BELOVED COMMUNITY CHARTER SCHOOL

Annual Report 2021-2022

August 1, 2022

Submitted to:
Angelica Allen-McMillan, Ed.D, New Jersey Commissioner of Education
Dr. Norma Fernandez, Superintendent of Jersey City Public Schools

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Table 1: Basic Information

Name of charter school	BelovED Community Charter School
Grade level(s) to be served in 2022-2023	K-12
2021-2022 Total enrollment as of June 30, 2022	1435
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	109
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	98
Projected enrollment for 2022-2023	1560
Current waiting list for 2022-2023 by grade level *Pursuant to N.J.A.C. 6A:11-4.6(a)2*	K: 144 1: 94 2: 88 3: 102 4: 97 5: 111 6: 111 7: 60 8: 42 9: 259 10: 55 11: 2 12: 9
Waitlist within the district/region of residence	1,115
Waitlist of non-resident district/region of residence	59
Website address	www.belovedccs.org
Name of board president	Nicole Jackson
Board president email address	njackson@belovedccs.org
Board president phone number	(201) 970-4906
Name of school leader	Ken Schultz
School leader email address	kschultz@belovedccs.org
School leader office phone number and extension	(201) 630-4700 x2091

Name of School Business Administrator (SBA)	Richard Raschdorf
SBA email address	rraschdorf@belovedccs.org
SBA phone number	201-630-4765

School Site Information:

Table 2: School Site Information

Site name	BelovED Community Charter School (Elementary School)
Year site opened	SY12-13
Grade level(s) served at this site in 2021-2022	K-8
Grade level(s) to be served at this site in 2022-2023	K-8
Site street address	508 (aka 530) Grand Street
Site city	Jersey City, NJ
Site zip	07302
Site lead or primary contact's name	Michele Link, Principal
Site lead or primary contact's office phone number and extension	201-630-4700
Site lead or primary contact cell phone number	201-912-5483
Site lead's email address	mlink@belovedccs.org

Site name	BelovED Community Charter School (High School)
Year site opened	SY19-20
Grade level(s) served at this site in 2021-2022	9-11
Grade level(s) to be served at this site in 2022-2023	9-12
Site street address	531 Grand Street
Site city	Jersey City, NJ
Site zip	07302

Site lead or primary contact's name	Ken Schultz, Lead Person
Site lead or primary contact's office phone number and extension	201-630-4700
Site lead or primary contact cell phone number	201-463-6301
Site lead's email address	kschultz@belovedccs.org

Organizational Performance Areas

Education Program and Capacity

1.1 Mission and Key Design Elements

a) BelovED Community Charter School's Mission

The mission of BelovED Community Charter School is to develop values, skills, knowledge, confidence and character in its scholars that will propel them to success in school, college, and their careers and to the fulfillment of a socially contributory life.

b) Key Design Elements

Distinctive elements of our school model include:

- A high-expectations/no excuses academic culture combined with a caring and fun school climate
- Emphasis on the development of positive values, habits, character and community
- The schoolwide implementation of data-driven instruction and of a positive discipline behavioral system
- A longer school day with more time for critical learning
- A carefully sequenced curriculum, aligned with all state and common core standards
- "Planned Joy" moments every day in every classroom
- Teacher training in, and use of, *Teach Like a Champion* pedagogical techniques within an innovative, highly-effective teach cycle that ends almost every lesson with a check for understanding
- The extensive use of class prefects and peer tutoring
- Extensive curriculum-aligned formative and through-course assessments
- Constant academic performance monitoring and parental communication
- Intensive teacher tutoring when a student exhibits difficulty mastering a standard
- Top quality educators who benefit by extensive instructional coaching and professional development that is carefully aligned with our school model

c) Unique Academic Goals

In our charter application, we spoke of providing our scholars a superior education and having them achieve continual progress toward mastery of all grade level academic standards. The NJDOE Academic Performance Framework uses state summative assessments to measure scholar learning growth and comparative performance, but these assessments are not administered to children until Grade Three, so

BelovED's charter application called for the use of nationally normed assessments to measure the learning growth of its young scholars at lower grade levels. We use STAR assessment grade mean equivalent scores to measure whether we are meeting our goal of providing scholars a superior education to scholars in primary grade levels.

Table 3:

Early Grade Level Reading Gains

Reference	Charter Application Goal 1.1			
Goal/ Objective	Scholars make superior progress toward mastery of academic standards.			
Measure/ Metric	Average STAR Grade Mean Equivalent Score Growth of Scholar			
Target	Average Monthly Grade Mean Gain >.1			
Data	Grade Level	SY22 Reading GM Score - Dec	SY22 Reading GM Score – May	Cohort's Monthly Growth > .5
	First	1.72	2	No
	Second	3.16	3.29	No
	Third	3.21	3.81	Yes
Outcome	The reading gains of our Third graders exceeded our target, but the reading gains of our First and Second Graders did not.			

Early Grade Level Math Gains

Reference	Charter Application Goal 1.1			
Goal/ Objective	Scholars make superior progress toward mastery of academic standards.			
Measure/ Metric	Average STAR Grade Mean Score Growth of Scholar			
Target	Average Monthly Grade Mean Equivalent Gain >.1			
Data	Grade Level	SY22 Math GM Score - October	SY22 Math GM Score May	Cohort's Monthly Growth > .7
	First	1.62	2.92	Yes
	Second	2.30	3.17	Yes
	Third	3.09	4.00	Yes
Outcome	The math gains of our First through Third Grade schools substantially exceeded our targets.			

1.2 Curriculum

Please see Appendix A, our Assurances that BelovED's curriculum is aligned to the New Jersey State Learning Standards.

1.3 Instruction

a) *High Quality Instruction at BelovED*

We define high quality instruction as instruction which leads to comprehensive scholar mastery of rigorous academic standards (i.e., learning objectives).

The best pedagogical approach for helping students master one learning objective will not necessarily be the best pedagogical approach for helping students master a different learning objective. Moreover, all students are not equally well-served by a given pedagogical approach relating to a particular objective. So we train our teachers in a number of different pedagogies and use student learning data to guide the pedagogy used in regard to a given academic standard for a given group of students.

That said, we always expect instruction at BelovED to be highly intentional and data-driven, well-planned, and engagingly delivered.

b) *A brief description of the school's instructional practices.*

At BelovED, we take a data-driven approach to instruction featuring the following data-driven instruction protocols:

- Multiple interim and a final assessment are created/adapted and administered for every grade level in every academic subject area. These assessments align with state standards and the learning objective sequencing and pacing of our curriculum. As appropriate, they also re-assess mastery of previously taught standards.

- Prior to the beginning of an instructional period, teachers see samples of the up-coming assessments for their subject area and grade level to provide them a clear understanding of the depth to which skills and knowledge items are to be mastered.

- Our interim and final assessments are administered in common to all of the scholars working at a particular grade level in a subject area. Whenever practicable, interim and final assessments are administered via computer so that scoring is immediate.

- Care is taken in the design of assessments reports so as to facilitate ease of data analysis: not just bottom line results, but also item-level analysis and standard-level analysis by individual, classroom, and across a grade level.

- After each interim or final assessment is administered, school leaders facilitate "test-in-hand" teacher-leader data analysis meetings where teachers move beyond what scholars got wrong and take ownership of why scholars got it wrong.

- School leaders work collaboratively with teachers to develop teacher-specific whole-class, small group, and individual scholar Instructional Action Plans based on the fore-going data analysis. This includes not just revisions to teachers' planned pacing of instruction, and the identification of learning objectives to re-taught, but also the strategies and interventions that teachers plan to use.

In our education program, when delivering whole class instruction, we often employ an *I Do, We Do, You Do, Check "*teach cycle" and make use of Responsive Teaching principles, Champion Teacher techniques[1], additional research-based strategies, and appropriate technology.

We expect instruction at BelovED to be continuously improving. We are committed to taking instructional practice at BelovED from Good to Great, so a very important part of our school model is our focus upon, and our systems for supporting, the continual professional development of our instructional staff. Noting that even the world's very top athletes have coaches, a core responsibility of each school leader at BelovED is instructional coaching. Meanwhile, we expect our teachers to want to continually improve their practice and to be positively responsive to our school leaders' coaching.

c) *Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?*

We have made targeted small group support a larger part of our regular school-day instruction.

We have also expanded and extended our summer school and after-school high dosage tutoring, consistent with the research finding that scholar instructional time/time on task is a major determinant of scholar learning.

To accelerate learning for all students, we have been revising our curriculum to increase knowledge-building, incorporate writing activities in all subject areas, and incorporate new curricular resources and online learning programs. This has naturally required that we provide extensive professional development to our faculty to support their expert use of our new curricular resources and learning programs and the provision of instruction that is tailored to the particular learning objective and the needs of different learners.

Last but not least, we have been hiring more counselors and social workers to support our scholars' social-emotional learning and to more comprehensively implement best practices, including effective, school-based programs, for addressing the mental health needs of school community members.

d) *Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.*

For those students who were quarantined, we used our Learning Management System platform, Schoology, to post instruction and work. In fact, we made posting instruction and work a requirement for all instructional staff at the beginning of the year so that students developed the habit of using this platform on a daily basis to review instruction and check work assigned, regardless of whether they were required to quarantine. This ensured that quarantined students could keep up with the instruction and assigned work and had the opportunity to communicate with their teachers if they had any questions. Additionally, students benefitted from small groups during the school year to make up any work that they were unable to master or complete while quarantining.

e) *Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What supports will the school provide in the 2022-2023 school year?*

[1] Doug Lemov, *Teach Like a Champion* (San Francisco: Jossey-Bass, 2010).

Grade	*# Students Retained*	*Supports being provided in SY22-23*
K	9	small group support, targeted RTI instruction, pull out instruction
2	4	small group support, targeted RTI instruction, pull out instruction
5	2	small group support, targeted RTI instruction, pull out instruction, push in support, intensives
6	1	push in support, academic intervention plan
9	5	push in support, academic intervention plan
10	10	push in support, academic intervention plan
11	1	push in support, academic intervention plan

1.4 Assessment

a) Table 4: Start Strong Assessment Outcomes *(Fall 2021)*

Assessment	**Strong Support Number of students**	**Strong Support Percentage of Students**	**Some Support Number of students**	**Some Support Percentage of students**	**Less Support Number of students**	**Less Support Percentage of students**
ELA 4	32	26%	27	22%	62	51%
ELA 5	20	17%	34	28%	66	55%
ELA 6	30	26%	34	29%	52	45%
ELA 7	26	22%	28	24%	63	54%
ELA 8	32	27%	28	23%	60	50%
ELA 9	33	28%	29	25%	56	47%
ELA 10	33	28%	26	22%	60	50%
MAT 4	61	50%	17	14%	43	36%
MAT 5	59	49%	32	27%	29	24%
MAT 6	55	47%	41	35%	20	17%

Assessment	Strong Support Number of students	Strong Support Percentage of Students	Some Support Number of students	Some Support Percentage of students	Less Support Number of students	Less Support Percentage of students
MAT 7	36	31%	45	38%	36	31%
MAT 8	52	54%	33	34%	11	11%
Algebra I	64	50%	36	28%	27	21%
Geometry	72	59%	29	24%	21	17%
Algebra II	31	28%	49	45%	29	27%

b) *Table 5a: Proficiency Rates on Local Assessments (% of Students)*
Fall Diagnostic Assessment 2021

Assessment	Below (%)	On (%)	Above (%)
ELA K	40%	9%	51%
ELA 1	37%	5%	58%
ELA 2	52%	10%	38%
ELA 3	46%	14%	40%
ELA 4	40%	11%	50%
ELA 5	51%	7%	42%
ELA 6	62%	7%	32%
ELA 7	57%	10%	33%
ELA 8	62%	10%	28%
ELA 9	51%	37%	12%
ELA 10	48%	37%	15%
ELA 11	58%	25%	17%
ELA 12	NA	NA	NA

MATH K	40%	9%	51%
MATH 1	37%	5%	58%

Assessment	Below (%)	On (%)	Above (%)
MATH 2	44%	26%	30%
MATH 3	36%	27%	36%
MATH 4	43%	29%	28%
MATH 5	46%	28%	26%
MATH 6	40%	38%	22%
MATH 7	36%	43%	21%
MATH 8	48%	24%	28%
Algebra I	33%	41%	25%
Geometry	73%	17%	10%
Algebra II	39%	36%	25%

c) *Table 5b: Proficiency Rates on Local assessments (% of Students)*
End of Year Summative Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	32%	14%	53%
ELA 1	36%	7%	57%
ELA 2	33%	5%	62%
ELA 3	49%	4%	47%
ELA 4	33%	9%	57%
ELA 5	45%	14%	42%
ELA 6	58%	8%	35%
ELA 7	50%	13%	37%
ELA 8	64%	20%	16%
ELA 9	48%	35%	16%
ELA 10	33%	42%	25%
ELA 11	49%	44%	5%
ELA 12	NA	NA	NA

MAT K	32%	14%	53%

Assessment	Below (%)	On (%)	Above (%)
MAT 1	19%	47%	34%
MAT 2	39%	12%	49%
MAT 3	42%	23%	35%
MAT 4	31%	26%	42%
MAT 5	36%	30%	34%
MAT 6	35%	28%	36%
MAT 7	35%	34%	32%
MAT 8	40%	23%	37%
Algebra I	44%	46%	10%
Geometry	68%	23%	9%
Algebra II	63%	21%	8%

d) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	**✓ or X**
Solely charter created	
Vendor and charter created	✓
Combination of solely charter and vendor and charter created	

e) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	**✓ or X**
Solely charter created	
Vendor and charter created	✓
Combination of solely charter and vendor and charter created	

f) 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).

Research finds that scholars with diverse needs should, as a rule, remain in general education classrooms for core subject instruction and then have their specific learning challenges

addressed in small-group settings by teachers with mastery not only in supporting scholars with diverse needs, but also of the curriculum content that the students need to learn. Accordingly, we have been increasing the amount of small group work we make part of our instruction delivery and hiring more Special Education Teachers, ESL Teachers, RTI Teachers and Teacher Assistants with expertise in higher grade level curriculum content so we can increase the depth of the push-in small group support we can provide students with diverse needs. This in-class support is further augmented, as appropriate, by targeted pull-out support.

g) *For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.*

Diagnostic Assessments That Are Not Subject-Specific:

Grade Level	Diagnostic Assessments
K	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
1	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
2	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
3	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
4	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
5	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
6	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
7	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
8	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency ● Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary ● Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
9	● Where use is appropriate and approved, ACCESS for assessing English Language Proficiency

	• Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
10	• Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass when necessary • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances

Subject-Specific Assessments:

Language Arts			
Grade Level	**Diagnostic Assessments**	**Formative Assessments**	**Summative Assessments**
K	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fountas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, drawings, sentence writing • Small Group • Projects, Book Reports • Savvas Created MyView weekly Progress Check Up • Savvas Unit Tests	• Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment
1	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fountas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Projects, Book Reports • Savvas-Created MyView weekly Progress Check Up • Savvas MyView Unit Tests	• Savvas Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment
2	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fontas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Projects, Book Reports • Savvas-Created MyView weekly Progress Check Up • Savvas MyView Unit Tests	• Savvas Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment

3	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fontas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Projects, Book Reports • Savvas-Created MyView weekly Progress Check Up • Savvas MyView Unit Tests	• Savvas Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
4	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fontas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Projects, Book Reports • Savvas-Created MyView weekly Progress Check Up • Savvas MyView Unit Tests • CommonLit texts questions	• Savvas Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
5	• Savvas Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Scholastic Guided Reading with Fontas and Pinnell Levels • Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Projects, Book Reports • Savvas-Created MyView weekly Progress Check Up • Savvas MyView Unit Tests • CommonLit texts questions	• Savvas Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
6	• Commonlit Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group & Centers • Projects, Book Reports • Skills based weekly quizzes • Novel Quizzes/Tests • Vocbaulary.com quizzes • CommonLit texts questions	• Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment NJSLA

7	• Commonlit Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group & Centers • Projects, Book Reports • Skills based weekly quizzes • Novel Quizzes/Tests • Vocbaulary.com quizzes • CommonLit texts questions	• Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
8	• Commonlit Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group & Centers • Projects, Book Reports • Skills based weekly quizzes • Novel Quizzes/Tests • Vocbaulary.com quizzes • CommonLit texts questions	• Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
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			• NJSLA
11	• Commonlit Baseline assessments of all student masteries/learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group & Centers • Projects, Book Reports • Skills based weekly quizzes • Novel Quizzes/Tests • Vocbaulary.com quizzes • CommonLit texts questions	• Performance Based Assessments for Writing • Curriculum Head-created End of Term and End of Year Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA

Math			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment
1	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment
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3	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Math FactsPro	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment • NJSLA
4	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Math FactsPro	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment • NJSLA
5	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Math FactsPro	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment • NJSLA
6	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • Achievement First Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Khan Academy • IXL	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment • NJSLA
7	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Achievement First Assessments • Curriculum Head Created Computation Tests	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally

		• Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Khan Academy • IXL	Normed Assessment • NJSLA
8	• Savvas Baseline assessments of all student masteries /learning gaps • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • SavvasRealize online Assignments • Achievement First Assessments • Curriculum Head Created Computation Tests • Savvas EnVision Math Topic Assessments • teacher Created Facts Timed Tests • Savvas Benchmark Assessments • Khan Academy • IXL	• Curriculum Head-Created End of Term and End of Year Assessments using Savvas Test Banks • Renaissance Star360 Nationally Normed Assessment • IXL
9	• Department Chair created Baseline Assessments • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • Teacher & Department Chair Created Quizzes • Teacher & Department Chair Created Topic Assessments	• Department Chair created Interim Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
10	• Department Chair created Baseline Assessments • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • Teacher & Department Chair Created Quizzes • Teacher & Department Chair Created Topic Assessments	• Department Chair created Interim Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA
11	• Department Chair created Baseline Assessments • Renaissance Star360 Nationally Normed Assessment	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations • Small Group • Group work • Teacher & Department Chair Created Quizzes • Teacher & Department Chair Created Topic Assessments	• Department Chair created Interim Assessments • Renaissance Star360 Nationally Normed Assessment • NJSLA

Science			
Grade Level	**Diagnostic Assessments**	**Formative Assessments**	**Summative Assessments**
K	• None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning	• Curriculum Head-created End of Term and End of Year Assessments

		● Group work ● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	using Savvas test bank
1	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	● Curriculum Head-created End of Term and End of Year Assessments using Savvas test bank
2	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	● Curriculum Head-created End of Term and End of Year Assessments using Science test bank
3	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	● Curriculum Head-created End of Term and End of Year Assessments using Science test bank
4	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	● Curriculum Head-created End of Term and End of Year Assessments using Savvastest bank
5	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work	● Curriculum Head-created End of Term and End of Year Assessments using Savvas test

		● Projects, reports ● Experiments ● Curriculum Head- created Quizzes & Unit Tests using Savvas Interactive Science test bank and Teacher-created experiment questions	bank ● NJSLA
6	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Teacher - created Quizzes & Unit Tests using Savvas Elevate Science test bank and Teacher-created experiment questions	● Teacher-created End of Term and End of Year Assessments using Savvas Elevate Science Test Bank
7	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Teacher - created Quizzes & Unit Tests using Savvas Elevate Science test bank and Teacher-created experiment questions	● Teacher-created End of Term and End of Year Assessments using Savvas Elevate Science Test Bank
8	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Teacher - created Quizzes & Unit Tests using Savvas Elevate Science test bank and Teacher-created experiment questions	● Teacher-created End of Term and End of Year Assessments using Savvas Elevate Science Test Bank ● NJSLA
9	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments ● Teacher - created Quizzes & Unit Tests and Teacher created experiment questions	● Teacher-created End of Term and End of Year Assessments
10	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Group work ● Projects, reports ● Experiments	● Teacher-created End of Term and End of Year Assessments

		• Teacher - created Quizzes & Unit tests and Teacher-created experiment questions	
11	None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning • Group work • Projects, reports • Experiments • Teacher - created Quizzes & Unit tests and Teacher-created experiment questions	Teacher-created End of Term and End of Year Assessments

		Social Studies	
Grade Level	**Diagnostic Assessments**	**Formative Assessments**	**Summative Assessments**
K	• None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Savvas My World questions	• Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions
1	• None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Savvas My World questions	• Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions
2	• None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Savvas My World questions	• Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions
3	• None	• Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Savvas	• Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions

		My World questions	
4	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Curriculum Head-created Unit Tests using Savvas My World questions	● Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions
5	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Curriculum Head-created Unit Tests using Savvas My World questions	● Curriculum Head-created End of Term and End of Year Assessments using Savvas My World questions
6	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Student Prefect checks of peer group's practice work following whole group instruction & independent practice ● Projects, reports, presentations ● Map Skills Work ● Teacher-created Quizzes ● Harcourt Chapter Tests ● Curriculum Head-created Unit Tests using Houghton Mifflin questions	● Teacher-created End of Term Assessments and End of Year Assessments using Houghton Mifflin Harcourt test banks
7	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Teacher-created Quizzes ● Harcourt Chapter Tests ● Curriculum Head-created Unit Tests using Houghton Mifflin questions	● Teacher-created End of Term Assessments and End of Year Assessments using Houghton Mifflin Harcourt test banks
8	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Teacher-created Quizzes ● Harcourt Chapter Tests ● Curriculum Head-created Unit Tests using Houghton Mifflin questions	● Teacher-created End of Term Assessments and End of Year Assessments using Houghton Mifflin Harcourt test banks

9	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Teacher-created Quizzes ● Teacher created Chapter Tests ● Curriculum Head-created Unit Tests	● Teacher-created End of Term Assessments and End of Year Assessments
10	● None	● Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning ● Projects, reports, presentations ● Map Skills Work ● Teacher-created Quizzes ● Teacher created Chapter Tests ● Curriculum Head-created Unit Tests	● Teacher-created End of Term Assessments and End of Year Assessments
11	None	Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations, inquiry based learning Projects, reports, presentations Map Skills Work Teacher-created Quizzes Teacher created Chapter Tests Curriculum Head-created Unit Tests	Teacher-created End of Term Assessments and End of Year Assessments

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

Effectively supporting students' academic and non-academic growth requires making an unending number of decisions well. We use the data derived from our formal and informal assessment methodologies to inform good decision-making.

In connection with academic learning, our regular administration of the above diagnostic, formative and summative assessments is used to guide instruction, highlight where curriculum revisions are necessary, and track the absolute and comparative learning, and learning growth over time, of both individual scholars and groups of scholars.

To provide an example, following the administration of an academic assessment, we analyze the data to identify the standards scholars mastered and those with which scholars struggled. Critically, the data helps us determine why scholars struggled with particular standards and to make appropriate lesson modifications. The data also identifies where we need to reteach a standard because a majority of scholars are struggling to master it, or simply provide struggling scholars customized extra support during small group blocks because only a small group of scholars are struggling with it. The data also identifies where we need to target customized instruction for our ELLs and scholars with IEPs.

i) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

We transparently share academic data with all stakeholders. A student and the student's parents/guardians can at any point access our Student Information System, PowerSchool, to review the student's assessment scores and learning progress throughout the year. In addition, our staff regularly communicates with parents/guardians about their child's progress and about areas (e.g., learning standards) that the student might be struggling to master, and will schedule meetings with parents/guardians either on their own initiative or per parent/guardian request. School leaders review weekly and monthly academic assessment data, while board members review academic data in connection with monthly school performance dashboard reviews and school leader presentations. (Our protocol when reviewing and presenting data is not just to examine the question "How did a student or group of students do?", but also "Why did the student or group of students perform so?" This leads to discussions concerning how we can improve our delivery of instruction to a student or group of students.) Schoolwide and demographic sub-group data is also made available for general public review both by the school in its annual reports and through reports provided to the New Jersey Department of Education and published by it on state websites.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information in Table 6 below regarding school leadership.

Table 6: School Leadership/ Administration Information

SY21-22 School Leadership / Administration Information			
School Leader / Administrator Name	**Title**	**Start Date at School**	**Annual Salary**
Ken Schultz	Executive Officer (Lead Person)	4/9/2019	$158,500
Michele Link	Principal	9/1/12	$144,900
Kimberley Erickson	Coordinator of Special Education	7/1/20	$70,000
Emily Nichols	Dean of Assessment & Strategic Planning	5/18/20	$90,500
Karina Ortiz-Costa	Academic Dean of the High School	7/1/20	$85,500
Shaniqua Martin	Academic Dean of the Middle School	9/1/14	$74,000

Kristin Thompson	Academic Dean of the Upper Elementary Academy	1/27/13	$93,500
Stellia Henao	Academic Dean of the Primary Academy	9/1/16	$88,500
Marliss Platt	High School Dean of Students	12/6/21	$74,000
Hamza Ibrahim	High School Dean of Students	5/2/22	$74,000
Victoria DeLeon	Middle School Dean of Students	7/1/12	$111,500
Michael Long	Lower School Dean of Students	9/1/15	$76,500
Richard Raschdorf	School Business Administrator (Contracted)	7/1/12	$30,000
Duanne Moeller	Director of Operations	7/1/20	$115,500

School Culture & Climate

The following questions are aligned to the Organizational Performance Framework, Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

a) Fill in the requested information in Table 7 below regarding learning environment at the school.

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	93.03%
Elementary School Attendance Rate (grades K-5)	94%
Middle School Attendance Rate (grades 6-8)	94%
High School Attendance Rate (grades 9-12)	90.3%
Student - Teacher Ratio	13:1

b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2020-2021 to 2021-2022	81%
Total Staff Retention Rate from SY 2020-2021 to 2021-2022	83%
Frequency of teacher surveys and date of last survey conducted	2, 6/16/22
Percent of teachers who submitted survey responses	75%
Percent of teachers who found the school a satisfying place to work	85.29%

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

- Team collaboration / Community
- The students
- Admin support / High Compensation

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

- Some teachers mentioned wanting more admin support
- Ensure consequences for student misbehavior
- Some teachers asked for a shorter school day or the ability to leave following the last class they teach

e) Fill in the requested information below regarding the school's discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2021-2022

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	120	0	0
1	119	2	0
2	117	1	0
3	121	4	0

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
4	120	4	0
5	120	10	0
6	118	9	0
7	118	31	0
8	121	30	0
9	119	16	0
10	122	19	0
11	116	7	0
12	NA	NA	N

2.2. Family and Community Engagement

a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	1
Frequency of parent/guardian surveys	4
Date of last parent/guardian survey conducted	6/21/22
Percent of parents/guardians completing the survey (consider one survey per household)	261
Percent of parents/guardians that expressed satisfaction with the overall school environment	96.26%

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

- The curriculum and academic program
- Good teachers / Good communication to parents
- Safe and caring environment

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

- Need for more sports and extracurriculars
- Need for better communication to parents
- Less Bullying / Student behavior

d) *List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.*

MAJOR ACTIVITIES/EVENTS OFFERED TO PARENTS DURING 2022-2023 SCHOOL YEAR **(OFFERED IN-PERSON UNLESS OTHERWISE NOTED)**
• New Parent Orientation: 1-hour informational session about curriculum, procedures, achievement tracking, etc., with a school tour • Middle School Parent Orientation: 1-hour informational session about changes in curriculum, procedures, achievement tracking, etc., at the middle school level • High School Parent Orientation: 1-hour informational session about changes in curriculum, procedures, achievement tracking, etc., at the middle school level • 6th Grade Academy Parent Orientation- 1-hour informational session about changes in curriculum, procedures, achievement tracking, etc., at the middle school level • McTeacher Night: Parents and scholars were able to participate in a fundraising event at the local McDonald's. • Back to School Night: 2 September evenings • Family Literacy Night: Evening event during which staff, scholars, and families participated in literacy games that were fun and engaging. • College Night for families:(2 virtual events) - 1st event- preparing scholars for life beyond high school. 2nd event- discussed valuable information regarding HS scholars and preparing for upcoming SATs. • Family Math Night - Scholar Support Training: Scholar support training for parents of scholars in Grades K-8 relating to BelovED's Math curriculum. Among other things, it includes training parents on how to support their scholar's development of effective homework routines and how to navigate Pearson Realize. Students participated in a variety of Math/STEM events. • Response to Intervention Team Participation • Read Across America Week: Parents/scholar family members are invited to take part in reading activities with their scholars and their classmates. A Scholastic Book Fair was held during Read Across America Week. All staff and students participated, as did hundreds of scholar family members. • Field Day- Parents were invited to volunteer for field day event in the elementary school.

- Promotion Ceremonies: Hundreds of parents/guardians and family members attended their scholar's promotion ceremony - in person Kindergarten, 5th grade, & 8th grade.

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.

MAJOR ACTIVITIES/EVENTS CONDUCTED BY PARENTS TO ADVANCE THE SCHOOL'S MISSION (IN-PERSON UNLESS OTHERWISE NOTED)
● Scholar Support: We provide training programs for parents in how to optimally support their scholar's academic and social development ● Parent Teacher Organization: Provides parent perspective feedback to school administration; organizes community building events; raises funds for school support projects. ● Teacher & Staff Appreciation Week: Leadership Team led week-long series of events to show appreciation for teachers and staff with prizes supplied by PTO ● Field Day Volunteer Assistance: Parents assisted scholars at home to complete activities in support of BelovED's Field Day activities for different grade levels ● Girl Scouts: 2 parents lead a year-round Girl Scout Troop for BelovED scholars

f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

Table 11: Community Involvement with Education Institutions

Partnering organization	Description of the partnership	Level of involvement: # students and/or staff involved, approx. # hours per month, resources involved etc.
Empowerment Academy Charter School	In SY21-22, BelovED received some business office services from Empowerment Academy Charter School, and provided it bus transportation services, via Shared Services Agreements.	BelovED received the services of two business staff personnel. Meanwhile, its provision of bus transportation services is improved and made more cost efficient by these services.

Educational Services Commission of New Jersey	BelovED contracts for its Child Study Team services from the ESCNJ. In addition, it has leased copiers and some of its computers, and purchased furniture and some of its stationary supplies through the organization.	Scholars with special needs receive CST services through this partnership. In addition, the school saves money on its lease or purchase of equipment and supplies, which leaves more money for BelovED's education program, benefiting all staff and all scholars.

Table 12: Community Involvement with Community Institutions

Partnering organization	Description of the partnership	Level of involvement: # students and/or staff involved, approx. # hours per month, resources involved etc.
JC Municipal Office & Cultural Affairs	Martin Luther King Jr. Oratory Contest - Scholars memorized a portion of an MLK Speech and performed in the contest at City Hall	Various scholars Gr. 3-8
Port Authority Bi-State Coallition	Thanksgiving Turkey Drive for BelovED families.	
MathCon	Scholars studied for and participated in a national math competition during the spring, resulting in three scholars from our school earning titles as finalists.	Various scholars in Gr. 6-8
Jersey City Fire Department	Toy Distribution - JCFD presented scholars with gifts at Christmas time.	Various scholars K-8
Community Food Bank of NJ	In the 2021-2022 Students Change Hunger campaign hosted by the Community Food Bank of New Jersey we collected 14,277 pounds of food! Along with the food donations, we raised $4,422 in monetary donations. We raised almost 25% of the total food donations and 12% of the total monetary donations out of the 67 participating groups and schools! These donations will provide more than 25,162 meals to neighborhoods experiencing food insecurity. With all of these donations, the generosity and hard work of our staff, scholars and families, BelovED has won the CFBNJ award for: Overall Most Food Donated	All staff and scholars
Jersey City's St. Patrick's Day Parade	All staff and scholars were invited to march in the Jersey City St. Patrick's Day parade to represent BelovED in our community.	
McDonald's McTeacher Night	Staff members worked shifts at McDonald's as a percentage of the profits went to BelovED. Scholars	All staff and scholars

	and their families came out to celebrate the event and to fundraise.	
GottaGo Gaming LLC.	Scholars demonstrating exemplary behavior earned the opportunity to participate in an interactive game day as part of an end of year celebration.	Various 5th graders
Port Authority Police Department	BelovED received toy donations from the PAPD that were raffled off to winners during Family Math Night	elementary families
Jersey City Police Department	BelovED received school supply donations from JCPD and promoted their community events throughout the year.	Whole School
York Street Project	Scholars toured the facilities and learned about the mission as well as making candy and gift baskets for the children residing there.	Various scholars in Gr. 6-8

g) *Briefly describe how the educational and community partnerships established furthered the school's mission and goals.*

BelovED's personnel shared services agreement with Empowerment Academy enabled it to obtain high-quality business services and mentorship for two Assistant Business Administrators who were pursuing their SBA standard licenses. Meanwhile, its transportation shared services agreement helped BelovED distribute the cost of its buses and, in a very tight labor market for bus drivers, enabled BelovED to hold onto bus drivers and aides who are happy about having more income-earning routes to drive each day.

BelovED's partnerships with community organizations helped its scholars learn about their community, its needs, and how community organizations can and do work together to address those needs. BelovED also used these partnerships to develop within its scholars a love of community engagement and service, which is an important part of the school's mission.

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 in Table 13 below regarding board governance.*

Table 13: Board Governance

Number of board members required by the charter school's bylaws	5-9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**)	7.22
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**)	7.22

b)

BY LAW AMENDMENTS ADOPTEED DURING THE 2021-2022 SCHOOL YEAR
None

c)

CRITICAL POLICIES ADOPTED OR REVISED DURING THE 2021-2022 SCHOOL YEAR
Re-Opening Plan / Health Safety Plan Revisions Employee Handbook/Code of Conduct Revisions Family Handbook Revisions Transportation Handbook Revisions Athletic Coaches handbook Revisions Athletes Handbook Revisions Graduation Policy Foster Care and Educational Stability Policy Sale or Donation of School Personal Policy Covid Protocols and Testing Procedures Policy Bonus Policies Healthcare Protocols and Procedures and Emergency Procedures

d)

BOARD SELF-IDENTIFIED STRENGTHS
Budget & Finance Board Member Engagement

e) Board Self-Identified Challenges

BOARD SELF-IDENTIFIED CHALLENGES
Getting the board more involved in strategic planning for the future.

3.2 Board Compliance

a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

Table 14: Board of Trustee Information

Board of Trustees						
Member's Name	**Start Date**	**Current Term Expiration Date**	**Role**	**Email Address**	**Date Of Criminal Background Check**	**Date of NJSBA training**
Nicole Jackson	2/21/13	6/30/23	President	ndjackson@verizon.net	3/27/13	Gov1 1/13 Gov2 2/14 Gov3 8/15 Gov4 7/18
Sheridan Bell	7/21/16	6/30/22	Vice President	sheridanbell@gmail.com	5/3/17	Gov1 8/17 Gov2 7/18 Gov3 7/19 Gov4 7/20
Sal Risalvato	11/3/11	6/30/23	Board Treasurer; Finance Cmte. Chair	sal@njgca.org	5/2/12	Gov1 2/13 Gov2 5/17 Gov3 7/18 Gov4 6/19
Jessica Lisboa	11/3/11	6/30/22	Member	corazon23@nj.rr.com	4/25/12	Gov1 1/13 Gov2 10/14 Gov3 7/17 Gov4 6/19
Sam Mikhail	7/1/19	6/30/23	Member	sam@junglecommunications.com	7/12/19	Gov1 7/20, Gov2 7/21 Registered for Gov3
Kathy Mone	4/15/21	6/30/23	Member	kathymone@gmail.com	Original 2001; Reapp'd 3/5/21	Gov1 1/13 Gov2 12/12 Gov3 3/22 Gov4 1/09
Maggie Johnson	5/20/21	6/30/23	Member	maggie.johnson@partnershipnyc.org	3/27/21	Registered for Gov1

b) *Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states "the board of trustees shall post a copy of all meeting notices and meeting minutes to the school's website;" please provide the link to the school's board meeting minutes below.*

https://www.belovedccs.org/cms/One.aspx?portalId=11798677&pageId=13475936

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.*

June 2022

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

See Attachment D

Access and Equity

The following questions are aligned to the Organizational Performance Framework, Performance Area 4: Access and Equity.

4.1 Access and Equity

a) *Fill in the requested information in Table 15 below regarding the timeline of the school's application process for prospective students for school year 2021-2022.*

Table 15: School Year 2021-2022 Application Process Timeline

SY21-22 Application Process Timeline	
Date the application for school year 2021-2022 was made available to interested parties	October 15, 2020
Date the application for school year 2021-2022 was due back to the school from parents/guardians	January 15, 2021
Date and location of the lottery for seats in school year 2021-2022	January 20, 2021 at BelovED CCS (508 Grand Street, Jersey City, NJ 07302)

b)

URLS WHERE ENROLLMENT APPLICATIONS COULD BE OBTAINED ONLINE IN SY2021-2022
English: https://cdn5-ss14.sharpschool.com/UserFiles/Servers/Server_11798593/Image/Apply%20to%20Beloved/Application%20(English).pdf Spanish: https://cdn5-ss14.sharpschool.com/UserFiles/Servers/Server_11798593/Image/Apply%20to%20Beloved/Application%20(Spanish).pdf

c)

VENUES WHERE ENROLLMENT APPLICATIONS WERE OBTAINABLE IN SY2021-2022
Online via our website: https://www.belovedccs.org/apply/apply_to_enroll_your_child
At the school in the Office or at Open Houses.
At Pre-K centers in Jersey City were applications for BelovED's kindergarten are distributed.
At K-8 charter schools in Jersey City where applications for our high school were distributed.

d)

LANGUAGES IN WHICH ENROLLMENT APPLICATIONS COULD BE OBTAINED
English
Spanish

e)

MEANS BY WHICH ENROLLMENT APPLICATIONS WERE ADVERTISED PRIOR TO LOTTERY
Online via our website: www.belovedccs.org.
Pre-Ks in Jersey City notify the families of their Pre-K 4s that BelovED is an option for their children.
K-8 charter schools in Jersey City notify their 8th grade scholars and families that BelovED has a high school and many distribute our applications.

f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

Table 16: 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 2021-2022	Number of students retained in 2021-2022 for the 2022-2023 school year
K	5	9	11
1	10	5	0
2	8	11	4
3	12	[11]	0
4	3	6	0
5	6	7	3
6	7	12	0
7	5	8	0
8	4	4	0
9	7	13	2
10	8	3	10
11	1	7	11
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.*

See Appendix A

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 Table 17 below and fill it out for each school site if the school has more than one site.

Table 17: School Site Facility Information

Site name	BelovED Community Charter School 508 (aka 530) & 531 Grand Street

	Jersey City, NJ 07302
Facility lease information:	The facility is leased.
Landlord name	Friends of BelovED Community Charter School 2, Inc
Lease commencement date	July 10, 2019
Lease termination date	June 30, 2026
2021-2022 annual lease cost	$2,040,678
Facility mortgage/bond information	Friends 2's Mortgage: $37,230,000
Purchase date	Friends 2's Purchase Date: July 10, 2019
Mortgage lender/Bond Issuer(s)	NJ Economic Development Authority
Outstanding loan amount as of July 1, 2022	$37,735,000
Latest date of appraisal	April 12, 2019
Appraised value of property	$17,600,000 for 508 Grand Street; $16,100,000 for 531 Grand Street

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	1 Campus with 3 Adjacent Buildings
Total annual cost of all leases	$2,040,678 Base Rent (excludes Additional Rent for property, flood and umbrella liability insurance, facility improvements and miscellaneous costs).
Total lease amount budgeted for 2022-2023	$2,300,000 Base Rent (excludes Additional Rent for property, flood and umbrella liability insurance, facility improvements and miscellaneous costs).

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0 facilities owned or mortgaged by BelovED
Total mortgage/bond amount	0 mortgage/bond debt owed by BelovED
Mortgage principal budgeted for 2022-2023	O mortgage principal budgeted by BelovED
Mortgage payment interest budgeted for 2022-2023	0 mortgage interest budgeted by BelovED

a) See Appendix A for Statements of Assurance that BelovED will maintain its facilities compliant with health and safety standards.

5.3 Other Compliance

Provide a description of the educator evaluation system the school has implemented. The evaluation of BelovED's teachers is overseen by its Principal using a Board of Trustees-approved process. The Board's process includes a delineation of the differences by which tenured and non-tenured teachers are to be evaluated. At minimum, non-tenured teachers are to receive observation and feedback from BelovED's Principal and/or Teacher Coaches six times per year.

Evaluations are conducted using a board-approved *Evaluation of Lead Teacher Instrument.* The Instrument's diverse standards of teaching effectiveness fall within one of three categories: *Culture, Professionalism and Commitment; Classroom Practice; and Measures of Student Learning.* Most of the standards are applied to the evaluation of every teacher, but some of the standards are customized for the position held by a teacher (e.g., the Student Growth Objectives for a gym teacher are not the same as those for a music teacher).

The cumulative score that a teacher receives for standards in a particular category is divided by the number of standards in that category to produce a category score. SY2020-21 category weightings were modified in life of the pandemic and virtual assessment, but the *Culture, Professionalism and Commitment* category of standards normally has a 25% weighting in the calculation of a teacher's final summative evaluation. The *Classroom Practice* category of standards normally has a 45% weighting. And the *Measures of Student Learning* category of standards normally has a 30% weighting. A teacher's weighted category scores are added together to determine the teacher's summative evaluation score for submission to the NJDOE.

Summative Score	Performance Evaluation	NJDOE 4-Point Scale Performance Rating
≥ 3.500	Highly Effective	4
2.650 to 3.499	Effective	3
1.850 to 2.649	Partially Effective	2
< 1.850	Ineffective	1

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

BelovED's school leader is evaluated by the School's Board of Trustees. A board consultant supports the board by collecting performance and survey data that corresponds with the standards of performance in the board's school leader evaluation instrument. That instrument has five categories of performance standards:

1) Cultural Leadership;
2) Effective Implementation and Management of Charter School Model;
3) Select Administrative Responsibilities;
4) Miscellaneous Organizational Goals; and
5) Scholar Learning.

Category scores are not differentially weighted. The Instrument makes use of objective, outcomes-focused metrics to minimize the subjectivity of performance evaluation. The school leader's performance scores for each standard are simply added together and divided by the number of standards to produce a summative evaluation score.

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 20: 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 2022 – 2023 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 2022." Save each appendix by the file naming convention provided in the second column of the above table.

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.

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C.* 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A.* 18A:6-7.1, *et esq*.	✓
Educational Program The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the	

Statement	Confirm Compliance (Add ✓ or X)
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.	✓

School Official/School Lead

Signature of School Official (School Lead): [signature]

Date: 7/14/22

Print/Type Full Name: Ken Schultz

Title: Executive Director

Signatory Office (President, Board of Trustees)

Signature: [signature]

Date: 7/14/22

Print/Type Full Name: Nicole Jackson

Title: President, Board of Trustees

Name:

BOARD of TRUSTEES SELF-EVALUATION INSTRUMENT

I. **Mission & Vision**	**On a scale of 1-4, with 4 representing high-performance, rate how well you, as an individual trustee, meet the following performance criteria.**	**Score:**
I.1	Understand the school's mission	
I.2	Are able communicate the school's mission to others	
I.3	Maintain fidelity to the school's mission when you set goals and make decisions for the school	
II. **Goals and Objectives**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
II.1	Sets clear goals and measurable annual objectives for the school	
II.2	Use data to track the school's progress in meeting its goals and objectives.	

Name:

III. **Budget & Finance**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
III.1	Establishes financial policies in keeping with state regulations, reviews annual audit findings and ensures that financial operations are in accord with best practices	
III.2	Establishes a budget that reflects the school's mission and priorities	
III.3	Tracks expenditures monthly and ensures that expenditures are within budget or that the budget is appropriately modified	
III.4	Ensures that the school plans for the future and maintains ample financial reserves to protect against the possibility of unexpected developments	
IV. **Supervision & Evaluation of School Leader**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
IV.1	Installs a capable Lead Person who is committed to the school's mission and the school model commitments made in the charter application	
IV.2	In collaboration with the Lead Person, establishes and updates school policies and annual school performance objectives	
IV.3	Respects that its role is to govern the school, not manage it, and does not provide inappropriate directives or make inappropriate requests of the Lead Person	
IV.4	Has implemented an effective process for evaluating the performance of the school and the Lead Person	
IV.5	Communicates School Leader strengths and needs for improvement, and provides renewal decisions and new contracts on a timely basis	

Name:

V. **Policy**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
V.1	Develops and adopts policies that comply with New Jersey statute and code and effectively support the school's mission and goals.	
V.2	Regularly revises school policies to reflect regulatory changes and emergent school needs.	
VI. **Board Meetings**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
VI.1	Public notice of board meetings is provided in accordance with the Open Public Meetings Act.	
VI.2	Board agendas, minutes, reports and other materials are available for board members to review in advance.	
VI.3	Board member attendance at the meetings is high and consistently produces the quorums necessary.	
VI.4	Meetings are well planned – enabling the Board to make the decisions necessary to operate the school on a timely basis – and generally begin and end on time	
VI.5	Meetings focus on deciding strategic, policy, hiring, and spending questions, not past events or past disagreements	
VI.6	Board members treat each other and staff with respect even when opinions differ.	

Name:

VII. **Board Operations**	**On a scale of 1-4, with 4 representing high-performance, rate how well the board collectively meets the following performance criteria.**	**Score:**
VII.1	The Board operates with at least the minimum number of members identified in the school's by-laws and in accordance with the school's by-laws	
VII.2	Trustees complete mandated training	
VII.3	Boards meetings operate, and board meeting minutes are posted, in accordance with NJDOE regulations	
VII.4	The Board addresses the issue of chronically non-attending trustees	

Cumulative Score:
26 performance standards

Cumulative Score/26 = ___

Name: **Date:**

LEAD PERSON EVALUATION INSTRUMENT

1 = Needs Improvement **2 = Working Towards** **3 = Meeting Expectations** **4= Exceeding Expectations**

I. Cultural Leadership

I.1 Leadership by Example and Encouragement	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
I.1.1 **Exemplary Commitment to School Mission**	In an annual survey of instructional staff, less than 70% of respondents say that this leader provides an exemplary model of commitment to the school's mission and is working very hard to achieve its academic and non-academic goals for its scholars.	In an annual survey of instructional staff, 70-79% of respondents say that this leader provides an exemplary model of commitment to the school's mission and is working very hard to achieve its academic and non-academic goals for its scholars.	In an annual survey of instructional staff, 80-89% of respondents say that this leader provides an exemplary model of commitment to the school's mission and is working very hard to achieve its academic and non-academic goals for its scholars.	In an annual survey of instructional staff, at least 90% of respondents say that this leader provides an exemplary model of commitment to the school's mission and is working very hard to achieve its academic and non-academic goals for its scholars.	Preliminary Self-Evaluation	Finalized Evaluation
I.1.2 **Exemplary Professionalism**	In an annual survey of instructional staff, less than 70% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 70-79% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 80-89% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, at least 90% of respondents say that this leader provides an exemplary model of professionalism.	Preliminary Self-Evaluation	Finalized Evaluation

I.1.3 **Exemplary Demeanor with Staff, Scholars and Scholar Families**	In an annual survey of instructional staff, less than 70% of respondents say that this leader provides an exemplary model of positive attitude and tone, and communicates care and respect for our staff, scholars and families in word choice, voice modulation and body language.	In an annual survey of instructional staff, 70-79% of respondents say that this leader provides an exemplary model of positive attitude and tone, and communicates care and respect for our staff, scholars and families in word choice, voice modulation and body language.	In an annual survey of instructional staff, 80-89% of respondents say that this leader provides an exemplary model of positive attitude and tone, and communicates care and respect for our staff, scholars and families in word choice, voice modulation and body language.	In an annual survey of instructional staff, at least 90% of respondents say that this leader provides an exemplary model of positive attitude and tone, and communicates care and respect for our staff, scholars and families in word choice, voice modulation and body language.	Preliminary Self-Evaluation	Finalized Evaluation
1.1.4 **Inspirational High Expectations / "No Excuses" Leadership**	In an annual survey of instructional staff, less than 70% of respondents say that this leader inspires a high expectations / no excuses culture at the school where faculty and staff commit themselves to doing whatever it takes to help every scholar achieve high academic growth and develop positive values and habits.	In an annual survey of instructional staff, 70-79% of respondents say that this leader inspires a high expectations / no excuses culture at the school where faculty and staff commit themselves to doing whatever it takes to help every scholar achieve high academic growth and develop positive values and habits.	In an annual survey of instructional staff, 80-89% of respondents say that this leader inspires a high expectations / no excuses culture at the school where faculty and staff commit themselves to doing whatever it takes to help every scholar achieve high academic growth and develop positive values and habits.	In an annual survey of instructional staff, at least 90% of respondents say that this leader inspires a high expectations / no excuses culture at the school where faculty and staff commit themselves to doing whatever it takes to help every scholar achieve high academic growth and develop positive values and habits.	Preliminary Self-Evaluation	Finalized Evaluation
1.1.5 **Collegiality and Responsiveness**	In an annual survey of instructional staff, less than 70% of respondents say that this leader's relationships with faculty and staff are positive and collegial, and that the Lead Person is responsive when asked a question.	In an annual survey of instructional staff, 70-79% of respondents say that this leader's relationships with faculty and staff are positive and collegial, and that the Lead Person is responsive when asked a question.	In an annual survey of instructional staff, 80-89% of respondents say that this leader's relationships with faculty and staff are positive and collegial, and that the Lead Person is responsive when asked a question.	In an annual survey of instructional staff, at least 90% of respondents say that this leader's relationships with faculty and staff are positive and collegial, and that the Lead Person is responsive when asked a question.	Preliminary Self-Evaluation	Finalized Evaluation

I.2 Staff Culture Plan	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
I.2.1 **A Plan is Developed to Realize the Board's Vision for Staff Culture (Below)** *"Our faculty feels itself part of a COMMUNITY/TEAM where people care about one another, support one another, have fun, and find meaning in intentionally, collaboratively, and determinedly working to achieve our HIGH EXPECTATIONS FOR OUR SCHOLARS' ACADEMIC & CHARACTER DEVELOPMENT; help one another become MASTER TEACHERS; and develop MODEL SYSTEMS, PROGRAMS AND PRACTICES for the improvement of schools throughout Jersey City and beyond."*	No Staff Culture Plan is developed.	A Staff Culture Plan aimed at realizing the Board's *Vision for Staff Culture* is submitted by the Lead Person to the Board.	A Staff Culture Plan aimed at realizing the Board's *Vision for Staff Culture* – incorporating teacher input and leadership collaboration -- is submitted by the Lead Person to the Board by the end of August.	A Staff Culture Plan aimed at realizing the Board's *Vision for Staff Culture* --and incorporating teacher input and leadership collaboration -- is submitted by the Lead Person to the Board by the end of August and implemented with fidelity.	Preliminary Self-Evaluation	Finalized Evaluation
I.2.2 **The Staff Culture Plan is Revised (as Needed) Throughout the Year**	The school's leadership informally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric and responds to the data to help improve staff culture at the school.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric. Where a need for improvement is indicated, the school's leadership solicits teacher input on how the Board's Vision For Staff Culture might be more fully realized and is responsive to that feedback in its Plan modifications.	Preliminary Self-Evaluation	Finalized Evaluation

1.2.3a **Achievement of Staff Community**	On a scale of 1-5, teachers' weighted average rating of the school's achievement of the Board's vision that staff feels they part of a COMMUNITY/ TEAM where people *care* about one another, *support* one another, have *fun* and find *meaning* in working to achieve the school's mission is lower than 3.00.	On a scale of 1-5, teachers' weighted average rating of the school's achievement of the Board's vision that staff feels they part of a COMMUNITY/ TEAM where people *care* about one another, *support* one another, have *fun* and find *meaning* in working to achieve the school's mission is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of the school's achievement of the Board's vision that staff feels they part of a COMMUNITY/ TEAM where people *care* about one another, *support* one another, have *fun* and find *meaning* in working to achieve the school's mission is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of the school's achievement of the Board's vision that staff feels they part of a COMMUNITY/TEAM where people *care* about one another, *support* one another, have *fun* and find *meaning* in working to achieve the school's mission is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.2.3b **Staff Commitment to the Achievement of High Expectations for Scholars**	On a scale of 1-5, teachers' weighted average rating of the staff's commitment to the achievement of the Board's HIGH EXPECTATIONS FOR SCHOLARS is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of the staff's commitment to the achievement of the Board's HIGH EXPECTATIONS FOR SCHOLARS is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of the staff's commitment to the achievement of the Board's HIGH EXPECTATIONS FOR SCHOLARS is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of the staff's commitment to the achievement of the Board's HIGH EXPECTATIONS FOR SCHOLARS is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.2.3c **Staff Commitment to Instructional Mastery**	On a scale of 1-5, teachers' weighted average rating of staff's commitment to helping one another become MASTER TEACHERS is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to helping one another become MASTER TEACHERS is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to helping one another become MASTER TEACHERS is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to helping one another become MASTER TEACHERS is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation

1.2.3d **Staff Commitment to Developing Model Systems, Programs and Practices**	On a scale of 1-5, teachers' weighted average rating of staff's commitment to developing MODEL SYSTEMS, PROGRAMS AND PRACTICES for the improvement of other schools, beyond our own, is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to developing MODEL SYSTEMS, PROGRAMS AND PRACTICES for the improvement of other schools, beyond our own, is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to developing MODEL SYSTEMS, PROGRAMS AND PRACTICES for the improvement of other schools, beyond our own, is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of staff's commitment to developing MODEL SYSTEMS, PROGRAMS AND PRACTICES for the improvement of other schools, beyond our own, is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation

I.3 **Scholar Culture Plan**	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
I.3.1 **A Plan is Developed to Realize the Board's Vision for Scholar Culture (Below)** *"We want our scholars to Feel themselves part of a CARING, JOYFUL COMMUNITY where they: feel cared about, where they care for their teachers and peers, and where they see learning and school as fun; internalize our core VALUES; develop SELF-DISCIPLINE and POSITIVE HABITS that will lead to effectiveness and success; strive to grow in KNOWLEDGE, SKILLS, CONFIDENCE AND CHARACTER; and desire to successfully COMPLETE COLLEGE and make a*	No Scholar Culture Plan is developed.	A Scholar Culture Plan aimed at realizing the Board's *Vision for Scholar Culture* is submitted by the Lead Person to the Board.	A Scholar Culture Plan aimed at realizing the Board's *Vision for Scholar Culture* – and incorporating teacher/leader input -- is submitted by the Lead Person to the Board by the end of August.	A Scholar Culture Plan aimed at realizing the Board's *Vision for Scholar Culture* -- and incorporating teacher/leader input and collaboration -- is submitted by the Lead Person to the Board by the end of August and implemented with fidelity.	Preliminary Self-Evaluation	Finalized Evaluation

POSITIVE CONTRIBUTION to the communities of which they are a part."						
I.3.2 **The Scholar Culture Plan is Revised (as Needed) Throughout the Year**	The school's leadership informally assesses how well Scholar culture at the school aligns with the Board's Vision For Scholar Culture.	At least twice a year, the school's leadership formally assesses how well Scholar culture at the school aligns with the Board's Vision For Scholar Culture.	At least twice a year, the school's leadership formally assesses how well Scholar culture at the school aligns with the Board's Vision For Scholar Culture using a Scholar culture rubric and responds to the data to help improve Scholar culture at the school.	At least twice a year, the school's leadership formally assesses how well Scholar culture at the school aligns with the Board's Vision For Scholar Culture using a Scholar culture rubric. Where a need for improvement is indicated, the school's leadership solicits teacher input on how the Board's Vision For Scholar Culture might be more fully realized and is responsive to that feedback in its Plan modifications.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3a **Scholars Feel Themselves Part of a Caring, Joyful Community**	On a scale of 1-5, teachers' weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is less than 3.00	On a scale of 1-5, teachers' weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.00 – 3.49	On a scale of 1-5, teachers' weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3,75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3b **Scholars Internalize Our Core Values**	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating scholars' internalization of our CORE VALUES is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating scholars' internalization of our CORE VALUES is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating scholars' internalization of our CORE VALUES is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating scholars' internalization of our CORE VALUES is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation

1.3.3c **Scholars Develop Self-Discipline and Positive Habits**	On a scale of 1-5, teachers' weighted average rating of how well scholars are developing SELF-DISCIPLINE and POSITIVE HABITS is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how well scholars are developing SELF-DISCIPLINE and POSITIVE HABITS is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how well scholars are developing SELF-DISCIPLINE and POSITIVE HABITS is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well scholars are developing SELF-DISCIPLINE and POSITIVE HABITS is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3d **Scholars Grow in Knowledge, Skills, Confidence and Character**	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating a desire within our scholars to grow in knowledge, skills, confidence and character is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating a desire within our scholars to grow in knowledge, skills, confidence and character is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating a desire within our scholars to grow in knowledge, skills, confidence and character is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well we are facilitating a desire within our scholars to grow in knowledge, skills, confidence and character is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3e **Scholars Desire to Complete College and Contribute to Their Communities**	On a scale of 1-5, teachers' weighted average rating of how well we have facilitated a desire in our scholars to successfully complete college and make a positive contribution to their communities is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how well we have facilitated a desire in our scholars to successfully complete college and make a positive contribution to their communities is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how well we have facilitated a desire in our scholars to successfully complete college and make a positive contribution to their communities is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well we have facilitated a desire in our scholars to successfully complete college and make a positive contribution to their communities is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
Total Score: /72 18 Standards						

II. Effective Implementation and Management of Charter School Model

II.1 School Environment, Culture and Climate	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
II.1.1a **Schoolwide Behavioral System Training**	On a scale of 1-5, teachers' weighted average rating of how well staff is trained in our schoolwide behavioral system is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how well staff is trained in our schoolwide behavioral system is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how well staff is trained in our schoolwide behavioral system is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how well staff is trained in our schoolwide behavioral system is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.2 **Schoolwide Behavioral System Implementation**	On a scale of 1-5, teachers' weighted average rating of how consistently and effectively the school's behavioral norms are enforced is less than 3.00.	On a scale of 1-5, teachers' weighted average rating of how consistently and effectively the school's behavioral norms are enforced is 3.00 – 3.49.	On a scale of 1-5, teachers' weighted average rating of how consistently and effectively the school's behavioral norms are enforced is 3.50 – 3.74.	On a scale of 1-5, teachers' weighted average rating of how consistently and effectively the school's behavioral norms are enforced is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.3 **MLK Oration or Essay**	There is no contest celebrating MLK.	In connection with our annual celebration of Martin Luther King's Birthday, every scholar has the opportunity to write an essay about Martin Luther King, Jr., or present a memorized selection from an MLK speech, sermon or writing as part of an oratory contest.	In connection with our annual celebration of Martin Luther King's Birthday, every scholar has the opportunity to write an essay about Martin Luther King, Jr., or present a memorized selection from an MLK speech, sermon or writing as part of an oratory contest. At least 50% of our scholars participate.	In connection with our annual celebration of Martin Luther King's Birthday, every scholar has the opportunity to write an essay about Martin Luther King, Jr., or present a memorized selection from an MLK speech, sermon or writing as part of an oratory contest. All scholars participate.	Preliminary Self-Evaluation	Finalized Evaluation

II.1.4 **Service Activities**	The School does not initiate Service Activities.	The School initiates at least 3 service activities and encourages students to participate.	The School initiates at least 5 service activities and encourages students to participate.	The School initiates monthly service activities and tracks scholar participation.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.5 **Safe & Orderly School Environment**	In a year-end survey, less than 70% of faculty members say that the school provides scholars and staff with a safe and orderly learning and working environment.	In a year-end survey,70-79% of faculty members say that the school provides scholars and staff with a safe and orderly learning and working environment.	In a year-end survey, 80-89% of faculty members say that the school provides scholars and staff with a safe and orderly learning and working environment.	In a year-end survey, at least 90% of faculty members say that the school provides scholars and staff with a safe and orderly learning and working environment.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.6 **High Expectation Culture**	In a year-end survey, less than 70% of faculty members say the school possesses a "high expectations" staff culture where staff members accept that every scholar can perform at a high level and commit themselves to doing whatever it takes to achieve that objective.	In a year-end survey, 70-79% of faculty members say the school possesses a "high expectations" staff culture where staff members accept that every scholar can perform at a high level and commit themselves to doing whatever it takes to achieve that objective.	In a year-end survey, 80-89% of faculty members say the school possesses a "high expectations" staff culture where staff members accept that every scholar can perform at a high level and commit themselves to doing whatever it takes to achieve that objective.	In a year-end survey, at least 90% of faculty members say the school possesses a "high expectations" staff culture where staff members accept that every scholar can perform at a high level and commit themselves to doing whatever it takes to achieve that objective.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.7 **Caring School Climate**	In a year-end survey, less than 70% of scholars say they feel welcomed at our school and cared about by their teachers.	In a year-end survey, 70-79% of scholars say they feel welcomed at our school and cared about by their teachers.	In a year-end survey, 80-89% of scholars say they feel welcomed at our school and cared about by their teachers.	In a year-end survey, at least 90% of scholars say they feel welcomed at our school and cared about by their teachers..	Preliminary Self-Evaluation	Finalized Evaluation
II.1.8 **Joyful / Fun School Climate**	In a year-end survey, less than 70% of scholars say our teachers try to make learning fun.	In a year-end survey, less than 80% of scholars say our teachers try to make learning fun.	In a year-end survey, 80-89% of scholars say our teachers try to make learning fun.	In a year-end survey, at least 90% of scholars say our teachers try to make learning fun.	Preliminary Self-Evaluation	Finalized Evaluation
II.1.9 **Academic Confidence**	In a year-end survey, less than 70% of scholars say they are learning a lot and are confident to ask questions if they need help.	In a year-end survey, 70-79% of scholars say they are learning a lot and are confident to ask questions if they need help.	In a year-end survey, 80-89% of scholars say they are learning a lot and are confident to ask questions if they need help.	In a year-end survey, at least 90% of scholars say they are learning a lot and are confident to ask questions if they need help.	Preliminary Self-Evaluation	Finalized Evaluation

II.1.10 **Desire to Contribute to Community**	In a year-end survey, less than 70% of scholars say that the School has increased their desire to make positive contributions to the communities of which they are a part?	In a year-end survey, 70-79% of scholars say that the School has increased their desire to make positive contributions to the communities of which they are a part?	In a year-end survey, 80-89% of scholars say that the School has increased their desire to make positive contributions to the communities of which they are a part?	In a year-end survey, at least 90% of scholars say that the School has increased their desire to make positive contributions to the communities of which they are a part?	Preliminary Self-Evaluation	Finalized Evaluation
II.1.11 **Expectation of Going to College**	In a year-end survey, less than 70% of scholars say they want to go to college.	In a year-end survey, 70-79% of scholars say they want to go to college	In a year-end survey, 80-89% of scholars say they want to go to college	In a year-end survey, at least 90% of scholars say they want to go to college	Preliminary Self-Evaluation	Finalized Evaluation
II.2 Education Program	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
II.2.1 **Curriculum and Curricular Materials**	School's curriculum is aligned to Common Core and NJ Learning Standards.	School's curriculum is aligned to Common Core and NJ Learning Standards. A set of "right-sized" learning objectives are carefully sequenced, and pacing guidelines are established, which efficiently lead scholars to mastery of the State's end-of-year learning standards.	School's curriculum is aligned to Common Core and NJ Learning Standards. A set of "right-sized" learning objectives are carefully sequenced, and pacing guidelines are established, which efficiently lead scholars to mastery of the State's end-of-year learning standards. Curriculum and pacing guides are revised based on teacher input and scholar performance. Curricular resources are effective.	School's curriculum is aligned to Common Core and NJ Learning Standards. A set of "right-sized" learning objectives are carefully sequenced, and pacing guidelines are established, which efficiently lead scholars to mastery of the State's end-of-year learning standards. Objectives are marked as "critical" and "challenge" to differentiate for all learners. Curriculum and pacing guides are revised based on teacher input and scholar performance. Curricular resources are effective and broad enough to generally	Preliminary Self-Evaluation	Finalized Evaluation

				permit each child to learn via materials he or she finds particularly interesting or to which the child can strongly relate.		
II.2.2 **Education Program Calendar**	The calendar of assessment is unclear to staff.	The instructional calendar includes a unit assessment after each unit that the teacher sees in advance and 3 "blind" trimester assessments. Teachers are encouraged to analyze assessment data; plan how to adapt instruction in light of the data; and re-teach learning objectives as data indicates a need.	The instructional calendar includes a unit assessment after each unit that the teacher sees in advance and 3 "blind" trimester assessments that are clearly aligned to grade level objectives. Teachers are given support on administering these assessments. Teachers are encouraged to analyze assessment data; plan how to adapt instruction in light of the data; and re-teach learning objectives as data indicates a need.	The instructional calendar includes a unit assessment after each unit that the teacher sees in advance and 3 "blind" trimester assessments that are clearly aligned to grade level objectives. Teachers are given support on administering these assessments. Teachers are supported every step of the way to analyze assessment data; plan how to adapt instruction in light of the data; and re-teach learning objectives as data indicates a need.	Preliminary Self-Evaluation	Finalized Evaluation
II.2.3 **Professional Development in Data Driven Instruction**	Staff is not formally trained in DDI.	Leadership ensures faculty members are effectively introduced to the essentials of data driven instruction and are taught how to analyze data and appropriately revise instructional plans. School leaders encourage teachers to analyze assessment data and appropriately revise their instructional plans following select assessments. As needed, school leaders model how to do both of these things effectively. When surveyed, less than	Leadership ensures faculty members are effectively introduced to the essentials of data driven instruction and are taught how to analyze data and appropriately revise instructional plans. Leaders ensure that following select assessments, teachers analyze the assessment data generated and appropriately revise their lesson plans. As needed, school leaders model how to do both of these things effectively. When surveyed, 80-89%	Leadership ensures faculty members are effectively introduced to the essentials of data driven instruction and are taught how to analyze data and appropriately revise instructional plans. Teachers regularly undertake assessment analysis and appropriately revise their instructional, even without prodding from leaders. Master teachers model how to do both of these things effectively for teachers who have not yet mastered these skills.	Preliminary Self-Evaluation	Finalized Evaluation

		70-79% of teachers affirm that the essentials of data driven instruction are well implemented at our school.	of teachers affirm that the essentials of data driven instruction are well implemented at our school.	When surveyed, at least 90% of teachers affirm that the essentials of data driven instruction are well implemented at our school.		
II.2.4 **Assessment Regime**	Our assessment regime involves: - Inconsistent Unit Assessments; - Inconsistent Trimester Assessments; - PARCC or state test is administered with confusion or inaccuracies.	Our assessment regime involves: - One unit assessment after each unit in core subjects, created by the content planner. - A Final Exam - PARCC or state tests that are administered properly.	Our assessment regime involves: - One unit assessment after each unit in core subjects, created by the content planner. - One trimester assessment after each trimester that is clearly scoping the objectives of the grade level. These are created by DCI. Third trimester exam is the "final." - Formative Assessments and CFUs in each lesson. - 4 rounds of "nationally normed benchmark exams." - PARCC or state test is administered properly.	Our assessment regime involves: - One unit assessment after each unit in core subjects, created by the content planner. - One trimester assessment after each trimester that is clearly scoping the objectives of the grade level. These are created by DCI. Third trimester exam is the "final." - Formative Assessments and CFUs in each lesson. - 4 rounds of "nationally normed benchmark exams." - Weekly Quizzes across all content areas. - PARCC or state test is administered as a top priority.	Preliminary Self-Evaluation	Finalized Evaluation
II.2.5 **Effective Implementation of Data Driven Instruction and Instructional Action Plans**	There is not an emphasis on DDI and Instructional Action Planning.	Lesson objectives can sometimes be unclear to scholars. Data Analysis Meetings are encouraged, but not initiated or followed up on by School Leadership.	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Preliminary Self-Evaluation	Finalized Evaluation

			school leaders facilitate "test in hand" data analysis meetings. School leaders work with teachers to develop instructional action plans.	school leaders facilitate "test in hand" data analysis meetings. School leaders work with teachers to develop instructional action plans. Care is to be taken in the design of assessments reports so as to make effective data analysis easy: not just bottom line results reporting, but item-level analysis and standard-level analysis by individual, classroom, and across a grade level.		
II.2.6 **Effectiveness Serving Scholars with Disabilities**	School is not effective in serving scholars is disabilities.	School does not use a rubric to assess effectiveness of serving scholars with disabilities. However, school does informally assess and ensure the program is implemented.	On a Rubric, school receives a score of 80% or better, demonstrating that it materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability. School pays careful attention to: - Identification and Referral; -Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities; - Appropriately carrying out student Individualized Education Plans and Section 504 plans; - Access to the school's facility and program to students and parents in a lawful manner and consistent with students'	On a Rubric, school receives a score of 90% or better, demonstrating that it materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability. School pays careful attention to: - Identification and Referral; -Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities; - Appropriately carrying out student Individualized Education Plans and Section 504 plans; - Access to the school's facility and program to students and parents in a lawful manner and consistent with students'	Preliminary Self-Evaluation	Finalized Evaluation

			abilities; and - Securing of all applicable funding	abilities; and - Securing of all applicable funding		
II.2.7 **Effectiveness Serving English Language Learners**	School is not effective in serving scholars that are English Language Learners.	School does not use a rubric to assess effectiveness of serving scholars who are ELL. However, school does informally assess and ensure the program is implemented.	On a Rubric, the school receives a score of 80% or better, demonstrating that it materially complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to: - required policies related to the service of ELL students; - proper steps for identification of students in need of ELL services; - appropriate and equitable delivery of services to identified students (including instructional groupings); - appropriate accommodations on assessments; and - exiting of students from ELL services	On a Rubric, the school receives a score of 90% or better, demonstrating that it materially complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to: - required policies related to the service of ELL students; - proper steps for identification of students in need of ELL services; - appropriate and equitable delivery of services to identified students (including instructional groupings); - appropriate accommodations on assessments; and - exiting of students from ELL services	Preliminary Self-Evaluation	Finalized Evaluation
II.2.8 **RTI/I&RS Plan and Effective Interventions**	The school does not have someone consistently providing intervention support. The protocol for responding to intervention is unclear and not faithfully implemented.	The school has reading and math intensive teacher(s). The RTI protocol is unclear and not faithfully implemented.	The school has reading and math intensive teacher(s). The school has a Response-To-Invention Plan and its protocols are faithfully implemented to provide increased levels of support to individual students, when needed. On a scale of 1-5, teachers' weighted	The school has reading and math intensive teacher(s). The school has a Response-To-Invention Plan and its protocols are faithfully implemented to provide increased levels of support to individual students, when needed. On a scale of 1-5, teachers' weighted	Preliminary Self-Evaluation	Finalized Evaluation

			average rating of the strength and effective implementation of our Response-to-Intervention Protocols is 3.50 – 3.74.	average rating of the strength and effective implementation of our Response-to-Intervention Protocols is 3.75 or higher.		
II.2.9 **Build by Borrowing**	School leaders do not visit other institutions to "build by borrowing."	School leaders visit at least 1 high achieving classroom and schools; identify the resources, strategies and best practices helping to produce that achievement, and disseminate the information to other leaders and teachers at our school.	School leaders visit at least 2 high achieving classrooms and schools; identify the resources, strategies and best practices helping to produce that achievement, and disseminate the information to other leaders and teachers at our school.	School leaders visit at least 2 high achieving classrooms and schools; identify the resources, strategies and best practices helping to produce that achievement, and disseminate the information to other leaders and teachers at our school. Where appropriate, such resources, strategies and best practices are made a part of our education program.	Preliminary Self-Evaluation	Finalized Evaluation
II.2.10 **Lesson Plan Supervision**	Instructional Leaders rarely provide feedback on Lesson Plans.	Instructional Leaders review lesson plans, but often do not allow enough time for revisions to be made. Feedback is not consistently constructive and bite-size.	Instructional Leaders review lesson plans at least one week in advance and provide at least 4 days for teacher to make revisions based on feedback. Lesson Plan Template is consistent and revised to meet student need. Feedback is consistently constructive and bite-size.	Instructional Leaders review lesson plans at least one week in advance and provide at least 6 days for teacher to make revisions based on feedback. Lesson Plan Template is consistent and revised to meet student need. Feedback is consistently constructive and bite-size.	Preliminary Self-Evaluation	Finalized Evaluation
II.3 Extended Day	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	

II.3.1 **Extended School Day with Breaks for Joy and Activity**	We do not implement an extended school day with fidelity.	We maintain an over 7-hour school day with 6 hours daily for instruction.	We maintain an over 7-hour school day with 6 hours daily for instruction. To avoid over-tiring scholars, school breaks up scholars' periods of academic "study" (e.g., ELA and Math) with periods of creative expression (e.g., art and PA), activity (e.g., PE and Recess) and rest.	We maintain an over 7-hour school day with 6 hours daily for instruction. We provide clear schedules to every teacher with clarity as to all periods, breaks, and transition. To avoid over-tiring scholars, school breaks up scholars' periods of academic "study" (e.g., ELA and Math) with periods of creative expression (e.g., art and PA), activity (e.g., PE and Recess) and rest.	Preliminary Self-Evaluation	Finalized Evaluation
II.3.2 **Planned Joy**	In a year-end survey, less than 70% of faculty members say that they incorporate "Planned Joy" into their lesson planning daily.	In a year-end survey, at least 70-79% of faculty members say that they incorporate "Planned Joy" into their lesson planning daily.	In a year-end survey, at least 80-89% of faculty members say that they incorporate "Planned Joy" into their lesson planning daily.	In a year-end survey, at least 90% of faculty members say that they incorporate "Planned Joy" into their lesson planning daily.	Preliminary Self-Evaluation	Finalized Evaluation
II.4 Faculty Management, Support, Professional Development and Evaluation	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
II.4.1 **Faculty Staffing, Contracts, Tenure and Career Ladder**	All members of the instructional staff work under one-year contracts with the school.	All members of the instructional staff work under one-year contracts with the school. Conduct a thorough review of staff performance evaluations and overall school needs to determine whether an employee's contract should be renewed for the following school year.	All members of the instructional staff work under one-year contracts with the school. Conduct a thorough review of staff performance evaluations and overall school needs to determine whether an employee's contract should be renewed for the following school year.	All members of the instructional staff work under one-year contracts with the school. Conduct a thorough review of staff performance evaluations and overall school needs to determine whether an employee's contract should be renewed for the following school year.	Preliminary Self-Evaluation	Finalized Evaluation

			Tenure rights are respected.	Tenure rights are respected. A written career ladder is developed indicating the path by which high-performing teachers can enter into a leadership position and is included in the Employee's Handbook.		
II.4.2 **Faculty Recruitment and Hiring**	Certification is not thoroughly checked of new employees. References are not consistently received. In a year-end survey, less than 70% of faculty members say that instructional leaders do a good job recruiting staff members	Certification is not thoroughly checked of new employees. References are not consistently received. In a year-end survey, at least 70-79% of faculty members say that instructional leaders do a good job recruiting staff members.	Classroom vacancies are filled within 30 days. All new hires have the certification required by the State of New Jersey for their position. Two references are obtained for new hires BEFORE an offer of employment is made. Effort is expended to ensure that the school's staff is racially and ethnically diverse. In a year-end survey, at least 80-89% of faculty members say that instructional leaders do a good job recruiting staff members.	Classroom vacancies are filled within 30 days. All new hires have the certification required by the State of New Jersey for their position. Two references are obtained for new hires BEFORE an offer of employment is made. Effort is expended to ensure that the school's staff is racially and ethnically diverse. In a year-end survey, at least 90% of faculty members say that instructional leaders do a good job recruiting staff members.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.3 **Clear Communication to Faculty of Upcoming Meetings, Events and Staff Submissions**	In a year-end survey, less than 70% of faculty members say that instructional leaders consistently provide clear communications about upcoming meetings, events and staff submissions.	In a year-end survey, at least 70-79% of faculty members say that instructional leaders consistently provide clear communications about upcoming meetings, events and staff submissions.	In a year-end survey, at least 80-89% of faculty members say that instructional leaders consistently provide clear communications about upcoming meetings, events and staff submissions. Newsletters are provided for staff documenting all	In a year-end survey, at least 90% of faculty members say that instructional leaders consistently provide clear communications about upcoming meetings, events and staff submissions. Newsletters are provided for staff documenting all	Preliminary Self-Evaluation	Finalized Evaluation

			pertinent information at least twice/month.	pertinent information weekly.		
II.4.4 **Faculty Input**	Less than 70% of teachers feel that leadership provides them a way to share their thoughts on how instruction or the school as a whole can be improved.	At least 70-79% of teachers feel that leadership provides them a way to share their thoughts on how instruction or the school as a whole can be improved.	At least 80-89% of teachers feel that leadership provides them a way to share their thoughts on how instruction or the school as a whole can be improved.	At least 90% of teachers feel that leadership provides them a way to share their thoughts on how instruction or the school as a whole can be improved.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.5 **Reserved Faculty Member Time for Lunch, Lesson Planning, Professional Development Activities and Meetings**	There is no clear format to reduce the need for Lead Teachers to take work home.	To reduce the need to take work home, Lead Teachers will typically enjoy 13-14 periods in a full 40-period week when they are not scheduled to teach: five for lunch, and eight (Specials Teachers) or nine (Homeroom Teachers) for lesson planning. EA often has teachers cover and does not respect these periods.	To reduce the need to take work home, Lead Teachers will typically enjoy 13-14 periods in a full 40-period week when they are not scheduled to teach: five for lunch, and eight (Specials Teachers) or nine (Homeroom Teachers) for lesson planning.	To reduce the need to take work home, Lead Teachers will typically enjoy 13-14 periods in a full 40-period week when they are not scheduled to teach: five for lunch, and eight (Specials Teachers) or nine (Homeroom Teachers) for lesson planning. EA seldom disregards this time for teachers.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.6 **Teaching Assistants**	Two or more classrooms do not have a full time TA that is supposed to (Kindergarten).	All classrooms have a TA in place as needed.	Each Kindergarten classroom has a TA.	Each Kindergarten classroom has a TA. All classes 1-4 are supported with a TA during Guided Reading.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.7 **Summer Institute**	Summer Institute is not initiated for new or returning staff. Onboarding professional development is unclear.	In late August, there is a Summer Institute to train new and veteran staff members. As appropriate, faculty members will receive presentations and/or participate in workshops pertaining to: our school philosophy and design; achieving our target school environment, culture and climate;	In late August, there is a Summer Institute to train new and veteran staff members. As appropriate, faculty members will receive presentations and/or participate in workshops pertaining to: our school philosophy and design; achieving our target school environment, culture and climate;	In late August, there is a Summer Institute to train new and veteran staff members. As appropriate, faculty members will receive presentations and/or participate in workshops pertaining to: our school philosophy and design; achieving our target school environment, culture and climate;	Preliminary Self-Evaluation	Finalized Evaluation

		facilitating scholars' development of our core values and of positive habits; the essentials of our data-drive education program; Champion Teacher techniques.	facilitating scholars' development of our core values and of positive habits; the essentials of our data-drive education program; Champion Teacher techniques. Faculty evaluations are reviewed.	facilitating scholars' development of our core values and of positive habits; the essentials of our data-drive education program; Champion Teacher techniques. Faculty evaluations are reviewed. Faculty evaluated effectiveness of PD sessions and Leadership adjusts accordingly.		
II.4.8 **Professional Learning Communities**	Educators do not participate in PLCs on a weekly basis.	Educators participate in PLCs intermittently throughout the year, but not regularly. PLCs are not observed or assisted by any administration.	Educators participate in PLCs regularly on a Weekly schedule. PLCs are sometimes observed or assisted by administration.	Educators participate in PLCs regularly on a Weekly schedule. PLCs are observed or assisted by administration. GLLs submit agendas and agenda notes to keep administration informed.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.9 **Certification Assistance & Mentoring**	Principal has not ensured that all faculty hired with a CE or CEAS have entered a formal education program and/or been assigned mentors, as necessary, and have been entered into the Provisional Teacher Program.	By mid-year, the Principal has ensured that all faculty hired with a CE or CEAS have entered a formal education program and/or been assigned mentors, as necessary, and have been entered into the Provisional Teacher Program.	By the end of September, the Principal has ensured that all faculty hired with a CE or CEAS have entered a formal education program and/or been assigned mentors, as necessary, and have been entered into the Provisional Teacher Program.	By the end of September, the Principal has ensured that all faculty hired with a CE or CEAS have entered a formal education program and/or been assigned mentors, as necessary, and have been entered into the Provisional Teacher Program. Principal has rolled out Mentor Program to staff, supporting in facilitation.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.10 **High Quality PD Training**	Throughout the year, the school's faculty receives professional development training. In a year-end survey,	Throughout the year, the school's faculty receives quality professional development training. In a year-end survey, 70-	Throughout the year, the school's faculty receives high quality professional development training. In a year-end survey, 80-	Throughout the year, the school's faculty receives high quality professional development training. New teachers receive	Preliminary Self-Evaluation	Finalized Evaluation

	less than 70% of faculty members say that they received effective professional development at PD training sessions that year.	79% of faculty members say that they received effective professional development at PD training sessions that year.	89% of faculty members say that they received effective professional development at PD training sessions that year.	training in select Teach Like a Champion techniques and in how to use Peer Observation and Feedback, and Self-Observation and Reflection, to improve their execution of teaching techniques and strategies. At the end of each PD day or half-day, faculty members evaluate the value and effectiveness of the foregoing PD sessions using an online survey tool such as Survey Monkey. In a year-end survey, at least 90% of faculty members say that they received effective professional development at PD training sessions that year.		
II.4.11 **Teacher Coaching / Individual Professional Development Plans**	Each teacher's teaching coach is unclear. Observation and feedback is not consistent.	Each year, every teacher is provided one or more Principal-assigned teacher coaches. At minimum, each non-tenured teacher receives observation and in-person feedback at least three times per year from Principal-assigned teacher coaches. At minimum, each tenured teacher receives observation and in-person feedback at least two times per year from Principal-assigned teacher coaches.	Each year, every teacher is provided one or more Principal-assigned teacher coaches. At minimum, each non-tenured teacher receives observation and in-person feedback at least six times per year from Principal-assigned teacher coaches. At minimum, each tenured teacher receives observation and in-person feedback at least four times per year from Principal-assigned teacher coaches. The Principal tracks each teacher's meetings with Principal-assigned	Each year, every teacher is provided one or more Principal-assigned teacher coaches. Each teacher has a clear PD focus they are working on at any given time. At minimum, each non-tenured teacher receives observation and in-person feedback at least six times per year from Principal-assigned teacher coaches. At minimum, each tenured teacher receives observation and in-person feedback at least four times per year from Principal-assigned teacher	Preliminary Self-Evaluation	Finalized Evaluation

			coaches in a Teacher's Professional Development Tracker.	coaches. Coaches also ensure the provision of in-the-moment coaching and technique modeling, as well as video self-observation and peer observation. The Principal tracks each teacher's meetings with Principal-assigned coaches in a Teacher's Professional Development Tracker.		
IV.12 **Instructional Leader Observation & Feedback**	In a year-end survey, teachers report less than 6 observation and feedback and/or in-the-moment coaching visits by instructional leaders during the course of the school year.	In a year-end survey, teachers report an average of 6-9 or more observation and feedback and/or in-the-moment coaching visits by instructional leaders during the course of the school year.	In a year-end survey, teachers report an average of 10-11 or more observation and feedback and/or in-the-moment coaching visits by instructional leaders during the course of the school year.	In a year-end survey, teachers report an average of 12 or more observation and feedback and/or in-the-moment coaching visits by instructional leaders during the course of the school year.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.13 **The Use of Peer Observation & Feedback**	Teachers are not encouraged to use peer observation and feedback.	To improve their execution of teaching techniques and strategies, educators provide peer observation and written feedback at least once per year and make arrangements to receive peer observation and written feedback at least once per year.	To improve their execution of teaching techniques and strategies, educators provide peer observation and written feedback at least once per term and make arrangements to receive peer observation and written feedback at least once per term.	To improve their execution of teaching techniques and strategies, educators provide peer observation and written feedback at least once per term and make arrangements to receive peer observation and written feedback at least once per term. Teachers share these observations to share best practices in an organized system school wide.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.14 **Video Self-Observation and Reflection**	Teachers are not encouraged to use video self-observation and reflection.	To improve their execution of teaching techniques and strategies, educators use video self-observation at least once per year.	To improve their execution of teaching techniques and strategies, educators use video self-observation and reflection at least once per term.	To improve their execution of teaching techniques and strategies, educators use video self-observation and reflection at least once per term.	Preliminary Self-Evaluation	Finalized Evaluation

				A copy of the written peer feedback forms received by and provided by a teacher, as well as a copy of the teacher's self-observation videos and self-reflection forms, is maintained by each teacher for teacher coach review. In a year-end survey, at least 80% of faculty members say that at least once during the Fall, they conducted video self-observation and completed a self-observation and reflection form.		
II.4.15 **Recognition and Benefits for Master Teachers**	School does not recognize teachers as Master Teachers.	Teachers receive training and observation of a multi-faceted pedagogical approach to teaching that includes elements of Responsive Classroom, Teach Like a Champion, and more highly effective strategies.	Teachers receive training and observation of a multi-faceted pedagogical approach to teaching that includes elements of Responsive Classroom, Teach Like a Champion, and more highly effective strategies. School Leadership tracks this training and each teacher's progressing mastery of additional techniques using an Instructional Mastery Tracker. The school certifies those who have achieved mastery of all techniques as its "Master Teachers" and provides such teachers favored consideration for desirable, stipend-receiving assignments	Teachers receive training and observation of a multi-faceted pedagogical approach to teaching that includes elements of Responsive Classroom, Teach Like a Champion, and more highly effective strategies. School Leadership tracks this training and each teacher's progressing mastery of additional techniques using an Instructional Mastery Tracker.	Preliminary Self-Evaluation	Finalized Evaluation

			and/or leadership positions.			
II.4.16 **Board Approval of Evaluation Process and Instruments / Distribution of Documents to Staff**	School Leaders do not consistently use Evaluation Instruments to assess teachers. Evaluation Instruments and other documents relating to the evaluation of school staff in a given school year are not distributed to the staff in advance.	School Leaders use Evaluation Instruments to assess teachers. Evaluation Instruments and other documents relating to the evaluation of school staff in a given school year are distributed to the staff at some point during the school year.	School Leaders make careful revisions of Evaluation Instruments each year as a way to response to last year's trends. Revisions of documents relating to the evaluation of school staff are presented to the Board for approval in advance. Evaluation Instruments and other documents relating to the evaluation of school staff in a given school year are distributed to the staff by September 1 of the school year.	School Leaders make careful revisions of Evaluation Instruments each year as a way to response to last year's trends. Revisions of documents relating to the evaluation of school staff are presented to the Board for approval in advance of its July meeting each year. Evaluation Instruments and other documents relating to the evaluation of school staff in a given school year are distributed to the staff by September 1 of the school year.	Preliminary Self-Evaluation	Finalized Evaluation
II.4.17 **Formative & Summative Evaluations**	The Principal oversees the evaluation of the school's faculty but there are not formal methods in place.	The Principal oversees the evaluation of the school's faculty. The Principal may deputize other educators to assist in the process. Non-tenured faculty members receive at minimum 1 written formative and one written summative evaluation each school year. Tenured faculty members receive at minimum 1 written summative evaluation each school year. These evaluations are signed by the Principal and the faculty member and a copy of the signed document is maintained in	The Principal oversees the evaluation of the school's faculty. The Principal may deputize other educators to assist in the process, but before participating in the process in a given year, deputized educators must receive training by the Principal in regard to that year's school evaluation system, instruments and methodologies. The Principal maintains Faculty Evaluation Trackers which document the dates that faculty members received written evaluations. Non-tenured faculty	The Principal oversees the evaluation of the school's faculty. The Principal may deputize other educators to assist in the process, but before participating in the process in a given year, deputized educators must receive training by the Principal in regard to that year's school evaluation system, instruments and methodologies. Co-Observations exist for norming in this manner. The Principal maintains Faculty Evaluation Trackers which document the dates that faculty members received written evaluations.	Preliminary Self-Evaluation	Finalized Evaluation

		the faculty member's personnel file.	members receive at minimum 2 written formative and one written summative evaluation each school year. Tenured faculty members receive at minimum 1 written formative and 1 written summative evaluation each school year. These evaluations are signed by the Principal and the faculty member and a copy of the signed document is maintained in the faculty member's personnel file. The Principal maintains such records, documents or data used in connection with an evaluation instrument to evaluate a faculty member.	Non-tenured faculty members receive at minimum 2 written formative and one written summative evaluation each school year. Tenured faculty members receive at minimum 1 written formative and 1 written summative evaluation each school year. These evaluations are signed by the Principal and the faculty member and a copy of the signed document is maintained in the faculty member's personnel file. The Principal maintains such records, documents or data used in connection with an evaluation instrument to evaluate a faculty member.		
II.4.18 **Aftercare and Beforecare**	Aftercare and Beforecare are not sufficiently staffed.	Aftercare and Beforecare are staffed, but 1 or more Lead Teacher was required to cover one or more responsibility.	Aftercare and Beforecare are staffed and Lead Teachers were not required to staff these programs.	Aftercare and Beforecare are staffed but high quality candidates and Lead Teachers were not required to staff these programs.	Preliminary Self-Evaluation	Finalized Evaluation
II.5 **Family/Community Communications and Engagement**	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
II.5.1 **Family Handbook & Communications**	Family Handbook is outdated and not accessible by families.	There is a Family Handbook, but it is sometimes outdated and cannot be relied on.	An up-to-date Family Handbook is sent to scholars' parents/guardians at the beginning of every school year that ensures they are aware of school information, expectations, policies and procedures	Principal ensures Family Handbook is revised, up to date, and approved by the Board. An up-to-date Family Handbook is sent to scholars' parents/guardians at the	Preliminary Self-Evaluation	Finalized Evaluation

			that is important for them to know. Newsletters are sent to parents/guardians during the school year to keep them abreast of school policies, activities and events at least 5 times per school year by the Principal.	beginning of every school year that ensures they are aware of school information, expectations, policies and procedures that is important for them to know. Monthly newsletters are sent to parents/guardians during the school year to keep them abreast of school policies, activities and events. Weekly/daily electronic communications are sent to parents/guardians to keep them abreast of school policies, activities and events.		
II.5.2 **PTO, Teacher-Parent Committees and Family Volunteer Opportunities**	An effective PTO is not organized and acting. Parents are not provided opportunities to volunteer at the school.	An effective PTO is not organized and acting but is in progress. Parents are provided some opportunities to volunteer at the school.	An effective PTO is organized and acting. Parents are provided numerous opportunities to volunteer at the school.	An effective PTO is organized and acting. Required parent representation on committees (e.g., Advisory Grievance, Title I) is achieved. Parents are provided numerous opportunities to volunteer at the school.	Preliminary Self-Evaluation	Finalized Evaluation
II.5.3 **Family Events and Education program Support**	Less than 2 fun and meaningful family events take place throughout the year that engage family members, provide support, and build community.	At least 2 fun and meaningful family events take place throughout the year that engage family members, provide support, and build community.	At least 5 fun and meaningful family events take place throughout the year that engage family members, provide support, and build community.	Fun and meaningful family events that engage family members, provide support, and build community occur monthly.	Preliminary Self-Evaluation	Finalized Evaluation
II.5.4 **Parent/Guardian-Teacher/Leader Communications and Meetings**	Parent-teacher meeting days/evenings are scheduled at least once each year but are not school wide.	School Wide parent-teacher meeting days/evenings are scheduled at least once each year. In addition, teachers	School Wide parent-teacher meeting days/evenings are scheduled at least twice each year. In addition, teachers	School Wide parent-teacher meeting days/evenings are scheduled at least twice each year. In addition, teachers	Preliminary Self-Evaluation	Finalized Evaluation

		and/or school leaders meet, email/mail or call individual scholars' parents/guardians to keep them abreast of their scholar's academic and/or non-academic progress sporadically.	and/or school leaders regularly meet, email/mail or call individual scholars' parents/guardians to keep them abreast of their scholar's academic and/or non-academic progress. In a year-end survey, 80% of parents say school the school does a good job keeping them abreast of their child's academic and non-academic progress.	and/or school leaders regularly meet, email/mail or call individual scholars' parents/guardians to keep them abreast of their scholar's academic and/or non-academic progress. In a year-end survey, 90% of parents say school the school does a good job keeping them abreast of their child's academic and non-academic progress.		
II.5.5 **Family Communications and Engagement re. Interventions**	The school does not fulfill regulatory and board policy requirements with regards to family communications relating to academic and behavioral intervention plans.	The school sometimes fulfills regulatory and board policy requirements with regards to family communications relating to academic and behavioral intervention plans.	The school usually fulfills regulatory and board policy requirements with regards to family communications relating to academic and behavioral intervention plans.	The school always fulfills regulatory and board policy requirements with regards to family communications relating to academic and behavioral intervention plans.	Preliminary Self-Evaluation	Finalized Evaluation
II.5.6 **Family Communications re. Discipline, HIB and Retention**	The school does not fulfill regulatory and board policy requirements with regards to family communications relating to discipline, HIB investigations and grade level retention.	The school sometimes fulfills regulatory and board policy requirements with regards to family communications relating to discipline, HIB investigations and grade level retention.	The school usually fulfills regulatory and board policy requirements with regards to family communications relating to discipline, HIB investigations and grade level retention.	The school always fulfills regulatory and board policy requirements with regards to family communications relating to discipline, HIB investigations and grade level retention.	Preliminary Self-Evaluation	Finalized Evaluation
II.5.7 **Community Engagement**	The school has partnerships with less than 2 educational institutions or community organizations that align to the school's education program or mission.	The school has partnerships with at least 2 educational institutions or community organizations that align to the school's education program or mission.	The school has partnerships with at least 3 educational institutions or community organizations that align to the school's education program or mission.	The school has partnerships with at least 5 educational institutions or community organizations that align to the school's education program or mission.	Preliminary Self-Evaluation	Finalized Evaluation
Total Score: /192 48 Standards						

III. Administrative Responsibilities

III.1 Reporting Responsibilities	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 – 4)	
III.1.1 **Monthly Board Reports**	Provision of Performance Dashboard Data and HIB Reports not sent to Board Secretary consistently.	Provision of Performance Dashboard Data and HIB Reports to Board Secretary by the tenth day of each month.	Provision of Performance Dashboard Data and HIB Reports to Board Secretary by the seventh day of each month.	Provision of Performance Dashboard Data and HIB Reports to Board Secretary by the fifth day of each month.	Preliminary Self-Evaluation	Finalized Evaluation
III.1.2 **Annual Reports to Board and Stakeholders**	Attend or call-in to less than 4 Board Meetings and inconsistently complete reports.	Attend or call-in to at least 6 Board Meetings Principal's Report on Status of Teachers Pursuing Standard Licenses Principal's Report on Faculty Formative Evaluations	Attend or call-in to at least 8 Board Meetings Principal's Report on Status of Teachers Pursuing Standard Licenses: November Board Meeting Principal's Report on Faculty Formative Evaluations by July Board Meeting Assist Board Consultant as Needed in Submission of Annual Report to State and Publication of Annual Report on School Website by August 1	Attend or call-in to at least 10 Board Meetings Principal's Report on Status of Teachers Pursuing Standard Licenses: November Board Meeting Principal's Report on Faculty Formative Evaluations by July Board Meeting Assist Board Consultant as Needed in Submission of Annual Report to State and Publication of Annual Report on School Website by August 1	Preliminary Self-Evaluation	Finalized Evaluation
III.1.3 **Title I**	Leader does not ensure Title I Coordinator has submitted the Title I Performance Report by its due date.	Leader ensures Title I Coordinator has submitted the Title I Performance Report, but it is late.	Leader ensures Title I Coordinator has submitted the Title I Performance Report by its due date.	Leader ensures Title I Coordinator has submitted the Title I Performance Report before its due date.	Preliminary Self-Evaluation	Finalized Evaluation

III.2 Miscellaneous Responsibilities	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 – 4)	
III.2.1 **Lead Person's Duties as School Representative and Contact Person**	The Lead Person receives NJDOE regulatory guidance to the school but does not review it. The Lead Person does not represent or ensures representation for the school at NJDOE meetings at which a school representative is to be present. The Lead Person does not represent or ensures representation for the school at charter school and community meetings at which school representation is advisable	The Lead Person receives and reviews NJDOE regulatory guidance to the school. The Lead Person sometimes represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present. The Lead Person sometimes represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.	The Lead Person receives and reviews NJDOE regulatory guidance to the school and often ensures that important information is forwarded to and acted upon by appropriate staff members. The Lead Person often represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present. The Lead Person often represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.	The Lead Person receives and reviews NJDOE regulatory guidance to the school and always ensures that important information is forwarded to and acted upon by appropriate staff members. The Lead Person always represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present. The Lead Person always represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.	Preliminary Self-Evaluation	Finalized Evaluation
III.2.2 **Diverse Responsibilities Under Law of a Charter School Leader Person**	* The Lead Person does not fulfill his or her filing and other responsibilities under the School Ethics Act. * The Lead Person does not fulfill his or her student records requirements under N.J.A.C. 6A:32-7. *The Lead Person does not fulfill his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.	* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act, but is late. * The Lead Person sometimes fulfills his or her student records requirements under N.J.A.C. 6A:32-7. *The Lead Person sometimes fulfills his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.	* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act. * The Lead Person usually fulfills his or her student records requirements under N.J.A.C. 6A:32-7. *The Lead Person usually fulfills his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.	* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act. * The Lead Person always fulfills his or her student records requirements under N.J.A.C. 6A:32-7. *The Lead Person usually always his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.	Preliminary Self-Evaluation	Finalized Evaluation

Total Score: /20
5 Standards

IV. Miscellaneous Organizational Goals

1V. 1 Board-Established Organizational Performance Goals	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
IV.1.1 **Enrollment**	Average enrollment is less than 97%.	Average enrollment is at least 97%.	Average enrollment is at least 99%.	Average enrollment is at least 99.5%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.2 **Attendance**	Average daily attendance is less than 93%.	Average daily attendance is at least 93%.	Average daily attendance is at least 95%.	Average daily attendance is at least 97%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.3 **Retention**	Student retention over the course of a year is less than 88%.	Student retention over the course of a year is 88% or better.	Student retention over the course of a year is 90% or better.	Student retention over the course of a year is 92% or better.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.4 **Homework**	Homework is completed on-time less than 88% of the time.	Homework is completed on-time at least 88% of the time.	Homework is completed on-time at least 90% of the time.	Homework is completed on-time at least 92% of the time.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.5 **Dean's Office Referrals & Suspensions**	Monthly Count of Referrals and Suspensions is greater than 11%.	Monthly Count of Referrals and Suspensions averages 11% or less.	Monthly Count of Referrals and Suspensions averages 7% or less.	Monthly Count of Referrals and Suspensions averages 3% or less.	Preliminary Self-Evaluation	Finalized Evaluation

IV.1.6 **Parent/Guardian Satisfaction with the School Overall**	In a year-end survey, less than 70% of parents/guardians express satisfaction with the school overall.	In a year-end survey, 70-79% of parents/guardians express satisfaction with the school overall.	In a year-end survey, 80-89% of parents/guardians express satisfaction with the school overall.	In a year-end survey, at least 90% of parents/guardians express satisfaction with the school overall.	Preliminary Self-Evaluation	Finalized Evaluation
Total Score: /24 6 Standards						

V. MEASURES OF STUDENT LEARNING

III.1 ABSOLUTE GROWTH IN ELA & MATH	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
III.1.1 Reading Average STAR 360 GE Gain of All Teacher's Scholars	≤ 0.5 GE	0.60 - 1.0 GE	1.1 – 1.2 GE	≥ 1.3 GE	Preliminary Self-Evaluation	Finalized Evaluation
III.1.2 Math Average STAR 360 GE Gain of Teacher's Scholars	≤ 0.5 GE	0.60 - 1.0 GE	1.1 – 1.2 GE	≥ 1.3 GE	Preliminary Self-Evaluation	Finalized Evaluation
III.2 COMPARATIVE GROWTH IN ELA & MATH	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
III.2.1 ELA Average Annual Percentile Rank Gain on STAR 360 Assessment	≤ 0 Percentile Points	1-2 Percentile Points	3-8 Percentile Points	≥ 8 Percentile Points	Preliminary Self-Evaluation	Finalized Evaluation

of Teacher's Scholars						
III.2.2 Math Average Annual Percentile Rank Gain on STAR 360 Assessment of Teacher's Scholars	≤ 0 Percentile Points	1-2 Percentile Points	3-8 Percentile Points	≥ 8 Percentile Points	Preliminary Self-Evaluation	Finalized Evaluation
III.3 COMPARATIVE PROFICIENCY IN ELA & MATH	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
III.3.1 ELA Percentage of Teacher's Scholars Performing at or Above the 75th National Percentile on STAR 360 Assessment	≤ 39%	40% - 50%	51% - 79%	≥ 80%	Preliminary Self-Evaluation	Finalized Evaluation
III.3.2 Math Percentage of Teacher's Scholars Performing at or above the 75th National Percentile on STAR 360 Assessment	≤ 39%	40% - 50%	51% - 79%	≥ 80%	Preliminary Self-Evaluation	Finalized Evaluation
III.4 ABSOLUTE PROFICIENCY IN ELA, MATH, SCIENCE & SOCIAL STUDIES	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
III.4.1 ELA Average Trimester Assessment Score of Teacher's Scholars	≤ 65%	66%-75%	76%-89%	≥ 90%	Preliminary Self-Evaluation	Finalized Evaluation
III.4.2 Math Average Trimester Assessment Score of Teacher's Scholars	≤ 65%	66%-75%	76%-89%	≥ 90%	Preliminary Self-Evaluation	Finalized Evaluation
III.4.1 Science Average Unit Test Score of Teacher's Scholars	≤ 65%	66%-75%	76%-89%	≥ 90%	Preliminary Self-Evaluation	Finalized Evaluation
III.4.2 Social Studies	≤ 65%	66%-75%	76%-89%	≥ 90%	Preliminary Self-Evaluation	Finalized Evaluation

Average Unit Test Score of Teacher's Scholars						
III.5 SCHOLARS' PROFICIENCY IN SPANISH	**1 = Needs Improvement**	**2 = Working Towards**	**3 = Meeting Expectations**	**4= Exceeding Expectations**	**Performance (1 - 4)**	
III.5.1 Spanish Average Final Exam Score	≤ 65%	66%-75%	76%-89%	≥ 90%	Preliminary Self-Evaluation	Finalized Evaluation
Total Score: /44 11 Standards						

EA Summative Score:
NJ DOE SCALE
Ineffective: < 1.850
Partially Effective: 1.850 to 2.649
Effective: 2.650 to 3.499
Highly Effective: ≥ 3.500

This evaluation was reviewed with me on _____. In this review, we broke down more thoroughly each domain, as well as the "Glows" and "Grows" for each employee.

_____ Staff Name (printed) _____ Staff Name (signature)

_____ Principal (printed) _____ Principal (signature)

GRIEVANCE PROCEDURES POLICY

a. Rationale

Beloved Community Charter High School ("Beloved") recognizes and respects the integral roles that parents and teachers play in the education of its Scholars. The Board's objective is to strengthen that partnership and foster an open and productive line of communication between not only parents and teachers, but also the School Leader, administrative staff, and the Board of Trustees. To that end, the Board wishes to institute a fair and efficient process by which internal grievances can be resolved amicably and consistent with the law. If a Board employee, trustee, or parent/guardian has a complaint or dispute with any Board policy or action of a school employee or trustee ("grievance"), it should be resolved in accordance with the dispute resolution proceedings set forth in this Policy, or as otherwise mandated by law.

b. Procedure

1) Informal Grievances.

A) Any person who has a grievance shall discuss it first with the School Leader, in an attempt to resolve the matter informally, within Ten (10) school days from the time when the person knew or would have known of its occurrence.

B) However, should a complaint or concern arise between a parent and a teacher or staff member, parents are encouraged to first attempt to resolve said complaint or concern directly with the teacher or staff member by scheduling a conference to discuss the issue. The School Leader reserves the right to redirect parents to the involved teacher or staff member if that step has not been taken. If, after meeting in conference with the immediate source, the parent deems the initial response/course of action insufficient, or in the event that a meeting with the immediate source is not practicable or reasonable because of the nature or subject matter of the grievance, an informal meeting with the School Leader may be requested in an attempt to resolve the concern or complaint.

C) If the complainant is satisfied with the response of the School Leader, no further action will be required, and the grievance will be considered resolved.

2) Formal Grievances. If the grievance is not resolved to the complainant's satisfaction through informal discussion with the School Leader, the complainant must submit a formal, written grievance to both the School Leader and the Board Chair within Five (5) school days after meeting with the School Leader. The written grievance must recite the matter that was originally submitted informally to the School Leader, explain the basis for the complainant's dissatisfaction with the decision previously rendered, and specify the desired remedy.

3) Referral to Committee. The Board Chair shall determine, upon consultation with counsel if necessary, whether the nature of the grievance requires that it be considered by the Board Grievance Committee, or by the Advisory Grievance Committee pursuant to N.J.S.A. 18A:36A-15. The jurisdictional limits of each committee are described below in their applicable sections.

4) Committee Meetings. Within Fifteen (15) school days of its receipt of the written grievance, the applicable committee will meet with all concerned parties. The Board will provide an opportunity to the complainant to present his or her grievance and to persons responding to the grievance ("respondents"). These presentations will be informal as no sworn testimony will be given. There will be no right to cross-examine witnesses. Whether the presentation is held in public or private session of a Board meeting will depend on the subject matter of the grievance.

5) Resolution. Soon thereafter, the applicable committee shall present a non-binding recommendation to the Board concerning the disposition of the grievance. The Board will review the applicable committee's recommendation at its next regularly scheduled meeting and make a decision within Thirty (30) days of its receipt of the applicable committee's recommendation.

c. Advisory Grievance Committee

1) Jurisdiction. Any grievance that alleges a violation of the provisions of the New Jersey Charter School Programs Act shall be directed to the Advisory Grievance Committee, pursuant to N.J.S.A. 18A:36A-15.

2) Composition. The Advisory Grievance Committee shall consist of One (1) parent/guardian, One (1) teaching staff member and One (1) Board trustee. Each year, by no later than October 15, parents/guardians, teaching staff members and trustees will select from their membership persons to serve on the Advisory Grievance Committee. The terms of service for each member of the advisory grievance committee will be One (1) year. The persons receiving the most votes from their constituent members will be selected. In the event that the teaching staff members and/or parents/guardians are unable to appoint members, the Board shall accept nominations and shall make the necessary appointments to constitute the Advisory Grievance Committee. The Chair of the Advisory Grievance Committee will be selected by the other Advisory Grievance Committee members. If an Advisory Grievance Committee member has a conflict of interest pertaining to a grievance, that member shall recuse himself or herself from serving on the Advisory Grievance Committee regarding said grievance.

d. Board Grievance Committee

1) Jurisdiction. The Board Grievance Committee shall consider grievances related to all other matters not otherwise excluded here or that are subject to the Advisory Grievance Committee's jurisdiction set forth in section (c) above. However, the Board Grievance Committee reserves the right to decline to review grievances that it deems to fall primarily under the purview of the managerial discretion of the School Leader. In such event, the Board Grievance Committee shall work in conjunction with the School Leader in an advisory capacity. Grievances arising specifically under the school laws may be subject to review and consideration by the Commissioner of Education only.

2) Composition. The Board Grievance Committee shall consist of the Board Chair and Two (2) other trustees selected by the Board. The term of service for the trustees shall be One (1) year. If a Board trustee has a conflict of interest pertaining to a grievance, that trustee shall recuse himself or herself from serving on the Board Grievance Committee regarding said grievance. The conflict of interest should be reported to the Board Chair as soon as it is discovered.

e. Other General Guidelines for Grievances

1) A complainant or respondent may represent himself/herself at all stages of the grievance proceeding or may be represented by the person of his or her choosing.

2) There shall be no retaliation against any person for initiating a grievance proceeding.

3) The information gathered in a grievance proceeding shall be kept confidential to the extent reasonably possible.

APPLICATION FOR ADMISSION 2021-2022

1. Grade Information

What grade (K-11) will this student enter in September 2021? _____

2. Student Information

Student's Name: _____ _____
(Last) *(First)*

Birth Date: _____/_____/_____ Gender: M F
(month) (day) (year) *(Circle One)*

3. Student's Current School *(Complete only if your child is currently attending a school.)*

Current School Name: _____ Current Grade: _____

4. Custodial Parent/Guardian Info

Relationship to Student: Mother ___ Father ___ Guardian ___ *(Check One)*

First Name: _____ Last Name:_____

Address:_____
(*Street Address, Apt #*) ***Apartment is required, if any*** *(City)* *(State)* *(Zip)*

Home Phone:_____ Work Phone**:**_____

Cell Phone**:**_____ Other Phone**:**_____

Email 1**:**_____

Email 2: _____
(Please provide multiple phone numbers and email addresses. It is VERY important that we be able to reach you.)

5. Brother or Sister Applying *(If more than one sibling is applying, attach an additional page.)*

Name: _____ Grade in 2021-22 _____
(Remember to complete a separate application for each prospective student.)

Identify any sibling of the applicant who is currently enrolled at BCCS_____

6. Parent Signature

I am applying to have my child attend BeloveED Community Charter School in Jersey City. I certify that the statements and information I am providing in this application are true, accurate, and complete. I understand that BelovED features a longer school day, a strong discipline code, uniforms, and parent involvement. I understand that prospective students are chosen by a lottery. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected. I hereby request that you consider this application for the next lottery used to fill possible BelovED openings for the 2021-22 school year.

_____ _____
Parent/Guardian Signature *Date*

BelovED COMMUNITY CHARTER SCHOOL

APPLICACION PARA LA ADMISION **año escolar 2021-22**

Información sobre el grado

¿En qué grado se matriculará el estudiante en septiembre del 2020? (K-11) _____.

2. Información sobre el estudiante

Nombre del estudiante: _____ _____ _____
(Apellido) *(Nombre)* *(Inicial SN)*

Fecha nacimiento: _____/_____/_____ Género: **Masculino____** **Femenino____**
(Mes) (Día) (Año) *(Marque uno)*

3. Escuela actual del estudiante *(Completar solo si el niño está actualmente asistiendo a la escuela*

Nombre de la escuela: _____ Actual grado: _____

4. Información del padre o guardián Vínculo con el estudiante: Madre___ Padre___ Tutor legal___

Nombre: _____ Apellido_____

Dirección: _____
(Calle, Apto #) *(Ciudad)* *(Estado)* *(Código postal)*

Teléfono de la casa: _____ Teléfono del trabajo**:** _____

Teléfono celular**:** _____ Otro Teléfono**:** _____

Email 1**:**_____ Email 2**:**____

(Por favor provea varios números de teléfono y direcciones de correo electrónico. Es MUY importante poder contactarlo).

5. Hermanos/as aplicando *(Si más de dos hermanos/as están aplicando, añada la información en una página adicional.)*

Nombre: _____ Grado en Septiembre del 2021: _____

(Recuerde completar una solicitud por cada estudiante que desee matricular).

Identificar cualquier hermanos/as del solicitante que está inscrito actualmente en BCCS

_____

6. Firma del padre/madre: _____

Estoy solicitando para que mi niño/a pueda asistir a la escuela Beloved Community Charter school ubicada en la Ciudad de Jersey. Certifico que las declaraciones y la información que proporciono en esta solicitud son verdaderas, precisas, y completas. Entiendo que BelovED se caracteriza por días escolares más largos, un código de disciplina fuerte, uniformes, y la participación activa de los padres. Entiendo que los futuros estudiantes son escogidos por lotería. También entiendo que si mi niño/a al principio no es seleccionado en la lotería, pasará a formar parte de una lista de espera para ese año. Si se abren plazas durante el año, los estudiantes serán admitidos en el mismo orden que fueron seleccionados para la lista de espera. Por la presente solicito que usted considere esta solicitud para la siguiente y cualquier lotería subsecuente que sea usada para llenar las plazas disponibles en BelovED durante el año escolar 2021-22.

_____ _____
Firma del padre o guardián *Fecha*

21-7-15-29

RESOLUTION APPROVING TEACHER and SCHOOL LEADER/PRINCIPAL EVALUATION SYSTEMS.

WHEREAS, the New Jersey Department of Education has required all school districts to approve Educator and School Leader/Principal Evaluation Systems;

AND WHEREAS, BelovED Community Charter School prepared such evaluation systems and presented them to its Board of Trustees for approval on June 18, 2015;

AND WHEREAS, these evaluation systems were approved and implemented, and have been improved through the years via minor revisions;

AND WHEREAS, the Board of BelovED Community Charter School, after several years of positive experience, chooses to re-approve the instruments for SY 2021-22;

NOW, THEREFORE, IT IS HEREBY:

RESOLVED, that the governing body of BelovED Community Charter School in Hudson County in the State of New Jersey hereby re-approves its Teacher and School Leader Evaluation Instruments (attached hereto) and systems for use in SY 2021-2021.

Motion made by Salvatore Risavato and seconded by Maggie Johnson

Approved:

Nicole Jackson	Yes
Salvatore Risalvato	Yes
Sheridan Bell	Yes
Sam Mikhail	Yes
Maggie Johnson	Yes
Kathy Mone	Yes

1, Richard Raschdorf, Board Secretary, certify that the above resolution was passed by a majority of a quorum of this Board of Trustees, as indicated above.

Richard Raschdorf

Date of Board Meeting: July 15, 2021

BelovED Community Charter School | 2022-2023 CALENDAR

Key:
Red: ½ day NO AfterCare (AC)
Green: ½ day w/ AfterCare (AC)
Orange: School Event
Periwinkle: No School

Jul 5-Aug 5 Summer School
Aug 22-31 Summer Institute (Staff)

AUGUST '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			

1 ½ day NO A/C First Day of School
2 ½ day NO A/C Staff PD
5 Labor Day No School
12 First Day of A/C
14 Back to School Night 6-12
15 Back to School Night K-5

21/21

SEPTEMBER '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	

5 Open House for SY23-24 (K-5)
7 ½ Day w/ A/C Staff PD
10 No School Columbus Day
20-21 ½ Day NO A/C K-5 only
20-21 K-5 Parent Conferences
26 Picture Day MS and HS
27 Picture Day ES
27-28 ½ Day w/ A/C 6-12 only

20/41

OCTOBER '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					

4 End of Q1 MS/HS
8 ½ Day w/ A/C Staff PD
10 Open House for SY23-24 (6-12)
23 End of Term 1 ES
23 ½ Day NO A/C
24-25 No School Thanksgiving

20/61

NOVEMBER '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			

1 ½ Day w/ A/C Staff PD
15 MS/HS Parent Conferences
17-31 No School Winter Break

12/73

DECEMBER '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

2 School Resumes
13 ½ Day w/ A/C Staff PD
16 No School MLK Day
18 Lottery for SY23-24
19-20 ½ Day w/ A/C 6-12 only
24 Open House for SY23-24 (K-5)
26 Open House for SY34-24 (6-12)
27 End of Q2 MS/HS

21/94

JANUARY '23

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				

FEBRUARY '23

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				

8 100th Day of School
17 ½ Day w/ A/C Staff PD
20-21 No School Presidents' Day
Feb 27-Mar 3 Read Across America/Book Fair

18/112

MARCH '23

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	

1-3 RAA/Book Fair
1 ½ Day w/ A/C Staff PD
10 End of Term 2 ES
23-24 ½ Day NO A/C
23-24 Parent Conferences ES
30-31 ½ Day w/ A/C 6-12 only

23/135

APRIL '23

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						

6 End of Q3 MS/HS
7-16 No School Spring Break

14/149

MAY '23

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			

1-5 Teacher Appreciation Week
3 ½ Day w/ A/C Staff PD
26 ½ Day NO A/C
29 No School Memorial Day
TBD NJSLA Testing

22/171

JUNE '23

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	

9 High School Graduation
12 Kindergarten Graduation
13 5th Grade Graduation
14 Last Day of A/C
15 8th Grade Graduation
15 ½ Day Last Day of School
15 End of Term 3/Q4

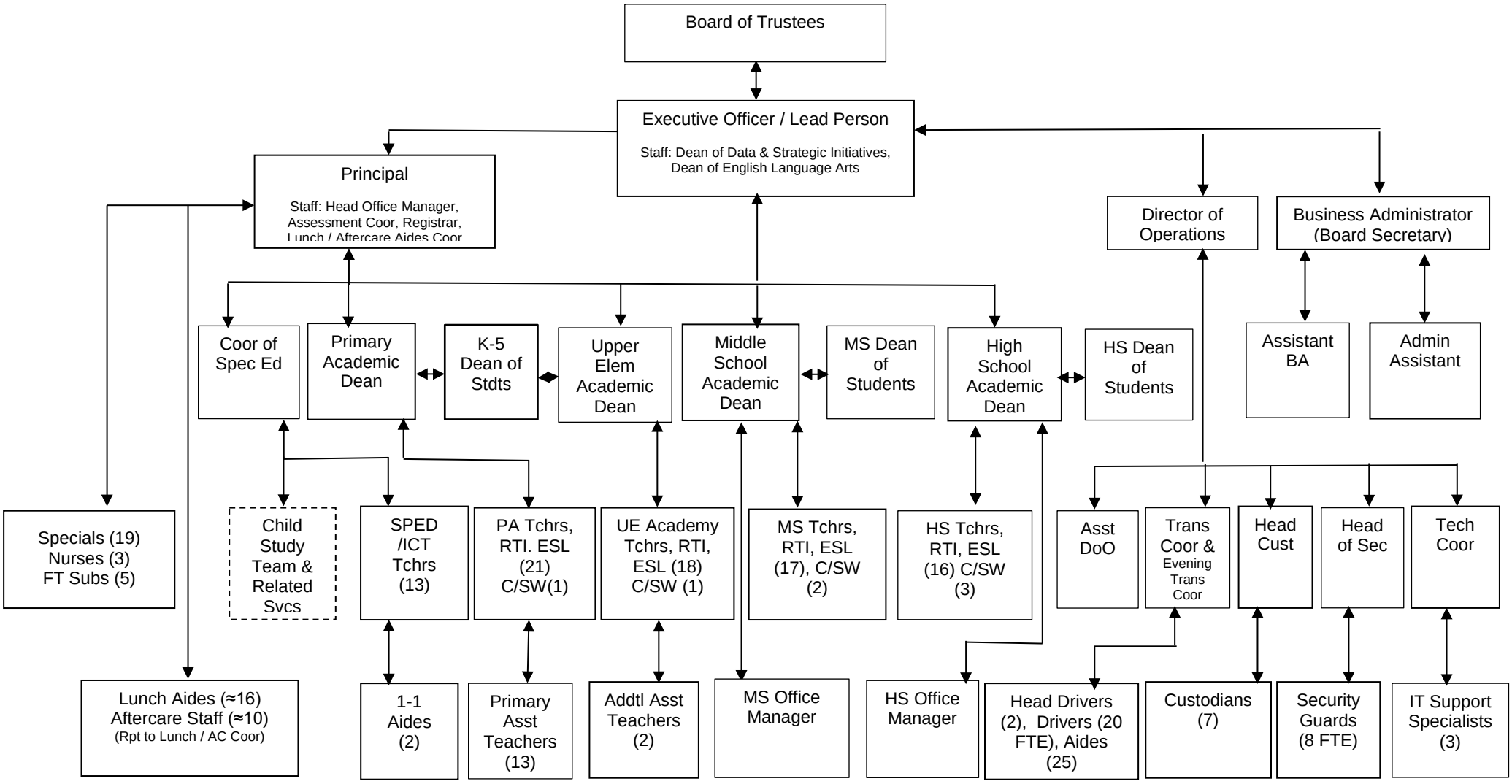
11/182

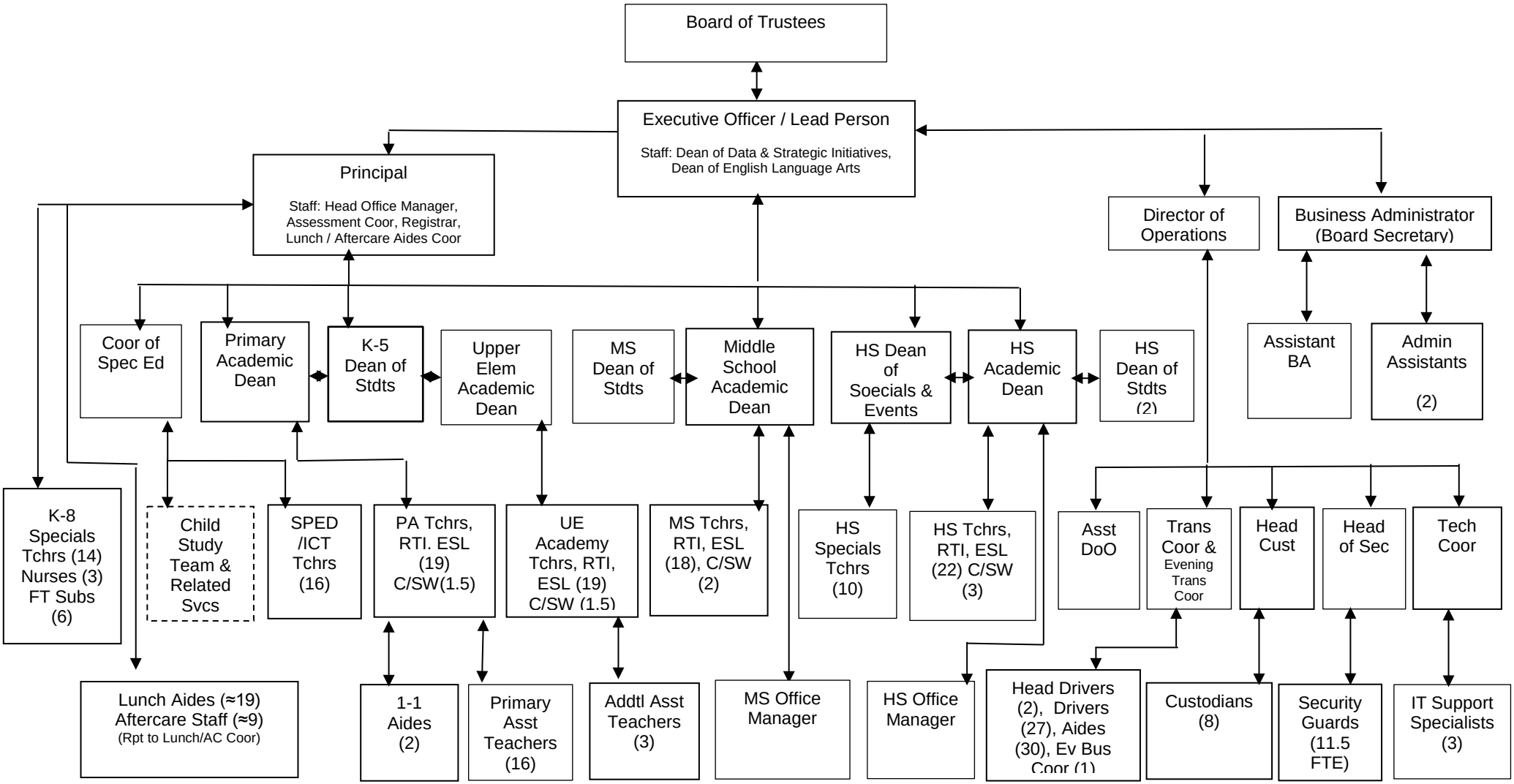
JULY '23

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					

Jul 5-Aug 5 Summer School

School Calendar Template © calendarlabs.com


Board of Trustees
Executive Officer / Lead Person
Staff: Dean of Data & Strategic Initiatives, Dean of English Language Arts
Principal
Staff: Head Office Manager, Assessment Coor, Registrar, Lunch / Aftercare Aides Coor
Director of Operations
Business Administrator (Board Secretary)
Coor of Spec Ed
Primary Academic Dean
K-5 Dean of Stdts
Upper Elem Academic Dean
Middle School Academic Dean
MS Dean of Students
High School Academic Dean
HS Dean of Students
Assistant BA
Admin Assistant
Specials (19)
Nurses (3)
FT Subs (5)
Child Study Team & Related Svcs
SPED /ICT Tchrs (13)
PA Tchrs, RTI. ESL (21) C/SW(1)
UE Academy Tchrs, RTI, ESL (18) C/SW (1)
MS Tchrs, RTI, ESL (17), C/SW (2)
HS Tchrs, RTI, ESL (16) C/SW (3)
Asst DoO
Trans Coor & Evening Trans Coor
Head Cust
Head of Sec
Tech Coor
Lunch Aides (≈16)
Aftercare Staff (≈10)
(Rpt to Lunch / AC Coor)
1-1 Aides (2)
Primary Asst Teachers (13)
Addtl Asst Teachers (2)
MS Office Manager
HS Office Manager
Head Drivers (2), Drivers (20 FTE), Aides (25)
Custodians (7)
Security Guards (8 FTE)
IT Support Specialists (3)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Coor of Spec Ed
Primary Academic Dean
K-5 Dean of Stdts
Upper Elem Academic Dean
MS Dean of Stdts
Middle School Academic Dean
HS Dean of Soecials & Events
HS Academic Dean
HS Dean of Stdts (2)
Assistant BA
Admin Assistants (2)
K-8 Specials Tchrs (14) Nurses (3) FT Subs (6)
Child Study Team & Related Svcs
SPED /ICT Tchrs (16)
PA Tchrs, RTI. ESL (19) C/SW(1.5)
UE Academy Tchrs, RTI, ESL (19) C/SW (1.5)
MS Tchrs, RTI, ESL (18), C/SW (2)
HS Specials Tchrs (10)
HS Tchrs, RTI, ESL (22) C/SW (3)
Asst DoO
Trans Coor & Evening Trans Coor
Head Cust
Head of Sec
Tech Coor
Lunch Aides (≈19) Aftercare Staff (≈9) (Rpt to Lunch/AC Coor)
1-1 Aides (2)
Primary Asst Teachers (16)
Addtl Asst Teachers (3)
MS Office Manager
HS Office Manager
Head Drivers (2), Drivers (27), Aides (30), Ev Bus Coor (1)
Custodians (8)
Security Guards (11.5 FTE)
IT Support Specialists (3)

PROMOTION AND RETENTION POLICY

Policy # 150310

The mission of BelovED Community Charter School is to prepare students to succeed in college and in life. To fulfill that mission, the Board of Trustees recognizes that students should be placed at the grade levels to which they are best adjusted academically, socially, emotionally, and developmentally and which are age appropriate.

While BelovED's educational program provides for the continuous progress of students from grade to grade, with students spending one year in each grade, the Board of Trustees recognizes that, in some instances, students may benefit by repeating a grade level. The decision to retain a student will be made in consultation with the appropriate school officials constituting the school team and the parent/guardian. However, the final decision for retention shall rest with the Head Dean.

Grade level promotion shall depend upon students having achieved sufficient mastery of the prerequisite skills and knowledge for the next class or grade level. Throughout the year, teachers will assess students' mastery of sequenced academic standards and respond with appropriate interventions to help students progress academically.

To determine if students meet BelovED's standards mastery benchmarks for grade-level promotion, periodic, mid-course, and end-of-course tests will be given in each academic class and a weighted-average of each student's results will be calculated to yield a student score for the class. An overall score will also be calculated for each student's performance across academic subjects, with English Language Arts (ELA) and Math weighted more heavily. Students in grades one to five may be automatically retained who: fail ELA and Math or have a failing overall average without the option of summer school. Kindergarten students will be retained if they are achieving significantly below grade level based on weekly and term assessments.

Summer School is offered to different classes of students:

1. *Students who are being retained*. Summer School is *recommended* for these students to bring them closer to the level that they need to be at in order to successfully master the academic standards (i.e., skills and knowledge items) of the grade in which they are being retained.
2. *Students who are being promoted but lack full mastery of grade level academic standards*. Summer School is *recommended* for students with a low but passing average in Math or ELA to better prepare them for the next grade level.
3. *Students whose retention is uncertain*. Summer School is *required* for students at risk of failing both Math and ELA or achieving a failing overall average in either subject. Promotion for these students is conditioned on the student successfully completing Summer School thereby meeting BelovED's research-based, standards mastery benchmarks for grade-level promotion. Completion of summer school does NOT guarantee promotion.

For students who meet the requirements for promotion, but have barely passing averages in Math or ELA, recommended academic interventions shall continue even after they enter the higher class or grade.

The school shall provide parents/guardians with regular written information, including report cards, relating to their children's academic scores, personal growth, attendance records and disciplinary records. The school shall inform parents/guardians when formative assessment data leads to their children

receiving academic interventions and shall explain how these parents/guardians can support this work and help their children progress academically.

Teachers shall endeavor to meet with parents/guardians on a periodic, scheduled basis to provide them with a face-to-face review of their children's learning progress, and shall call when academic or behavioral issues warrant so parents/guardians are made aware of and can help solve the problem.

Following each trimester, the school shall notify the parents/guardians of children whose pace of standards mastery puts them at substantial risk of not meeting the school's requirements for grade-level promotion. Parents/guardians shall be reminded of the school's promotion/retention policies, its Summer School requirements, and what they can do to support the school's academic interventions and help their children progress academically.

In May, teachers shall call and/or meet with parents/guardians whose children will need to attend Summer School and shall inform them of the subject areas in which their children need to increase their standards mastery, and what these parents/guardians can do to assist their children

If, after attending Summer School, a student whose retention is recommended still does not meet the standards mastery benchmarks necessary for promotion, staff shall call and/or meet with the student's parents/guardians to inform them that their child will be retained in their current grade.

If a parent/guardian wishes to appeal promotion/retention decisions, they may first petition the School Grievance Committee consisting of parents and teachers. If the parent/guardian wishes to appeal the decision of the Grievance Committee, the parent/guardian may petition the Board of Trustees.

Nothing in this Policy shall obligate the School to provide interventions beyond those required by law.

BelovED Community Charter School

Graduation Policy

All students must meet the minimum graduation requirements of the State of New Jersey (or be otherwise eligible for a State-endorsed diploma) and of BelovED Community Charter School's high school to graduate from BelovED Community Charter School. The additional requirements of BelovED Community Charter School's high school are included in each year's course offerings for each grade level. Additionally, in order to graduate, students must pass the state-required High School Proficiency Assessment, unless the state modifies or eliminates this requirement. For the class of 2023, this requirement has been waived.

ONLY STUDENTS WHO HAVE ACTUALLY EARNED THEIR DIPLOMA BY GRADUATION DAY ARE ELIGIBLE FOR PARTICIPATION IN COMMENCEMENT EXERCISES.