

# The Galloway Community Charter School Annual Report

August 2, 2010

*In accordance with the **Charter School Program Act of 1995** (N.J.S.A. 18A:36A-16(b)) and the **Administrative Code for Charter Schools** (N.A.C. 6A:1102.2), the Board of Trustees of each charter school is required to submit an annual report to the Commissioner of Education, regional office of assistant commissioner, county superintendent, and local board of education summarizing its progress in meeting the goals of the its charter by August 1.*

This report was transmitted to the Commissioner of Education, the Atlantic County Superintendent, and the Galloway Township Board of Education.

<b>1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS .....</b>	<b>2</b>
ACADEMIC GOALS AND OBJECTIVES: ASSESSMENT RESULTS .....	2
DISCUSSION OF PROGRESS .....	6
NON-ACADEMIC GOALS AND OBJECTIVES: ASSESSMENT RESULTS.....	8
<b>2. REVIEW OF PROGRESS: INCORPORATING THE NJCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS.....</b>	<b>9</b>
INCORPORATION OF NEW JERSEY CORE CURRICULUM CONTENT STANDARDS (NJCCCS) .....	9
DELIVERY OF AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS .....	11
<b>3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS.....</b>	<b>13</b>
BOARD OF TRUSTEES.....	13
SCHOOL ADMINISTRATORS.....	15
<b>4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES .....</b>	<b>15</b>
PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES AND OUTCOMES .....	15
PUBLIC RELATIONS AND OUTREACH ACTIVITIES AND OUTCOMES .....	16
<b>5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES.....</b>	<b>18</b>
ADMISSION POLICIES .....	18
STAFF RECRUITMENT .....	19
<b>6. REVIEW OF THE SCHOOL’S SELF-EVALUATION AND ACCOUNTABILITY PLAN .....</b>	<b>20</b>
SELF-EVALUATION AND ACCOUNTABILITY PLAN .....	20
<a href="#">APPENDIX A</a> COPY OF BOARD RESOLUTION APPROVING THE 2009-2010 ANNUAL REPORT .....	23
<a href="#">APPENDIX B</a> COPY OF BOARD RESOLUTION NAMING THE LEAD PERSON OF THE CHARTER SCHOOL .....	23
<a href="#">APPENDIX C</a> COPY OF ACADEMIC AND NON-ACADEMIC GOALS AND OBJECTIVES .....	23
<a href="#">APPENDIX D</a> COPY OF ADMISSIONS POLICY AND SCHOOL APPLICATION FORM(S).....	23
<a href="#">APPENDIX E</a> COPY OF BOARD RESOLUTION NAMING THE AFFIRMATIVE ACTION OFFICER, THE SECTION 504 OFFICER AND THE TITLE IX COORDINATOR .....	23
<a href="#">APPENDIX F</a> COPY OF THE SCHOOL STUDENT RECRUITMENT PLAN .....	23
<a href="#">APPENDIX G</a> COPY OF THE SCHOOL STAFF RECRUITMENT AND RETENTION PLAN .....	23
<a href="#">APPENDIX H</a> COPY OF THE SELF-EVALUATION AND ACCOUNTABILITY PLAN .....	23
<a href="#">APPENDIX I</a> RECEIPTS FROM THE DISTRICT(S) OF RESIDENCE.....	23
<a href="#">APPENDIX J</a> CURRICULUM RESOURCES.....	23
<a href="#">APPENDIX K</a> BOARD OF TRUSTEES BIOS.....	23

## **GALLOWAY COMMUNITY CHARTER SCHOOL DESCRIPTION 2009-10**

**School Name:** Galloway Community Charter School (GCCS)

**Startup and Current Year.** The GCCS commenced implementation in the 2000-2001 school year and completed its 10<sup>th</sup> year of operation in June 2010.

**Address.** The school is located at 112 South New York Road, Galloway, NJ 08205.

**Facility.** The school-owned facility is a newly constructed, specifically designed 24,000 square foot facility on a 4.5 acre lot with age-appropriate recreation areas.

**Number of Students, Grades and Classes.** The school's charter authorized a maximum enrollment of 465 students in 2009-10 in grades K through 8. The enrollment at the beginning of the school year was 289 students and 280 students at the end of the year. There were 3 Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade classes; there were 2 third, fourth, fifth, sixth; 1 seventh grade; 1 split seventh/eighth grade; and 1 eighth grade.

**Class Size.** The maximum number of students per class is 15.

**School Day:** The student day begins at 8:45 and ends at 3:30. The employee day begins at 8:30 and ends at 3:45.

**School Year:** Students attend school for 180 days.

**Student/Teacher Ratio:** 8.25

**Planned Expansion.** The school reached its projected grade span in September 2005.

**District(s) of Residence.** The school draws its students from the following districts: 47% Galloway Township, 1% Absecon, .3% Brigantine, 10% Atlantic City, 2% Egg Harbor City, 5% Egg Harbor Township, 1% Hamilton Township, 32% Pleasantville, .3% Upper Township, .3% Ventnor, and 1% Wildwood Crest.

**Employees.** The school employs 2 administrators, 1 pupil services supervisor, 1 nurse, 4 special education teachers, 5 specialists, 2 basic skills teachers, and 21 generalists.

**Lead Person.** The school's lead person is Ms. Deborah Nataloni (Tel. 609-652-7118 #110), (Fax. 609-652-3640), (email: MSDNAT@gccscharterschool.org).

**Defining Attributes.** The defining attributes of the school are its curricular themes (International Studies, Arts & Humanities, Technology, and Environmental Studies) and small class size.

**Community/Organizational Affiliation.** The school has no affiliations at this time.

# **1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS**

## **Academic Goals and Objectives: Assessment Results**

The academic goal for the charter school was student achievement. While comparisons were made of students' achievement on state tests to those of their peers in the state, our focus was on the student in competition with him or herself. In order to acquire a true portrait of our students' academic strengths and weaknesses, we balanced traditional assessment procedures and those alternative means of evaluation considered to be authentic. This required the administration of pre-tests to develop and post-tests to assess Individualized Learning Plans (ILP). In addition to the diagnostic and prescriptive testing, students were required to complete performance based projects to demonstrate critical thinking and problem solving skills. Relevant student data was also derived from observations, anecdotal notes, student conferences, student self-assessments, teacher checklists, and textbook mastery tests.

Individualized Learning Plans were housed on the school's server and portfolios were maintained in the classrooms. Administrators reviewed portfolios during teacher evaluations. ILP pre-and post testing data, and NJ ASK data was stored in a student database. The Director and the Basic Skills teachers analyzed student data quarterly and planned student interventions. Interventions included Basic Skills, PIRS, and CST referrals for students who demonstrated significant lack of progress; peer tutoring, additional homework and classroom tutoring for students who showed slight progress. Cycling to a higher grade, providing enrichment activities, and scheduling Gifted and Talented courses were suggested for students who demonstrated significant gains.

The DRA and math inventories were the primary assessments that were used to track student progress in meeting the goals and objectives of the ILP.

- In kindergarten, 39 students were tested in reading and math. In Reading, 95% of the students demonstrated an increase in the DRA post assessment and 5% did not demonstrate an increase or decrease. In Math, 100% of the students demonstrated an increase in the post assessment.
- In grade one, 41 students were tested in reading and math. In Reading, 98% of the students demonstrated an increase in the post assessment and 2% did not demonstrate an increase or decrease. In Math, 73% of the students demonstrated an increase in the post assessment, 17% demonstrated a decrease, and 10% did not demonstrate an increase or decrease.
- In grade two, 38 students were tested in reading and math. In Reading, 97% of the students demonstrated an increase in the post assessment, 3% did not demonstrate an increase or decrease. In Math, 92% of the students demonstrated an increase in the post assessment and 8% demonstrated a decrease.

- In grade three, 26 students were tested in reading and math. In Reading, 96% of the students demonstrated an increase in the post assessment and 4% did not demonstrate an increase or decrease. In Math, 96% demonstrated an increase in the post math assessment and 4% demonstrated a decrease.
- In grade four, 26 students were tested in reading and math. In Reading, 100% of the students demonstrated an increase in the post assessment. In Math, 96% of the students demonstrated an increase in the post assessment and 4% remained the same.
- In grade five, 28 students were tested in reading and math. In Reading, 86% of the students demonstrated an increase in the post assessment and 14% remained the same. In Math, 57% of the students demonstrated an increase in the post assessment, 39% demonstrated a decrease and 4% remained the same.
- In grade six, 27 students were tested in reading and math. In Reading, 93% of the students demonstrated an increase in the post reading assessment and 7% remained the same. In Math, 93% of the students demonstrated an increase in the post assessment and 7% demonstrated a decrease.
- In grade seven, 18 students were tested in reading and math. In Reading, 61% of the students demonstrated an increase in the post assessment and 14% remained the same. In Math, 100% of the students demonstrated an increase in the post assessment.
- In grade eight, 23 students were tested in Reading and Math. In reading, 41% demonstrated an increase in the post assessment and 59% remained the same. In Math, 95% demonstrated an increase in the post assessment.

Eighty-nine (30%) of our students in grades K-8 were eligible for in-class support and pull-out basic skills services in Language Arts and Math. Our NCLB subgroups included 79 elementary grade students for Math and 10 middle grade students for Language Arts.

One hundred percent of the middle grade students that received services in Language Arts showed an increase between pre and post testing. Ninety-one percent of the middle grade students who received services in Math showed an increase in scores between pre and post testing.

In June 2010, twenty-one percent of our students were recognized for their achievement. We recognized 3% of our student population for academic achievement, 13% for American Citizenship, 3% for Physical Fitness, and 3% for Visual Arts.

### **State Assessment Results**

The 2009-10 district goals included increasing NJ ASK math scores for our elementary students and language arts scores for our middle students. The Spring 2010 NJ ASK scores are not available at this time.

In 2009, 23 eighth grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The state benchmark for grade 8 was 72% in language arts and 61% in mathematics.

- 87% of the total population passed the language arts test. This was 15% more than the benchmark.
- 52.5% of the total population passed the mathematics test. This was 8.5% less than the benchmark.
- 87% of the general population passed the language arts test. This was 15% more than the benchmark.
- 52.5% of the general population passed the mathematics test. This was 8.5% less than the benchmark.

In 2009, 21 of the seventh grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The state benchmark for grade 7 was 72% in language arts and 61% in mathematics.

- 52.4% of the total population passed the language arts test. This was 19.6% less than the benchmark.
- 47.6% of the total population passed the mathematics test. This was 13.4% less than the benchmark.
- 56.3% of the general population passed the language arts test. This was 15.7% less than the benchmark.
- 56.3% of the general population passed the mathematics test. This was 4.7% less than the benchmark.

In 2009, 30 of the sixth grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The state benchmark for grade 6 was 72% in language arts and 61% in mathematics.

- 53.3% of the total population passed the language arts test. This was 18.7% less than the benchmark.
- 53.4% of the total population passed the mathematics test. This was 7.6% less than the benchmark.
- 60% of the general population passed the language arts test. This was 12% less than the benchmark.
- 60% of the general population passed the mathematics test. This was 1% less than the benchmark.

In 2009, 29 of the fifth grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The original state benchmark for grade 5 was 73% in language arts and 69% in mathematics. The revised state benchmark was 59% in language arts and 66% in mathematics.

- 44.8% of the total population passed the language arts test. This was 27.2% less than the original benchmark and 14.2% less than the revised benchmark.

- 34.4% of the total population passed the mathematics test. This was 34.6% less than the original benchmark and 31.6% less than the revised benchmark.
- 50% of the general population passed the language arts test. This was 23% less than the original benchmark and 9% less than the revised benchmark.
- 38.4% of the general population passed the mathematics test. This was 30.6% less than the original benchmark and 27.6% less than the revised benchmark.

In 2009, 30 of the fourth grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The original state benchmark for grade 4 was 73% in language arts and 69% in mathematics. The revised state benchmark was 59% in language arts and 66% in mathematics.

- 36.7% of the total population passed the language arts test. This was 36.3% less than the benchmark and 22.3% less than the revised benchmark.
- 46.7% of the total population passed the mathematics test. This was 22.3% less than the original benchmark and 19.3% less than the revised benchmark.
- 38.5% of the general population passed the language arts test. This was 34.5% less than the original benchmark and 12.3% less than the revised benchmark.
- 50% of the general population passed the mathematics test. This was 23% less than the original benchmark and 16% less than the revised benchmark.

In 2009, 31 of the third grade students participated in the NJ ASK. Student subgroups with fewer than 30 students are not statistically significant, for performance purposes. The state benchmark for grade 3 was 73% in language arts and 69% in mathematics. The revised benchmark was 59% in language arts and 66% in mathematics.

- 48.4% of the total population passed the language arts test. This was 24.6% less than the original benchmark and 10.6% less than the revised benchmark.
- 48.4% of the total population passed the mathematics test. This was 20.6% less than the original benchmark and 17.6% less than the revised benchmark.
- 53.8% of the general population passed the language arts test. This was 19.2% less than the original benchmark and 5.2% less than the revised benchmark.
- 57.7% of the general population passed the mathematics test. This was 11.3% less than the original benchmark and 8.3% less than the revised benchmark.

In 2009, the state benchmark for middle grade students (grades 6, 7, and 8) was 76% in language arts and 62% in mathematics. The original state benchmark for elementary students was 82% in language arts and 73% in mathematics. The revised state benchmark for elementary students was 59% in language arts and 66% in mathematics. Seventy-four of our middle grade students and 90 of our elementary students participated in the NJ ASK.

- 64.2% of our total middle population passed the language arts test. This was 7.8% less than the benchmark.
- 51.1% of our total middle population passed the mathematics test. This was 9.9% less than the benchmark.

- 67.7% of our general middle population passed the language arts test. This was 4.3% less than the benchmark.
- 56.1% of our general middle population passed the mathematics test. This was 4.9% less than the benchmark.
- 43.3% of our total elementary population passed the language arts test. This was 15.7% less than the benchmark.
- 43.1% of the total elementary population passed the mathematics test. This was 22.9% less than the benchmark.
- 47.4% of the general elementary population passed the language arts test. This was 11.6% less than the benchmark.
- 48.7% of the general elementary population passed the mathematics test. This was 10.3% less than the benchmark.

The school met AYP for 2009-10; the school improvement status was placed on hold.

Formal feedback was provided to parents twice. The first conference was held in December to review the goals and objectives of the Individual Learning Plan; the second conference was held in March to review the report card. Report cards and summative individual learning plan progress reports were issued in June.

The Director was responsible for data collection and reporting. The Director holds a NJ State CSA certificate and a Masters Degree in Education from Temple University and a Masters Degree in Education Administration from Arizona State University.

### **Discussion of Progress**

In August 2010, GCCS entered into a contract with Dr. Esbrandt, President and CEO of Leadership Energies. This firm focuses its efforts on the strategies and tools needed by schools to meet performance goals under the rigorous requirements of state and federal legislation. Dr. Esbrandt identified practices that need to be improved, developed plans and strategies that break down barriers that inhibit improvement, and will design, implement, measure, track, and report successful changes.

The Discovery Phase (Phase I) of the project, provided the mirror into which Dr. Esbrandt looked to understand both the successes already achieved and the needs that, when addressed, will push student achievement higher. The collection and analysis of documentation and data during the Discovery Phase was summarized. The general findings include that GCSS:

1. Has followed the state compliance model,
2. Does not use fully its assets,
3. Has not developed and used fully staff expertise,
4. Underutilized student performance data to solve learning problems,
5. Has not approved and used planning protocols, and
6. Has too low student test scores.

There are now two “bottom lines” in education—the cost of educating a child and test scores achieved by students on state standardized tests. The road map to reaching these bottom lines is found in the prescription (interventions) that will change all six findings above. The analyzed student test data verify inconsistent and negative achievement trends; and the past and present practices document strengths as well as gaps in practice and inconsistent implementation of prior improvement efforts.

The longitudinal student test scores for the years 2003-04 through 2008-09 were analyzed and revealed that year to year progress made by students, outside of the first cohort of students, was inconsistent and weak. The other four cohorts did not reach AYP proficiency rates and proficiency rates even declined over a few years. While the study did not reveal what caused these negative trends, administrators are trying to determine if the turnover among students and teachers was a factor. The findings from test score analyses included:

- Across five different cohorts and 6 years, AYP was achieved in only 8 of 32 measures (25%)
- Significant drops in AYP proficiency in both Language Arts (LA) and Math were experienced nearly every year in grade six which coincided in some years with the introduction of different and more difficult tests.
- In 2007-08 the single greatest decreases occurred in AYP across all grades in both LA and Math.
- In 2008-09 the single greatest increases occurred in all grades in LA, but with mixed results in Math.
- Efforts were made to determine the added value the school provided students who attended two or more consecutive years compared to their peers who attended less time. In most years in most grades, added value was hard to discern. In isolated instances, added value was observed.

A lack of any evidence of school added value among students in the constant cohort compared to all students regardless of year they entered the school is an indication of the lack of consistent application of programs and services and instructional impact on students. This evidence suggests that a more careful analysis of the alignment of program, teacher teaming and training, and instructional strategies are necessary.

The Phase II Report includes the rationale for the diagnosis, prescription, and prognosis.

**Diagnosis**—School leaders have recognized that test score trends are not good and that interventions are needed to turn them around. Missing are the designed activities that connect school performance and all personnel to the outcomes desired. The important bridge from current practice and results to the practices that produce desired future achievement does not exist.

**Prescription**—The traditional focus on compliance and performance outcomes should be replaced by an expanded understanding of influences on performance health and a focus on the combination of appropriate adult, organization, and student performance data to drive decision making. To accomplish this, the prescription is divided into six major parts:

- Provide orientation and workshops on performance improvement concepts
- Establish a new organization design
- Establish teams
- Establish processes and protocols
- Use data effectively for interventions
- Develop criteria for evaluating performance

It is important to change from processes that rely on compliance regulations to a new emphasis that advances an array of performance improvement activities in new groups of adults cooperating together.

Prognosis—A transition from compliance performance to performance improvement will take place in the 2010-11 school year. Staff members will understand the components of performance quality and gain experience implementing successful interventions that change performance outcomes.

## **Non-Academic Goals and Objectives: Assessment Results**

### **Assessment Results and Discussion of Progress**

GCCS believes that the social and emotional well being of students is important for academic success. Our priority non-academic goal is to develop self-respect and group belonging in our students. We adopted the *Caring Schools Community* program to assure that we accomplish this goal. The Director was responsible for tracking the school's progress in meeting its non-academic goals primarily through the review of weekly lesson plans and informal classroom observations.

The Director monitored monthly suspension data and met with pupil services staff to address student concerns. The Director and the Pupil Services Supervisor met with parents during the summer to develop interventions prior to the student returning to school in September.

During this reporting year, no incidents occurred that qualified for Electronic Violence and Vandalism Reporting.

GCCS believes that in order for students to succeed academically and socially, attendance at school must be a priority. The Attendance Coordinator was responsible for compiling monthly attendance reports which the Director monitored. The average daily attendance was 94%. Two percent of our students had perfect attendance and 6% of our students had outstanding attendance. The criterion for attendance recognition was 3 or less absences for outstanding attendance and no absences for perfect attendance.

The academic and non-academic goals of the charter may be found in [Appendix C](#).

## **2. REVIEW OF PROGRESS: INCORPORATING THE NJCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS**

### **Incorporation of New Jersey Core Curriculum Content Standards (NJCCCS)**

#### **Summary of Curriculum Development Progress**

The GCCS Atlas Curriculum Development Project is a five-year plan (July 2008 to June 2013) to align curriculum content, skills, best practices, assessments, and resources to the NJCCCS.

The GCCS curriculum is organized by interdisciplinary **themes**: International Studies, Arts & Humanities, Environmental Studies, and Technology. Each theme spans a ten week period and allows for vertical articulation across grades. Our **specials** (*Science, Creative Art, Physical Education*), Major Courses (*Arts & Humanities, International Studies, Environmental Studies, Technology, Genocide Studies*), and **support** (*Basic Skills, Gifted/Talented*) are designed to complement the themes.

During Year I (Phase I) seven generalists and 2 specialists developed our 4 themes and 2 specials (Physical Education and Visual Arts). Eight members of the team continued to work in Year II (Phase II) and 7 members were added.

As a result, the following was achieved during 2009-10:

- Incorporation of computer literacy and Spanish to themes in grades K-8
- Revisions to theme assessments to address Universal Design for Learning and Project-Based Learning
- Revisions to themes in grades 4 and 8
- Revisions to basic skills

The resources that were used last year at the charter school were organized in a chart in [Appendix J](#).

Our instructional program included a Majors Program. This has proven to be inspirational to students and teachers in that it provided reality-based experiences. Students in grades 5-8 were assigned to heterogeneous, grade level homerooms and cycled four days per week for forty minutes for the majors program. Students were assigned 2 majors per year over the course of 4 years and complete 2 Modern Genocide over the four year period.

The Modern Genocide major is based upon the NJCCCS in Social Studies. The purpose of the Modern Genocide Studies major is to provide students with the knowledge about the Holocaust, Rwanda (1994) and Sudan (Darfur).

Our International Studies major courses were based on the NJCCCS in Social Studies. The purpose of the International Studies major was to provide students with the knowledge, skills, and attitudes they need to be active, informed, responsible citizens and contributing members of

their communities. The International Studies major draws upon the four disciplines of history, geography, civics and economics.

Our Arts & Humanities major courses were based on the NJCCCS in Social Studies. Students drew upon the basic concepts such as time, location, distance, and relationships and applied these concepts to the study of people, places, events and issues. This course focused on the importance of historical research, the need to distinguish fact from fiction, and the understanding of cause and effect.

Our Technology major courses were based on the NJCCCS in Science and Technology Literacy. This course encouraged students to learn about the people and events that shaped or revolutionized scientific theories and concepts. The course focused on developing students' understanding of the interrelationship between science and technology and expanded their understanding of the nature of technology. It developed students' abilities with technological design including experiences in predicting, decision making, critical thinking, and problem solving.

Our Environmental major courses were based on the NJCCCS in Science. Creating an awareness of the need to protect, conserve, and preserve natural resources was a goal of the environmental major. This program called for students to develop knowledge of environmental issues, including management of natural resources, production and use of energy, waste management, and interdependence of ecosystems. This major included a study of the earth and its relationship to the rest of the universe. The students learned about the composition of the earth and the forces that shape it. The study included the diversity, complexity, and interdependence of life on earth and how organisms evolve, reproduce, and adapt to their environments.

Our instructional program also included a Gifted and Talented Program. The students who participated in the Gifted and Talented Program met established criteria. Parents were notified of student eligibility and were required to consent to program participation. This program was organized as an enrichment pull-out model that included: mentoring, workshops, small group seminars, independent studies and academic competitions. The content and instruction of the Creative Arts Gifted and Talented Program included creativity, independent research, fine arts and technology. Two percent of our students participated in the Creative Arts Gifted and Talented Program. The content and instruction of the Science Gifted and Talented Program included explorations in earth and physical science. Two percent of our students participated in the Science Gifted and Talented Program.

The Director and Assistant Director were responsible for the monitoring of curriculum. This was achieved by the following methods:

- Conducting informal classroom observations
- Completing formal teacher evaluations
- Facilitating formal and informal teacher conferences
- Maintaining/Collecting data
- Reviewing weekly lesson plans
- Editing curriculum documents

The Director and Assistant Director made frequent informal classroom observations. During these visits, they noted information about lessons, observed student progress, and reviewed student individualized learning plans and portfolios. In addition, evaluations were conducted which included formal reviews of curriculum, instruction, and assessment practices. All tenured and non-tenured teachers were evaluated and rated. The average rating for tenure grade teachers was 73 and 63 for non-tenured grade teachers (highest possible score 80).

The Director compiled data from monthly logs, weekly grade team meetings and lesson plans. Grade team leaders maintained minutes from weekly meetings that outlined theme progress and lesson plans were submitted to the Director weekly.

The Director and Assistant Director determined that curriculum areas to address during the 2010-11 school year include reorganizing K-8 Science, expanding the Gifted and Talented programs, and aligning the revised state standards.

### **Delivery of an Educational Program Leading to High Achievement for all Students**

#### **Delivery of Services to At-Risk Students**

Lynne Hallanan, Pupil Services Supervisor and Brenda Zwibel, Child Study Team Supervisor, were responsible for services for At-Risk Students. These included: Child Study Team, Basic Skills, PIRS, Speech, and Related Services.

In Special Education, we employed 4 full-time special education teachers. We contracted with Cape May County Special Services School District for a School Psychologist, Learning Disabilities Teacher Consultant, Speech and Language Specialist, and Social Worker and for neurological, psychiatric, and physical therapy evaluations. We contracted with Salem County Special Services School District for an Occupational Therapist.

Programs for Special Education students included: Resource Program (in-class support and pull-out support or replacement), Speech and Language, Counseling, and Occupational Therapy.

The Child Study Team received 18 new initial referrals, from which 9 new classifications were determined. The CST also completed 9 Reevaluations, 24 Annual Reviews, and 3 Thirty-Day Reviews for transfer-in students. One student that was referred and evaluated by the CST was later found to have already been eligible for services in 2007 by another school district. This meeting was then titled as a Reevaluation Meeting.

As of June 30, 2010, there were 34 students classified as eligible to receive Special Education and Related Services. Twenty-eight received pull-out support services, 22 received in-class support services, 20 received pull-out and in-class services, 1 received self-contained out of district instruction. Two grade eight students who will transfer to high school were de-classified.

Additional services included speech for 12 of the students, counseling for 5 of them, and Occupational Therapy for 6 of them. Finally, there were 16 students who received “speech only”

services. Eight of these Speech Only students met their goals throughout the school year and were found to be no longer eligible for speech services.

Programs for non-classified students included: Intervention and Referral Services (63 students), 504 Plans (12 students), Counseling (13 students), Occupational Therapy (7 students), a Basic Skills (89 students).

The PIRS team included teachers and administrators who met with classroom teachers and parents to decide on a plan of action to improve academic and/or behavioral difficulties. The Basic Skills Program included two teachers who provided remedial instruction in grades K-8 in the areas of language arts and math. Student selection for Basic Skills instruction was based on test scores from NJASK, DIBELS, DRA2, and Math Inventories.

During the 2009-2010 school year, GCCS did not have any LEP students or students who qualified for bilingual services. GCCS had plans for use if needed. The goals for the program were adopted from the TESOL ESL Standards:

- \*Goal 1: To use English to communicate in social settings.
- \*Goal 2: To use English to achieve academically in all content areas.
- \*Goal 3: To use English in socially and culturally appropriate ways.

The resolutions naming the Affirmative Action Officer, the Section 504 Officer, and the Title IX Coordinator can be found in [Appendix E](#).

### **Innovative/Exemplary Programs and Practices**

The GCCS synthesizes interdisciplinary thematic instruction, differentiated instructional practices and *Caring Schools Community* principles to establish innovation. Small class size, individualized learning plans and a portfolio assessment system support our mission. Each student had an individual learning plan that included long and short-term annual goals and an assessment portfolio.

GCCS adopted the *Caring Schools Community*, a character education program formally known as the Child Development Project. The components of this program include: Class Meetings, Homeside Activities, School-Wide Celebrations, and Buddy Partnerships.

Homeside activities are activities that foster communication between teachers and parents and parents and students. These activities enable parents to contribute a home-side to their children's school-side learning and encourage personal time with child and parent/adult caregiver. These activities deliver a message of respect for the diversity among family and community.

The Buddy program gives students the opportunity to develop caring, trusting friendships through shared learning experiences that are engaging for older and younger students. Classrooms are assigned buddy classes. When students interact with their buddies, the concept of community was experienced, not just idealized.

Class meetings are forums for students and teachers to reflect, discuss issues, or make decisions about the ways they want their class to be. The teacher's role is to create an environment in which students see that their learning, their opinions, and their concerns are taken seriously. The students are valuable contributors to the classroom community. The meetings promote classroom management in a way that helps students actively contribute to their academic and social learning.

Whole school activities were celebrations of student learning. There are exhibits for parents, caregivers, family, friends and community to celebrate the achievements of the students.

### **3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS**

#### **Board of Trustees**

At the regularly scheduled board meetings, the board approved the bill list, certified the budget, and approved line item transfers. The board implemented a corrective action plan as a result of the FY 09 annual financial audit findings.

The board hired 4 Elementary Teachers, 1 Confidential Secretary, and 4 Paraprofessionals. The board contracted a Public Relations Consultant, A Web Site Developer, and a School Improvement Planning Consultant.

Since its inception, the Board of Trustees has held membership in the New Jersey School Boards Association and adopted the NJSBA Critical Policy Manual. During 2009-2010, two policies were revised, #6114 Emergencies and Other Disaster Preparedness and #2361 Access to Networked Information Resources and Communications. The reasons for the revisions were modifications to meet state law/code mandates.

Our charter outlines a Board of Trustees that is comprised of 7 voting members (4 parents and 3 community members) and 4 *ex-officio members* (1 treasurer, 2 teachers and 1 administrator). All board member terms are for 1 year with the exception of Treasurer, a 3 year term. There are no restrictions on the number of terms that members may serve.

Last year, the Reorganization Meeting was held in August. At that meeting, the board addressed the following policies requiring annual attention: List of Mandated Reports/Records, Report of Authorized Pupil Records, Review of Student Assessment Procedures, Adopt Curriculum, Report on Pupil Proficiency, Review of Remediation Program, Review of Special Education Plan, Identification, Procedures and IEP Implementation, Report on Effectiveness of Instructional Program, Review of Facilities, and Set BOT Reimbursement Allowance

Reappointments took place at the August Reorganization meeting. At that meeting, Ron Bramble was appointed President, Tara Ronda was appointed Vice-President, and Heather Butler accepted the nomination for Secretary.

In the event of a board vacancy, the board sends a letter to parents and places a notice in the community news section of the local newspapers. Interested parties submit a letter of interest

and a resume to the board. Applicants are interviewed and appointed by the board. Board members are required to submit annual personal and financial disclosure forms and have completed NJSBA training as required. Last year, there were four resignations which were filled from a pool of 5 interested candidates.

The major accomplishments of the board included a school-wide technology upgrade and the adoption of a progressive, two-year school improvement plan. The technology upgrade included the installation of smart boards in all classrooms, the purchase of portable notebooks for the faculty, the purchase of portable laptop stations for students, and the expansion of the school security system. The school improvement plan included the following:

- Revisions to the mission statement to include 21<sup>st</sup> century goals;
- Organization restructuring to allow for cross-grade team planning;
- Replacement of face-to-face Spanish instruction with distance learning;
- Design of block scheduling in grades K-4;
- Adoption of a school-wide rating scale for portfolio assessments;
- Allocation of additional professional development for team leaders;
- Use of data to develop Professional Learning Plans; and
- Requirement of Master Degrees for teachers by 2015.

The board annually conducts a self-assessment. In the past, the board used the New Jersey School Board Association assessment; last year, the board used an instrument that was developed by Leadership Energies. Dr. Phil Esbrandt compiled the data from the survey and presented the findings to the board. The following conclusions were drawn:

- It appears that there has been insufficient opportunity for discussion of both present and preferred future board behaviors and actions among the different respondent groups to develop the consensus necessary for effective goal setting and commitment to those goals by all stakeholders.
- While the overall scores of board behavior are relatively high, there was a wealth of information in the responses, especially in the high scores, low scores, ranges, and disparity among and within groups on which to focus discussion of goals and the creation of support for those goals among different stakeholder groups.
- The respondents directed their performance improvement suggestions to five key levels of performance that contribute to school success—board level behaviors and activities; administrative level behaviors and activities, staff level behaviors and activities; student level behaviors and activities; and stakeholder level behaviors and activities.
- The board appears willing to accept responsibility to work accountably with the administration and staff.

The board plans to discuss the specific issues identified in this report and meet with Dr. Esbrandt to finalize goals and priorities for the 2010-11 school year.

Available biographies of BOT members are in [Appendix K](#). The Board of Trustees resolution to approve the 2009-10 annual report may be found in [Appendix A](#).

## **School Administrators**

The administrative staff includes Deborah Nataloni, Director; Jessica Fisher, Assistant Director; Arthur Motz, Per Diem Administrator; Brenda Zwibel, Child Study Team Supervisor; Lynne Hallanan, Pupil Services Supervisor; and School Business Administrator Henry Bermann.

The Director is responsible for management, supervision and evaluation of professional employees, educational program monitoring, research and development, and overseeing school operations and security. This is a twelve-month, full-time position. Deborah Nataloni, the School Director completed the Leaders in Education Entrepreneur program at Arizona State University West and holds a Masters Degree in Education Administration from Arizona State University West and a Masters Degree in Education from Temple University. She holds a standard CSA certificate. The resolution to appoint the Director may be found in [Appendix B](#).

The Assistant Director is responsible for professional development, testing, transportation, student arrival and dismissal, parent involvement, and community outreach. Jessica Fisher, the Assistant Director earned a Masters Degree in Educational Leadership from Walden University. She holds a standard CSA certificate.

The Per Diem Administrator is responsible for attending county and state meetings for the Director. Mr. Motz is a retired Superintendent from the Wildwood School District.

The School Business Administrator is responsible for fiscal operations and financial planning. Mr. Bermann serves a number of school districts in neighboring counties and provides a consortium of experts that are available to the school. Mr. Bermann assigned Business Administrator, Linda Fiori to GCCS.

The Child Study Team Supervisor is responsible for the supervision of the Child Study Team. Brenda Zwibel holds a supervisor certificate. The Pupil Services Supervisor is responsible for the supervision of the No Child Left Behind program. Lynne Hallanan holds a Supervisor certificate.

## **4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES**

### **Parent and Community Involvement Activities and Outcomes**

Teachers and administrators were responsible for eliciting parental involvement. In August, teachers conducted home visits to meet their students within the comfort and safety of the home environment. Ninety-four percent of our families participated in home visits. In August, the Assistant Director hosted an Open House for parents and students to meet. Twenty-four percent of our parents attended. In September, the Assistant Director coordinated Back to School Night for teachers to present the instructional plan to the parents. Forty-three percent of our parents attended the event.

The Director coordinated parent-teacher reporting conferences. Ninety-six percent of parents attended the December conferences and 96% attended the March conferences. The Assistant Director planned school-wide showcases for curriculum themes. Forty-eight percent of our parents attended the International Theme Celebration, 41% attended the Arts & Humanities Celebration, 36% attended the Technology Theme Celebration, and 10% participated in the Environmental Theme Celebration.

Teacher-initiated activities included inviting parents to volunteer in classrooms, preparing weekly newsletters, planning special events, conducting phone conferences, and scheduling formal and informal meetings. Teachers were required to maintain monthly logs that documented parent involvement. The average number of teacher-parent meetings per month was 4. The average number of teacher-parent phone calls per month was 31. The average number of parent volunteers per month was 7. The Director compiled all data from teacher logs to monitor parent/teacher communications.

The 2010 annual report will be available on the school web site.

### **Public Relations and Outreach Activities and Outcomes**

The 2009-10 Public Relations plan was designed to communicate to internal audiences (students, staff and parents) and external audiences (the community, area businesses and potential students/families). The PR program was executed by PR Consultant Felicia Lowenstein Niven.

The website was a key focus this calendar year. The website committee met during the summer 2009 to look at the site with fresh eyes, and from the perspectives of the various users who might visit the site: parents, students, teachers, prospective employees, graduate students interested in charter schools, and so on. We used this opportunity to reorganize the site so that information could more easily be found.

We continued to post news and photos about our events on the website. Current and past newsletters and an archive of PR stories and student work also can be found on the website. We continued the GCCS Facebook page to allow the school to have a presence on one of the fastest-growing and most popular social media networks. We maintained regular posts about key happenings at GCCS on the Facebook site.

Throughout the year, we stayed in regular contact with our parents and interested subscribers. We sent e-blasts to parents about issues affecting charter schools, and events at GCCS. We sent out the school newsletter with features on faculty and employees, and information on student achievements and school news.

In reviewing the calendar, we identified the opportunities for media coverage. These included the celebrations for the four curricula focuses, awards ceremonies, graduations, Kids in the Kitchen, Math-a-thon, the G.R.E.A.T. program and other events. We developed and distributed press releases and media advisories on each of these events. We took photographs at each celebration to send to the media to encourage coverage. This was a successful strategy, as the photos were often printed with extended captions, while reporters/photographers were not able to attend every event.

We also had great success again with *The Press of Atlantic City*, the region's only daily newspaper. One pitch to Galloway writer Emily Previti of *The Press* generated a major feature on the front page of the Region section on the GCCS environmental celebration. Other *Press* articles throughout the year featured GCCS, including a holiday wishes story where GCCS students were selected for their creative ideas on what their parents would like for the holiday.

In addition to *The Press of Atlantic City*, GCCS received coverage in 2009-10 in *The Current of Galloway*, *the Egg Harbor Galloway Township News*, and on the local TV station, WMGM Channel 40, an NBC affiliate.

Recruiting students is a continual focus at GCCS, and to further that effort, we revised the enrollment instructions on the website. We posted both radio commercial and TV spot on the website to maximize visibility. In addition, we mailed the new GCCS brochure to approximately 6,000 households in Galloway and the vicinity. These areas were selected because of their proximity to the school, and included families of current and potential students. The brochure is also available at the school office and distributed to visitors who are considering GCCS for their children. The brochure effectively puts a professional "face" on the school and communicated the key messages: small class sizes, individualized instruction, and curriculum focuses.

### **Public Relations/Engagement and Partnerships**

In May, we took our "Kids in the Kitchen" fundraiser to the next level. We set up committees, developed timelines, and met monthly to review progress. We solicited corporate sponsorships and program advertising. The Carriage House, a local event center, partnered with GCCS to hold the event. Local food suppliers donated the food so that the proceeds from the event could benefit the GCCS Foundation. The addition of a Silent Auction, with donated items, brought in additional funds.

We were successful in placing stories about the fundraiser, photos of the children preparing for Kids in the Kitchen, as well as coverage of the actual event. Several representatives from the media were in attendance; news media coverage was very successful. State Senator Whelan and Atlantic County Freeholder Alisa Cooper both attended the event, and make remarks to the parents and students.

During the 2010-11 school year, we will continue our PR effort. Specifically, we will:

- Instruct teachers on writing to help with internal communications via teacher websites
- Identify opportunities for news media coverage, invite media and send out pre-event and follow-up photos and releases
- Continue to report on news and information in the monthly newsletter
- Update the website to make it an informative destination for each of our audiences
- Continue to grow the event, Kids in the Kitchen
- Increase student and parent involvement outside of classroom hours via online quizzes, blogs and other interactive activities

The Assistant Director coordinated Stockton students' placements. She made 11 placements which included 8 service learning assignments, 2 student teaching assignments, and 1 field work assignment.

The police and fire department continued to work with the charter school on safety planning. The Galloway Township Police Department scheduled an officer to visit our school once a month to facilitate the COPS5 program.

Finally, our Office Manager conducted tours of the school for parents who were interested in enrolling their children.

## **5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES**

### **Admission Policies**

#### **Admissions Timelines and Recruitment Activities**

We revised the registration periods in our Application, Registration and Enrollment Count Procedure and coordinated registration with the Galloway Township School District. The admissions policy, procedure, and application may be found in [Appendix D](#).

In December 2008, the Office Manager surveyed the parents of enrolled students to confirm their attendance for 2009-2010. Advertisements were placed in the local newspaper, *The Current* during the recruitment periods. One lottery was scheduled in July 2009. The student recruitment plan may be found in [Appendix F](#).

#### **Admissions Results**

The October 15, 2009 count was 289 which included 248 returning students and 41 new students. Our retention rate for the 2009-10 year was 82%. Between October 15, 2009 and June 25, 2010 there were 9 students who dropped. The June 2010 count was 280.

The school draws its students from the following districts: 47% Galloway Township, 1% Absecon, .3% Brigantine, 10% Atlantic City, 2% Egg Harbor City, 5% Egg Harbor Township, 1% Hamilton Township, 32% Pleasantville, .3% Upper Township, .3% Ventnor, 1% Wildwood Crest. This constitutes an area with great diversity, ranging from Abbott-district urban to suburban to rural habitats for our students. Thus our school is a true microcosm of New Jersey students.

#### **Student Withdrawals and Exit Interviews**

By June 2010, eighty-eight percent of the students planned to return and 11% of the students transferred. The group of students who transferred noted the following reasons for withdrawing: family relocated (18%), before and after school program needed (18%), confidential reasons (11%), to enroll in middle school (4%), disagreement with mission (4%), and 44% no reason.

Sixty-six percent of the students who transferred were district students and 33% were non-district students. Seventy-seven percent were in the primary grades (1-5) and 22% were in the middle grades (5-8).

Seventeen 8<sup>th</sup> grade students graduated. Eighty-two percent were non-district and 17% were district students. At this time, 2 students received confirmation of their acceptance to Charter Tech High School and 2 students received confirmation of their acceptance to the Atlantic County Institute of Technology.

## **Staff Recruitment**

Our staff recruitment activities involved placing 4 ads in *The Press of Atlantic City*, posting 3 in-house opportunities, posting vacancies on the Atlantic County Department of Education's Website and the GCCS Website, and participating in the Stockton teacher job fair. The Assistant Board Secretary and the Assistant Director screened the resumes. The Director conducted the cold call interview. The Director and Assistant Director conducted the face-to-face interviews. The staff recruitment plan may be found in [Appendix G](#).

In addition to recruiting new employees for vacancies, the charter school recruited teachers from within the organization for duties beyond the contracted hours. Appointments for these postings were made by the Director and included: Curriculum Development Teachers, Before and After School Program Teachers, and Odyssey of the Mind Coaches/Judges. The teachers who served in these positions received stipends for their services or were paid hourly rates.

## **Recruitment Results**

We received 413 resumes for certificated positions, interviewed 7 certificated candidates, and hired 4 certificated employees which included generalist and special education teachers. The charter school has not experienced any difficulty in recruiting teachers. All of the applicants lived within thirty miles of the charter school.

We received 68 resumes for non-certificated positions, interviewed 8, and hired 5 applicants for a confidential secretary and paraprofessional positions.

## **Exit Interview Procedures and Data**

When an employee was terminated or resigned, the Assistant Director conducted a separation of employment interview. The data collected was forwarded to the Director and the personnel file was classified inactive and maintained for 6 years. The employee returned school property (keys, FAB, parking pass, and instructional resources).

Employees were notified of contract renewal by May 15, 2010. Renewals were offered to 85% of the certificated employees; 100% of them accepted the offer. Renewals were offered to 38% of the non-certificated employees; 100% of them accepted the offer.

## **6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN**

### **Self-Evaluation and Accountability Plan**

#### **Description of Major Areas of Self-Evaluation**

The GCCS Self-Evaluation and Accountability Plan is organized by student achievement, administration/governance, curriculum development/revision/implementation, professional development, school climate, staff/student/parental involvement/satisfaction, fiscal efficiency, enrollment trends and post charter outcomes. The charter school balances traditional and progressive practices with formal and informal practices to provide various opportunities to draw upon for reflection, decision making and planning.

The methods of tracking student achievement are:

- *Developmental Reading Assessment (DRA2)*: Administered in grades 1-8 for determining students' independent reading levels and guiding reading instruction
- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*: Administered in kindergarten for determining early literacy development
- *NJ ASK*: Administered in grades 3-8 in the spring to obtain a state proficiency level.
- *Theme Projects*: Administered in grades 1-8 four times annually to determine curriculum theme proficiency level
- *Scott Foresman-Addison Wesley Math Inventory (2008)*: Administered in grades 1-5 in the fall and spring by grade teachers to establish and assess ILP goals.
- *Prentice Hall Mathematics (2008) Inventory*: Administered in grades 6-8 in the fall and spring to establish and assess ILP goals.
- *Behavior Checklist*: Administered in grades K-8 in the fall and spring to track social and emotional development
- *Writing Sample*: Collected in grades K-8 in the fall and spring to establish and assess ILP goals

The instruments that are used to assessment governance and administration are:

- *Annual Board Assessment*: Conducted in the spring to measure goals and to establish a corrective action plan.
- *Director Annual Review*: Conducted annually by the Board of Trustees to evaluate the CSA.

The methods of tracking curriculum development/revision/implementation include:

- *Lesson Plans*: Completed in K-8 weekly grade team meetings by the teachers to outline curriculum content, skills, resources, and best practices
- *Student Interest Survey*: Administered in grades 4-8 the spring to obtain theme interest information.

- SIP Needs Assessment: Conducted in the spring to identify program strengths and weaknesses
- Teacher Evaluations: Conducted three times annually for non-tenured teachers and one time annually for tenured teachers in K-8 to assess performance

The methods of tracking professional development include:

- In-Service Feedback: Conducted at the end of each activity to assess quality of professional development.
- Needs Assessment: Conducted annually to develop professional development plan

The methods of tracking school climate include:

- Suspension Reports: Compiled monthly and evaluated annually to identify trends and develop interventions
- Electronic Violence and Vandalism Report System (EVVRS): Reported annually to the DOE and BOT to identify trends and develop interventions

The methods of tracking Staff/Student/Parent Involvement/Satisfaction include:

- Sign-In Sheets: Compiled for events to determine participation rates
- Surveys: Administered 1-4 times annually to measure satisfaction
- Focus Group: Conducted annually to acquire data

The methods of tracking Fiscal Efficiency include:

- Annual Financial Audit: Conducted annually to obtain fiscal information.
- Monthly Reports: Prepared monthly to monitor finances

Methods of tracking Enrollment Trends include:

- DOE net: Reported twice a year to certify enrollment
- Enrollment Reports: Submitted monthly to monitor districts and grade levels
- Exit Interviews: Conducted during transfer to monitor drops

Methods of tracking Post Charter Outcomes include:

- Exit Interviews: Conducted during transfer to obtain high school plans

### **Current/Proposed Changes to the SEAP**

The Director and Assistant Director revised the SEAP in September 2009 to include additional assessments that were used to track student achievement. They reviewed the SEAP in June 2010 and determined that no changes were necessary. The SEAP is located in [Appendix H](#).

### **Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals**

Last year was a planning year for strategic improvement to address our high need status that was determined by the October 2007 Fall Survey and state assessment data. We had several accomplishments that were a result of our partnership with Leadership Energies. We are

entering the 2010-11 school year with an outline of expectations for our faculty in an effort to increase staff performance and student achievement. We revise our organizational structure to increase instructional resources and decrease non-instructional resources. We upgraded our information infrastructure to improve communication across departments and increase efficiency in data collection.

We completed phase one (Discovery) and phase two (Solution Scenario) of the four consecutive phases for school improvement. Discovery began with the recognition of a problem and the willingness to explore multiple causes. Relevant historical information and appropriate data were gathered. Research and analysis methodologies were used to help us become acquainted with current performance realities through an uncovering and discovery of student, employee, and organizational strengths, needs, and improvement opportunities. A working theory to explain the circumstances of underperformance was developed and a hypothesis was formed to shape the follow-up steps.

During the Solution Scenario phase, multiple practical and workable solutions were defined. They were discussed and weighed as possible elements of a general diagnosis that included possible scenarios to address the problem. Clinical efforts included further data collection and analysis; an application of diagnostic inventories and tests; meetings among employees and with school stakeholders; interviews of teachers, administrators, students, parents, and other stakeholders; a deeper analysis of performance influences and realities; ongoing dialogue about trends, needs, and priorities; outlines of key potential solutions; and the design and presentation of a diagnosis, prescription, and prognosis that comprised the major components of an Implementation and Improvement Plan.

In September 2010, we will enter phase four, (Implementation) which initiates the use of planned interventions designed to have a positive impact on the problem addressed. This phase will begin with preparation and training of selected stakeholders, especially formal leaders, staff members, students, and parents that will assume significant responsibility for the implementation of performance improvement efforts. During this phase, protocols will be followed and handbooks will be used to establish milestones that monitor action and measure progress. This phase will generate greater stakeholder involvement; educate appropriate stakeholders through workshops and coaching activities; record any new accomplishments and data; report on measured progress and new discoveries; and provide a basis to monitor and assess the success of the selected prescriptive strategies in the ongoing efforts to restore performance health.

We will also complete phase four (Assessment and Revision). The major activities in this phase will include: a reporting of progress made through use of each prescription; a description of the work carried out by the affected School and District Functions (SDF); a description of the impact on the Critical Performance Categories (CPC); a review of all recorded measurements; and a sharing of all relevant information with appropriate professionals individually, on teams and committees, and other stakeholders.

7. Appendices

[Appendix A](#) Copy of Board Resolution Approving the 2009-2010 Annual Report

[Appendix B](#) Copy of Board Resolution Naming the Lead Person of the Charter School

[Appendix C](#) Copy of Academic and Non-Academic Goals and Objectives

[Appendix D](#) Copy of Admissions Policy and School Application Form(s)

[Appendix E](#) Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer and the Title IX Coordinator

[Appendix F](#) Copy of the School Student Recruitment Plan

[Appendix G](#) Copy of the School Staff Recruitment and Retention Plan

[Appendix H](#) Copy of the Self-Evaluation and Accountability Plan

[Appendix I](#) Receipts from the District(s) of Residence

[Appendix J](#) Curriculum Resources

[Appendix K](#) Board of Trustees Bios