

BELOVED COMMUNITY CHARTER SCHOOL

Annual Report 2019-2020



August 1, 2020

Submitted to:

Kevin Dehmer, Interim New Jersey Commissioner of Education
Franklin Walker, Superintendent of Jersey City Public Schools

TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Basic Information / School Site Information	4
<i>Organizational Performance Areas</i>	
Mission and Key Design Elements	6
Curriculum	8
Instruction	9
Assessment	13
Organizational Capacity: School Leadership & Administration	24
<i>Culture & Climate</i>	
Culture and Climate	28
Family and Community Engagement	30
<i>Board Compliance</i>	
Board Capacity	35
Board Compliance	36
<i>Access & Equity</i>	
Access and Equity	37
<i>Compliance</i>	
Compliance	39

LIST OF APPENDICES

Statements of Assurance	Appendix A
Board Self-Evaluation Tool	Appendix B
School Leader Evaluation Tool	Appendix C
Board Grievance Committee Policy	Appendix D
Admissions Applications (All Languages)	Appendix E
Board Resolution Approving Evaluation Systems	Appendix F
2020 - 2021School Calendar	Appendix G
Organizational Chart	Appendix H
Promotion/ Retention Policy	Appendix I
Graduation Policy (If Applicable)	Not Applicable

BASIC INFORMATION ABOUT THE SCHOOL

Table 1: Basic Information	
Name of school	BelovED Community Charter School
Grade level(s) to be served in 2020-2021	K-10
2019-2020 enrollment (as of June 30, 2020)	1195
Projected enrollment for 2020-2021	1320
Current waiting list for 2020-2021	1336
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 phone number	(201) 630-4700 x2091
Name of SBA	Richard Raschdorf
SBA email address	rraschdorf@belovedccs.org
SBA phone number	201-630-4765

SCHOOL SITE INFORMATION

TABLE 2: SCHOOL SITE 1	
Site name	BelovED Community Charter School (Lower School)
Year site opened	SY12-13
Grade level(s) served at this site in 2019-2020	K-8
Grade level(s) to be served at this site in 2020-2021	K-5; 7-8
Site street address	508 Grand Street
Site city	Jersey City, NJ
Site zip	07302
Site phone number	201-630-4700
Site lead or primary contact's name	Michele Link, Principal
Site lead's email address	mmlink@belovedccs.org

TABLE 2: SCHOOL SITE 2	
Site Name	BelovED Community Charter School (Upper School)
Year Site Opened	SY19-20
Grade Level(s) Served at this site in 2019-20	6-9
Grade Level(s) to be Served at this site in 2020-21	6; 9-10
Site Street Address	531 Grand Street
Site City	Jersey City, NJ
Site Zip	07302
Site Phone Number	201-630-4700
Site Lead or Primary Contact's Name	Ken Schultz, Lead Person
Site Lead's Email Address	kschultz@belovedccs.org

ORGANIZATIONAL PERFORMANCE AREAS

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, Board of Trustees-Established 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 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. To measure learning growth from kindergarten through grade 3, BelovED's charter application called for the use of nationally normed assessments that are commercially available.

In the past, we used Terra Nova assessments for this purpose. However, because the Terra Nova no longer well-aligns with the NJDOE's curriculum content standards, we decided that this year we would use the Renaissance Star360 assessment, and that we would continue using it going forward.

In Section 4.1 of this report, relating to the presentation of assessment data, the NJDOE directs schools not to report SY20 year-end assessment data, and instead to review their SY18 and SY19 learning growth

data for readers. (We presume this is because one cannot be confident in the data of assessments taken at home where family members may be tempted to assist a scholar.)

Therefore in this section of our Annual Report, we will review BelovED's SY18 and SY19 kindergarten to third grade learning data, as measured using the Terra Nova Grade Mean Equivalent (GME) metric.

A *Terra Nova* Grade Mean Equivalent (GME) score measures a scholar's mastery of academic standards in comparison to the scholar's peers nationwide. A Reading GME of 1.0 means that a scholar has mastered Reading skills to the level of the average American scholar just entering First Grade. A GME in Reading of 1.9 would mean that the scholar has mastered reading skills to the level of the average American scholar in the ninth month (typically May) of their First Grade year. A school year is typically 10 months long. Thus, a GME gain of 1.0 over the course of a year in a particular subject would mean that a scholar made a learning gain in that subject area that is equal to the national average over the course of a ten-month school year.

The tables below show that between SY18 and SY19 our kindergarten to grade three scholars made GME gains in reading and math that averaged 1.7 and 1.3. This means they achieved learning gains that were 70% above the national average in Reading and 30% above the national average in Math over the course of the year.

Table 3: Reading

Reference	<i>Charter Application Goal 1.1</i>			
Goal/ Objective	<i>Scholars make superior progress toward mastery of academic standards.</i>			
Measure/ Metric	<i>Average Terra Nova Grade Mean Equivalent (GME) of Scholar Cohorts at YE</i>			
Target	<i>Average Year-to-Year GME Gain of Young Scholars in Reading is >1</i>			
Data	Grade Level	SY18 Reading GME	SY19 Reading GME	Cohort's Year-Year Growth
	K	1.0	1.0	NA
	First	2.5	2.7	1.7
	Second	3.7	4.5	2.0
	Third	5.2	5.0	1.3
	Average Year-to-Year Growth of All Cohorts			1.7
Outcome	GOAL WAS MET FOR READING.			

Table 3: Math

Reference	<i>Charter Application Goal 1.1</i>			
Goal/ Objective	<i>Scholars make superior progress toward mastery of academic standards.</i>			
Measure/ Metric	<i>Average Terra Nova Grade Mean Equivalent (GME) of Scholar Cohorts at YE</i>			
Target	<i>Average Year-to-Year GME Gain of Young Scholars in Math is >1</i>			
Data	Grade Level	SY18 Math GME	SY19 Math GME	Cohort's Year-Year Growth
	K	1.1	1.1	NA
	First	2.1	2.1	1.0
	Second	3.3	3.3	1.2
	Third	4.9	4.9	1.6
	Average Year-to-Year Growth of All Cohorts			1.3
Outcome	GOAL WAS MET FOR MATH.			

1.2 Curriculum

In SY19-20, we employed curricular materials from the publishers indicated below.

SY19-20 CURRICULAR MATERIALS		
Subject Area	Grade Levels	Publisher: Curriculum
Reading/ Language Arts Literacy	Kindergarten	Pearson: Reading Street/MyView
	Grades 1-5	Pearson: Ready Gen./M View
	Grade 6-9	Diverse Novels/Publishers Pearson: My Perspectives
Math	Grades K-8	Pearson: Envision Math Algebra: Pearson On the Ramp
	Grade 9	Algebra: Pearson On the Ramp Modified North Star Charter School-Developed Curriculum (Licensed)
Science	Grade K-5	Pearson: Interactive Science
	Grade 6-8	Pearson: Elevate Science

	Grade 9	Biology: Shared High Performing Charter School-Developed Curriculum
Social Studies	Grades K-5 Grade 6 Grades 7-8	Houghton Mifflin: Social Studies 2008 Houghton Mifflin Harcourt: Ancient Civilizations Houghton Mifflin Harcourt: United States History
	Grade 9	History: Shared High Performing Charter School-Developed Curriculum
Spanish	Kindergarten – Grade 8	Santillana
	Grade 9	Rosetta Stone Senderos

As noted in the Assurances provided in Appendix A, these curricular materials are all aligned to New Jersey’s curriculum content standards.

1.3 Instruction

a) High Quality Instruction at BelovED Community Charter School

We define high quality instruction as instruction which leads to comprehensive scholar mastery of New Jersey’s rigorous academic standards. (“Academic standards” are skill and knowledge item that scholars are expected to have mastered by the end of particular grade levels.)

We expect instruction at BelovED to be highly intentional and data-driven, well-planned, and engagingly delivered and believe that this is what leads to mastery of academic standards by scholars that defines high quality instruction.

b) BelovED’s Instructional Practices

When delivering whole class instruction, we typically employ an *I Do, We Do, You Do, Check* “teach cycle” and make use of Responsive Teaching principles, Champion Teacher techniques¹, and various technologies.

In most subject areas, we endeavor to fully or partially implement a “data-driven” instruction model that features the following elements:

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

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

- Prior to the beginning of an instructional period, teachers see examples of the kinds of questions that will be on up-coming assessments for their subject area and grade level. This provides 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 assessment reports so as to facilitate ease of data analysis: not just bottom line results, but 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” leader-teacher data analysis meetings where our goal is to have teachers move beyond what scholars got wrong and take ownership of why scholars got it wrong.
- School leaders work collaboratively with teachers to develop/revise teacher-specific whole-class, small group, and individual scholar Instructional Action Plans based on the fore-going data analysis. Beyond revisions to teachers’ planned pacing of instruction and the identification of learning objectives to be re-taught, this also prompts revisions to the instructional strategies and interventions that teachers plan to use.

We are seeking to take the instructional skills of our teachers from Good to Great, so another very important part of our school model is our focus upon, and our systems for supporting, the continual professional development of our instructional staff. We have divided the school into four “Academies”: a Primary Academy, Upper Elementary Academy, Middle School and High School. The professional development of the teachers in an Academy is the central responsibility of the school leader of that Academy, who we call its Academic Dean, and noting that even the world’s very top athletes all have coaches, we expect our teachers to continually strive to improve their practice and be positively responsive to the teacher coaching provided by these Deans.

c) How We Adapted to the Delivery of Remote Instruction / Areas of Strength and Opportunity

Once BelovED Community Charter School (“BelovED”) learned there was a high likelihood we would need to move exclusively to remote learning, we instituted a NJDOE-approved remote learning plan designed to maintain BelovED’s high standards of access, equity and love, and to maintain the pacing and effective delivery of our curriculum.

Goal #1: Achieve a High Standard of Access, Equity and Love for Our Scholars

Beloved is a high quality public school – and like all public schools, it is free to attend. But even better, you don’t need to live in an expensive neighborhood to attend BelovED, as you do with Jersey City’s top *neighborhood public schools*. And you don’t need to meet any selective admissions criteria, as you do with Jersey City’s *academically selective magnet public schools*. Finally, and almost uniquely, you don’t need to be able to *afford a car or to pay for bus transportation* to have your children attend BelovED, because we provide *free bus transportation* to and from every Jersey City neighborhood. To our

knowledge – except for BelovED’s transportation shared services partner, Empowerment Academy – no other non-academically selective, citywide magnet school achieves this level of *equitable access*.

As regards the *equitable provision of high quality school services to every student*, Jersey City’s charter public schools continue to receive an inequitably low-level of funding compared to other public schools in New Jersey, but as a result of BelovED’s extremely cost-efficient use of its resources, the school successfully provides top quality instruction and supports that address each student’s special needs.

We are proud of the high standards of equitable access and quality service provision we have achieved with our in-school learning program and we did not want any of our students to lose access to our high quality education and support services when distance learning was implemented.

So immediately following the State’s announcement that public schools were to close, our operations team surveyed families to see if they lacked the computer technology or internet capability to accommodate our remote learning platforms, such as Google Classroom. Upon receipt of family responses, we followed up individually with each family lacking the needed technology to schedule a time to pick up a Chromebook and talk with our tech team about ways to access various broadband services.

Further, our Academy Deans identified families that did not complete the survey, and students who failed to turn in assignments after the school’s closure. We followed up with these families and several expressed a need for additional computers because multiple siblings were endeavoring to share one unit, which was negatively impacting their ability to complete their assignments. In response, we provided extra Chromebooks to these families.

We also made our tech team readily available to address any concerns that families were having in regards to technology and our tech team responded to issues at all hours of the day. By the end of week one, more than 95% of our families had the computer and internet access necessary. By week two, we had reached and connected all but a few families. By week three, we had reached every family and our Academy Deans and teachers were tracking the progress of each student to ensure that any work that was not getting completed was NOT due to a lack of technology and internet access.

Creating universal access to high quality instruction that meets each student’s special needs is one thing; ensuring each student takes advantage of such access is another. Seeing to the former achieves a high standard of access and equity. But truly loving our students demands more: it demands we endeavor not to let our students quit on themselves, even when they are so inclined.

So our teachers tracked student engagement and when a student did not login to their class portal and turn in assignments, teachers continually reached out to the student and, as appropriate, involved our Deans of Students, Counselors and Social Workers in reaching out to any such student and their family, as well.

Goal #2: Maintaining The Pacing and Effectiveness of Our Curriculum

Once we were able to overcome the major technology obstacle, we revised our approach to delivering our lessons. Because of the familiarity and usage of Google Classroom by many staff members, we

elected to use this platform to post assignments and respond to any questions. This began immediately (week of March 16th).

Instructional assignments followed the pacing of our curriculum. In striving to maintain a sense of normalcy, all work was posted prior to the start of our regular school day and was essentially broken down as follows:

- Direct instruction toward mastering a standard
- Classwork
- Exemplars on how to complete the classwork and/or various opportunities for parents and students to connect with teachers or Academy Leaders with questions concerning any assignment.
- Homework

Our goal was to maintain the same level of instruction while ensuring that students could refer to exemplars on how to complete an assignment. Once our staff felt comfortable with our basic protocols and students were submitting their work, we added videos to supplement the instruction. These videos were created either by teachers or by well-known academic sites that walked through each step of learning to master a standard. We then added intervals of live instruction and office hours for students to ask questions.

To further improve the effectiveness of our distance instruction, we continually increased the list of

learning platforms we employed to supplement Google Classroom. The additional platforms employed include BrainPop, Flocabulary, ReadWorks, MathWhizz, Edutyping.com, IXL, Study.com, KhanAcademy, Vocabulary.com, CommonLit, Mystery Science, Spelling City, ScreenCastify, Epic, Kknowit.com, EduPuzzle, SplashLearn, Mobymax, Quizlet, Albert.io, NewsELA, MusicTheory, Fitness Blender, Mathantics, 123teachme.com, Studyjam.com, Generation Genius, Study Gems.

Areas of Strength and Opportunities

As reflected above, we were able to mobilize our teams and transition to remote learning very quickly. By prioritizing equity and access and the pacing of curriculum, and by taking quick action, we succeeded at ensuring our scholars had access to computers and the internet, and that learning proceeded at pace. Another highlighted strength was our staff's significant investment of time in researching various learning applications and identifying those that best supported our learning objectives, instruction and students. Finally, we worked hard to meet the special needs of all students (ELLs, students with IEPs and 504s, etc.). Our support services team ensured that all lessons and assessments were properly modified and that all other services were being provided (via zoom and other platforms).

In terms of opportunities, our remote learning strategy led to more teachers feeling comfortable with various online platforms. We believe that this will carry over to the way we approach our instructional work this fall and beyond, whether it is in-person, remote, or via a hybrid model. We will endeavor to deep dive into the many blended learning programs used by schools and identify those which will benefit our scholars the most. We will then train our teachers in the use of these programs and use them on an on-going basis whenever it helps to increase student learning.

1.4 Assessment

a) Table 4: Grade Level Proficiency Rates on NJSLA Assessments

Assessment	2017-2018 Proficient %	2018-2019 Proficient %	Change in Proficiency Rate
ELA 3	65	58	-7
ELA 4	53	68	+15
ELA 5	58	54	-4
ELA 6	58	59	+1
ELA 7	57	68	+11
ELA 8	NA	64	NA
Average Change in ELA Proficiency Rate			Sum of Changes/5 $16/5 = 3.2$
Assessment	2017-2018 Proficient %	2018-2019 Proficient %	Change in Proficiency Rate
MAT 3	68	62	-6
MAT 4	43	53	+10
MAT 5	49	47	-2
MAT 6	22	32	+10
MAT 7	25	35	+10
MAT 8	NA	16	NA
Algebra 1 (all 8 th Graders)	NA	81	NA
MAT 8 & Algebra 1 Combined	NA	32	NA
Average Change in Math Proficiency Rate			Sum of Changes/5 $22/5 = 4.4$

b) Grade Level and Sub-Group Proficiency Rates & Plans for Program Improvement

On average, grade level proficiency rates went up by 3.2% in ELA and 4.4% in Math between SY17-18 and SY18-19.

In most years since opening, we have achieved similar increases in grade level proficiency rates from the year before. This indicates that our continual efforts to improve BelovED's education program have, in general, been succeeding. But we have not enjoyed proficiency rate increases in every subject every year.

For instance, when we first offered sixth grade, we had not anticipated that we would be losing some of the prior year's strongest fifth grade performers to academically selective magnet schools operated by the Jersey City Public Schools District; nor that a number of the replacement scholars coming to us from the JCPS District would be far behind grade level both academically and behaviorally. Making matters more challenging, at that time we had not yet achieved the economies of scale that we enjoy today, and as one of New Jersey's lowest-funded public schools, we could not, at that point, afford to provide some of the young sixth grade teachers we had hired the level of support they needed. Some of these teachers had trouble effectively managing their classrooms, making it difficult to help behind-grade level students catch up.

But we learned from this experience – and subsequent growth and economies of scale have vastly improved our finances.

- We have now developed the financial wherewithal to staff our middle school with veteran, highly effective teachers with strong classroom management skills.
- We now have more school leadership support for our teachers and more student support professionals on the team.
- And we have undertaken considerable data-driven curriculum revision and program design modification over the last several years.

The table, above, showed the early results of these changes. Between SY17-18 and SY18-19, in ELA, sixth and seventh grade proficiency rates increased by 1% and 11%, respectively; in Math, both sixth and seventh grade proficiency rates increased by an impressive 10%.

And the strong learning gains made by scholars schoolwide in SY18-19 were also made by BelovED's demographic sub-groups, as shown by the Median Student Growth Rate tables that follow.

ELA		
Sub-Group	BelovED Median Student Growth Rate	Statewide Median Student Growth Rate
African-American	50.5	45
Economically Disadvantaged	50	48
English Language Learners	54	52
Hispanic	61	49
Students With Disabilities	63	43

Math		
Sub-Group	BelovED Median Student Growth Rate	Statewide Median Student Growth Rate
African-American	40	43
Economically Disadvantaged	47.5	46
English Language Learners	61.5	50
Hispanic	46.5	47
Students With Disabilities	47.5	45

In SY19-20, we believe we would have enjoyed even stronger proficiency rate gains and student growth rate numbers -- both schoolwide and within demographic sub-groups -- had BelovED been able to remain open.

As it was, following the closure of schools, while our teachers, scholars and scholar families all tell us that BelovED very quickly and effectively implemented distance learning, they also tell us -- on the very same surveys -- that online schooling was not as effective as in-person schooling

We will once again be providing both in-person and online instruction and student support in SY20-21, but this year we will be providing both simultaneously. It will be a challenge, but we believe we have put a good plan together and we have continued to add student support professional and RTI specialists to our team so we can provide the very highest levels of customized support for each BelovED scholar possible.

c) List of diagnostic, formative and summative assessments administered in SY19-20.

Diagnostic Assessments That Are Not Subject-Specific:

Grade Level	Diagnostic Assessments
K	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
1	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
2	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
3	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
4	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
5	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
6	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
7	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
8	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
9	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass 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	<ul style="list-style-type: none"> * Pearson Baseline assessments of all student masteries/learning gaps 	<ul style="list-style-type: none"> * 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, drawings, sentence writing * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * Pearson-Created Reading Street Weekly Assessments * Pearson Reading Street Unit Tests 	<ul style="list-style-type: none"> * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
1	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries/learning gaps 	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * Pearson-Created Selection Assessments * Pearson ReadyGen Unit Tests <ul style="list-style-type: none"> * Pearson ReadyGen Selection Tests * Writing Keystone Checklists 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
2	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries/learning gaps 	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * Pearson-Created Selection Assessments * Pearson ReadyGen Unit Tests <ul style="list-style-type: none"> * Pearson ReadyGen Selection Tests * Writing Keystone Checklists 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
3	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries/learning gaps 	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports, Readers Notebook * Curriculum-Provided Periodic Assessments (Fluency & Other) * Pearson ReadyGen Unit Tests <ul style="list-style-type: none"> * Pearson ReadyGen Selection Tests * Writing Keystone Checklists 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
4	<ul style="list-style-type: none"> * Pearson Baseline assessments of all student masteries/learning gaps 	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports, Readers Notebook * Curriculum-Provided Periodic Assessments (Fluency & Other) 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed

		<ul style="list-style-type: none"> * Pearson ReadyGen Unit Tests * Pearson ReadyGen Selection Tests * Writing Keystone Checklists 	Assessment
5	* Pearson Baseline assessments of all student masteries/learning gaps	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports, Readers Notebook * Curriculum-Provided Periodic Assessments (Fluency & Other) * Pearson ReadyGen Selection Tests * Pearson ReadyGen Unit Tests * Writing Keystone Checklists 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments
6	* Pearson Baseline assessments of all student masteries/learning gaps	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * My Perspectives Selection Tests * My Perspectives Unit Tests * Novel Quizzes/Tests 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
7	* Pearson Baseline assessments of all student masteries/learning gaps	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * My Perspectives Selection Tests * My Perspectives Unit Tests * Novel Quizzes/Tests 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
8	* Pearson Baseline assessments of all student masteries/learning gaps	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * My Perspectives Selection Tests * My Perspectives Unit Tests * Novel Quizzes/Tests 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment
9	* Pearson Baseline assessments of all student masteries/learning gaps	<ul style="list-style-type: none"> * 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 * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Projects, Book Reports * My Perspectives Selection Tests * My Perspectives Unit Tests * Novel Quizzes/Tests 	<ul style="list-style-type: none"> * Pearson Performance Based Assessments for Writing * Curriculum Head-created End of Term and End of Year Assessments * Renaissance Star360 Nationally Normed Assessment

Math			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments

K	<ul style="list-style-type: none"> * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
1	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
2	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
3	<ul style="list-style-type: none"> * New Students: Terra Nova * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
4	<ul style="list-style-type: none"> * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
5	<ul style="list-style-type: none"> * Pearson Baseline assessments of all student masteries /learning gaps 	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using

		<ul style="list-style-type: none"> whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments <ul style="list-style-type: none"> * Curriculum Head Created Computation Tests * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
6	* Pearson Baseline assessments of all student masteries /learning gaps	<ul style="list-style-type: none"> ** Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments <ul style="list-style-type: none"> * Curriculum Head Created Computation Tests * Teacher-created Quizzes * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
7	* Pearson Baseline assessments of all student masteries /learning gaps	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments <ul style="list-style-type: none"> * Curriculum Head Created Computation Tests * Teacher-created Quizzes * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
8	* Pearson Baseline assessments of all student masteries /learning gaps	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments <ul style="list-style-type: none"> * Curriculum Head Created Computation Tests * Teacher-created Quizzes * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment
9	* Pearson Baseline assessments of all student masteries /learning gaps	<ul style="list-style-type: none"> * Checks for understanding used by teachers during the provision of instruction-i.e. exit ticket, questions, do nows, pair/share, observations * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Small Group & Centers * Group work * PearsonRealize online Assignments <ul style="list-style-type: none"> * Curriculum Head Created Computation Tests * Teacher-created Quizzes * Pearson EnVision Math Topic Assessments * Pearson Facts Timed Tests * Pearson Benchmark Assessments 	<ul style="list-style-type: none"> * Curriculum Head-Created End of Term and End of Year Assessments using Pearson Test Banks * Renaissance Star360 Nationally Normed Assessment

Science

Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
1	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
2	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
3	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
4	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
5	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Curriculum Head- created Unit Tests using Pearson Interactive Science test bank and Teacher-created experiment questions 	* Curriculum Head-created End of Term and End of Year Assessments using Interactive Science test bank
6	None	<ul style="list-style-type: 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 	* Teacher-created End of Term and End of Year Assessments using

		<ul style="list-style-type: none"> * Student Prefect checks of peer group's practice work following whole group instruction & independent practice * Group work * Projects, reports * Experiments * Teacher-created Quizzes * Curriculum Head- created Unit Tests using Pearson Elevate Science test bank and Teacher-created experiment questions 	Pearson Elevate Science Test Bank
7	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Teacher-created Quizzes * Curriculum Head- created Unit Tests using Pearson Elevate Science test bank and Teacher-created experiment questions 	* Teacher-created End of Term and End of Year Assessments using Pearson Elevate Science Test Bank
8	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Teacher-created Quizzes * Curriculum Head- created Unit Tests using Pearson Elevate Science test bank and Teacher-created experiment questions 	* Teacher-created End of Term and End of Year Assessments using Pearson Elevate Science Test Bank
8	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Teacher-created Quizzes * Curriculum Head- created Unit Tests using Pearson Elevate Science test bank and Teacher-created experiment questions 	* Teacher-created End of Term and End of Year Assessments using Pearson Elevate Science Test Bank
9	None	<ul style="list-style-type: 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 * Group work * Projects, reports * Experiments * Teacher-created Quizzes * Curriculum Head- created Unit Tests using Pearson Elevate Science test bank and Teacher-created experiment questions 	* Teacher-created End of Term and End of Year Assessments using Pearson Elevate Science Test Bank

		Social Studies	
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	None	<ul style="list-style-type: 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 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using

		<ul style="list-style-type: none"> following whole group instruction & independent practice • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	Houghton Mifflin questions
1	None	<ul style="list-style-type: 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 • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using Houghton Mifflin questions
2	None	<ul style="list-style-type: 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 • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using Houghton Mifflin questions
3	None	<ul style="list-style-type: 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 • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions. 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using Houghton Mifflin questions
4	None	<ul style="list-style-type: 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 • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using Houghton Mifflin questions
5	None	<ul style="list-style-type: 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 • Group work • Projects, reports, presentations • Map Skills Work • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	<ul style="list-style-type: none"> • Curriculum Head-created End of Term and End of Year Assessments using Houghton Mifflin questions
6	None	<ul style="list-style-type: 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 • Group work 	<ul style="list-style-type: none"> • Teacher-created End of Term Assessments and End of Year Assessments using Houghton Mifflin Harcourt test banks

		<ul style="list-style-type: none"> • Projects, reports, presentations • Map Skills Work • Teacher-created Quizzes • Harcourt Chapter Tests • Curriculum Head-created Unit Tests using Houghton Mifflin questions 	
7	None	<ul style="list-style-type: 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 • Group work • 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	<ul style="list-style-type: 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 • Group work • 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	<ul style="list-style-type: 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 • Group work • 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

d) How We Use Assessment Data

Effectively supporting students' academic and non-academic growth requires making an unending number of decisions well. The foundation of good decision-making is good data. We use the data derived by our many 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 helps 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.

For instance, we use data from the diagnostic assessments we administer to provide early identification of individual scholar needs and need changes; identify areas of scholar academic and developmental mastery or challenge, and track the rate of scholar learning and behavioral growth over time in response to different interventions.

We use the data from our many formative and our summative assessments primarily to guide the refinement of our curriculum and to drive instruction.

- By highlighting where an entire grade level is struggling with a learning objective, the assessment data helps to illuminate where curriculum refinements need to be made.
- By highlighting where individual classrooms are struggling with a learning objective, the data illuminates where a particular teacher's lesson plan or delivery of instruction needs to be improved and helps target the learning objectives that the teacher needs to re-teach or address in greater depth.
- By highlighting where individual scholars or sub-groups are struggling with a learning objective, the data helps identify where individual students or sub-groups need extra help or practice or a different approach to instruction.

During distance learning this Spring, school leaders had several check-ins a week with individual teachers and a weekly Academy-level call. The data shared during these calls helped inform good decision-making.

During the individual check-ins, Academic Deans reviewed a teacher's curriculum, assessment data and lesson plans, and discussed the needs of individual students in the teacher's section.

- As regards curriculum, the Deans worked with their academy's teachers to make constant data-guided revisions and modifications to address any gaps that were surfacing as a result of remote learning challenges.
- As regards data, Deans would review online assessment data results and teacher trackers that focused on such things as daily homework percentages.
- As regards the needs of individual scholars, when appropriate, the Dean engaged student support professionals via a conference call or online meeting.

Teachers left these meetings with clear action steps and knowledge of where they, and where the Dean or an Academy's social worker or counselor, were to reach out to certain scholars who were falling behind and what was to be done by whom to provide a scholar with needed support.

During a typical weekly call with all staff, school leaders might review trends in the learning process, discuss best practices as regards re-teaching or outreach to families, or simply highlight various platforms to deliver lessons.

Pulling critical information together, analyzing it effectively, and sharing informed guidance with everyone who is part of the team assigned responsibility for a matter has been critical to our mission effectiveness.

e) Assessment Modifications During Home Instruction

As regards formal academic assessments, in the past, we have administered NJSLA assessments at the end of each school year for scholars in grade level 3 or higher. As per NJDOE guidance, we did not administer NJSLA assessments at the end of this school year. But we did administer all of our other originally planned academic assessments together with some new ones.

Our curriculum publishers make electronic format assessments available (in fact, we often administer their electronic format assessments even when we are conducting in-school instruction), and with modified these assessments somewhat for home administration. We also somewhat modified our diverse staff-created assessments for home instruction.

For instance, in connection with Math and Science, for weekly or unit assessments, most teachers removed traditional multiple choice questions and had scholars provide short, constructed answers to open-ended questions. If multiple choice questions were still used, scholars were asked to explain their answers so we could assess why a scholar choose a certain answer.

In connection with English and History, we modified our assessments to focus more on critical thinking and writing.

Timed assessments were challenging (especially for shorter checks for understanding). so we increased the use of project-based learning and assignments which required writing.

One new thing that we did this year – and had been planning to do even before schools were closed – was end the use of Terra Nova assessments at year-end to measure the year-to-year learning growth of our K-2 scholars. We feel that Terra Nova assessments have become increasingly non-aligned with New Jersey’s curriculum content standards. So in this SY19-20, we administered the Renaissance Star360 assessment at year-end to all scholars at all grade levels. Meanwhile, we plan in SY21 to administer Renaissance Star360 ELA and Math assessments *throughout the year* to scholars at all grade levels. Our goal will be to track our scholars’ learning gaps and our success closing them to guide frequent curriculum revision and lesson plan modification, and to track the year-to-year learning growth of our primary grade scholars who will not yet be taking the State’s NJSLA assessments.

For final end-of-term assessments this year, we used various “timed” strategies, and gave scholars the ability to log on and take an assessment during one of several time windows. Scholars who were unable to access a test site during one of these time windows were offered “make-up” windows to take an assessment.

All assessments, formal and informal, formative and summative, were modified as appropriate for scholars with special needs.

f) How We Measured Learning Progress After Schools Ended In-Person Instruction

There were many ways that we monitored our scholars’ progress, both academic and non-academic, during distance learning.

On the academic front, as mentioned in the immediately preceding section, we administered diverse formal and informal, formative and summative assessments, appropriately modified for home instruction and the special the needs of individual scholars. And it should be added here that we worked with great intentionality to soundly analyze the academic data generated.

That was important to us regarding the data generated by our standard based assessments because we wanted to immediately identify standards not mastered and, especially for standards that will be spiraled into next year’s curriculum, immediately reteach them.

That was important to us regarding the data generated by our skills-based assessments (i.e., Star360) because we wanted to ensure that we properly targeted how our curricula should to be revised for 2020-2021, and that we address needed critical skills instruction or reinforcement in the first trimester of the up-coming school year.

We believe that we have a good sense of where our scholars are, but appreciating that one cannot have the same level of confidence in the results of formal assessments that scholars take where teachers are

not physically present, we reduced the weighting of this Spring's assessment results in the calculation of students' full year grade for a subject.

In addition, we will be administering the Star360 ELA and Math assessments again when scholars return to school in September to confirm our present measurement data regarding student masteries.

On the non-academic front, one of the most effective ways to assess a scholar's needs is to constantly communicate with the scholar and his or her family. So throughout the Spring we constantly reached out to our scholars and their parents/guardians by voice or video phone, email, alternate computer platform and survey.

Our operations staff a combined operations-instructional staff team first focused on coordinating food delivery and on ensuring every scholar had a computer and access to the internet. (We speak more about this in Section 1.3.c, above.)

Meanwhile, our student support professionals immediately initiated regular email and Google Meets communications with the scholars who were previously part of their caseload, and then sought to ensure that all BelovED scholars were receiving the social and emotional support they need during this time.

For instance, to this latter end, our counselors and social workers set up forums for scholars and their parents to let us know if a scholar was struggling emotionally for any reason or feeling isolated.

Our student support professionals then scheduled phone conferences and Google Meets sessions with scholars and/or particular family members and counseled many scholars and family members through stress and loss.

Also, of note, our team set up a Counselor's Corner Google Classroom to 1) provide weekly activities for Self-Care, and 2) provide all scholars a way to reach out for counseling assistance when needed.

With the pandemic continuing, we have extended our Counselor outreach to BelovED scholars and families through the summer.

1.5 Organizational Capacity - School Leadership/Administration

SY19-20 School Leadership / Administration Information			
School Leader / Administrator Name	Title	Start Date at School	Annual Salary
Ken Schultz	Lead Person & Academic Dean of the High School	4/9/2019	\$140,000
Michele Link	Principal	9/1/12	\$130,000
Eva Raleigh	Coordinator of Special Education	9/1/18	\$79,000

Laura Siegel	Dean of Assessment and Data-Driven Instruction	7/8/2019	\$81,000
Victoria DeLeon	Academic Dean of the Middle School	7/1/12	\$102,000
Kristin Thompson	Academic Dean of the Upper Elementary Academy	1/27/13	\$79,000
Stellia Henao	Academic Dean of the Primary Academy	9/1/16	\$74,000
Traci Koval	Upper School Dean of Students	8/13/2018	\$74,000
Michael Long	Lower School Dean of Students	9/1/15	\$66,500
Laura Totic	School Business Administrator	5/1/17	\$98,000
Duanne Moeller	Director of Operations (Contracted via Shared Services Agreement with Empowerment Academy Charter School.)	12/15/15 w Empowerment Academy	\$51,940 Cost to BelovED

SCHOOL CULTURE & CLIMATE

2.1 School Culture and Climate

a)

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96.1%
Elementary School Attendance Rate (grades K-5)	97.3%
Middle School Attendance Rate (grades 6-8)	95.6%
High School Attendance Rate (grades 9-12)	94.2%
Student - Teacher Ratio	13.6 - 1

b)

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2018-2019 to 2019-2020)	80%
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	77%
Frequency of teacher surveys and date of last survey conducted	4 Teacher Surveys taken in SY19-20; Last conducted June 15, 2020.
Percent of teachers who submitted survey responses	89%
<p>Percent of teachers who expressed satisfaction with school leadership or with the overall school environment in response to relevant Teacher Survey questions.</p> <p>Would you say that this instructional leader works diligently to provide faculty with effective supervision and guidance as to action items?</p> <ul style="list-style-type: none"> Percent answering who replied "Yes" regarding Executive Officer (Lead Person): 92% Percent answering who replied "Yes" regarding Principal: 96% <p>Would you say that as a group our instructional leaders do a good job providing teachers and professional staff with clear direction, effective management and appropriate support?</p> <ul style="list-style-type: none"> Percent who replied "Yes": 90% <p>Are you satisfied with the school's instructional leadership, overall?</p> <ul style="list-style-type: none"> Percent who replied "Yes": 90% <p>Would you say that our school is a satisfying place to work?</p> <ul style="list-style-type: none"> Percent who replied "Yes": 96% 	

c)

TEACHER-IDENTIFIED PROFESSIONAL ENVIRONMENT POSITIVES	
Three main teacher-identified positive aspects of the professional environment in latest survey	<ul style="list-style-type: none"> • Great scholars • Staff support for one another/Teamwork • Supportive/helpful leadership • Lots of opportunities for professional development

d)

TEACHER-IDENTIFIED PROFESSIONAL ENVIRONMENT CHALLENGES	
Three main teacher-identified challenges of the professional environment in the latest survey	<ul style="list-style-type: none"> • Fewer non-instructional duties / More classroom support (e.g., copying curricular materials / Fewer reports / Less paperwork / More time to complete submissions • More regular and consistent administrative communications • More appreciation and positive feedback from administration / More opportunities to share talents

e)

Table 1: Discipline Environment 2019-20			
Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count) ¹	Number of students expelled
K	120	0	0
1	120	1	0
2	121	1	0
3	120	6	0
4	120	8	0
5	120	1	0
6	119	5	0
7	118	8	0
8	120	12	0
9	120	14	0

¹ We only suspend scholars for egregious behavior that is violent and/or jeopardizes the safety of other individuals in the building and we comply with regulations specifically relating to Kindergarten to Second Grade discipline.

² Some of our rising sixth graders accept entry into the local school district's academically selective magnet programs, and it can take time for the new students who replace them to adjust to our higher behavioral expectations.

2.2. Family and Community Engagement

a)

FAMILY INVOLVEMENT AND SATISFACTION															
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1/5														
Frequency of parent/guardian surveys	SY19-20: 4 SY20-21 (To Date): 1; It relates parents' initial SY20-21 preference for their child(ren) to receive In-School or Online Instruction.														
Date of last parent/guardian survey conducted	SY19-20: June 16, 2020; SY20-21 To Date: July 3, 2020														
Percent of parents/guardians completing the survey (consider one survey per household)	June 16 Survey: 44% July 3 Survey: Will Ultimately Be 100%														
Percent of parents/guardians that expressed satisfaction with the overall school environment	<p>We asked parents whether they agree with the statement, "I am satisfied with school environment, overall." This is how they responded to the question:</p> <table> <tr> <td>Strongly Agree</td><td>42%</td></tr> <tr> <td>Agree</td><td>51%</td></tr> <tr> <td>Disagree</td><td>2%</td></tr> <tr> <td>Strongly Disagree</td><td>1%</td></tr> <tr> <td>Don't Know</td><td>3%</td></tr> </table> <p>Satisfaction with Overall School Environment: 93%.</p> <p>We also asked parents, "Are you satisfied with the school, overall." This is how they responded to this more general question:</p> <table> <tr> <td>Yes</td><td>95%</td></tr> <tr> <td>No</td><td>5%</td></tr> </table> <p>Satisfaction with the school, overall: 95%.</p>	Strongly Agree	42%	Agree	51%	Disagree	2%	Strongly Disagree	1%	Don't Know	3%	Yes	95%	No	5%
Strongly Agree	42%														
Agree	51%														
Disagree	2%														
Strongly Disagree	1%														
Don't Know	3%														
Yes	95%														
No	5%														

b)

PARENT-IDENTIFIED SCHOOL POSITIVES	
Three main parent-identified positive aspects of the school in latest survey	<ul style="list-style-type: none"> • Great academic program • Excellent dedicated teachers • Positive, safe learning environment • Bus transportation

c)

PARENT-IDENTIFIED SCHOOL CHALLENGES	
Three main parent-identified challenges of the school in the latest survey	<ul style="list-style-type: none"> • Parents would like there to be more extra-curricular programs and sports. • Further student behavior improvements • Further communication improvements • Further bus service improvements

d)

MAJOR ACTIVITIES/EVENTS OFFERED TO PARENTS DURING 2019-2020 SCHOOL YEAR
<ul style="list-style-type: none"> • New Parent Orientation: 2-hour informational session about curriculum, procedures, achievement tracking, etc., with a school tour • Middle School Parent Orientation: 2-hour informational session about changes in curriculum, procedures, achievement tracking, etc., at the middle school level • High School Parent Orientation: 2-hour informational session about changes in curriculum, procedures, achievement tracking, etc., at the middle school level • Back to School Night: 2 September evenings (750 parents/guardians participated this year) • Family Literacy Night: Evening event during which staff, scholars, and families participated in literacy games that were fun and engaging. • 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, 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 • Committee Participation (e.g., Title I Committee) • Afterschool Activities: Scholars, parents and family members are invited to lead or assist in the facilitating of Afterschool Activities. Some activities culminated with performances to which scholars and parents were invited. • Read Across America Week: Parents/scholar family members are invited to take part in reading activities with their scholars and their classmates. Staff members and parents simultaneously conducted a Scholastic Book Fair. All staff and students participated, as did hundreds of scholar

family members.

- Participated in McTeacher Night: Staff members work out of McDonalds to serve our scholars and families to raise funds for the Reading Incentives at school
- Grade Level K-5 Potluck Dinners: Families, scholars, and staff participated in getting to know each other while sharing a meal.
- Family Wellness Night: Families, scholars, and staff learned about healthy habits of eating and exercises. Community groups were present to provide health screenings, to show clean living, to show how to have fun exercising, to provide massages, etc.
- Community Service Initiatives: Many BelovED Community Service Initiatives engage scholars' whole family. For example, Kinder students participate in the Water Project, fundraising for clean water in countries such as Kenya and Rwanda, by taking on special chores at home in exchange for financial pledges by their parents.
- Spelling Bee: Parents are invited to observe during-school competitions
- Promotion Ceremonies: Hundreds of parents/guardians and family members attended their scholar's promotion ceremony - Kindergarten through ZOOM, 5th grade & 8th grade videos and 2 days to receive diploma and have pictures taken

e)

MAJOR ACTIVITIES/EVENTS CONDUCTED BY PARENTS TO ADVANCE THE SCHOOL'S MISSION

- Scholar Support: We provide training programs for parents in how to optimally support their scholar's academic and social development
- Classroom Volunteering: Individual parents serve as classroom volunteers on various days to assist with school projects and door and bulletin board decoration
- 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 virtual events to show appreciation for teachers and staff with prizes supplied by PTO
- Field Day Volunteer Assistance: Virtual Field Day - 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) Table 10: 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 SY19-20, BelovED sub-leased surplus facility space to Empowerment Academy and had Shared Services Agreements with Empowerment Academy, covering: <ul style="list-style-type: none"> ● Business Administration Services; ● Technology Maintenance; ● Main Office Staff; ● Some “Specials” Instruction; and ● Bus Transportation Services. 	All BelovED staff and scholars received daily benefits from these contracts and shared services agreements.
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.
Jersey City Public Schools (“JCPS”)	BelovED partners with JCPS for Special Education Program Placements and some bus transportation services.	Every student in the school receives various services through this partnership.
Jersey City Public Library	The JCPL Bookmobile provides our scholars with books to take home and read.	All scholars are benefited through weekly bookmobile visits.
Liberty Health System (“LHS”)	LHS provides a special ½-day behavioral education program for select scholars.	Several scholars throughout the year

Table 11: Community Involvement with Community Organizations

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
Civil	Civil Service and Military Friends and Family Members come to be honored by the scholars	All scholars

Service/Military Honor Celebration		
Hudson County Transportation Management Association	Participation in Transportation Poster Contest	3rd grader scholars
Girls on the Run	Scholars were paired with a staff or family member and completed a 5-K run; one in November and one in May.	Fourth- Sixth grade girls, staff and family members
Jersey City Fire Department	Toy Distribution - JCFD presented scholars with gifts at Christmas time.	Various scholars K-8
Food Drive	Scholars and staff donated over 3,000 lbs of food to the Community Food Bank of NJ	All scholars
North Hudson CAC	North Hudson Community Action Corporation provides financial assistance to parents who need Aftercare	Provided to families who need the assistance.
Jersey City Fire Department	Fire fighters visited with their school and K9 unit. Scholars got a close-up look of their fire trucks.	K-5 scholars
Urban League of Hudson County	Provides financial assistance enabling BelovED families to take advantage of BelovED and other afterschool programs	Available to scholar families needing the assistance.
President's Council on Fitness, Sports and Nutrition	BelovED scholars participated in the President's Fitness Challenge.	All scholars all throughout the year
Let's Move Active Schools	National youth physical fitness initiative.	All scholars throughout the year (Received national recognition for high school wide participation)

g) How These Educational and Community Partnerships Advance the School's Mission

To provide some examples of the benefits provided by BelovED's educational partnerships, consider its sub-lease of facility space to Empowerment Academy: It brought in a handsome amount of revenue for facility space that BelovED will use in SY20-21, but did not need in SY19-20. Consider also BelovED's personnel shared services agreements with Empowerment Academy: It enabled BelovED to obtain high-quality services that would have been very expensive to secure via another route. Consider also BelovED's transportation shared services with Empowerment Academy: It helps BelovED distribute the cost of its buses; in addition, in a very tight labor market for bus drivers, it enables 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 help its student learn about their community, its needs, and how community organizations can and do work together to address those needs. BelovED also uses these partnerships to develop within its students a love of community engagement and service, which is an important part of the school's mission.

BOARD GOVERNANCE

3.1 Board Capacity

a)

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	5-9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	February 20, 2020
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	July 16, 2020

b)

BY LAW AMENDMENTS ADOPTED DURING THE 2019-2020 SCHOOL YEAR
None

c)

CRITICAL POLICIES ADOPTED OR REVISED DURING THE 2019-2020 SCHOOL YEAR
Harassment, Intimidation and Bullying Policy
Sick Leave
School Management & Organization
Employee Handbook Revisions
Family Handbook Revisions
Teacher and School Leader Evaluation Instrument Revisions
Chromebook Policy Revision
Transportation Handbook Revision
Distance Learning Plan Policies
School Re-Opening Plan Policies
Commitment Appreciation Increment Policy

d) Board Self-Identified Strengths

BOARD SELF-IDENTIFIED STRENGTHS
Budget and Finance
Policy

e) Board Self-Identified Challenges

BOARD SELF-IDENTIFIED CHALLENGES
Setting Sufficient & Clear Goals & Objectives

3.2 Board Compliance

a)

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	6/30/19	President	ndjackson@verizon.net	3/27/13	Gov1 1/13 Gov2 2/14 Gov3 8/15 Gov4 7/18
Sheridan Bell	7/21/16	6/30/20	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	6/30/19	Board Treasurer; Finance Cmte. Chair	sal@njgca.org	5/2/12	Gov1 2/13 Gov2 5/14 Gov3 7/17 Gov4 7/18
Jessica Lisboa	11/3/11	6/30/20	Member	corazon23@nj.rr.com	4/25/12	Gov1 1/13 Gov2 10/14 Gov3 7/17 Gov4 7/18
Sam Mikhail	7/1/19	6/30/21	Member	sam@junglecommunications.com	7/12/19	Gov1 7/20

b) *Link to Board's Meeting Minutes on BelovED's Website*

<https://belovedccs.org/2019-2020-board-minutes/>

c) *Most Recent Minutes Posted on Website*

June 2020

c) *Board's Grievance Committee Policy*

See Appendix D

ACCESS & EQUITY

4.1 Access and Equity

a) Table 2: School Year 2019-2020 Application Process Timeline

SY19-20 Application Process Timeline	
Date the application for school year 2020-2021 was made available to interested parties	October 15, 2019
Date the application for school year 2020-2021 was due back to the school from parents/guardians	January 15, 2020
Date and location of the lottery for seats in school year 2020-2021	January 21, 2020 at BelovED CCS, 508 Grand Street, Jersey City, NJ 07302

b)

URLS WHERE ENROLLMENT APPLICATIONS COULD BE OBTAINED ONLINE IN SY2019-2020
https://belovedccs.org/enroll-2/

c)

VENUES WHERE ENROLLMENT APPLICATIONS WERE OBTAINABLE IN SY2019-2020
Online via our website: https://belovedccs.org/enroll-2/
At the school in the Office or at Open Houses.
At School Fairs that are held in Jersey City by parents organizations.
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 THE AVAILABILITY OF ENROLLMENT APPLICATIONS WERE ADVERTISED
Online via our website: www.belovedccs.org .
Through the distribution of advertising postcards and applications at School Fairs and Community Events.
K-8 charter schools in Jersey City notify their 8 th grade scholars and families that BelovED has a high school and many distribute our applications.
METS Charter School (which closed in June) advertised BelovED to their students.

f) Table 3: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2019-2020	Number of students retained in 2019-20 for the 2020-21 school year
K	5	4	3
1	6	7	2
2	2	1	0
3	4	3	4
4	6	6	2
5	4	4	2
6	5	8	1
7	8	8	3
8	5	7	0
9	10	13	2

- g)** See Appendix A for BelovED's Statement of Assurance that it has developed and implemented suspension and expulsion policies that are aligned with state law and regulation.

COMPLIANCE

5.2 Office of Charter and Renaissance School Compliance

Table 15: School Site Facility Information

School Site 1 Facility Information	
Site name	BelovED Community Charter School Lower School 508 Grand Street Jersey City, NJ 07302
Facility lease information	
Landlord name	Friends of BelovED Community Charter School 2, Inc
Lease commencement date	July 10, 2019
Lease termination date	June 30, 2021
2020-2021 annual lease cost	\$1,840,150 covers BOTH Sites 1 and 2
Facility mortgage/bond information	Friends 2's Mortgage: \$37,735,000 covers Sites 1 and 2
Purchase date	Friends 2's Purchase Date: July 10, 2019
Mortgage lender/Bond Issuer(s)	NJ Economic Development Authority
Outstanding loan amount as of 7/1/2020	\$37,735,000 for BOTH Sites 1 and 2 (Below)
Latest date of appraisal	April 12, 2019
Appraised value of property	\$17,600,000 for Site 1 (Appraisal excludes value of Multi-Purpose Room Addition and Other Improvements that were to be undertaken by Friends 2 after its property purchase, funded using mortgage bond proceeds escrowed for that purpose.)

School Site 2 Facility Information	
Site name	BelovED Community Charter School Upper School 531 Grand Street Jersey City, NJ 07302
Facility lease information	
Landlord name	Friends of BelovED Community Charter School 2, Inc
Lease commencement date	July 10, 2019
Lease termination date	June 30, 2021
2020-2021 annual lease cost	\$1,840,150 covers BOTH Sites 1 and 2
Facility mortgage/bond information	Landlord's Mortgage: \$37,735,000 covers Sites 1 and 2
Purchase date	Landlord's Land Purchase Date: 7/2016 Newly Constructed Facility Occupied by BelovED: 9/2019
Mortgage lender/Bond Issuer(s)	NJ Economic Development Authority
Outstanding loan amount as of 7/1/2020	\$37,735,000 for BOTH Sites 1 (Above) and 2
Latest date of appraisal	April 12, 2019
Appraised value of property	\$16,100,000 for Site 2

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	2
Total annual cost of all leases	\$1,840,150 excluding additional rent for property, flood and umbrella liability insurance and minor miscellaneous costs.
Total lease amount budgeted for 2020-2021	\$1,861,179 excluding additional rent for property, flood and umbrella liability insurance.

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease 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 2020-2021	0 mortgage principal budgeted by BelovED
Mortgage payment interest budgeted for 2020-2021	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

- a) Description of Educator Evaluation System.**

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. The *Culture, Professionalism and Commitment* category of standards has a 25% weighting in the calculation of a teacher's final summative evaluation. The *Classroom Practice* category of standards has a 45% weighting. The *Measures of Student Learning* category of standards 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) Description of School Leader Evaluation System.

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) See Appendix F for our Board Resolution approving our Teacher and School Leader Evaluation Systems

Assurance that the school is meeting statutory and regulatory requirements

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

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

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

Signature of School Official (School Lead):



Date: 7/7/20

Print Full Name: Ken Schultz

Title: Executive Director

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



Date: 7/11/20

Print Full Name: Nicole Jackson

Title: President, Board of Trustees

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	Uses data to track the school's progress in meeting its goals and objectives.	

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	

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.	

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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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) <i>"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."</i>	No Staff Culture Plan is developed.	A Staff Culture Plan aimed at realizing the Board's <i>Vision for Staff Culture</i> is submitted by the Lead Person to the Board.	A Staff Culture Plan aimed at realizing the Board's <i>Vision for Staff Culture</i> – 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 <i>Vision for Staff Culture</i> --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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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 <i>care</i> about one another, <i>support</i> one another, have <i>fun</i> and find <i>meaning</i> 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 <i>care</i> about one another, <i>support</i> one another, have <i>fun</i> and find <i>meaning</i> 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 <i>care</i> about one another, <i>support</i> one another, have <i>fun</i> and find <i>meaning</i> 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 <i>care</i> about one another, <i>support</i> one another, have <i>fun</i> and find <i>meaning</i> in working to achieve the school's mission is 3.75 or higher.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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.	Mid-Year	End of Year
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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) <i>"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</i>	No Scholar Culture Plan is developed.	A Scholar Culture Plan aimed at realizing the Board's <i>Vision for Scholar Culture</i> is submitted by the Lead Person to the Board.	A Scholar Culture Plan aimed at realizing the Board's <i>Vision for Scholar Culture</i> – 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 <i>Vision for Scholar Culture</i> -- 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.	Mid-Year	End of Year

<i>POSITIVE CONTRIBUTION to the communities of which they are a part.”</i>						
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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..	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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?	Mid-Year	End of Year
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	Mid-Year	End of Year
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	Mid-Year	End of Year

				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.	<p>The instructional calendar includes a unit assessment after each unit that the teacher sees in advance and 3 “blind” trimester assessments.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	Mid-Year	End of Year
II.2.3 Professional Development in Data Driven Instruction	Staff is not formally trained in DDI.	<p>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.</p> <p>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.</p> <p>When surveyed, less than</p>	<p>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.</p> <p>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.</p> <p>When surveyed, 80-89%</p>	<p>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.</p> <p>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.</p>	Mid-Year	End of Year

		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: <ul style="list-style-type: none"> - Inconsistent Unit Assessments; - Inconsistent Trimester Assessments; - PARCC or state test is administered with confusion or inaccuracies. 	Our assessment regime involves: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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. 	Mid-Year	End of Year
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,	Mid-Year	End of Year

			<p>school leaders facilitate “test in hand” data analysis meetings.</p> <p>School leaders work with teachers to develop instructional action plans.</p>	<p>school leaders facilitate “test in hand” data analysis meetings.</p> <p>School leaders work with teachers to develop instructional action plans.</p> <p>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.</p>		
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.	<p>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:</p> <ul style="list-style-type: none"> - 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’ 	<p>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:</p> <ul style="list-style-type: none"> - 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’ 	Mid-Year	End of Year

			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	Mid-Year	End of Year
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	Mid-Year	End of Year

			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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

			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	<p>Certification is not thoroughly checked of new employees.</p> <p>References are not consistently received.</p> <p>In a year-end survey, less than 70% of faculty members say that instructional leaders do a good job recruiting staff members</p>	<p>Certification is not thoroughly checked of new employees.</p> <p>References are not consistently received.</p> <p>In a year-end survey, at least 70-79% of faculty members say that instructional leaders do a good job recruiting staff members.</p>	<p>Classroom vacancies are filled within 30 days.</p> <p>All new hires have the certification required by the State of New Jersey for their position.</p> <p>Two references are obtained for new hires BEFORE an offer of employment is made.</p> <p>Effort is expended to ensure that the school's staff is racially and ethnically diverse.</p> <p>In a year-end survey, at least 80-89% of faculty members say that instructional leaders do a good job recruiting staff members.</p>	<p>Classroom vacancies are filled within 30 days.</p> <p>All new hires have the certification required by the State of New Jersey for their position.</p> <p>Two references are obtained for new hires BEFORE an offer of employment is made.</p> <p>Effort is expended to ensure that the school's staff is racially and ethnically diverse.</p> <p>In a year-end survey, at least 90% of faculty members say that instructional leaders do a good job recruiting staff members.</p>	Mid-Year	End of Year
II.4.3 Clear Communication to Faculty of Upcoming Meetings, Events and Staff Submissions	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Newsletters are provided for staff documenting all</p>	<p>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.</p> <p>Newsletters are provided for staff documenting all</p>	Mid-Year	End of Year

			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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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;	Mid-Year	End of Year

		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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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	Mid-Year	End of Year

	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	Mid-Year	End of Year

			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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

				<p>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.</p> <p>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.</p>		
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.	<p>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.</p> <p>School Leadership tracks this training and each teacher's progressing mastery of additional techniques using an Instructional Mastery Tracker.</p> <p>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</p>	<p>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.</p> <p>School Leadership tracks this training and each teacher's progressing mastery of additional techniques using an Instructional Mastery Tracker.</p>	Mid-Year	End of Year

			and/or leadership positions.			
II.4.16 Board Approval of Evaluation Process and Instruments / Distribution of Documents to Staff	<p>School Leaders do not consistently use Evaluation Instruments to assess teachers.</p> <p>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.</p>	<p>School Leaders use Evaluation Instruments to assess teachers.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	Mid-Year	End of Year
II.4.17 Formative & Summative Evaluations	<p>The Principal oversees the evaluation of the school's faculty but there are not formal methods in place.</p>	<p>The Principal oversees the evaluation of the school's faculty. The Principal may deputize other educators to assist in the process.</p> <p>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</p>	<p>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.</p> <p>Non-tenured faculty</p>	<p>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.</p>	Mid-Year	End of Year

		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.	Mid-Year	End of Year
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	Mid-Year	End of Year

			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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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	Mid-Year	End of Year

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 t 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.	Mid-Year	End of Year
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	Mid-Year	End of Year
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.	Mid-Year	End of Year

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	<p>The Lead Person receives NJDOE regulatory guidance to the school but does not review it.</p> <p>The Lead Person does not represent or ensures representation for the school at NJDOE meetings at which a school representative is to be present.</p> <p>The Lead Person does not represent or ensures representation for the school at charter school and community meetings at which school representation is advisable</p>	<p>The Lead Person receives and reviews NJDOE regulatory guidance to the school.</p> <p>The Lead Person sometimes represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present.</p> <p>The Lead Person sometimes represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.</p>	<p>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.</p> <p>The Lead Person often represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present.</p> <p>The Lead Person often represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.</p>	<p>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.</p> <p>The Lead Person always represents or ensures representation for the school at NJDOE meetings at which a school representative is to be present.</p> <p>The Lead Person always represents or ensures representation for the school at charter school and community meetings at which school representation is advisable.</p>	Mid-Year	End of Year
III.2.2 Diverse Responsibilities Under Law of a Charter School Leader Person	<p>* The Lead Person does not fulfill his or her filing and other responsibilities under the School Ethics Act.</p> <p>* The Lead Person does not fulfill his or her student records requirements under N.J.A.C. 6A:32-7.</p> <p>*The Lead Person does not fulfill his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.</p>	<p>* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act, but is late.</p> <p>* The Lead Person sometimes fulfills his or her student records requirements under N.J.A.C. 6A:32-7.</p> <p>*The Lead Person sometimes fulfills his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.</p>	<p>* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act.</p> <p>* The Lead Person usually fulfills his or her student records requirements under N.J.A.C. 6A:32-7.</p> <p>*The Lead Person usually fulfills his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.</p>	<p>* The Lead Person fulfills his or her filing and other responsibilities under the School Ethics Act.</p> <p>* The Lead Person always fulfills his or her student records requirements under N.J.A.C. 6A:32-7.</p> <p>*The Lead Person usually always his or her duties related to tenure charges under N.J.A.C. 6A:11-6.2.</p>	Mid-Year	End of Year

Total Score: /20

5 Standards

IV. Miscellaneous Organizational Goals

IV. 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%.	Mid-Year	End of Year
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%.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year
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.	Mid-Year	End of Year

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.	Mid-Year	End of Year
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	Mid-Year	End of Year
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	Mid-Year	End of Year
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	Mid-Year	End of Year

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	Mid-Year	End of Year
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%	Mid-Year	End of Year
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%	Mid-Year	End of Year
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%	Mid-Year	End of Year
III.4.2 Math Average Trimester Assessment Score of Teacher's Scholars	≤ 65%	66%-75%	76%-89%	≥ 90%	Mid-Year	End of Year
III.4.1 Science Average Unit Test Score of Teacher's Scholars	≤ 65%	66%-75%	76%-89%	≥ 90%	Mid-Year	End of Year
III.4.2 Social Studies	≤ 65%	66%-75%	76%-89%	≥ 90%	Mid-Year	End of Year

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%	Mid-Year	End of Year
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.

1. Grade Information

2. Student Information

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

4. Custodial Parent/Guardian Info Relationship to Student: Mother Father Guardian *(Check One)*

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

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

6. Parent Signature

Date _____

Fecha

20-7-16-03

**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 SY2020-21;

NOW, THEREFORE, IT IS HEREBY:

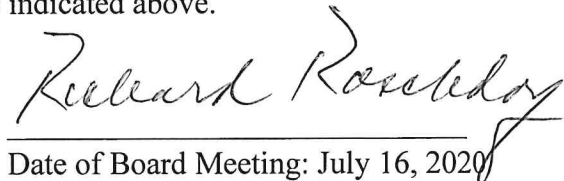
RESOLVED, that the governing body of BelovED Community Charter School in Hudson County in the State of New Jersey hereby re-approves its Teacher and School Leader Evaluation Instruments (attached hereto) and systems for use in SY2020-2021.

Motion made by Salvatore Risavato and seconded by Sam Mikhail

Approved:

Nicole Jackson	Yes
Salvatore Risavato	Yes
Sheridan Bell	Yes
Jessica Lisboa	Yes
Sam Mikhail	Yes

I, 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.


Date of Board Meeting: July 16, 2020

BelovED Community Charter School | 2020-2021 CALENDAR

Key:

Red: ½ day No A/C
Green: ½ day w/Aftercare (AC)
Orange: School Event – K-10
Periwinkle: No School
Dark Red: Gr. 6-10 Event
Blue: K-5 Event

4 Independence Day
6-31 Virtual Summer School

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 No School Happy New Year
4 School Resumes
15 ½ day Staff PD No A/C
18 No School MLK Day
20 Lottery for SY21-22
28 MS/HS End Quarter 2

19/93

18-31 Summer Institute

AUGUST '20						
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 '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

9 100th Day of School
12 ½ day Staff PD No A/C
15-16 No School President's Day Weekend

18/111

2 First Day of School
2-4 ½ Days K-10 NO AC
7 Labor Day
8 1st Day of Aftercare
16 Back to School Night K-5
18 Back to School Night 6-10
25 ½ day Staff PD (w AC)

SEPTEMBER '20						
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			

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Read Across America **Wk**
3 ½ day Staff PD w/ A/C
11 MS/HS Conferences 5-7:30
12 ES End Term 2
14 Daylight Savings
25-26 ½ day No AC
 ES Conferences

23/134

9 ½ day Staff PD No A/C
12 Columbus Day No School
22-23 ½ day No A/C
 ES Conferences
29 Picture Day

OCTOBER '20						
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

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 ½ day Staff PD w/ A/C
2-9 No School Spring Break
12 School Resumes
14 MS/HS End Quarter 3

16/150

1 Daylight Savings
3 ½ day No A/C
6 MS/HS End 1st Quarter
25 ½ day No AC
25 ES End 1st Term
26-27 No School Fall Break

NOVEMBER '20						
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					

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7 Staff Appreciation Week
6 ½ day Staff PD w/ A/C
28 ½ day No A/C
31 No School Memorial Day

20/170

17 MS/HS Conferences
 5-7:30pm
18 ½ day No A/C
21-Jan. 1 No School: Winter Break

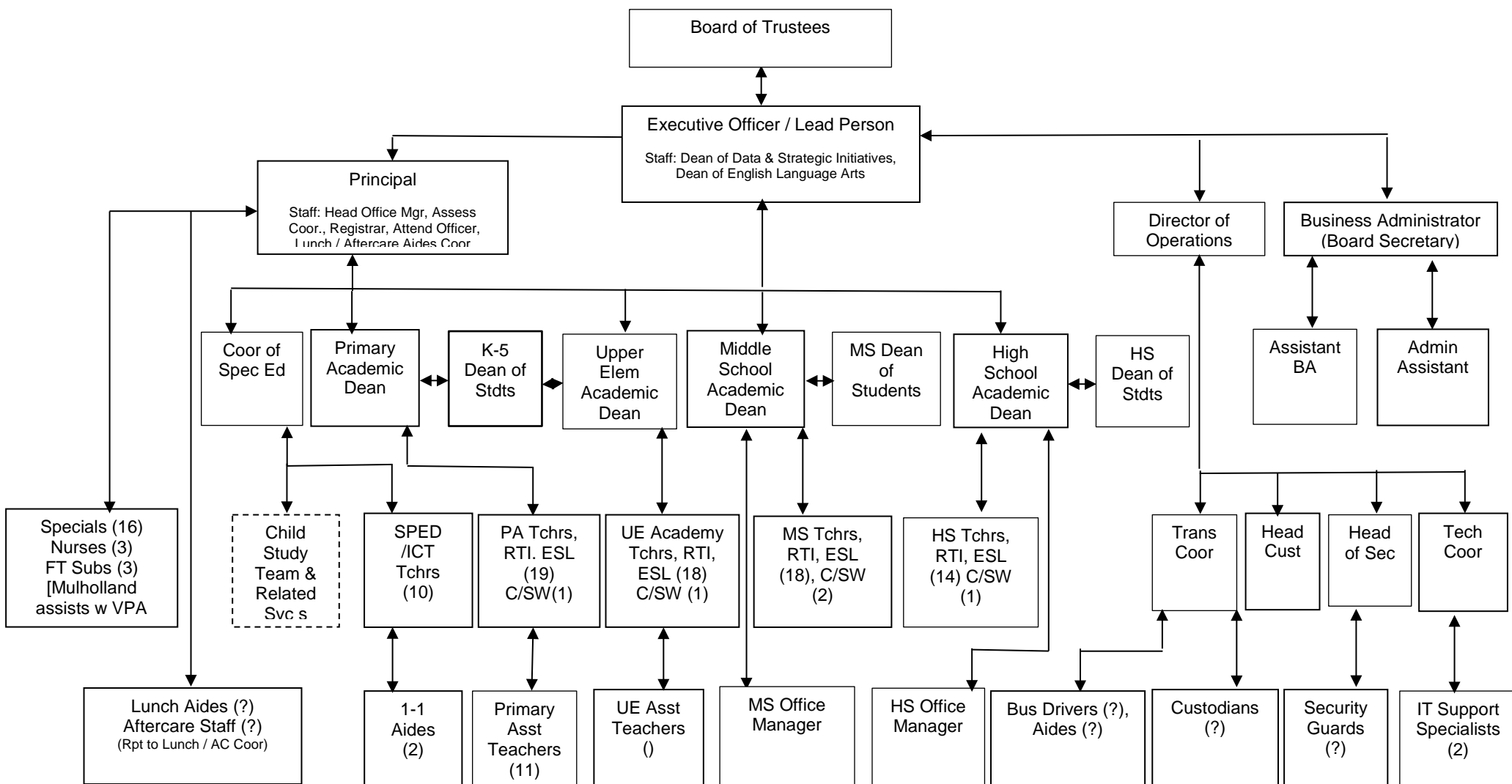
DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

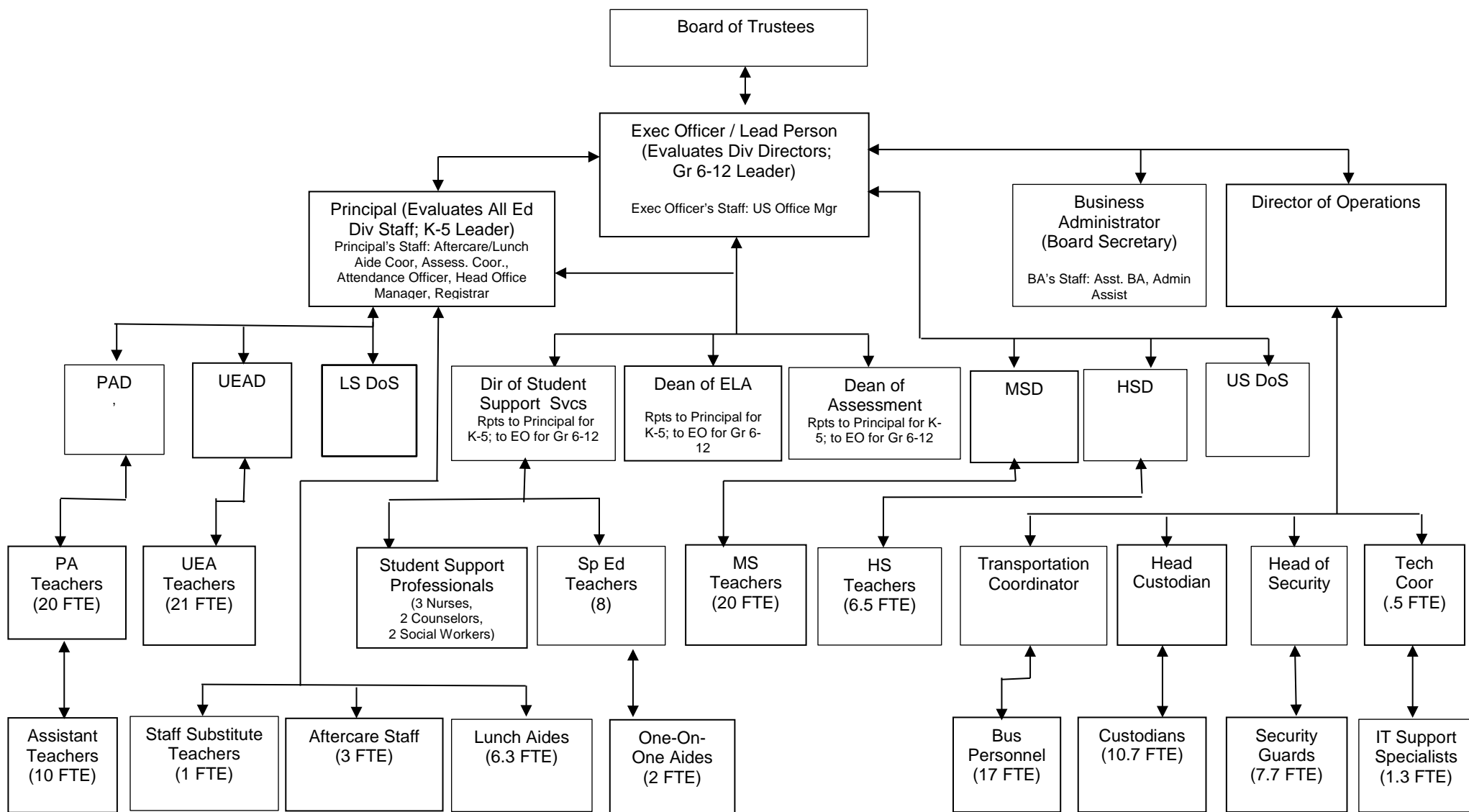
JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4 ½ day Staff PD w/ A/C
16 Last day of Aftercare
17-18 ½ days No A/C
17 5th grade Graduation
18 Kindergarten Graduation
 8th Gr. Graduation (Tent.)
 Last Day of School
21-22 Staff PD

14/184

14/74





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.