

Academy Charter High School

Renewal Application

September 15, 2016

Submitted to: New Jersey Commissioner of Education (electronically to NJCharter@DOE.state.nj.us), Allenhurst Board of Education, Asbury Park Board of Education, Avon Board of Education, Belmar Board of Education, Bradley Beach Board of Education, Deal Board of Education, Interlaken Board of Education, Lake Como Board of Education



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Section 1: Basic Information

a) Fill in the following chart with the school's basic information for the 2015-2016 school year.

BASIC INFORMATION	
Name of School	Academy Charter High School
Mission (please state the mission)	As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.
Total Enrollment (as of June 2016)	191
# and % Free or Reduced Price Lunch Students	149 students; 78% (as of June 2016)
# and % Special Ed Students	36 students; 19%
# and % LEP Students	0 students; 0%
# and % Asian Students	0%
# and % Black Students	81.2%
# and % Hispanic Students	17.2%
# and % White Students	1.6%
# and % Other ethnic groups	0%

Section 2: Organizational Performance Areas

Education Program and Capacity

1.1 Mission & Key Design Elements

- a) Describe the school's educational philosophy and key design elements including any unique and innovative features in the educational program.

Mission: As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

What does this mission look like in action?

- ❖ Students actively participate in educational activities over a longer school day and year. A regular school day is 7 hours 10 minutes in length. Freshman began their school year in August and so their year totals 197 school days. For upperclassmen the year is 185 days in length.

- ❖ During Freshmen Bootcamp in August, students become familiar with the culture and academic rigor of ACHS. MAP baseline scores are obtained in both English and mathematics, novels are read and discussed and students review basic math concepts laying the foundation for their tenure at ACHS.
- ❖ The extended school year includes five Saturday sessions. These days provide opportunities to enrich the educational experience – community service, guest speakers, theatrical performance, and culture-building activities. On Saturdays students also met in diverse club activities.
- ❖ Each morning the student body and staff meet for Community. Students are recognized and announcements are made. Most importantly students are welcomed and reminded that they are respected and cared about.
- ❖ Faculty mentors also meet with their students for forty minutes each week; dedicated to relationship building, goal setting, social awareness and reflection.
- ❖ Students are instructed daily with rich tasks and rigorous learning experiences which challenge them to think in new ways. Data indicates a weak foundation and gaps in prior knowledge for the majority of our incoming students which must be addressed. Beginning with the 2016-2017 school year each student will work with teachers to progress along their individualized learning plan in reading and writing.
- ❖ The new 1:1 initiative ensures that each student has access to a Chromebook in every educational setting. Professional development on integration of the technology into the learning process will continue. The use of the Google environment has assisted students in continuing their work while off school property as well. This is another way the ACHS community fulfills its mission and prepares students for college and career.
- ❖ The School-to-Career staff spearheads the student transition plans. In Senior Project class students continue career explorations and finalize college searches. College tours and speakers help students narrow down their selections. Support is provided for students and their families through every step of the process. Also during senior year students prepare for college and career through participation in dual enrollment programs and work internships.
- ❖ The mission is alive when our teachers participate in sustained professional development with their subject specific instructional coaches, reflect on walk-throughs, lesson plans or evaluations with their ACHS coach, or meet in weekly PLCs to drill down data, practice exemplary instructional strategies and identify new, successful strategies to promote student achievement. Improving student engagement, teaching persistence in problem solving, expanding content-rich vocabulary and exposure to quality written and verbal expression are topics of conversations heard in the collaborative discussions which take place between staff. Collaborative instructional rounds helped the teachers and administrators collect data and identify patterns. These patterns became the focus of professional development and school academic goals.
- ❖ Academy Charter High School has partnered with Monmouth University to start its very first debate team in the Urban Debate League. Students who are on the debate team are exposed to various college campuses for debate tournaments; learn valuable research and public speaking skills, and social skills of how to support one another as a team. In addition, Academy Charter High School has a SCRUBS club for students who are interested in various careers in the healthcare industry. A structured curriculum with guest speakers, field trips, demonstrations, and interdisciplinary coordination of subjects will be the driving focus of the SCRUBS club.

- ❖ The administrative team implements the SAM Innovation Project's TimeTrak to focus the resources of time and attention on instructional practices that will have an impact on student achievement. This also tracks the type of work done with each staff member.
- ❖ We witness our mission in action when our students engage in service learning. Whether in school-wide activities or in their Senior Projects, students are taught to recognize that they have a responsibility to a larger community. Seniors take these lessons and incorporate them into a project of their design completing at least 30 hours of activism. At the Senior Reception, students present their work and the community celebrates their hard work and commitment.
- ❖ Students' potential is grown in after-school activities where they challenge themselves academically, socially and physically. ACHS is a busy place into the early evening. Students stay for extra help with teachers or access the After-School Academic Center where they use laptops to work on homework under the supervision of a staff member. The academic coach provides support to those students who have been identified for intensive support. Identified ELL students meet to improve their study skills and peer tutor other students.
- ❖ During the winter and spring season our student athletes are practicing and competing in one of our interscholastic sports: Varsity Girls Basketball, JV Boys Basketball, Varsity Boys Basketball, Cheerleading, Boys and Girls Outdoor Track and Baseball. The goal is to keep ACHS a busy place into the evening; providing a safe, place for students.
- ❖ Academy Charter High School was founded with a commitment to integrate service-learning into the curriculum. Recognized as a Service-Learning Leader School the faculty and staff have consistently immersed students in learning experiences which benefit the greater community. These have included working with the Borough of Lake Como on environmental projects ranging from painting fish on sewer drains to remind people of where their waste goes, to working with elementary students of nearby schools, to cleaning up the areas around the nearby lake to protect wildlife, to work on a community garden.
- ❖ As a culminating service-learning experience all seniors complete a Senior Project as graduation requirement. After an assessment of community needs, students select a worthwhile project for which they have passion. Completing a minimum of 30 hours outside of school hours, the seniors use material learned in the educational program to benefit the target audience in the community. The Class of 2017 has committed to working together with Coastal Habitat for Humanity on a larger project which will benefit residents of Asbury Park. In early June each member of the senior class presents their project at a reception in front of over 200 people.
- ❖ All seniors who are on target for meeting state academic requirements are scheduled for a course entitled Advanced Studies. These students leave the school campus at noon in the spring semester of their senior year to attend dual enrollment programs or career internships. Those students who pass the required sections of the Accuplacer register for class(es) at Brookdale Community College. ACHS pays for tuition, fees and books. ACHS staff assist the students through the entire registration process including trips to campus to get ID cards. The goal is to familiarize the students with a college campus and the routines associated with matriculation prior to their high school graduation.
- ❖ Other students work with the school-to-career office to identify a field of interest for career exploration through internships. Relationships throughout the Asbury Park – Neptune – Belmar business communities have been established to provide opportunities for our students. Over the

course of the semester students engage with professionals and gain insight into the ins-and-outs of that field. For some, the experience solidifies their career interest while others determine that the career they thought they wanted isn't really for them. All students benefit from the lessons learned regarding teamwork, respect, cooperation, productivity, communication and character as it relates to employment.

Collectively the academic, emotional and social experiences our students engage in prepare them for their post-graduate studies and future careers.

1.2 Curriculum

a) Describe the school's curriculum and how it is aligned to the state standards.

Academy Charter High School's rigorous curriculum is aligned to the Common Core Standards and the NJCCCS and provides a comprehensive foundation for mastering content and skills necessary for realizing a student's maximum potential. A mastery-based learning system, using skill sheets for each student, are directly tied to the standards for each course. NWEA MAP assessments, aligned to the Common Core standards in ELA and Math are taken three times a year to measure student growth along with formative assessments and guided instruction.

English Language Arts courses follow a standards based curriculum analyzing appropriate classical and contemporary literature and informational texts. Students integrate writing responses: narratives, arguments to support claims, while citing evidence from multiple texts and media, research, and literary analysis essays. NJCCC and CC ELA standards are evident in both our applied and social sciences (Anatomy and Physiology, Biology, Earth Science, Chemistry, World Civilizations, US History I and II, Civics, Behavioral Studies, Humanities and Creative Arts) requiring students to read, view, and listen to multiple appropriate primary and secondary sources. In addition to the aforementioned subjects, Physical Education and Health use PARCC writing tasks as formative assessments, requiring students to use multiple sources (narrative, research simulation, and literary analysis tasks) to cite textual evidence to support a claim. These DBQs are assigned multiple times a semester and for several subjects count as a portion of the student growth measure. Using PARCC-like assessments with multiple informational text documents and guided scaffolding questions, teaches students fundamental annotating, comprehension skills and also allows students to write analytical responses that are both inferred and evidenced from each text to support a larger claim. Many of these subjects allow for cross-curricular project-based learning to vary differentiated learning styles and portfolio type forms of assessments.

ACHS's math curriculum, aligned to the Common Core Standards, requires students to solve real world applications stressing number and quantity, algebra, functions, modeling, geometry, statistics and probability. Algebraic foundations require students to critically think about and conceptually understand how to solve equations, inequalities, radicals, graphing linear and quadratic functions. Deductive reasoning and logical thinking apply problem solving strategies in Geometry's basic principles in both Geometry and Trigonometry classes. In addition, all classes infuse Common Core math standards of quantitative data analysis to interpret trends in social behavior, fitness assessments, historic events, and scientific laboratory experiments. Real-world problem-based learning makes students engaged in math and provides contextual understanding to often abstract mathematical concepts. Through a partnership with both Manasquan Savings Bank and Everfi Financial Literacy students were exposed to an online financial literacy program that taught students such as things as how to open up a banking account (checking, savings), how to save for college, a new car, or other

life-like expenses, how to do online banking, how to save for retirement, how to understand and apply for credit, and many other facets of financial literacy.

All students are assigned Independent Reading, a year-long, 2 credit course where they choose texts and explore characters, plot, and vocabulary through reading, talking with peers about the same text, journal entries, projects and conferences with an English teacher. Teachers use regularly scheduled dialogue and conference based projects to introduce students to student-generated idea development of text related projects.

Freshmen, sophomores and juniors participate in STEM classes. The classes provide students the opportunity to explore answers to the proverbial question “When will I ever use this?” Through curricular-related STEM projects, students apply their learning and problem solve individually and in small groups.

Seniors take financial literacy which supplements the economics curriculum found in the Civics class. In this course students participate in learning about personal finance, play the stock market and venture into entrepreneurial endeavors.

Senior Project class is where students plan and enact a service learning project for their community. In addition, the class prepares seniors for college and career through preparation with the SAT, Accuplacer, college applications, resume building, job searches, and life skills. During the second semester, seniors have an option to take a dual enrollment college level course at Brookdale Community College or be placed in a semester long internship in a career oriented field of their choice. Students learn valuable work ethic skills as well as being exposed to different skills in various industries.

As a comprehensive college preparatory high school, Academy Charter offers a wide range of classes in addition to the core classes. Creative Arts, Humanities, and World Languages, consisting of three levels of Spanish, are critical electives that advance students’ perspectives in learning about different cultures and hands-on applied arts.

Students are also administered the Accuplacer test to qualify for participation in the Dual Enrollment program with Brookdale Community College. All qualified students take one or two three-credit college courses on the college campus. ACHS staff assist the students in choosing the course, obtaining ID cards and texts.

In addition students may take AP courses through the Virtual School. As a year-long course time is allocated in the student schedule and ACHS staff support the instruction provided by the teacher.

Academy Charter High School has always had an important focus on developing students academically as well as preparing them to be well-rounded students for the real-world. Every summer students are required to do a summer reading assignment to continue to increase their literacy levels during the summer. For the 2016-2017 school year we are initiating a sustained reading initiative where students work in partnerships to discuss novels. Over two hundred different novels are located in classroom libraries. Students maintain reading logs and create an independent reading project on each high level interest book (classics and contemporary titles). English teachers regularly conference with students about their texts. Independent Reading is a 2 credit course for all students.

During the 2015 – 2016 school year the administration and teaching staff of ACHS again reflected as to what quality instruction looks like. This step-back included conducting instructional rounds and accepting identified patterns seen in practice and the learning culture, conducting lesson studies and peer observations, working with experts from Metamorphosis, ALL and AIR to identify current practices and review best practices. A school goal in 15-16 (and again for the 16-17 school year) was that: Everyday, in every classroom, 100% of the students will be engaged in cognitive work for a significant part of class (Brain Sweat). Mere time on task or

passive compliance is not acceptable at ACHS. Teachers are held accountable for ensuring lesson planning and actual practice require students to talk about content, engage in rich tasks and practice deep questioning between students and/or between students and teachers. Feedback towards this goal is provided during weekly lesson plan review and practice is observed through frequent walk-throughs, formal and informal observations. Exemplary strategies are shared and practiced in weekly PLCs.

b) Describe the school's process for selecting, developing, reviewing and revising the curriculum. Be sure to include a rationale for this process.

Curricula are evaluated and updated when there is a change in applicable standards or on a rotating basis within five years of previous adoption. The rationale is that the curriculum is a living document which needs to reflect current pedagogy and content to remain appropriate in preparing the students for college and career. Each curriculum is aligned to current standards and state assessments. The Director of Curriculum is a member of the MC³ – Monmouth County Curriculum Consortium. The consortium reviews standards and develops common assessments aligned to standards. Members engage in dialogue and discussion on the state assessment questions and construction and then how to analyze the resulting data.

Teacher and administrators form committees to review texts and supplemental materials. Research based materials are reviewed according to success with similar student populations; such as the Houghton Mifflin *Write Source* and *Writers Inc.* which have been implemented into the Communications courses. The literature program includes canonical and contemporary selections which supplement the literature text books. The math curriculum is rooted in the Glencoe program supplemented with real-world rich tasks. Based on incoming students' PARCC scores a third semester of Algebra 1 was added to fill gaps in knowledge base. The science curricula follows the Pearson sequence and is supplemented with experiential programs such as SKATE, a program with NOAA. The social studies curriculum is from Pearson and is supplemented with Newsela and other primary source documents. Economics is embedded within the Civics curriculum. AP courses are offered through The Virtual School.

The Director of Curriculum and members of each department review curricula at department meetings. As a team they break down the curricula alignment of each course reviewing alignment to standards, assessment preparation and time allocation. Together they outline the curriculum components of: unit plans, lesson plans, assessments and skill sheets in the mastery based learning system. Following this team approach the Director of Curriculum completes the formatting of the documents and shares them with the staff through Google docs.

Two years ago we implemented DBQs across the curriculum. These PARCC research writing simulation tasks provide practice for analytical reading comprehension in informational texts to construct a claim which synthesizes information from multiple documents in response to a prompt.

1.3 Instruction

- a) Complete the *Description of Instructional Practices* template found in [Appendix A](#).

1.4 Assessment

- a) Describe the school's assessment system and how it is used to improve instructional effectiveness and student learning.

The MAP became the prime diagnostic assessment at ACHS two years ago. This assessment was chosen because it is an accurate predictor of future performance on the SAT and because it provides specifics for students who are below grade level, supporting our remediation efforts of incoming students. The RIT score and learning continuum are tools to used identify specific areas of weakness and provide guidance as to where targeted focus is needed. After the initial administration in early fall, individual growth targets are established for the academic year in each of math, reading and language. Students on or above grade level are expected to maintain that status. Students who tested below grade level have a target set 1.5 grade levels above their current score. Goals for special needs students are individualized as per their IEP. The following table shows MAP growth data from the 2015-2016 school year.

	Assessment	At / Above Grade Level and Met Target (1 yr. growth)	Below Grade Level and Met Target (1.5 yrs. growth)	Demonstrated Growth but Missed Target
9th				
	Math	15%	36%	27%
	Reading	17%	25%	19%
	Language	26%	18%	26%
10th				
	Math	14%	28%	44%
	Reading	7%	36%	31%
	Language	9%	43%	32%
11th				
	Math	14%	33%	20%
	Reading	15%	62%	3%
	Language	22%	40%	13%
12th				
	Math	22%	22%	13%
	Reading	6%	26%	15%
	Language	9%	29%	12%

MAP Results from the 2015-2016 School Year

MAP data is used by teachers to identify “instructional buckets” which inform teachers when planning for differentiation and small group work. The learning continuum informs teachers about the current skill level of students and the sequence of skill introduction to follow moving forward. This data was also a factor in determining staffing changes. This included the replacement of a teacher, assignment of teaching loads and the implementation of team teaching in Advanced Communications and Geometry classes. In addition the data influenced curriculum / programmatic improvements. For example Houghton Mifflin’s *Writers Inc.* and *Write Source* have been added to the curricula. The data also supported a survey response from seniors regarding test fatigue. Seniors stated that by the final MAP assessment they were exhausted from two rounds of mid-terms, finals, SATs, ACTs, PARCC, ASVAB and Accuplacer exams. A committee is investigating options for

providing students relief while still providing student opportunities to meet requirements through the variety of measures.

Three years ago Academy Charter implemented a performance based salary structure. At that time the staff, in consultation with consultants from AIR, developed dual assessment measures of growth in each subject area. In each course individual student growth is measured using two rigorous metrics. Math and English classes use MAP and PARCC assessments. All other subjects use DBQ writing tasks as an assessment; performance task, research papers and portfolios are other measures. All writing tasks are graded using the PARCC rubric and PLCs grade tasks to ensure rater reliability. Other exams are developed using Engage NY, publisher test generators and/or Performance Plus.

Student work from all of these assessments, as well as other course assignments were saved in portfolios and used to develop Individual Student Learning Plans. Plans for each student are shared with staff and the students themselves as Google docs. Students are invested in growing academically as per the related rubrics and the “next steps” for them are clearly defined. The focus of the ILP is reading and writing. Reading Lexile levels are measured and growth is tracked annually. Scaffolded PARCC writing rubrics were developed and with implementation across all classes, guide students on improving their writing in both Narrative and Informational/Argumentative formats. The ILP provides guidance on a specific growth plan whose goal is to reach college ready or beyond as defined by the SAT.

The SAT is a substitute competency test and a measure for meeting graduation requirements. It also serves as a measure of college readiness. Academy Charter continues to outscore Asbury Park in the SAT. To work towards a higher percentage of students scoring 520 or higher in each section, additional skill applications have been included in Seminar. Also with the extension of seminar to four days a week extensive time for independent reading has been added.

	SAT Scores	
	Academy Charter	Asbury Park
Composite SAT Scores	1135	1007
Critical Reading	384	328
Mathematics	388	358
Writing	363	321

2014-2015 NJ School Performance Report

The impact of the changes made in the math curricula and in math staffing over the last three years are evident in the assessment scores of the Class of 2017. Their 2015 average math PSAT score was 414, an increase we expect to see reflected in the upcoming SAT scores as well.

b) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Initially we look to see that our student body is representative of the resident district. The majority of our students reside in Asbury Park and therefore that high school is the one used for comparison. The following demographic data was obtained from the 2014-15 School Performance Report and illustrates that the two high schools are comparable.

	Academy Charter	Asbury Park
Black	81.6 %	70.7 %
White	1.5 %	2.5 %
Hispanic	15.6 %	26.6 %
Asian	0.0%	0.3 %
Two or More Races	1.3 %	0.0 %
Students with Disabilities	20 %	19 %
Economically Disadvantaged	85.9 %	82.2 %

Although there is still room for growth and ACHS strives to exceed all state benchmarks, data indicates that ACHS is providing opportunities for students to attend school in a safe, academically oriented environment where students and staff want to be. Students are not able to learn if they are not present in school.

ACHS Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student attendance rate	90.1 %	91.6 %	89.7 %	89.7 %	91.0 %

In addition instruction by certified teachers who are present is essential to student achievement. Over the past renewal period ACHS teacher attendance has exceeded 96 %.

The intensive data driven decision making and focus on individual needs is reflected in our graduation rate.

Extended Year Graduation Rate					
	Academy Charter			Asbury Park	
	4 – yr Rate	5 – yr Rate		4 – yr Rate	5 – yr Rate
Class of 2012	83%	92%		49%	58%
Class of 2013	82%	92%		51%	55%
Class of 2014	82%	92%		49%	61%
Class of 2015	89%			66%	

2014-2015 NJ School Performance Report

Personal interviews over years are used to track ACHS graduates in terms of college attendance and retention as well as career readiness. ACHS graduates attend four-year and two-year colleges, attend specialized training programs, join the military or enter the workforce directly. What is special about ACHS is that each graduate has worked with the School to Career Coordinator and other school staff to develop and enact a post-graduate transition plan which is best for them. Some graduates for personal and or family reasons work full time as they attend school and therefore do not graduate in the 5-year window tracked by the DOE, thus our interviews are helpful in identifying a more accurate college graduation rate

As a data driven decision-making school, ACHS administration and staff review data on a continual basis. In addition to the metrics discussed above, staff also interpret MAP scores both for individual student growth (as seen in 1.4.a) and to guide teachers in differentiation of instruction (through the use of instructional buckets). Writing samples from across the curriculum were scored using the scaffolded PARCC rubric to create individual student learning plans. These plans are living documents shared with both teachers

and students. With the release of PARCC evidence tables, ACHS staff dissect the data and identify school performance as compared to state performance on a skill-by-skill basis. This data influences instruction, curriculum development and professional development.

All subjects implement two measures of student growth each semester. For math and ELA courses these are the MAP and PARCC assessments. Other subjects use rigorous norm-references assessments when available or other measures which have proven reliable. These growth results are 40% of each teacher's total evaluation score and thus contribute to salary increases. One growth measure and measure of college readiness is the use of DBQ's scored according to PARCC rubrics. The skills in writing DBQs are taught throughout the curriculum; reading with understanding, analyzation of texts, and writing evidence-based arguments. For example in physical education students may construct a response to a prompt regarding concussions in sports after reading two texts and watching a video.

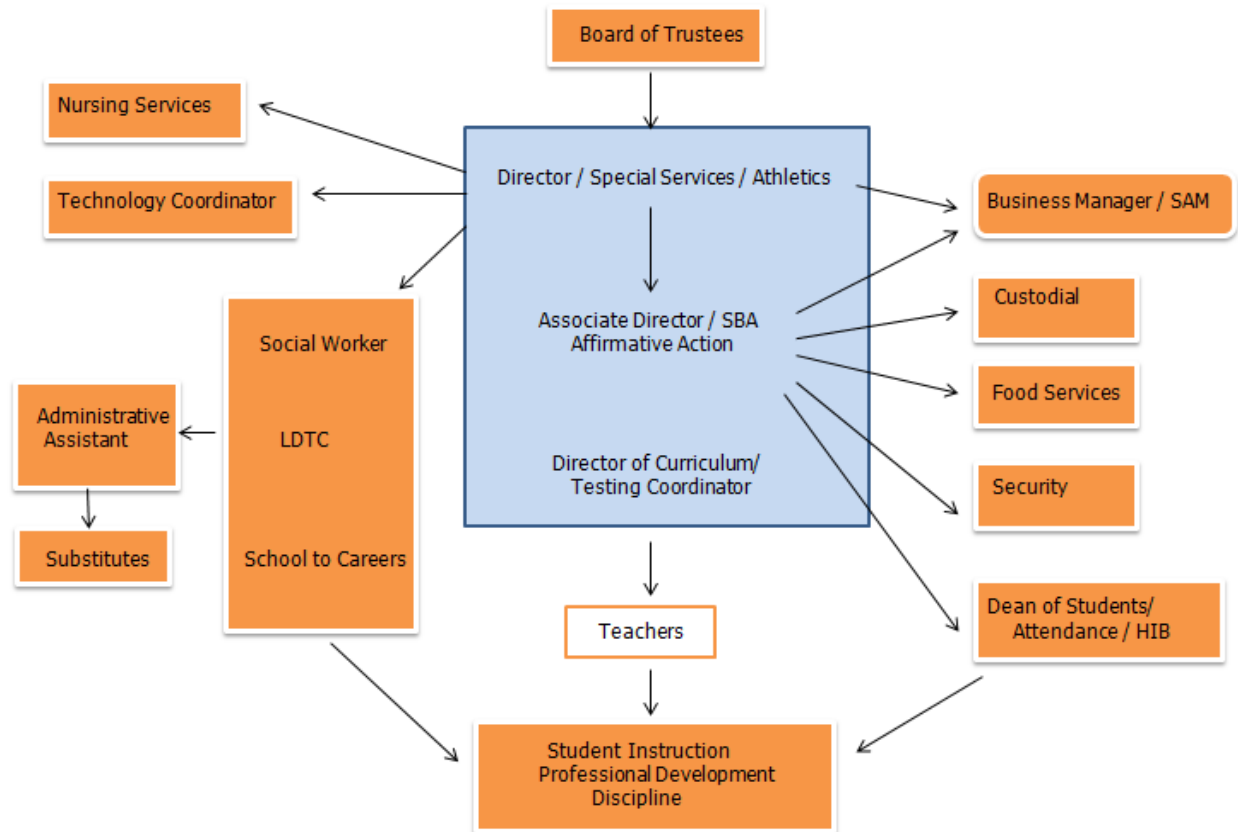
To further examine teaching and the learning environment, teachers and administrators conducted Instructional Rounds with training provided by Thomas Fowler-Finn. During this two-day process the teams identify patterns associated with the selected lens. In 2015-2016 the lens we choose was student engagement. The entire staff voted on which patterns to accept and then used them as data to develop school goals and professional development.

Each of the three administrators has a coaching team and all teachers submit lesson plans weekly to their coach. The coach provides written and verbal feedback regarding curricular alignment, focused learning activities, student engagement and measures of learning. Annually the administration reviews teacher Danielson observations scores across all teachers looking for components in any of the four Domains where there are schoolwide strengths or weaknesses. This assists the administrators in targeting professional development.

Teachers are surveyed several times year to obtain feedback regarding school culture, facilities, professional development, discipline, leadership and academic program. Parents and students are also surveyed annually. All survey data become additional inputs into the discussion and goal setting for school improvement.

1.5 Organizational Capacity

a) Describe the school's organizational structure and roles of responsibilities of key personnel.



- **Process and system for decision-making.**

Decision-making is a transparent process at ACHS. While ultimate responsibility lies with the Board and the Director, the philosophy that permeates ACHS is that all members of the school community have a voice and that no one source has the inside track to key solutions. Faculty participate in “mess finding” a process where collaboratively “messes”, issues facing the school community, are identified and solutions are brainstormed; if necessary committees are made to develop solutions. So staff are involved in identifying issues and developing solutions. An example is the team of teachers, administrator and support staff who developed a plan to address an uptick in discipline infractions in one particular grade level two years ago. The interventions were successful and the following year that class had the fewest referrals for any grade. Other faculty committees are formed by volunteers to address academic –related issues. For example a team developed the conversion table to equate DBQ scoring on the scaffolded PARCC rubric to numerical grades. Department meetings led by the Director of Curriculum examine curriculum alignment with standards, interim student achievement, instructional strategies, and recent professional development as related to decisions regarding instruction. Over the past year teachers worked with administrators to develop the new Independent Reading program. The administrative team and Dean of Students meet weekly to keep an open line of communication regarding curriculum, instruction, discipline, school culture and finances.

- **Process and system for evaluating school leaders.**

The Director has been evaluated according to the Vanderbilt Assessment of Leadership in Education (VAL-ED). This is a multi-faceted tool involving inputs from various members of the school community including other administrators, teachers and a representative of the board. The VAL-ED assesses the intersection of what school leaders must accomplish to improve academic and social learning for all students (core components) and how they create those core components (key processes). The items in the evaluation portfolio include the principal's start-of-the-year self-assessment of practice, board member review of a post-observation conference, board member review of a professional development training, board member unannounced or focused visit, anonymous VAL-ED surveys of all staff and the principal's end-of-year self-assessment. The composite score, which determines the salary increase for the Director, is calculated as follows: Principal Practice from the above portfolio (60 points) and Student Growth Average of all students (40 points). No salary increase is awarded outside of these goal aligned metrics.

- **Process and system for evaluating and coaching teachers.**

The Danielson evaluation tool is used to evaluate all teaching staff (as well as the guidance counselor, social worker, LDTC and school nurse). Tenure teachers participate in one announced and one unannounced full block observation annually. Non-tenured teachers participate in one announced and two unannounced full block observations each year. Observations include a pre-observation conference (for announced observations), evidence collection, self-scoring according to the 2013 Danielson rubric, evaluation by the supervisor according to the same rubric and a post-observation conference. Each evaluation identifies strengths and action steps for growth. Annually each teacher meets with the entire administrative team for an end-of-year evaluation and summative scoring according to the Danielson rubric. These final scores comprise 60% of the teacher's final evaluation score. The final 40% of the score results from the dual student growth measures.

In addition each teacher receives a minimum of four walk-throughs annually. Each walk-through is followed up with written feedback aligned to the yearly goals. Often the administrator and teacher meet face-to-face to discuss the walk-through as well.

All teachers are placed in coaching groups with a particular administrator. Teachers submit lesson plans weekly to their coach and receive weekly written and often verbal feedback. Feedback is focused on alignment of instructional to objective, student engagement and measures of student learning.

- **Process and system for staff professional development.**

Professional development occurs regularly and is sustained throughout the school year. All professional development is aligned with the school goals and thus addresses identified needs. Targeted PD is aligned to individual staff action plans. In 2013, the faculty, administration and Board unanimously voted to participate in the five-year Partnership for Innovation in Compensation in Charter Schools (PICCS) TIF 4 grant through CEI-PEA. The grant has provided intensive, sustained PD to support student achievement. As a requirement of participation in the grant, student growth measures became 40% of the final evaluation score for all teachers and administrators; which is directly tied to their salary increments. Professional development annually includes:

- ◆ work with AIR in developing and implementing a Deeper Learning Plan;
- ◆ up to 20 days of on-site PD a year with Metamorphosis focused on mathematics

- ◆ up to 20 days of on-site PD a year with Accelerated Learning Literacy
- ◆ up to 20 days of on-site PD a year with National Training Network focused on the deeper learning plan and novice teachers
- ◆ four days a year working with Paula Bevan of the Danielson group on lesson planning
- ◆ on-site PD provided by AIR Assessment Literacy and Growth Setting
- ◆ mentoring and professional development for novice teachers
- ◆ on-site training and execution of instructional rounds with Thomas Fowler-Finn
- ◆ online Danielson training for evaluators through Teachscape
- ◆ SAMs Innovation project for the Director and her SAM including monthly on-site support meeting and access for all administrators to the Time Trak tool to focus time management
- ◆ provision of a PLC coach and Data coach

In addition to PD provided through the grant, teachers attend sessions through the Brookdale Math, Science & Technology network to support individual action plans. All staff participates in online NJ School Boards training to meet statutory training requirements. ACHS administrators and staff also provide in house professional development to support school goals and data driven instruction. Some topics have been: Lesson Planning by MAP Instructional Buckets, Drill Down of PARCC Evidence Tables, Blooms Taxonomy, Schlechty's Engagement, Google Classroom, Google Apps, Newsela, Growth vs. Fixed Mindset, and School Safety.

School Culture & Climate

2.1 School Culture & Climate

- a) **Describe how the school promotes a culture of learning, scholarship and high expectations. Describe how the school's overall learning environment aligns with its program. Evidence may include, but not limited to, student lead organizations, student achievements and recognition, adult learning communities, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities.**

School culture is an integral factor to creating and nurturing and successful learning environment. In terms of scheduling for success the upperclassmen have a 185 day school year while the freshmen, who begin in early August, have a 197 day school year. Each school day is an hour longer than the resident high schools as well. ACHS students are in school for 7 hours 10 minutes daily. The extended year includes five Saturday sessions.

Once the time is allocated it is necessary to use the time effectively. Teachers are held accountable for effective time management in the teaching blocks. Following a 4 x 4 block schedule each class is 80 minutes long. We have increased the number of classes which are team taught to provide more individual attention to students. As of this September there is a 1:1 initiative in place so each student has a Chromebook available in all classes. The school is gradually moving to a Google, paperless environment.

Students earn credit through Option II programs such as dual enrollment classes at Brookdale Community College, online AP courses, career exploration internships, and experiential learning.

There is a forty minute block in the middle of the day – two days a week it is Independent Reading, two days a week it is STEM for grades 9 – 11 and financial literacy for grade 12, and one day a week mentors meet with their students. Mentoring curriculum engages student in setting personal and academic goals and measuring progress towards those goals. Students also practice coping skills for dealing with stress and anger and other potential obstacles to success. Other activities provide opportunities for developing empathy and an understanding of others.

Students and parent/guardians receive monthly progress reports. These reports provide snapshots of current academic standing as per the course skill sheet. All stakeholders can then have informed conversations

about what skills students need to work on in order to reach mastery. Students in danger of failing classes are placed on Academic Coaching and are suspended from participating in any extra-curricular activities until their grades improve. The After-School Homework Center is also a place where students can choose to stay in school to receive extra instruction from staff and access supportive technology.

All faculty meet after-school for one hour a week in professional learning committees. A PLC chair leads the inquiry activity or discussion topics so staff can grow their practice. To further examine their practice with a growth mindset, the faculty participated in instructional rounds identifying patterns restricting student engagement and therefore student achievement. This acknowledgement guided teachers in how to improve their practice. In addition a policy change was made after IR in which cell phones were banned from all areas of the school except the cafeteria. The change was well received by parents and most students. Students even commented that they could see that they were more focused in class.

Attendance in school is critical to a culture of learning. The attendance rates for staff and students are:

ACHS Data	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Attendance Rate	90.1 %	91.6 %	89.7 %	89.7 %	91.0 %
Teacher Attendance Rate	96%	95,2%	96.9%	97.3%	96.7%
Students with More Than 5 Referrals Annually	N/A	20%	34%	21%	23%

A reduction in discipline referrals is aligned with an improvement in school culture. Prior to 2015-2016 the majority of the referrals were for students out of class without permission, disruptive behavior and insubordination. Changes in staffing and the attention to student engagement reduced these numbers dramatically. In 2015-2016 the majority of referrals were for use of cell phones. Once the new policy prohibiting cell phones was enacted the incidences dropped off. The overall climate has improved from a focus on peace days (days with no referrals), mutual respect between students and staff and the removal of cell phones. The 2016-2017 school year started with a full week of peace days.

Students are involved in various clubs and activities. Student council class officers organize their peers for various fundraising activities; saving money for their senior class trip and prom. Classes also organize events such as fashion shows, talent shows and the Homecoming activities. Students spearheaded the initiation of the Debate Team and SCRUBS Club. Approximately 15% of the senior class graduate as members of the National Honor Society having been recognized for their leadership, scholarship, service and character.

Each graduating senior participates in a service learning project as a graduation requirement. They create a project which will benefit the community and dedicate a minimum of 30 hours towards its completion. Some projects have included Blood Drives, the Breast Cancer Walk, and contributions to various local non-profits. In organizing and implementing the projects students improve their interpersonal skills as well as those of speaking and writing.

The sense of school spirit and pride extends from the athletic venues to the classroom. Also with strict eligibility policies over and above the requirements of NJSIAA, students have an incentive to be on time for class, maintain appropriate behavior and succeed academically so they can participate on the court or field. All students must be academically eligible to start the season and remain eligible throughout.

Parent engagement after the students are enrolled has been a challenge. Parents select topics for monthly parent meetings. Recently ACHS added family dinners where a speaker addresses both student and parent/guardians as they share a meal. Last year's topics were Gang Awareness and Healthy Dating Relationships. The greatest parent participation is observed at the athletic awards dinner and the Senior Reception. Moving forward meetings will be held in locations within the communities of residence.

b) How does the school support the social and emotional health of its students?

When students arrive at school they are personally welcomed by administrators and staff. After breakfast each day begins with Community. Community serves as a physical break for students; a break

between what has happened to them since they last left the school and the current school day. We recite the flag salute and our personal pledge. Student accomplishments are recognized. Most importantly faculty members make the students feel welcome and remind them how happy we are that they are with us to grow and learn.

Faculty members serve as mentors for each student. Not only do mentors see their students in Community but there is also a weekly 40-minute mentoring period. During that time relationships are built through activities around self-reflection, goal setting, community service, social consciousness and fun. Annually student surveys indicate the role of mentoring in supporting our students which positively impacts academic achievement..

In addition to the mentors, all students are able to access our school social worker (interns too) and guidance counselor for support. Students participate in scheduled counseling sessions or may drop-in for help with a particular situation. The Dean of Students oversees student peer mediation as a method for resolving conflicts.

The athletic program is a central part of life at ACHS as described in the previous section. School spirit can be seen in the halls, in the gyms, on the track and field, and heard in the school “clap”. There are six athletic teams competing at the Varsity level in the NJSIAA. Both the men’s and women’s basketball teams were founding members of the New Jersey Charter School Athletic League. The men also compete on the JV level in basketball. As the first ACHS team, men’s basketball has competed in the NJSIAA state tournament 14 consecutive years. Cheerleaders support the basketball teams at all home and playoff games. Only three years ago students founded a Varsity baseball team. In only their second year the baseball team qualified for the state sectional tournament. Each season over 25% of the student body participates in the athletic program.

Other social events are scheduled throughout the year and are organized by student class officers or sometimes as a portion of senior project activities. Students enjoy staging talent shows, fashion shows, car washes and community events such as blood drives. The junior/senior prom is a standard where community members watch the students enter the venue “dressed to the nines” followed by a night to remember.

2.2 Family & Community Engagement

- a) Explain how the school promotes family and community involvement. Provide specific examples and evidence of how these plans have been realized and identify proposed changes to the plan that your school will implement to improve the school’s partnerships with its families and surrounding communities. *(Respond to this question only if your response differs from what was provided in the Annual Report – Section 2.2 a)*

Response is in Annual Report – Section 2.2a

- b) Describe the various partnerships the school has with educational institutions and/or community organizations and how these relationships promote and help achieve the school’s mission and align with the school’s education program. *(Respond to this question only if your response differs from what was provided in the Annual Report – Section 2.2 b)*

Response is in Annual Report – Section 2.2b

Board Governance

3.1 Board Capacity

- a) Provide evidence that the board of trustees governs the school effectively. Include the following in your response:
- Evidence that the board has the appropriate skills (legal, fiscal, educational, community, etc.) and experience to govern the school effectively.

Board Member	Professional Expertise
Kimberly Brock, President	Retired Educator – Worked in both charter and traditional public schools
Tasha Youngblood Brown, Vice President	Director, Internal Audit Princeton University
Napier Humphrey	Parent, Owner of The Blaque Box a computer and technical company
Ed Johnson	Political Science Professor – Rutgers University, Monmouth University & Brookdale Community College; Director of Long Branch Higher Education Center for Brookdale Community College; Former Mayor of Asbury Park
Perry Lattiboudere	Attorney at Law; Attorney for several school districts
Everett Mitchell	Parent, Retired teacher from traditional public school
Robertha Walters	Community member, Parent of alumnus
Frankie Winrow	Community member, Parent of four students over the history of the school,

- **Information on board priorities for recruitment of additional members and how the board recruits and selects new board members.**

Current Board of Trustee members and school staff recruit prospective board members from the school community and by networking in social and professional organizations. Openings are also posted on the school website and in the monthly newsletter. Interested candidates submit a resume to the Director who disseminates it to the Board. The administration and board members review the resumes and conduct interviews seeking candidates who support mission of the school and add to the expertise of the governing body.

- **Evidence that the school sets goals aligned to the mission.**

The establishment of school goals aligned to the school mission is a collaborative process. Data is collected from a variety of sources including but not limited to: observations, feedback from consultants, instructional rounds, surveys, mess finding, discipline records, assessments scores, graduation data, career and college placement and retention. The administration evaluates progress towards previous goals and state targets (based on charter school accountability measures) and shares this with the staff. Together the data is reviewed. Needs are identified, formed into goals and an action plan is developed by early spring. The administration budgets to fund the action plan and the goals and plan are presented to the Board for input and eventual approval. The approved goals are shared with the school community. Required work is completed through the summer so the action plan to address the goals is in place for the start of the school year.

- **Evidence that the board regularly monitors progress relative to its priorities.**

The Board set a goal that approximately 50% of their meetings would be dedicated to items related to instruction. On a monthly basis that constitutes, for the most part, reports from the Director, the Director of Curriculum, the Dean of Students and the School Business Administrator. Cumulatively the reports inform the

Board about progress towards school goals and the related action plan, general organization, personnel, instruction and assessment, attendance, student discipline, finances, student accomplishments, and recent events.

- **Evidence that the board has adequate filled seats and regularly meets quorum, according to its bylaws.**

In October of 2012 the Board applied for a charter amendment to expand from 7 members to a maximum of 9 members. The rationale was to further contribute to the continuous improvement of student performance through: increased board member expertise and capacities, committee expansion, focused oversight and evaluation of school leadership, proactive and data-driven decision-making in all our operations, and enhanced community partnership. Currently there are a total of eight members; representing higher education, parents and the greater community. The membership organized into three operating committees based on their expertise: government, finance and accountability.

The Board meets monthly throughout the year and holds its reorganization meeting each July. There were two meetings during the current renewal term in which there was not a quorum. Neither of those occurrences happened in the past three years.

- **Evidence that the board evaluates the school leader(s), school business administrator and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.**

As previously described, the Director is evaluated according to the VAL-ED rubric and a representative of the Board is involved in several of the measures. The SBA is evaluated according to his job description through a Danielson –like process involving self-evaluation on a Likert scale, evaluation by the supervisor according to the same rubric and scale and then a post-conference to review metrics and scoring. Both the Director and SBA have 40% of their final evaluation scores attributed to the school wide student growth average. Salary increases are thus linked directly to academic goals. Progress along school goals is monitored by the Board at each meeting.

Access and Equity

4.2 Special Education

- a) Describe the steps the school takes to identify students in need of Special Education services. Submit a copy of the school's RTI, I&RS and/or Referral Intervention Services. Describe the special educational programs and range of services the school provides for identified students.**

Students are identified as being eligible for Special Education and related services by the Child Study Team (CST). Referrals to the CST are initiated by a student's parents, teachers, or the I&RS committee. Once a referral is initiated, the Child Study Team, including the student, student's parent/guardian, general education teachers meet to determine if a formal evaluation is warranted. During this initial evaluation planning meeting, the student's formal and function records are reviewed. If an evaluation is warranted the Child Study Team obtains the parent's permission to proceed with the formal evaluation which is delineated in a written evaluation plan. Next, the evaluations which were agreed to, including at least one classroom observation, are completed. Finally, the CST including required general and special education teachers and service providers, family members, and student meet to review the evaluations outcomes and share recommendations for educational programming. If the family consents to having their child classified as eligible for special education

and related services a draft Individualized Education Plan (IEP) is developed with the family. Once the IEP is agreed upon by all parties and the family grants consent for the finalized IEP to be implemented, the plan is initiated. Throughout this process written notification, evaluations, and other required documents are provided to students and families. Additionally, timelines throughout the process are followed as set forth by New Jersey State Special Education Code.

The following special education programs and services are currently available for students depending upon their individual needs: pull out replacement classes in core academic areas, study skills classes in a small group environment, opportunities to be included in general education classes that are team taught by content specialists and special education teachers, speech and language therapy, occupational therapy, physical therapy, and counseling services. If a student's needs required an additional service, plans are made to meet that individual need.

The Intervention & Referral Services Committee also provide support to student who is struggling in one or more components of the educational program – academically, emotionally or socially. Referral to I&RS may be made by student, parent/guardian or any member of the school community. Forms associated with the I&RS process are attached as Appendix B.

4.3 English Language Learners

- a) Describe the steps the school takes to identify students in need of English Language Learners (ELL) services. Describe the ELL programs and range of services the school provides for identified students.**

Students are initially screened based on responses to the home language survey. Each of those students has a complete record review including assessments, course grades, personal communications, CST reports if applicable, teacher comments, and parent/guardian interview. Students who demonstrate a possible need for ELL support are screened with WIDA. Any student with a cumulative score below 4.5 is entered into the ELL program once parental approval is received. Students may also receive support in just one or more areas even though the cumulative score exceeds 4.5.

Students participate in an after-school English Language Services Program so as to not disrupt the provision of regular education. Students receive instruction related to the class standards on an individual basis or in small groups to improve reading, writing and speaking. Instruction is directly related to their curricular work. The teacher is certified Teacher of the Handicapped. She also holds a comprehensive 100 hour TESOL/TESL/TEFL Teacher Certification.

Section 3: Fiscal Viability

1.1 Financial Framework

- a) Based on the Performance Framework Financial Ratios reported in the FY2014-2015 Comprehensive Annual Financial Report (CAFR), provide an explanation for any Near Term or Sustainability Ratios that did not meet standard. Further, provide a plan with timeline for improving any ratios that do not meet standard.**

Based on the Performance Framework Financial Ratios reported in the FY2014-2015 Comprehensive Annual Financial Report (CAFR), Academy Charter High School did not meet the standard in 1 of the 8 Near Term or Sustainability Ratios. The ratio that did not meet the standard in: 1b. Unrestricted Days Cash. The remediation plan is as follows:

1b. Unrestricted Days Cash – In the most recent reportable year of the charter term, Academy Charter High School saw a decrease in Unrestricted Days Cash. This was a result of some sending districts falling behind on their payments due to them not traditionally sending students to Academy Charter High School and therefore finding the payment schedule unfamiliar. Additionally, our largest sending district would often not abide to the state established payment schedule and therefore the majority of our revenue stream was erratic. In an attempt to remedy this in the coming years, the School Business Administrator will be sending districts invoices throughout the year to see that they do not fall behind in their payments.

1.2 Financial Audit

a) *If applicable, over the last charter term, provide an explanation for the occurrence of repeat findings from the Auditor's Management Report (AMR) and provide a plan with timeline on resolution of these findings.*

Over the last charter term, Academy Charter High School has experienced three repeat findings from the Auditor's Management Report's. As all of these finding occurred during the term of a previous Business Administrator who was terminated in the spring of 2013, all findings have been resolved at this time. Below are the aforementioned findings, as well as their resolution. Please note that all findings occurred in the 2010-2011 and 2011-2012 audits.

1. *Supporting documentation for all claims* – Early in the 2012-2013 fiscal year, the school's business manager implemented a method in which all bills and claims are kept together with their adjoining purchase order. This continues currently.
2. *E-Rate was not filed* – During the 2012-2013 fiscal year, the district began using On-Tech, a E-Rate consulting group. Since this partnership was established, all E-Rate documents have been filed in a timely fashion.
3. *Have materials prepared for the audit in a timely fashion* – Beginning with the FY13 Financial Audit, all audits have been gathered, completed, and filed in a timely fashion.

1.3 Budget Information

- a) **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5,"** prepare a budget summary covering projected sources of revenue and planned expenditures for Years 1-5.
 - **Please see Appendix C – Sheet 1**
- b) Provide a Budget Narrative for fiscal year 2017-2018. If the school is planning to expand, provide **an additional budget narrative** reflecting the expansion. For years 2018-2022, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from

year to year such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.

- **Please see Appendix D**
- c) **Using the spreadsheet titled, “Renewal App Budget Sum-Years 1-5,”** prepare a Cash Flow Schedule for the 2017-2018 school year only.
 - **Please see Appendix C – Sheet 2**
- a) **Based on the school’s currently approved maximum enrollment, provide a five-year maximum enrollment chart by grade level, in the prescribed format below. If your charter is renewed without expansion, this chart will serve as the maximum enrollment chart of the school over the next five years.**

Maximum Enrollment Chart

Grade Level	2016-2017 (current maximum)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
9	55	55	55	55	55	55
10	55	55	55	55	55	55
11	55	55	55	55	55	55
12	55	55	55	55	55	55
TOTAL	220	220	220	220	220	220

1.2 Facility

- a) **List the addresses and grade configurations for each current facility. Add lines as necessary.**

Address	Grade Configuration	Site Administrator
1725 Main Street, Lake Como	9-12	Mary Jo McKinley, Ed.D.

- b) **Provide detailed information on the school's facility plans for the five years of the next charter. The plan should include an adequate and detailed financial arrangement and timeline for the facility.**

The Friends of Academy Charter recently refinanced the mortgage for the school building and property. Released funds were used to renovate the downstairs bathrooms, replace the gym roof, replace the main building decking, complete exterior painting of both buildings and replace signage. Over the next five years Friends of Academy Charter will renovate the main building upstairs bathrooms as well. The charter school is only responsible for general maintenance of the facilities.

1.3 Five-Year Planning

- a) **Describe what changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.**

Academy Charter is not requesting any changes to its charter. For the next five years we will continue to focus on providing a quality education in a fiscally efficient manner. We will look to strengthen the

educational program as evidenced by improved student achievement. A focus on rigor, student engagement, data driven decision-making, and high expectations will drive academic goals. These goals drive professional development, curriculum revisions and PLC activities.

Students have complained of trouble getting to SAT testing sites so staff are investigating hosting the SAT at ACHS. The addition of a third semester of Algebra 1 will extend the learning opportunities for incoming students in order to address their academic deficiencies as identified by 8th grade PARCC scores. In doing this our curriculum will be more accurately aligned with the high school math PARCC assessments as there will not be the need to remediate further. This focus on improving foundational skills will also be reflected in SAT scores. Likewise in ELA classes curriculum revisions provide an added focus on the writing process.

Funding has been allocated in the five-year fiscal plan to support the Independent Reading (IR) and STEM programs now offered as two-credit classes. IR strengthens vocabulary and unlike former DEAR program, students use literary journals, projects and conferences with English teachers to improve comprehension and analysis. In the STEM classes students engage in project based activities which require application of knowledge from their math and science classes. Students have an opportunity to be creative, innovative and problems solve – all additional preparation for college and career.

The ACHS school community has recognized the role that school culture plays in creating and maintaining an educationally appropriate environment. Our students need consistency, structure, encouragement, recognition and positive relationships to grow academically, emotionally and socially. Mentoring and a merit-demerit based discipline system will continue to be cornerstones of the ACHS culture.

ACHS seeks to maintain existing relationships and develop new inroads with parents and community members. We will continue to communicate with parents via monthly newsletters, phone calls, conferences and parent workshops. Parent meetings will move to locations within the district or residence to make attendance easier. Additional community outreach for recruitment will be undertaken. As access to families in the primary district of residence has been limited by political factors new inroads will be developed for community outreach.

The administration and Board will develop a school leader succession plan to support any transitions in leadership which may occur during the next five years.

The school plans to remain in the current facility for the next five years under the lease agreement with Friends of Academy Charter High School. The terms of that agreement will not change.

b) Describe any significant changes the school expects to make in the following areas over the next charter term:

- **Amendments to your school's charter**
Not applicable
- **Governance and/or Education Service Provider (ESP) structure**
Not applicable

Appendix A: Description of Instructional Practices

Please provide a short description of how the school defines high quality instruction and a description of what instructional practices, behavioral expectations, and types of accommodations a site visit team should expect to see. Please note that this description will be one of the primary mechanisms by which the site visit team will evaluate instruction at the school.

Instructional Practices
Guiding questions: • <i>What should the team see in classrooms that will let them know <u>what the students are expected to learn?</u></i> • <i>What should the team see in classrooms that will let them know <u>that students are learning?</u></i> • <i>What will teachers be doing that will demonstrate that they are <u>implementing the school's instructional model?</u></i> • <i>How does the school define <u>high-quality teaching</u> and what should <u>high-quality teaching look like in the classroom?</u></i>
School's Description: • Each class's daily objective stating the intent of the day's lesson is posted in the classroom. Additionally the week's lesson plans are posted to the bulletin board, as well as a "to do" list that is checked off as the lesson progresses. • The team should witness "brain sweat". The students will be engaged in the lesson, collaborating together when prompted, sharing what they're learning among their peers each day. Turn & talk strategies are employed, peer review of work, as well as group discussions will all provide clear evidence of active student engagement & learning. • Teachers will be encouraging student-driven lessons. Teachers will facilitate in student learning, while allowing students to be the driving force of the daily lesson. Teachers will provide the necessary materials and guide students through their activities, while encouraging peer interaction to allow students to fully develop concepts and ideas on their own. Students will provide classwork & homework to demonstrate their understanding; teachers will also use informal tools of assessment, such as cold calling. Teacher led instruction is limited to no more than 40% of any class period. • High quality teaching aims to have students not only understand the information being presented to them daily, but to have students retain and apply the information throughout their lives. Students should have the lesson's information and material presented to them in a relevant manner. Retention occurs when students understand how the lesson applies to them personally.

Behavioral Expectations

Guiding questions:

- *What is expected of students in terms of behavior?*
- *What interventions should the team expect to see if behavioral expectations are not met?*
- *What might observers see teachers doing to encourage students to meet the behavioral expectations?*

- Students are expected to play their role in maintaining a respectful, safe environment. Each classroom has school-wide rules posted, as well as classroom expectations. Students understand that they may express themselves, as long as their actions do not limit the education of their peers.
- Interventions may include personal conversations, adherence to the pyramid for level 1 infractions, verbal and nonverbal cues. Some interventions may be subtle and not obvious to the observer. Blatant infractions result in discipline referral and/or exclusion from the classroom.
- Teachers provide encouragement through specific praise, use of tools such as class DoJo, award of panther paws and/or merits.

Accommodations

Guiding questions:

- *What might the team see in classrooms to show that the school is supporting students with diverse learning needs?*
- *Describe the continuum of services offered to students needing accommodations or modifications.*
- *How might the team know that teachers are implementing IEP accommodations?*
- *How are teachers expected to deliver ESL instruction in the relevant classrooms?*

School's Description:

- Diverse learning needs are supported through student choice in activities, modified activities or assignments, additional time, skeleton/copies of notes, reading guides, directions expressed in multiple modalities, concept webs, preferential seating, peer tutors and checking for understanding. Some students are provided extra time. Accommodations are written on lesson plans
- Students may participate in pull-out replacement, in class support or mainstreamed classes. Speech, counseling and OT are provided as required.
- The implementation of IEP accommodations should not be obvious as the intent is not label or overtly identify IEP students.
- There are no students receiving ESL instruction within the classrooms.

Step 1:

1. Student exhibiting a behavior or academic concern.
2. Teacher tries interventions and altering instructional methods to meet student needs. This also includes collaboration with parent/guardian.

Step 2:

1. Teacher intervention(s) prove unsuccessful, consult the I&RS coordinator
2. Coordinator will complete a 15-20 minute observation of the student including a brief student interview.

Step 3: Teacher will:

1. Call parent and inform them of request of assistance from I&RS.
2. Fill out the I&RS referral form, located in the CST Office/Room 103.

Step 4: Pre-Planning the I&RS Meeting

1. Coordinator will organize a convenient meeting time.
2. Additional teachers will fill out supplemental forms.
3. Coordinator will accumulate additional records necessary for the meeting.

Step 5: Initial I&RS Meeting

1. Referring teacher and teachers of any classes the student is failing MUST attend meeting.
2. Parents/Guardians in attendance.
3. Develop action plan with agreed upon interventions for the student.
4. Teachers sign off on the Action Plans when they are completed. (end of the week)

Step 6: The In-between

1. Teachers will complete progress reports on a bi-weekly basis.
2. Teachers will provide feed back regarding the interventions.

Step 7: Review Meeting(s)

1. Approximately 6-8 weeks after previous meeting.
2. Core team members , teachers, and parents will attend to amend the Action Plan.
*Learning Disability and Achievement screeners completed by student and/or teachers.
3. Action plan will be revised and signed off on by the end of the week.

Step 8: Referral to CST or 504

1. If student continues to show academic or behavioral struggles.
2. New process of record and inforational gathering ensues.

Remember:

- Teachers please call home if you have concerns
- Sugestion if a student is failing two consecutive months start the process.
- Action Plans are a legal document
- Keep the coordinator in the loop regarding student's progress and your availability to attend meetings. (EMAIL)
- Inform and provide academic coach (Ms. Cornish) of makeup work assignments

Academy Charter High School

1725 Main Street
Lake Como, NJ 07719

Phone (732) 681-8377
FAX (732) 681-8375

I&RS: Initial Request for Assistance

To: Intervention and Referral Services Team

From: _____

Date: _____

Student: _____

Reasons for Requested Assistance

Specific and Descriptive Observed Behaviors in your Classroom

Concerning Behaviors

Please check off which behaviors apply to the student you referred.

Work Study Behaviors:

- | | |
|--|--|
| ☐ Distractibility | ☐ Disorganized |
| ☐ Gives up easily | ☐ Assignments not completed |
| ☐ Appears nervous | ☐ Minimal Class participation |
| ☐ Works impulsively | ☐ Minimal class participation |
| ☐ Restless, High activity | ☐ Forgetful |
| ☐ Slow worker | ☐ Work is careless, messy |
| ☐ Difficulty following directions | |

Social Behaviors:

- | | |
|--|--|
| ☐ Stubborn, Uncooperative | ☐ Indifferent |
| ☐ Withdrawn, Isolates self | ☐ Overly self critical |
| ☐ Ego centric behavior | ☐ Poor Hygiene |
| ☐ Lacks self confidence | ☐ Tends to blame others |
| ☐ Guarded | ☐ Minimizes success |
| ☐ Willful disobedience | ☐ Lacks self control |
| ☐ Often angry/Hostile | ☐ Often upset/cries |
| ☐ Dangerous to self or others | ☐ Lacks friendships |

Interventions Checklist:

Please indicate the types of interventions you have tried prior to this request for assistance by placing a "Y" for "Yes" or an "N" for "No".

____1. Spoke to student privately after class regarding rules, expectations, and concerns.	____4. Spoke with parent via phone/email. Dates of contact:	____7. Arranged an independent study program for student to catch up on work.	____10. Extended completion time for assignments.
____2. Provided student with help after class/school.	____5. Gave student modified work at his or her level.	____8. Provided student with extra attention.	____11.
____3. Changed the student's seat.	____6. Held conference with parent.	____9. Assigned student detention(s).	____12.

Other interventions utilized not specified above.

Parent Notification

Before submitting this referral for I&RS review, the Parent must be notified by the referring teacher. At this time you should be advising the parent of the interventions you have already implemented, and the reason you are seeking further assistance from the I&RS team. Please inform them that they should expect to be notified of a meeting a later date and how crucial they are to the student's success.

Date of Parent Notification of I&RS referral: _____

Parental Concerns regarding I&RS referral:

Staff signature: _____ Date: _____

Academy Charter High School

1725 Main Street
Lake Como, NJ 07719

Phone (732) 681-8377
FAX (732) 681-8375

Progress Report

Student Name: _____

Block 1 Course: _____ **Teacher:** _____

	<i>Attendance/ Tardiness</i>	<i>Participation</i>	<i>Assignments</i>	<i>Exams</i>	<i>Quality of Work</i>	<i>Timeliness of Work</i>	<i>Skills</i>
Excellent							
Good							
Average							
Needs Improvement							

Support Services Recommended: Yes or No (Please circle)

Support Services Request: _____ HW Club _____ After School Help (30 minutes with teacher)

_____ Tutoring _____ Academic Coaching _____ I&RS Referral Request

Missing Assignments:

Concerns:

Teacher Signature: _____ **Date:** _____

Block 2 Course: _____ **Teacher:** _____

	<i>Attendance/ Tardiness</i>	<i>Participation</i>	<i>Assignments</i>	<i>Exams</i>	<i>Quality of Work</i>	<i>Timeliness of Work</i>	<i>Skills</i>
Excellent							
Good							
Average							
Needs Improvement							

Support Services Recommended: Yes or No (Please circle)

Support Services Request: _____ HW Club _____ After School Help (30 minutes with teacher)

_____ Tutoring _____ Academic Coaching _____ I&RS Referral Request

Missing Assignments:

Concerns:

Teacher Signature: _____ Date: _____

Block 4 Course: _____ Teacher: _____

	<i>Attendance/ Tardiness</i>	<i>Participation</i>	<i>Assignments</i>	<i>Exams</i>	<i>Quality of Work</i>	<i>Timeliness of Work</i>	<i>Skills</i>
Excellent							
Good							
Average							
Needs Improvement							

Support Services Recommended: Yes or No (Please circle)

Support Services Request: _____ HW Club _____ After School Help (30 minutes with teacher)

_____ Tutoring _____ Academic Coaching _____ I&RS Referral Request

Missing Assignments:

Concerns:

Teacher Signature: _____ Date: _____

Block 5 Course: _____ Teacher: _____

	<i>Attendance/ Tardiness</i>	<i>Participation</i>	<i>Assignments</i>	<i>Exams</i>	<i>Quality of Work</i>	<i>Timeliness of Work</i>	<i>Skills</i>
Excellent							
Good							
Average							
Needs Improvement							

Support Services Recommended: Yes or No (Please circle)

Support Services Request: _____ HW Club _____ After School Help (30 minutes with teacher)

_____ Tutoring _____ Academic Coaching _____ I&RS Referral Request

Missing Assignments:

Concerns:

Teacher Signature: _____ Date: _____

INTERVENTION AND REFERRAL SERVICES
ACTION PLAN
CONFIDENTIAL

Student:
Date:

Teacher:

Meeting Date:

Parent Notification

Attendance:

REASON(S) FOR REQUEST FOR ASSISTANCE <i>(PRESENTING EDUCATIONAL PROBLEM[S]):</i>	
WHAT IS TO BE ACCOMPLISHED? (TASKS)	
WHO IS RESPONSIBLE (KEY PERSON)	
HOW IS IT TO BE ACCOMPLISHED?	1.
RESOURCES NEEDED TO ACCOMPLISH TASKS (PEOPLE, MATERIALS, FACILITIES)	
ACCOUNTABILITY (WHAT IS TO BE REPORTED TO WHOM AND BY WHEN?)	