to focus on and increase student achievement.**

GENERAL INSTRUCTIONS

1. **Board Members** should complete both top and bottom indicators about the board and board member, placing a check in the appropriate column and then provide comments and/or examples that illustrate your ratings. Completing both indicators allows you to evaluate your own performance and to view your contribution to the effective functioning of the board as a whole.
2. **Administrators** completing this form should fill out **ONLY the top indicator**, *About the Board*. In completing the form, place a check in the appropriate column and then provide comments and/or examples that illustrate your ratings.
3. **Comments** are important and will be compiled and shared with the board. They provide a clear explanation for your ratings. Remember that you are evaluating the board, as a whole, **during the past 12 months**, not individual occurrences or individual members. Therefore your responses and comments should be based on how you see the total board performance during that period.
4. **Challenges** These sections should be completed by everyone who fills out a self-evaluation. The last page of the evaluation consists of two open-ended questions that give you the opportunity to address the future of your district, by highlighting the challenges you face and identifying possible solutions. Please limit yourself to the three most important issues.

Your Field Service Representative will meet with the board to share the strengths and areas of concern identified by the evaluation. This will assist your board, utilizing the results of this evaluation in developing the board professional development improvement plan. This plan must be directed toward increasing your knowledge and skills in policy making and board governance.

Service does not stop there, however. Your FSR will facilitate workshops and retreats and provide the necessary training -- **all as part of your association dues.**

School District Board Self Evaluation

NJSBA



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to your board's overall effectiveness and success?

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

****Please complete this section first****

	Vital 4	Very Important 3	Somewhat Important 2	Not Important 1
I. PLANNING: The board is a planning body, focusing on the district mission and goals.				
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy.				
III. STUDENT ACHIEVEMENT The board requires written curriculum and systematic evaluation that is focused on student achievement.				
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.				
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.				
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management.				
VII. BOARD / SUPERINTENDENT RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the superintendent.				
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.				
IX. BOARD AND COMMUNITY: The Board effectively represents and communicates with the public, involving the community in district planning.				

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a district wide mission and multi-year plan for education.					
2. plans, and collaboratively sets district and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the district planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the district vision, mission and goals.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. operates as a “policy-making body.”					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board’s policy intent.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am familiar with the board’s policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the district.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. determines the district educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am involved in determining district educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of district operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. understand the relationship between our budget and our district's goals.				
B. understand and participate in our district's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					
Our board acts as: <u>CIRCLE ONE</u> a board of the whole OR with specific board committees					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/SUPERINTENDENT RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the superintendent.					
2. works with the superintendent in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication, and observes the chain of command.					
4. keeps the superintendent informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the superintendent in accordance with statute and code as per NJQSAC.					
6. works with the superintendent to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.					
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the superintendent.				
B. observe the chain of command.				
C. participate fully in the superintendent evaluation process approaching the task of evaluation fairly and diligently.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the superintendent.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the superintendent.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our school district.					
2. anticipates community issues and trends affecting our district.					
3. encourages community involvement in the district.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire district.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the district within the community.				

COMMENTS AND EXAMPLES:



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- 1.
- 2.
- 3.

In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

-
-
-

SUPERINTENDENT GOALS ASSESSMENT

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 1		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
Proficient	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
Area for Growth	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; connections between allocation of resources in budget for Mission and Vision statement; agendas where data was used to review attainment toward district goals.

Superintendent Selected Evidence for Standard 1

(Documents provided by Superintendent)

STANDARD 1 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.					
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.					
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.					
3. Leads in the ongoing development and review of the district's vision, mission, and both long- and short-term goals; and engages stakeholders in the process.					
4. Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.					
5. Creates, shares and implements plans to achieve district goals.					
6. Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.					
7. Ensures that the vision, mission and goals are clearly articulated and known to all stakeholders in the community.					

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

Effective educational leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrates the skills to work effectively with the board that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
Proficient	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
Area for Growth	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 2 may include: Reports, data and information provided to the board related to agenda items requiring approval; Communication log and / or documents between the board and superintendent; Listing of policies and regulations approved by the Board; Communication and documents sent to all those affected by new policies and regulations.

Superintendent Selected Evidence for Standard 2

(Documents provided by Superintendent)

STANDARD 2 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.					
1. Provides professional advice and keeps the board regularly informed with data, reports, and information which enables the board to make effective, timely decisions.					
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.					
3. Actively and continuously encourages board development by seeking and communicating opportunities.					
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.					
5. Supports and enforces all board policies and communicates changes to those who are affected.					
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.					
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership					

BOARD MEMBER ASSESSMENT OF STANDARD 2

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○

Board member comments supporting rating:

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 3 Operations Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
Proficient	The superintendent manages school district operations in a manner that promotes student success.
Area for Growth	The superintendent has had uneven success in the operations management of the district. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not manage school district operations in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Artifacts for Standard 3 may include: Mission and vision statement, district and superintendent goals, long range facilities plan, budget and associated community presentations, strategic plan, referendum, technology initiatives and purchase orders, audit, and committee agendas.

Superintendent Selected Evidence for Standard 3

(Documents provided by Superintendent)

STANDARD 3 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders manage school district operations and resources to promote each student's academic success and well-being.					
1. Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals, and the day-to-day operations of the district.					
2. Promotes appropriate financial control of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
3. Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible to the community.					
4. Develops and manages a comprehensive approach to personnel that aligns to the district vision, strategies, and goals.					
5. Promotes safety across the district by keeping abreast of current facilities usage and planning for future needs.					
6. Employs technology to improve the quality and efficiency of operations and management.					

BOARD MEMBER ASSESSMENT OF STANDARD 3

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
Proficient	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

Superintendent Selected Evidence for Standard 4

(Documents provided by Superintendent)

STANDARD 4 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.					
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.					
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
3. Promotes the effective use of technology in the service of teaching and learning.					
4. Uses assessment data to monitor student progress and improve instruction.					
5. Recommends and implements the district's professional development and mentoring plan.					
6. Engages others in an ongoing process of district improvement.					
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.					

BOARD MEMBER ASSESSMENT OF STANDARD 4

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Exemplary	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
Proficient	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
Area for Growth	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
Not Observed	Not observed - neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

Superintendent Selected Documentation for Standard 5

(Documents provided by Superintendent)

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.					
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
Proficient	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 6 may include: : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

Superintendent Selected Evidence for Standard 6

(Documents provided by Superintendent)

STANDARD 6 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.					
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.					
2. Ensures that all staff are evaluated in accordance with established procedures.					
3. Recommends employees for contract renewal or tenure in a timely manner.					
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.					
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.					
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.					

BOARD MEMBER ASSESSMENT OF STANDARD 6

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	○	○	○	○
Board member comments supporting rating:				

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Superintendent: _____ School Year(s): _____

District: _____

The Board of Education met on _____ to discuss and compile this Annual Performance Report of both the progress toward the achievement of the district's goals and the Superintendent's leadership skills.

In this meeting we reviewed the completed evaluation from ___ board members. The resulting Annual Performance Report was prepared as required by N.J.S.A. 18A:17-20.3 and N.J.A.C. 6A:10-8.1.

Progress Toward District Goals

District Goal #1:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

District Goal #2:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

District Goal #3:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

District Goal #4:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

District Goal #5:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Leadership Standards

Standard 1: Mission, Vision and Core Values		
<i>Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
	PROFICIENT	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
	AREA FOR GROWTH	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 2: Governance, Ethics and Professional Norms		
<i>Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
	PROFICIENT	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
	AREA FOR GROWTH	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 3: Operations Management		
<i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the management of school operations and resources in a manner that focuses on and enhances student success.
	PROFICIENT	The superintendent manages school operations in a manner that promotes student success.
	AREA FOR GROWTH	The superintendent has had uneven success in the operations management of the district. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not manage school operations in a manner that promotes student success.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Standard 4: Curriculum, Instruction, Assessment and School Improvement		
<i>Effective Leaders develop and support an intellectually rigorous and coherent systems of curriculum, instruction, and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
	PROFICIENT	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
	AREA FOR GROWTH	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 5: Community of Care, Equity and Family Engagement		
<i>Effective education leaders engage families and the community in meaningful and beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>		
	EXEMPLARY	The superintendent has consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engages families and the community in a mutually beneficial manner to promote each student's success and well-being.
	PROFICIENT	The superintendent has cultivated and promoted an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students.
	AREA FOR GROWTH	The superintendent had some success in cultivating and promoting an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent did not have success in cultivating and promoting an inclusive, caring, and supportive school community for students nor in engaging families for the success and well-being of all students.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 6: Professional Capacity/Community of School District Personnel		
<i>Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
	PROFICIENT	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
	AREA FOR GROWTH	The superintendent has some success in developing the professional capacity/ community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

The Superintendent demonstrates strength(s) in the following standards:	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

Of the six standards, which areas require professional growth and improvement?	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

OVERALL SUMMARY EVALUATION COMMENTS/REMARKS

Board President

Superintendent

Date: _____

Date: _____



Atlantic Community Charter School
 1125. New York Rd.
 Galloway, NJ 08205
 Phone: (609)428-4300
 Fax: (609)852-4080

2019-2020 APPLICATION

Student Information (Kindergarten Students must be 5 years of age before October 1st to enroll.)

Student's First Name _____ Student's Middle Name _____ Student's Last Name _____

Enrolling for Grade | Current Grade _____ Student's Date of Birth _____ Student's Gender Male Female

School District of Residence _____ School District Currently Attending _____ School Currently Attending _____

Parent / Guardian Information

Child(ren) are living with: Mother Father Both Guardian

First Name _____ Last Name _____

Contact Information

Home Phone _____ Cell Phone _____ Work/Day Phone _____

E-Mail Address _____ What is the best way to contact you? Mail E-Mail Cell Home Work/Day

Street Address _____ Apt # _____ City _____ ZIP Code _____

**Siblings (brother or sister)
 Currently Attending ACCS**

**Siblings (brother or sister) applying to
 ACCS for the 2019-2020 school year**

First Name	Middle Name	Last Name	Current Grade	First Name	Middle Name	Last Name	Current Grade

Agreement

All information on this form is true and complete to the best of my knowledge. I understand and agree that the Atlantic Community Charter School makes no representation or guarantee of admission of my child(ren) to the Atlantic Community Charter School. All information on this form will be treated as confidential. Receipt of this application if submitted by deadline will be acknowledged by Atlantic Community Charter School to you by mail. The Atlantic Community Charter School agrees to serve all students and allow no discrimination based on race, ethnic identity, cultural heritage, intellectual capacity, measures of achievement, status of a disabled student, language proficiency or any other practice deemed unethical or illegal. Upon my child's acceptance into the Atlantic Community Charter School, I will request the release of my child's records from their current school for use by the Atlantic Community Charter School. By completing and returning this form to the Atlantic Community Charter School, I the parent/guardian acknowledge my consent for my child's name to enter the Charter School's admission lottery, if applicable.

Parent or Guardian Signature _____ Month / Day / Year

Please keep a copy of this completed application for your own records.



Atlantic Community Charter School
 112 S. New York Rd.
 Galloway, NJ 08205

Teléfono: (609)428-4300
 Fax: (609)652-4080

SOLICITUD DE INSCRIPCIÓN

Información del Estudiante (Para inscribirse en el jardín de niños tienen que haber cumplido 5 años antes del 1 de octubre.)

Nombre del Estudiante Segundo Nombre del Estudiante Apellido del estudiante

Grado de Inscripción | Grado actual Fecha de Nacimiento del Estudiante Género Masculino Femenino

Distrito Escolar de Residencia Distrito Escolar En Donde Asiste Actualmente Escuela en donde Asiste Actualmente

Datos de Padre/Madre o Encargado

Los Niños viven con: Madre Padre Ambos Guardián

Nombre Apellido

Datos para ponernos en contacto con usted

Teléfono de la casa Teléfono celular Trabajo / Teléfono durante el día

Correo electrónico ¿Cuál es la mejor manera de contactarlo? Correo Correo electrónico Celular

Teléfono de la casa Teléfono del trabajo

Dirección Apt # Ciudad / Código postal

**Hermanos/Hermanas
Asisten Actualmente ACCS**

**Hermanos/Hermanas aplicando para
ACCS para el año escolar del 2019-2020**

Primer Nombre	Segundo Nombre	Apellido	Grado Actual	Primer Nombre	Segundo Nombre	Apellido	Grado Actual

Acuerdo

Por la presente reconozco que toda la información provista en este formulario es verídica. Entiendo y estoy de acuerdo en que la "Atlantic Community Charter School" no hace ninguna representación o garantía de admisión a mi hijo (a) para la Escuela Charter de la Comunidad de Atlantic. Toda la información en este formulario será tratada de forma confidencial. Si la solicitud es recibida para el plazo previsto la Escuela Charter de la Comunidad de Atlantic le notificará a usted por correo. La Escuela Charter de la Comunidad esta de acuerdo en darle servicio a todos los estudiantes sin permitir discriminación basada en raza, identidad étnica, cultura, capacidad intelectual, medidas de rendimiento, estatus de estudiante con discapacidad, dominio de lenguaje o cualquier otra práctica considerada poco ética o ilegal. Al momento que mi hijo/a sea aceptado a la Escuela Charter de la Comunidad de Atlantic, solicitaré que todos los expedientes de mi hijo en su escuela actual sean facilitado a la Escuela Charter de la Comunidad de Atlantic. Yo padre/madre o encargado doy consentimiento para que mi hijo/a pueda participar de la lotería para admisión de la Escuela Charter si aplica.

Firma del Padre o Encargado Mes Día Año

RESOLUTION NO. 20-5-22

RESOLUTION OF THE ATLANTIC COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES APPROVAL OF LEARNING SCIENCES INTERNATIONAL MARZANO TEACHER AND SCHOOL LEADER/PRINCIPAL EVALUATION SYSTEM

Whereas, the Atlantic Community Charter School Board of Trustees requires to approve the Learning Sciences International Marzano Teacher and School Leader/Principal Evaluation System; and

NOW, THEREFORE BE IT RESOLVED that the Atlantic Community Charter School Board of Trustees finds, declares and certifies as follows:

On a motion made by Peter Damon Seltzer and seconded by Marlene D. Frayne, the Board of Trustees approved the Learning Sciences International Marzano Teacher and School Leader/Principal Evaluation System, for use during the 2020-2021 school year, at a cost of \$1,100.00, as attached, by Roll Call Vote.

Approved this 28th day of May, 2020

ROLL CALL VOTE

**Ayes: Linda A. Brand, Marlene D. Frayne, Matthew Heinle,
Peter Damon Seltzer, Douglas B. Groff, Dr. Dominick Potena**

Nays: None

This resolution is hereby certified to be a true copy of the Resolution adopted by the Atlantic Community Charter School at a meeting of the Board of Trustees held on **May 28, 2020**.



Donella Edwards, Board Secretary
Atlantic Community Charter School



Atlantic Community Charter School

2021-2022 CALENDAR

SHADED w/heavy borders=no school for students or staff
 *CLEAR w/heavy borders=staff professional development/no students
 *DARK DIAGONAL LINE=closed due to inclement weather

Aug-21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
 26-27; 30-31 Staff Professional Development - No Students
 Staff Days: 4
 Student Days: 0

Sep-21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September
 1-2 First Days of School
 3-6 Labor Day Holiday - Closed
 13 After Care Starts
 21 PTO Meeting - 5 PM
 23 Back to School Night 6:30 PM
 24 Staff Professional Development - No Students
 Staff Days: 20
 Student Days: 19

Oct-21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October
 4 Tutoring Starts
 6 Interim Reports
 11 Columbus Day - Closed
 19 PTO Meeting - 5 PM
 29 Staff Professional Development - No Students
 Staff Days: 20
 Student Days: 19

Nov-21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November
 9 - First Marking Period Ends
 11- Veteran's Day - Closed
 19-Staff Professional Development - No Students
 24-26 Thanksgiving Recess
 29 Return from Thanksgiving Recess
 30 - PTO Meeting - 5 PM
 Staff Days: 18
 Student Days: 17

Dec-21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December
 1-Full Day Parent Conferences (No Students); 8:30-11:30, 12:30-3:30, 5-8
 10-Staff Professional Development - No Students
 21 Interim Reports
 21-PTO Meeting - 5 PM
 24-31-Winter Break
 Staff Days: 17

Jan-22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January
 3 Return from Winter Break
 17 M.L. King, Day- Closed
 25- PTO Meeting - 5 PM
 28 Staff Professional Development - No Students
 Staff Days: 20
 Student Days: 19

Feb-22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February
 1 Second Marking Period Ends
 21-Presidents' Day-Closed
 22 -PTO Meeting - 5 PM
 25-Staff Professional Development - No Students
 Staff Days: 19
 Student Days: 18

Mar-22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March
 8 Interim Reports
 22 PTO Meeting - 5 PM
 Staff Days: 23
 Student Days: 23

Apr-22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April
 7 Third Marking Period Ends; Tutoring Ends
 15-22 Spring Break-Closed
 25 Return from Spring Break
 26 PTO Meeting - 5 PM
 29-Staff Professional Development/Test Training - No Students
 Staff Days: 15
 Student Days: 14

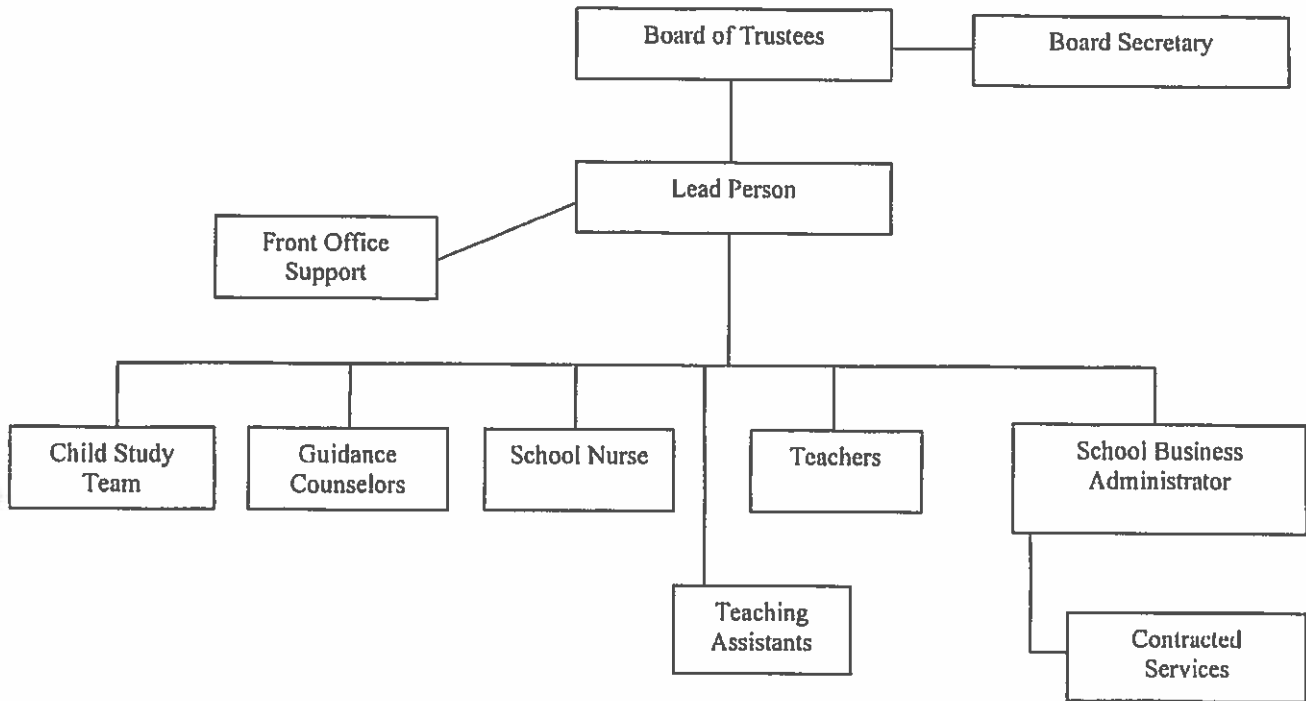
May-22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May
 19 Interim Reports
 24 PTO Meeting - 5 PM
 30 Memorial Day-Closed
 Staff Days: 21
 Student Days: 21

Jun-22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June
 17 After Care Ends
 21 PTO Meeting - 5 PM
 21 End of Fourth Marking Period
 24 Last Day of School (Students & Staff)
 Staff Days: 18
 Student Days: 18
TOTAL STUDENT DAYS: 183
TOTAL STAFF DAYS: 195

1110 ORGANIZATIONAL CHART



Adopted: July 26, 2016
Revised: October 22, 2020



5410 PROMOTION AND RETENTION

The Board of Trustees recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each student enrolled in this school shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for student promotion shall be related to the New Jersey Learning Standards and school goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and students shall be regularly informed during the school year of the student's progress toward meeting promotion standards. A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student and offer immediate consultation to the student's parent(s) or legal guardian(s). Every effort shall be made to remediate a student's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student shall be notified of the possibility of the student's retention at grade level in advance and, whenever feasible, no later than fourteen (14) weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances should permit the promotion of a student who has been in attendance fewer than one hundred sixty (160) days during the school year.

Classroom teachers shall recommend to the Principal/Lead the promotion or retention of each student. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Principal/Lead, whose decision shall be final.

N.J.S.A. 18A:35-4.9

Adopted: July 26, 2016
Revised: April 30, 2019



5411 PROMOTION FROM EIGHTH GRADE

The Board of Trustees will recognize with fitting ceremonies a student's completion of the program of studies offered by this school in elementary school and the student's entrance to secondary school.

Successful completion of the program of studies in elementary school requires achievement of the instructional objectives set for each course of study, demonstration of mastery of the proficiencies established for each course, and a satisfactory attendance record. The parent(s) or legal guardian(s) of a student who may be prevented from graduating shall be so notified in advance and no later than six weeks prior to the close of the school year. Every effort shall be made to remediate a student's deficiencies before graduation is denied.

The requirements for promotion from elementary school of a disabled student shall be set forth in the student's individualized education program. Completion of those specialized requirements shall qualify the student for graduation and entry to secondary school.

N.J.S.A. 18A:35-4.9; 18A:36-14; 18A:36-15;
18A:36-18; 18A:38-25 et seq.
N.J.A.C. 6:3-4A.1; 6A:8-4.4 et seq.

Adopted: 26 July 2016

