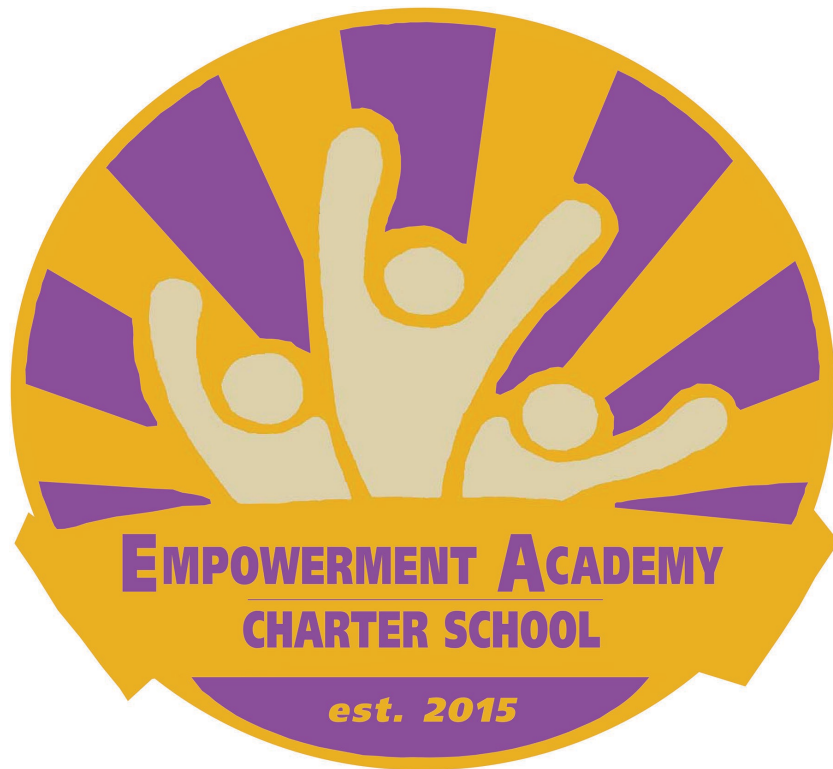


EMPOWERMENT ACADEMY CHARTER SCHOOL

Annual Report 2023-2024



July 19, 2024

Submitted to:
Kevin Dehmer, ew Jersey Commissioner of Education
Dr. Norma Fernandez, Superintendent of Jersey City Public Schools

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Basic Information about the School

Table 1: Basic Information

Name of charter school	Empowerment Academy Charter School
Grade level(s) to be served in 2024-2025	K-10
2023-2024 Total enrollment as of June 30, 2024	1161
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	112
2023-2024 Multilingual Learners (ML) enrollment as of June 30, 2024	116
Projected enrollment for 2024-2025	1,320
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K: 16 1: 35 2: 59 3: 52 4: 36 5: 56 6: 38 7: 15 8: 10 9: 54 10: 28
Waitlist within the district/region of residence	399
Waitlist of non-resident district/region of residence	25
Website address	www.empacad.org
Name of board president	Monica Zaslower
Board president email address	monicazaslower@gmail.com

Board president phone number	(917) 662-2480
Name of school leader	Bret Schundler
School leader email address	bds@empacad.org
School leader office phone number and extension	201-988-7756
Title IX McKinney-Vento District Homeless Liaison	Lamar Tucker
School Safety Specialist's name and email address	Bobby Seetaram bseetaram@empacad.org
School Threat Assessment Team Members' names and email addresses	Angela Thomas athomas@empacad.org JJ Nesheiwat jnesheiwat@empacad.org Bobby Seetaram bseetaram@empacad.org Lamar Tucker ltucker@empacad.org Kaity McNeil kmcneil@empacad.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Lamar Tucker ltucker@empacad.org
Name of School Business Administrator (SBA)	Richard Raschdorf
SBA email address	rraschdorf@empacad.org
SBA phone number	201-630-4703

School Site Information SY24-25

Table 2: School Site Information

School Site 1	
Site name	Empowerment Academy Charter School – Lower Elementary School
Year site opened	SY16-17
Grade level(s) served at this site in 2023-2024	K-4
Grade level(s) to be served at this site in 2024-2025	K-4
Site street address	240 Ege Avenue
Site city	Jersey City, NJ
Site zip	07304

Site lead or primary contact's name	Craig Messmer
Site lead or primary contact's office phone number and extension	201-630-4798
Site lead or primary contact cell phone number	201-661-0204
Site lead's email address	cmessmer@empacad.org

School Site 2	
Site name	Empowerment Academy Charter School – Upper Elementary School
Year site opened	SY20-21
Grade level(s) served at this site in 2023-2024	5-8
Grade level(s) to be served at this site in 2024-2025	5-8
Site street address	211 Sherman Avenue
Site city	Jersey City, NJ
Site zip	07306
Site phone number	201-630-4798
Site lead or primary contact's name	Lisa Powell
Site lead or primary contact's office phone number and extension	201-975-4299
Site lead or primary contact cell phone number	973-703-2437
Site lead's email address	lpowell@empacad.org

School Site 3	
Site name	Empowerment Academy Charter School – High School

School Site 3	
Year site opened	SY24-25
Grade level(s) served at this site in 2023-2024	9
Grade level(s) to be served at this site in 2024-2025	9-10
Site street address	68 Claremont Avenue
Site city	Jersey City, NJ
Site zip	07304
Site phone number	201-630-4798
Site lead or primary contact's name	Jubrial Nesheiwat, Principal
Site lead or primary contact's office phone number and extension	(201) 630-4799
Site lead or primary contact cell phone number	551-655-1109
Site lead's email address	jnesheiwat@empacad.org

Organizational Performance Areas

1.1 Mission and Key Design Elements

a) Empowerment Academy's Mission

The mission of Empowerment Academy 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
- A longer school day with more time for critical learning
- A carefully sequenced curriculum, aligned with all state and common core standards

- A primary grade pedagogy that makes use of delivery techniques borrowed from children’s theater such as exaggerated expression, choral response, song and rhyme
- “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
- A novel system of class prefects and peer tutoring
- Extensive curriculum-aligned formative and through-course assessments
- A sophisticated academic performance monitoring and parental communication system
- 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 grade level academic standards. The NJDOE Academic Performance Framework uses state year-end summative assessments to measure scholar year-over-year learning growth and comparative performance, but these assessments are not administered to children until Grade Three. Given this, Empowerment Academy’s charter application called for the use of nationally normed assessments to measure the year-over-year learning growth of its scholars at primary grade levels and established, as a school goal, primary grade cohort learning growth that is greater than the national average.

Accordingly, we have historically measured our young scholars’ year-over-year Reading and Math learning growth using a Grade Mean Equivalent (GME) or percentile rank change measure, with our goal being cohort GME growth that is greater than 1 or average cohort percentile rank change that is positive. But national assessments continue to use pre-Covid learning data in their norm calculations and do not accurately norm learning growth post-Covid. Hence we cannot presently use them to evaluate the comparative performance of our primary grade scholars.

We will return to using national assessments to measure our primary scholars learning growth versus their peers nationwide in two years after the MAP assessment has four years of post-Covid student learning data and re-norms its measures, enabling us to compare our scholars’ learning growth to that of their present-day peers, not to the learning growth of scholars of a given grade level pre-Covid.

1.2 Curriculum

- a) *All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.***

1.3 Instruction

- a) *High Quality Instruction at Empowerment Academy***

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

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

That said, we always expect instruction at Empowerment Academy to be data-driven and targeted, well-planned, and engagingly delivered.

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

Assessment, assessment analysis, and data-driven instructional plan modification are critical elements of data-driven instruction. Our data-driven instruction protocols at Empowerment Academy include the following:

- Multiple interim and a final assessment are created/adapted and administered for every grade level in every academic subject area. These assessments align with state standards, and with the learning objective sequencing and pacing of our curriculum. As appropriate, they also re-assess mastery of previously taught standards.
- Prior to the beginning of an instructional period, teachers see samples of the up-coming assessments for their subject area and grade level to provide them with a clear understanding of the depth to which skills and knowledge items are to be mastered.
- Our interim and final assessments, with modifications for learners with diverse needs, are administered in common to all of the scholars at a particular grade level in a subject area. Whenever practicable, interim and final assessments are administered via computer so that scoring is immediate, and so that the taking of computer-administered interim assessments enables students to practice assessment taking in the format that will be used for state assessments.
- Care is taken in the design of assessment reports so as to facilitate ease of data analysis: item-level and standard-level analysis by individual, as well as analysis by classroom and across a grade level.
- After each interim or final assessment is administered, school leaders facilitate “test-in-hand” teacher-leader data analysis meetings where teachers move beyond what scholars got wrong and take ownership of why scholars got it wrong.
- School leaders work collaboratively with teachers to develop teacher-specific whole-class, small group, and individual scholar Instructional Action Plans based on the foregoing data analysis. This includes not just revisions to teachers’ planned pacing of instruction, and the identification of learning objectives to re-taught, but also the revision of planned instructional strategies and/or interventions.

In our education program, when delivering whole class instruction, we often employ an *I Do, We Do, You Do, Check* “teach cycle” and make use of Responsive Teaching principles, Champion Teacher techniques¹, additional research-based strategies, and appropriate technology.

We expect instruction at Empowerment Academy to be continuously improving. We are committed to taking instructional practice at Empowerment Academy from Good to Great. As a result, our systems for supporting and developing our instructional staff are key components of our school model. Noting that even the world’s very top athletes have coaches, a core responsibility of each school leader at Empowerment Academy is providing instructional coaching. Meanwhile, we expect our teachers to want to continually improve their practice and to be positively responsive to our school leaders’ coaching.

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

We have made targeted small group support a larger part of our regular school-day instruction. To this end, we have hired additional RTI, SPED and ESL Teachers to provide increased push-in support and to work with scholars who have diverse needs when classes break into small groups.

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

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

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

d) *Please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 school year.*

In the rare instances that a student was required to quarantine, the following protocol was undertaken: inform the scholar’s teachers of the quarantine requirement and then, if the student is well enough, have them participate in synchronous learning via a technological device called Swivl, or if the student cannot engage in real time instruction, use our Learning Management System platform to post instruction and work. The latter protocol was particularly easy to implement because we have made posting instruction and work a requirement for all instructional staff so that students develop the habit of using this platform on a daily basis to review instruction and check work assigned, regardless of whether they are at school or required to quarantine. This ensures that students, wherever they are,

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

can keep up with instruction and assigned work and have the opportunity to communicate with their teachers if they have any questions.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What supports will the school provide in the 2024-2025 school year?**

Grade	# Students Retained*	Supports being provided in SY24-25
K	5	Summer School, small group support, targeted RTI pull out instruction
1	5	Summer School, push in small group support, targeted RTI pull out instruction
2	4	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
3	3	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
4	2	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
5	5	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
6	2	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
7	0	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
8	0	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School

* Does not include students who may be retained if insufficient learning gains are achieved following summer school.

1.4 Assessment

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with "grade level" referencing the charter school's expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.**
- b) In table 5, fill in the table to show year over year trends in proportion of students meeting or**

exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	49%	39%	12%
ELA 1	55%	31%	14%
ELA 2	59%	34%	7%
ELA 3	43%	29%	28%
ELA 4	51%	34%	15%
ELA 5	53%	32%	15%
ELA 6	58%	26%	16%
ELA 7	53%	36%	11%
ELA 8	56%	28%	16%
ELA 9	59%	36%	5%
MAT K	51%	38%	12%
MAT 1	46%	48%	6%
MAT 2	59%	37%	3%
MAT 3	52%	41%	7%
MAT 4	64%	34%	2%
MAT 5	61%	39%	0%
MAT 6	68%	30%	2%
MAT 7	64%	36%	0%
MAT 8	66%	33%	1%

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024

Assessment	Below (%)	On (%)	Above (%)
ELA K	50%	35%	15%
ELA 1	56%	36%	8%
ELA 2	64%	31%	5%
ELA 3	43%	33%	24%
ELA 4	49%	36%	14%
ELA 5	66%	24%	10%
ELA 6	66%	26%	8%
ELA 7	69%	18%	12%
ELA 8	62%	28%	10%
ELA 9	47%	45%	8%
MAT K	43%	46%	11%
MAT 1	59%	35%	6%
MAT 2	88%	14%	1%
MAT 3	55%	43%	3%
MAT 4	67%	33%	1%
MAT 5	71%	28%	1%
MAT 6	74%	25%	1%
MAT 7	75%	25%	0%
MAT 8	76%	24%	0%

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

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

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

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

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 3	32	42
ELA 4	47	47
ELA 5	47	43
ELA 6	41	46
ELA 7	47	47
ELA 8	37	51
ELA 9	NA	54
MAT 3	28	46
MAT 4	35	43
MAT 5	28	26
MAT 6	17	20
MAT 7	23	22
MAT 8	18	28
Algebra I	NA	21
Geometry	NA	NA
Algebra II	NA	NA

- e) ***Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).***

Research indicates that scholars with diverse needs should, as a rule, remain in general education classrooms for core subject instruction and then have their specific learning challenges addressed in small-group settings by teachers who possess both knowledge of how to support scholars with such a need and mastery of the curriculum content that is to be taught. Accordingly, we have been increasing the amount of small group work we make part of our instruction and hiring more Special Education Teachers, ESL Teachers, RTI Teachers and Teacher Assistants with expertise in higher grade level curriculum content so we can increase the depth of the push-in small group support we are able to provide students with diverse needs. This in-class support is further augmented, as appropriate, by targeted pull-out support and afterschool and/or Saturday tutoring.

- f) ***For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 year.***

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
First	<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
Second	<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 Gifted and Talented Screening: NNAT3 (Naglieri Nonverbal Ability Test Third Edition)
Third	<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
Fourth	<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
Fifth	<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 Gifted and Talented Screening: NNAT3 (Naglieri Nonverbal Ability Test Third Edition)
Sixth	<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

Seventh	<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
Eighth	<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
Ninth	<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"> NWEA MAP Assessment (Fall) Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services Fountas and Pinnell Reading Assessment (final round)
1	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services Curriculum-Aligned/ Interim Assessment for each of the 4 quarters Fountas and Pinnell Reading Assessment (final round)
2	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services Curriculum-Aligned/ Interim Assessment for each of the 4 quarters Fountas and Pinnell Reading

			Assessment (final round)
3	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. . • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • Fountas and Pinnell Reading Assessment (final round)
4	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • Fountas and Pinnell Reading Assessment (final round)
5	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. • Bi-weekly assessments • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
6	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. • Bi-weekly assessments • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
7	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state

		<ul style="list-style-type: none"> • Bi-weekly assessments • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<p>mandated was administered to all students receiving ESL services</p> <ul style="list-style-type: none"> • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
8	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. • Bi-weekly assessments • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
9	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Diagnostic Assessment 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, quizzes etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA

Math			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring)
1	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring)

2	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring)
3	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • NJSLA
4	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • NJSLA
5	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA
6	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA

7	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA
8	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA
9	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) Diagnostic Assessment 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA

Science			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
1	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments

2	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessments
3	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessments
4	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessments
5	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • End of Term projects pertaining to taught standards • NJSLA-S
6	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • End of Term projects pertaining to taught standards
7	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • End of Term projects pertaining to taught standards
8	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • End of Term projects pertaining to taught standards
9	<ul style="list-style-type: none"> • Diagnostic Assessment 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think- 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters

		pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments	
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Social Studies			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
1	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
2	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
3	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
4	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessments
5	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards

		<ul style="list-style-type: none"> Curriculum-Aligned Unit Assessments 	
6	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
7	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
8	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
9	<ul style="list-style-type: none"> Diagnostic Assessment 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters

Foreign Language			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> Curriculum-Aligned final assessment End of Term projects pertaining to taught skills
1	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit 	<ul style="list-style-type: none"> Curriculum-Aligned final assessment End of Term projects pertaining to taught skills

		Assessments	
2	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
3	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
4	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
5	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
6	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
7	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
8	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects

		calling, think-pair-share, bi-weekly quizzes, etc. ● Curriculum-Aligned Unit Assessments	pertaining to taught skills
9 Did Not Offer Foreign Language in SY23-24			

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

We use the data generated by assessments to guide instruction, highlight where curriculum revisions are necessary, and track the absolute and comparative learning, and the learning growth over time, both of individual scholars and groups of scholars.

For instance, we use data from diagnostic assessments 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 interventions.

We use data from periodic formative assessments, which we administer across all sections of a grade level, to guide the refinement of our curriculum and instructional planning. For instance, where we see an entire grade level struggling with a learning objective, we make curriculum refinements to address the problem. Where we see only individual classrooms struggling with a learning objective, we work with the teacher of that classroom to improve their lesson plan, selection of pedagogical strategy or delivery of instruction, and have the teacher re-teach the learning objective. Where we see individual scholars or sub-groups struggling with a learning objective, we provide extra help for the struggling scholars or suggest that the teacher take a different approach when working with the struggling individual scholar or group.

Finally, we use data from our summative assessments to see where our curriculum is out of sync with state-targeted learning objectives or with the depth of learning objective mastery that the State is seeking; to identify where our instruction needs to be improved, and to identify where the instruction of student sub-groups needs to be differentiated to become more effective.

h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSLA and the school's chosen curricula.

Our Dean of Assessment and Data collected input from staff and reviewed commercially available benchmark assessments and determined that the MAP assessment provides the most in-depth teacher guidance for addressing scholar learning gaps in relation to academic standards that are aligned to the NJSLA assessment and the school's curricula. That said, the assessment does not, post-pandemic, provide current national norming and is not fully predictive of scholar performance on the NJSLA. For this reason, the Dean and other school leaders are presently reviewing our benchmark assessment regime for high school grade levels.

i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

For benchmarking purposes, we administer MAP assessments several times during the school year and use cut scores that our experience indicates will correlate with a student meeting or exceeding performance expectations on the New Jersey State Learning Assessment that is administered at year-end.

As shown in Table 5, a slightly higher percentage of scholars typically met or exceeded expectations on the NJSLA assessment than our benchmarking procedure indicated would do so. We believe scholars' general lower performance on the MAP assessments was a function of scholars not applying themselves as determinedly on the benchmark assessments as they did on NJSLA assessments.

For sixth grade Math, we believe the dip in our scholars' proficiency rate versus fifth grade reflects our loss of some high-performing fifth grade scholars to academically selective City and County magnet schools in sixth grade.

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

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

1.5 Organizational Capacity - School Leadership/Administration

Table 6: School Leadership/ Administration Information

SY23-24 School Leadership / Administration Information

School Leader / Administrator Name	Title	Start Date	Annual Salary
Bret Schundler	Lead Person (Contracted)	7/1/21	\$2,500/month
Angela Thomas	Schoolwide Head Principal	6/1/22	\$117,000
Craig Messmer	Principal, Lower Elementary School Campus	7/1/23	\$145,000
Sam Harrienger	Academic Dean, Grades K-2	7/1/21	\$94,000
Michele Fabio	Dean of Students, Grades K-2	9/1/16	\$100,500
Christine Lynch	Academic Dean, Grades 3-4	5/1/23	\$92,500
Kathryn Obiedzinski	Dean of Students, Grades 3-4	7/1/21	\$77,000
Lisa Powell	Principal, Upper Elementary Campus Principal	9/20/23	\$155,000
Keijuan Keitt	Dean of Students, Grades 5-6	9/1/23	\$98,000
Shondell Davis	Dean of Students, Grades 7-8	8/17/20	\$87,250
Steven Pankiewicz	Academic Dean, Math and Science	10/31/22	\$92,000
Christine Wallace	Academic Dean, ELA and Social Studies	7/1/23	\$97,000
Jubrial Nesheiwat	Principal, Grade 9	7/1/22	\$102,000
Lauren Cohen	Special Education Coordinator	9/1/18	\$96,500

Richard Raschdorf	Business Administrator (PT)	7/1/15	\$158,760
Bobby Seetaram	Director of Operations	5/16/16	\$99,000

School Culture & Climate

2.1 School Culture and Climate

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

Table 7: School Culture and Climate Learning Environment

Total SY23-24 Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	93%
Elementary School Attendance Rate (grades K-5)	93%
Middle School Attendance Rate (grades 6-8)	93%
High School Attendance Rate (grades 9-12)	91%
Student - Teacher Ratio	11 to 1

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

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2022-2023 to 2023-2024	82%
Total Staff Retention Rate from SY 2022-2023 to 2023-2024	85%
Frequency of teacher surveys and date of last survey conducted	Two conducted EOY Survey conducted on 6/11/24
Percent of teachers who submitted survey responses	90%
Percent of teachers who expressed satisfaction with school leadership or with	"Would you say that our charter school is a satisfying place to work?"

the overall school environment	Yes – 78%
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a) What were the three main positive aspects teachers identified in the latest survey?

- 1) Great, diverse students
- 2) Supportive faculty and leaders
- 3) High Pay

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

- 1) Long Hours
- 2) Too Many Tasks / Work Load
- 3) The Facilities

- c) Fill in the requested information below regarding the school's discipline environment in 2023-2024. If there was a noticeable increase or decrease in suspensions and expulsions in 2023-2024 compared to 2022-2023, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	109	0	0
1	123	1	0
2	125	1	0
3	123	4	0
4	124	10	0
5	124	33	0
6	113	32	0
7	113	47	0
8	104	38	0
9	123	40	0
10	NA	NA	NA
11	NA	NA	NA

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
12	NA	NA	NA

2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	1/5
Frequency of parent/guardian surveys	2
Date of last parent/guardian survey conducted	June 17, 2024
Percent of parents/guardians completing the survey (consider one survey per household)	28%
Percent of parents/guardians that expressed satisfaction with the overall school environment	93%

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

- Academic Program
- Safe School Environment
- Teacher Effectiveness

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

- Better Communication
- More Sports and Afterschool Programs
- Better Facilities
- Increase Consequences for Bad Behavior

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

MAJOR ACTIVITIES/EVENTS OFFERED TO PARENTS DURING 2023-2024 SCHOOL YEAR

(Events were in-person unless otherwise indicated.)

Parent Teacher Meet and Greet- Families were invited to come and meet their scholars' teacher prior to the school year starting.

Back to School Night - Hosted by teachers who reviewed classroom protocols, previewed the year, and instructed parents in how best to support their scholars' completion of their homework.

English Language Arts Night – Evening event in October during which staff discussed best practices in respect to scholars' literacy development with parents.

Care Package Drive– Month-long service event in which scholars and their families donated items for a local shelter in the community.

Turkey Drive (SEL) - Evening event where families could pick up a turkey and non-perishable food items for their Thanksgiving holiday.

Morning Coffee with the Principal – Open forum for parents to speak with the school Principal regarding programs and activities being offered at the school.

Culture Day – Full-day event in December during which scholars and their families shared their cultural heritage.

Coat Drive – Staff, scholars and families collected brand new jackets, hats, scarves for our own families in need.

Healthy Heart Challenge – Month-long service event during which scholars and their families raised awareness for the American Heart Association and raised money for people with Heart disease; full-day event at month's end to celebrate Heart Health.

Scholastic Book Fair– Week long event during which EA partnered with Scholastic for families to purchase books; Family Book Fair Night occurred after school hours for scholars and parents who wanted to participate together.

Family Fitness Night – Evening event held in March to teach parents and scholars ways to make physical fitness fun and stress the importance of physical fitness.

STEAM Night – Evening event during which parents and scholars were able to do activities related to the school's STEAM curriculum and learn strategies in helping their scholars at home.

Parent Workshop (SEL) – Offered a workshop for parents to offer strategies and support for student social-emotional learning.

Athletic Banquet- Evening to celebrate student athletes and accomplishments during the academic year.

Ceremonies - Kindergarten Step Up/4th Grade Step Up/5th Grade Step Up/8th Grade Graduation/8th Grade Ring Ceremony/8th Grade Dance

Field Trips - Parents are invited to chaperones on school field trips.

Muffins with Moms -Morning event where moms, grandmothers, aunts, etc., were invited in to the building to have breakfast with their scholars.

Donuts with Dads- Morning event where dads, grandfathers, uncles, etc., were invited in to the building to have breakfast with their scholars.

Mental Health Fair (SEL) - Evening event where scholars and families were invited to participate

in mental health activities and learn more about how to support mental health.

Family Life's Work Night - Evening event where scholars and families were invited to come in and meet with teachers and staff to learn more about how to support their scholars with their daily life's work and learn more about the curriculum.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.**

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

(Events were in-person unless otherwise indicated.)

Homework Checking – One of the most important ways parents support the school is through checking their scholar's completion of each day's "Life's Work" (homework) assignments.

Classroom Volunteering – Individual parents serve as classroom volunteers on various days

Committees – Parents serve on various school committees (e.g. Grievance, Title I, Parent-Teacher Organization).

Parent Teacher Organization – Parents united to revive our Parent Teacher Organization in the Fall and put together the following events/campaigns for parent and student involvement.

- Monthly Parent Committee Meetings
- Uniform Swaps
- Day of Service
- Student Appreciation Day
- Various Fundraisers

Teacher and Staff Appreciation Week (In-Person) - Parent-sponsored lunch and activities expressing appreciation for teachers and staff.

- f. Fill in the requested information in Tables 11 and 12 below regarding community involvement.**

Table 11: Community Involvement with Education Institutions

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
BelovED Community Charter School	Empowerment Academy had Shared Services Agreements with BelovED, covering: <ul style="list-style-type: none"> • Business Administration Services; and • Bus Transportation Services. 	Empowerment Academy's budget benefited from these cost-efficient agreements and its scholars benefited from the high quality of the transportation services provided.
Educational Services Commission of New Jersey	Empowerment Academy 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 Empowerment Academy's education program, benefiting all staff and all scholars.
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.

Table 12: Community Involvement with Community Organizations

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
St. Jude Cards for Hospitalized Kids	Scholars spend time writing positive and encouraging cards for children their age that have been hospitalized because of terminal or chronic illness.	All Scholars
American Heart Association	Scholars raised awareness for the American Heart Association.	All Scholars

UNICEF	Students collected money and raised awareness for the United Nations Children Fund.	All Scholars
Youth Service of America	Participate in Global Youth Service Day	All Scholars
Central Asia Institute	Pennies for Peace Fundraiser. Scholars collect pennies that will turn into books, new schools and essentials that the children in Central Asia need to learn.	All Scholars
Heifer International	Scholars will participate in Read to Feed in order to raise money to support families who struggle with hunger and poverty in 19 countries across the world.	All Scholars

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

Empowerment Academy's personnel shared services agreements with BelovED Community Charter School earns it revenue in exchange for the business services and support it provides to BelovED. Meanwhile, the transportation services it receives from BelovED are both superior in quality and less expensive than what the school could obtain contracting with private, commercial bus companies.

Empowerment Academy's partnership with the Educational Services Commission of New Jersey has enabled it to obtain some Child Study Team services less expensively than it would cost the school to directly hire professionals like those from the ESCNJ to work with the school's scholars.

The community organization partnerships entered into by Empowerment Academy benefit the school by helping its students better understand their community and the diverse needs of their neighbors. In addition, Empowerment Academy's students develop a love of community engagement and service, which is an important part of the school's mission.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information in Table 13 below regarding board governance.

Table 13: Board Governance

Number of board members required by the charter school's bylaws	5-9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	July 11, 2024
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	July 2024
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D)	NA

b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.

Amendment to section relating to "Board Member Number, Qualification, Election and Tenure."

c) List the critical policies adopted or revised by the board during the 2023-2024 school year.

- Aftercare Handbook (Rev)
- Commitment Appreciation Increment
- Cyber Policies and Compliance (Revision)
- Emergency and Crisis Handbook (Revision)
- Employee Handbook (Revision)
- Family Handbook (Revision)
- Foster Care and Educational Stability (Revision)
- Gifted Services (Revision)
- Honors Program Handbook (Revision)
- Retention Bonus
- Student Learning Bonus
- Parent and Family Engagement (Revision)
- School-Parent-Scholar-Compact (Revision)
- Special Education Handbook (Revision)

d) What were the main strengths of the board identified in the latest board self-evaluation?

- Mission & Vision
- Financial Strength
- Board Operations

e) What were the three main challenges identified in the latest board self-evaluation?

- Timeliness of Board Meeting Materials
- Timely tracking of expenditures versus budget

- Need for long-term School Leader

3.2 Board Compliance

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

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Monica Zaslower	11.17.14	6.30.26	President	monicazaslower@gmail.com	10/5/16	Gov I 12/16; Gov II 10/17; Gov III 8/18; Gov IV 7/20
Thomas Gallagher	11.17.14	6.30.26	Treasurer	jctomgal@hotmail.com	9/14/16	Gov I 9/17; Gov II 7/18; Gov III 5/19; Gov IV 7/20
Lonnie Sobel	10.8.15	6.30.25	Vice President	lonniesobel@aol.com	9/20/17	Gov I 7/17; Gov II 9/18; Gov III 8/19; Gov IV 7/21
Thomas Ogorzalek	8.10.15	6.30.25	Member	thomas.ogorzalek@gmail.com	8/31/16	Gov I 8/16; Gov II 6/18; Gov III 7/19; Gov IV 7/20
Dami Kabiawu	9.1..21	6.30.25	Member	dami.kabiawu/@yahoo.com	7/22	Gov1 7/22 Gov2 7/23 Gov3 7/24

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

<https://www.eacsnj.org/district/meeting-minutes.cfm>

- c) *Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (O CRS) repository.*

June 2024

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

See Appendix E.

Access and Equity

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school's application process for prospective students for school year 2023-2024.**

Table 15: School Year 2023-2024 Application Process Timeline

Date the application for school year 2023-2024 was made available to interested parties	October 1, 2022
Date the application for school year 2023-2024 was due back to the school from parents/guardians	January 14, 2023
Date and location of the lottery for seats in school year 2023-2024	January 26, 2023 at Empowerment Academy Charter (240 Ege Ave, Jersey City, NJ 07304)

- b) Provide the URL to the school's application for prospective students for school year 2023-2024 (Appendix F provides a copy of the school year 2023-2024 applications.).**

URLS WHERE ENROLLMENT APPLICATIONS COULD BE OBTAINED ONLINE IN SY2023-2024
All Applications: https://www.eacsnj.org/admissions/index.cfm Online Application Available in English, Spanish and Arabic: https://form.jotform.com/232615916269160 (Cut and paste into browser and use drop down box to select language.) Paper Application in English: https://www.eacsnj.org/cms_files/resources/2023-24%20Application.pdf Paper Application in Spanish: https://www.eacsnj.org/cms_files/resources/22-23%20ApplicationInSpanish%20(1).pdf

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2023-2024.**

VENUES WHERE ENROLLMENT APPLICATIONS WERE OBTAINABLE IN SY2023-2024
Online via our website: https://www.eacsnj.org/admissions/index.cfm
At the school in the Office and at Open Houses.
At Pre-K centers in Jersey City where applications for entering Kindergartners are distributed
At K-8 charter schools in Jersey City where applications for our high school are distributed

d) List all languages in which the application is made available.

LANGUAGES IN WHICH ENROLLMENT APPLICATIONS COULD BE OBTAINED
English
Spanish
Arabic

e) List all ways in which the school advertised that applications for prospective students for school year 2023-2024 were available prior to the enrollment lottery.

MEANS BY WHICH ENROLLMENT APPLICATIONS WERE ADVERTISED PRIOR TO LOTTERY
Online via our website: www.empacad.org
Via the Jersey Journal print newspaper and via digital advertisements on NJ.Com and on Facebook and other social media sites
Jersey City Pre-K centers notify their Pre-K4 families that Empowerment Academy is an option for their children
Jersey City K-5 privately managed schools in Jersey City notify their 5 th grade scholars and families that Empowerment Academy has a high school and many distribute our application
K-8 charter schools in Jersey City notify their 8 th grade scholars and families that Empowerment Academy has a high school and many distribute our application
Via generating newspaper stories about our school

f) Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during SY23-24	Number of students enrolled after the first day of school year 2023-2024	Number of students retained in 2023-2024 for the 2024-2025 school year
K	12	11	5
1	5	9	5
2	5	11	4
3	14	11	3
4	5	9	2
5	12	8	5
6	14	7	2
7	18	5	0

Grade Level	Number of student withdrawals (for any reason) during SY23-24	Number of students enrolled after the first day of school year 2023-2024	Number of students retained in 2023-2024 for the 2024-2025 school year
8	7	6	0
9	19	11	2
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

g) Explain the school's enrollment backfilling policy, then, as Appendix G, include the school's board-approved policy.

We backfill seats from our Waiting List on a space available basis.

h) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. We affirm the charter school's commitment to this requirement in [Appendix A](#), available at the end of this document.

Compliance

5.2 Office of Charter and Renaissance School Compliance

Table 17: School Site Facility Information

Site name	Lower Elementary School (formerly Our Lady of Victories School)
Facility lease information	The facility is leased.
Landlord name	Our Lady of Victories Church
Lease commencement date	January 1, 2016; Renewed July 1, 2019 and July 1, 2024
Lease termination date	June 30, 2025 (Renewable at our option.)
2023-2024 annual lease cost	\$555,704 (Plus \$203,000 for Modular Classrooms in Schoolyard)
Facility mortgage/bond information	NA

Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA

Site name	Upper Elementary School (formerly St. Paul of the Cross School)
Facility lease information	The facility is leased.
Landlord name	St. Paul of the Cross Church
Lease commencement date	July 1, 2020; Renewed July 1, 2024
Lease termination date	June 30, 2029 (Renewable at our option.)
2023-2024 annual lease cost	\$682,954
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA

Site name	High School (formerly Our Lady of Sorrows School)
Facility lease information	The facility is leased.
Landlord name	Our Lady of Sorrows Church
Lease commencement date	September 1, 2022; Renewed July 1 2024
Lease termination date	July 31, 2025 (Renewable at our option.)
2023-2024 annual lease cost	455,000

Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$1,896,658 (does not include improvement costs)
Total lease amount budgeted for 2024-2025	\$2,222,441 (includes lease for newly installed modular classrooms; does not include improvement costs)

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	NA
Total mortgage/bond amount	NA
Mortgage principal budgeted for 2023-2024	NA
Mortgage payment interest budgeted for 2023-2024	NA

- a) All charter schools are required to maintain facilities compliant with health and safety standards. Please see Empowerment Academy's Statement of Assurances in this regard, Appendix A, available at the end of this document.
- b) In Appendix I, we provide the School's Certificate of Occupancy with "E" usage, its Annual Sanitary Inspection Report with satisfactory rating, and its Fire Inspection Certificate with "Ae" code for each approved campus.

5.3 Other Compliance

a) Provide a description of the educator evaluation system the school has implemented.

The evaluation of Empowerment Academy's teachers is overseen by its Principals 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 observed and evaluated. At minimum, non-tenured teachers are to receive observation and feedback from Empowerment Academy'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. In SY2023-24, the *Culture, Professionalism and Commitment* category of standards normally had a 30% weighting in the calculation of a teacher's final summative evaluation. The *Classroom Practice* category of standards had a 45% weighting. And the *Measures of Student Learning* category of standards had a 25% weighting. (The first category will return to its pre-pandemic weighting of 25% in SY24-25, and the Measure of Student Learning category will return to a weighting of 30%.) A teacher's weighted category scores are added together to determine the teacher's summative evaluation score for submission to the NJDOE.

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

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

Empowerment Academy'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) Provide the board resolution approving the school's teacher and school leader evaluation systems in Appendix J.

See Appendix J.

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

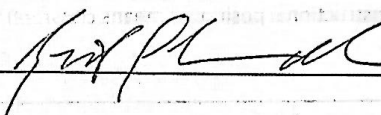
By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , 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 <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs 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 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (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 <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	✓

Statement	Confirm Compliance (Add ✓ or X)
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓

School Official/School Lead

Signature of School Official (School Lead):



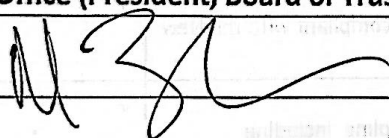
Date: July 11, 2024

Print/Type Full Name: Bret Schundler

Title: Executive Officer (Lead Person)

Signatory Office (President, Board of Trustees)

Signature:



Date: July 11, 2024

Print/Type Full Name: Monica Zaslower

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	Regularly reviews 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	Has put financial policies and personnel in place that ensure financial operations comply with state regulations and reviews annual audit findings to ensure 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 revenues and expenditures monthly versus what is budgeted and ensures that the budget is modified, when appropriate, to provide a clear picture of the school's financial operations	
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 operate efficiently and make timely decisions	
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.	Preliminary Self-Evaluation	Finalized Evaluation
I.1.2 Exemplary Professionalism	In an annual survey of instructional staff, less than 70% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 70-79% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 80-89% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, at least 90% of respondents say that this leader provides an exemplary model of professionalism.	Preliminary Self-Evaluation	Finalized Evaluation

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

I.2 Staff Culture Plan	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
I.2.1 A Plan is Developed to Realize the Board's Vision for Staff Culture (Below) <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.	Preliminary Self-Evaluation	Finalized Evaluation
I.2.2 The Staff Culture Plan is Revised (as Needed) Throughout the Year	The school's leadership informally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric and responds to the data to help improve staff culture at the school.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric. Where a need for improvement is indicated, the school's leadership solicits teacher input on how the Board's Vision For Staff Culture might be more fully realized and is responsive to that feedback in its Plan modifications.	Preliminary Self-Evaluation	Finalized Evaluation

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

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

<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.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3a Scholars Feel Themselves Part of a Caring, Joyful Community	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is less than 3.00	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.00 – 3.49	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.50 – 3.74.	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3b Scholars Internalize Our Core Values	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is less than 3.00.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.00 – 3.49.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.50 – 3.74.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation

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

II. Effective Implementation and Management of Charter School Model

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

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

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

				permit each child to learn via materials he or she finds particularly interesting or to which the child can strongly relate.		
II.2.2 Education Program Calendar	The calendar of assessment is unclear to staff.	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

		70-79% of teachers affirm that the essentials of data driven instruction are well implemented at our school.	of teachers affirm that the essentials of data driven instruction are well implemented at our school.	When surveyed, at least 90% of teachers affirm that the essentials of data driven instruction are well implemented at our school.		
II.2.4 Assessment Regime	Our assessment regime involves: <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. 	Preliminary Self-Evaluation	Finalized Evaluation
II.2.5 Effective Implementation of Data Driven Instruction and Instructional Action Plans	There is not an emphasis on DDI and Instructional Action Planning.	Lesson objectives can sometimes be unclear to scholars. Data Analysis Meetings are encouraged, but not initiated or followed up on by School Leadership.	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Preliminary Self-Evaluation	Finalized Evaluation

			<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	<p>School is not effective in serving scholars is disabilities.</p>	<p>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>	<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’ 	<p>Preliminary Self-Evaluation</p>	<p>Finalized Evaluation</p>

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

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

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

			Tenure rights are respected.	Tenure rights are respected. A written career ladder is developed indicating the path by which high-performing teachers can enter into a leadership position and is included in the Employee's Handbook.		
II.4.2 Faculty Recruitment and Hiring	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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

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

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

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

				<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>	Preliminary Self-Evaluation	Finalized Evaluation

			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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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

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

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

III. Administrative Responsibilities

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

III.2 Miscellaneous Responsibilities	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 – 4)	
III.2.1 Lead Person’s Duties as School Representative and Contact Person	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.2 Attendance	Average daily attendance is less than 93%.	Average daily attendance is at least 93%.	Average daily attendance is at least 95%.	Average daily attendance is at least 97%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.3 Retention	Student retention over the course of a year is less than 88%.	Student retention over the course of a year is 88% or better.	Student retention over the course of a year is 90% or better.	Student retention over the course of a year is 92% or better.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.4 Homework	Homework is completed on-time less than 88% of the time.	Homework is completed on-time at least 88% of the time.	Homework is completed on-time at least 90% of the time.	Homework is completed on-time at least 92% of the time.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.5 Dean's Office Referrals & Suspensions	Monthly Count of Referrals and Suspensions is greater than 11%.	Monthly Count of Referrals and Suspensions averages 11% or less.	Monthly Count of Referrals and Suspensions averages 7% or less.	Monthly Count of Referrals and Suspensions averages 3% or less.	Preliminary Self-Evaluation	Finalized Evaluation

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

V. MEASURES OF STUDENT LEARNING

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

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

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

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

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

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

_____ Principal (printed) _____ Principal (signature)

GRIEVANCE PROCEDURES POLICY

a. Rationale

Empowerment Academy Charter School (“Empowerment Academy”) 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.

Office Use Only

Date Received: _____ Date Recorded: _____ Application#: _____



Empowerment Academy
Charter School

Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter schools shall be open to all students on a space available basis and shall not discriminate in their admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district.

2023-2024 Application for Admission

Student's Name _____

(Last)

(First)

(Middle)

Gender (circle one): **Male**
Female

Age _____

Date of Birth _____/_____/_____
Month/Day/
Year

Grade Student Will Be Entering (ONLY K-9) _____ Current Grade _____

Address _____

(Number / Name of Street)

(Apt. #)

(City/State)

(Zip Code)

Mailing Address _____

(if different from above) (P.O. Box # or Number/Name of Street) (City/State) (Zip Code)

Current School Information (if applicable): _____ Address: _____

FAMILY INFORMATION

Check one: ☐ Parent ☐ Step-parent ☐ Legal GuardianCheck one: ☐ Parent ☐ Step-parent ☐ Legal Guardian

Full Name: _____

Full Name: _____

Home Phone: _____

Home Phone: _____

Work Phone: _____

Work Phone: _____

Cell Phone: _____

Cell Phone: _____

Email Address: _____

Email Address: _____

Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). **Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying.**

Sibling 1 Name _____ Grade in 2023-24 _____

Sibling 2 Name _____ Grade in 2023-24 _____

Sibling 2 Name _____ Grade in 2023-24 _____

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete. I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement. I understand that prospective students are chosen by a lottery, if there are more applications than applicants. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

(Signature of Parent/Guardian)_____
(Date)



Empowerment Academy
Charter School



A Free Public School For All

Thank you for your interest in enrolling your child at Empowerment Academy Charter School. Our initial application deadline is **January 14th, 2023**.

For the school year beginning in September 2023, we will be enrolling 120 students in Kindergarten and a handful of students from grades 1-8. Going forward, we will add one additional grade level per year and will ultimately grow into a K-12 school so students starting with us can stay with us through high school.

To apply for Admission

1. Completely fill out this application
2. Submit it to Empowerment Academy any of the following ways:
 - a. Bring it in person to 240 Ege Avenue, Jersey City, NJ 07304 between 8:30am-3:00pm
 - b. Mail to 240 Ege Avenue, Jersey City, NJ 07304 Attn: Registrar
 - c. Email to Enroll@empacad.org
 - d. Fax to 201-333-5429

If Empowerment receives more applications than available spaces in particular grade, New Jersey law requires that we hold an admissions lottery. In this event our public lottery will be held on **January 26th, 2023**. Lottery results will be emailed or published online at www.empacad.org by the following week. We will continue to accept applications after that date to fill remaining seats. Once the roster is filled, new applicants will be placed on a waitlist on a first come first serve basis.

As a public school, we are required to follow the birthdate cut-off dates mandated by the State by New Jersey. Please be aware that Kindergarten applications will only be valid if your child turns five on or before **October 1, 2023**. **Only one application per child will be accepted.** If you have more than one child applying for admission, complete a separate application for each child.

For Open House Dates, email enroll@empacad.org or visit www.empacad.org. For any and all questions please do not hesitate to call 201-630-4798.

240 Ege Avenue | Jersey City, NJ 07304 | Phone: 201-630-4798 | Fax: 201-333-5429

Office Use Only

Date Received: _____ Date Recorded: _____ Application#: _____



Empowerment Academy
Charter School

Las escuelas "Charters" son gratis, con una inscripción de escuela pública abierta requerida por la ley para servir a todos los estudiantes. Las escuelas "Charters" deben estar a la disposición de todos los estudiantes de acuerdo a los espacios disponibles y no debe discriminar en la política de inscripción o práctica en base a su intelecto o habilidad atlética, logros o aptitudes académicas, necesidades especiales, proficiencia en el lenguaje del Inglés o mediante cualquier base que resulte de uso ilegal por el distrito escolar.

2023-2024 Aplicacion de Admisión

Nombre del estudiante _____
(Apellido) (Primer nombre) (Segundo nombre)

Genero (circle one): **Masc.** **Fem.** Años _____ Fecha de nac. ____/____/____
Mes / Dia / Año

Grado a que va el estudiante (SOLO K-9) _____ Grado actual _____

Direccion _____
(Numero / Calle) (Apt. #) (Ciudad/Estado) (Correo postal)

Direccion de correo _____
(Si es diferente) (P.O. Box # o numero/Calle) (Ciudad/Estado) (Correo postal)

Informacion actual de escuela (Solo complete si el estduiante esta en la escuela): _____

INFORMACION FAMILIAR

Chequea una ☐ Padre ☐ Padrasto ☐ Custodia Legal

Chequee una: ☐ Madre ☐ Madrastra ☐ Custodia Legal

Nombre completo: _____

Nombre completo: _____

Telefono(casa): _____

Telefono (casa): _____

Telefono (trabajo): _____

Telefono (trabajo): _____

Celular: _____

Celular: _____

Correo electronico: _____

Correo electronico: _____

Politica para familias: Los estudiantes con familiares en la escuela tendran preferencia para ser registrados en la escuela (N.J.S.A. 18A:36A-8c). Por favor si tienen algun familiar en la escuela (hermano/hermana) escriba en la siguiente linea.

Para aplicar a la registracion de Empowerment Academy Charter School. **Debe llenar la aplicacion para cada uno de los estudiantes que desee registrar**

Familiar 1 Nombre _____ Grado en 2023-24 _____

Familiar 2 Nombre _____ Grado en 2023-24 _____

Familiar 3 Nombre _____ Grado en 2023-24 _____

Yo estoy aplicando para que mi hijo asista a la escuela Empowerment Academy Charter School en Jerrey City, NJ. Certifico que toda la informacion descrita en esta aplicacion es verdadera, precisa y completa. Yo entiendo que Empowerment Academy Charter School tiene dias extendidos de escuela, un riguroso codigo de disciplina, uniforme, y una constante participacion de los padres en las actividades escolares. Yo entiendo que si mi hijo(a) no es inicialmente seleccionado en la loteria el/ella estaran en la lista de espera. Si algun espacio es abierto, los estudiantes admitidos en la lista de espera seran seleccionados por orden de aplicacion. Por los antes mencionados requerimientos considere esta aplicacion para el proximo año o cualquier subsecuente loteria que se realice para llenar las posibles aperturas en Empowerment Academy para el año escolar 2023-24

(Firma del padre/Guardian)

(Fecha)

240 Ege Avenue | Jersey City, NJ | 07304 | Phone: 201-630-4798 | Fax: 201-333-5429



Empowerment Academy
Charter School



Una Escuela Publica Para Todos

Gracias por su interes en registrar su hijo(a) en Empowerment Academy Charter School. Nuestra aplicacion inicial concluye el **14 de enero del 2023**.

Para el año escolar que comienza en septiembre 2023, estaremos registrando 120 estudiantes en Kindergarten y una gran cantidad de estudiantes de los grados 1-9. Moviendonos hacia adelante estaremos agregando un nivel de grado adicional cada año hasta finalmente crecer a una escuela de K-12. Asi los estudiantes que comienzan con nosotros se podran quedar hasta el 12 grado de preparatoria. Para aplicacion de admision

1. Complete esta aplicacion
2. Entreguelos a Empowerment Academy por cualquiera de estas vias
 - a. Traigalos en persona a 240 Ege Avenue, Jersey City, NJ 07304 entre 8:30am-4:00pm
 - b. Envielos por correo 240 Ege Avenue, Jersey City, NJ 07304 Attn: Registrar
 - c. Envie un correo electronico a Enroll@empacad.org
 - d. Envie un fax al numero 201-333-5429

Si Empowerment recibe mas aplicaciones de las que puede aceptar en los espacios disponibles en cualquier grado, las leyes de New Jersey requieren que se efectue una loteria de admission. En este evento publico sera efectuado el **26 de Enero del 2023**. Los resultados de esta loteria seran enviados por correo o publicados en nuestra pagina de Internet www.empacad.org la semana siguiente de la loteria. Continuaremos aceptando aplicaciones despues de esa fecha para completar los asientos restantes. Cuando la lista este llena, las nuevas aplicaciones seran puestas en la lista de espera donde los primeros en la lista seran los primeros seleccionados.

Como escuela publica, requerimos las siguientes fechas de nacimiento como estatuto mandatorio de la ley del estado de new Jersey. Le reitaramos con claridad que las aplicaciones de Kindergarten solo son validas si su hijo(a) va a cumplir los cinco años en o antes del 1 octubre del 2023. **Solo una aplicacion por niño(a) sera aceptada**. Si tiene mas de un niño(a) complete cada aplicacion por separado para cada niño(a).

Para Open House envíe un correo a enroll@empacad.org o visite www.empacad.org. Para cualquier pregunta adicional llame 201-630-4798.

There is **1** error in this page. Please correct it before moving on.

See Errors



Empowerment Academy Charter School

 English (US)

2024-2025 Application For Admission

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

By filling out this application, you are applying for the school year 2024-25.

Applications for the school year 2025-2026 will be posted here on October 1, 2024.

Student's Name *

First Name

Middle Name

Last Name

Suffix

There is **1** error in this page. Please correct it before moving on.

Please Select

Kindergarten applications: Scholar must be 5 years old by 10/1/2019

Student's Birth Date *

MM-DD-YYYY



Date

Gender *

- ☐ Female
- ☐ Male
- ☐ Choose not to specify
- ☐ Other

Student's Current Grade Level *

Please Select



This field is required.

Address *

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

There is **1** error in this page. Please correct it before moving on.

Current School Address (if applicable)

There is **1** error in this page. Please correct it before moving on.

First Name

Last Name

Relationship *

Email *

example@example.com

Cell Number *

Please enter a valid phone number.

Work Number

Please enter a valid phone number.

Home Number


Please enter a valid phone number.

There is **1** error in this page. Please correct it before moving on.

First Name

Last Name

Relationship

Email

example@example.com

Phone Number

Please enter a valid phone number.

There is **1** error in this page. Please correct it before moving on.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

First Name

Last Name

Grade in 2024

Please select one if applicable:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying.

Only complete if your student has a sibling applying. Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying.

First Name

Last Name

Grade in 2024

Please select one:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying.

There is **1** error in this page. Please correct it before moving on.

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

Parent Signature *

Sign Here 



Clear

Print Name *

Date *

MM-DD-YYYY 

Date



Empowerment Academy Charter School

Arabic

Application For Admission 2024-2025

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

**By filling out this application, you are applying for the school year 2024-25.
Applications for the school year 2025-2026 will be posted here on October 1, 2024**

* Student's Name

--	--	--	--

ما بعد الاسم

الاسم الأخير

الاسم الأوسط

الاسم الأول

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

Please Select

Kindergarten applications: Scholar must be 5*
*years old by 10/1/2019

* Student's Birth Date

MM-DD-YYYY



التاريخ

* الجنس

☐

Female

☐

Male

☐

Choose not to specify

☐

أخرى

* Student's Current Grade Level

Please Select



هذا الحقل مطلوب.

* العنوان

عنوان الشارع

عنوان الشارع 2

ولاية / محافظة

المدينة

الرمز البريدي

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

Current School Address (if applicable)

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

الاسم الأخير

الاسم الأول

* Relationship

Please Select



* البريد الإلكتروني

example@example.com

* Cell Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

Work Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

Home Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

الاسم الأخير

الاسم الأول

Relationship

Please Select



البريد الإلكتروني

example@example.com

رقم الهاتف

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

الإسم الأخير

الإسم الأول

Grade in 2024

:Please select one if applicable

☐

I have a student that currently attends Empowerment

☐

The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying

Only complete if your student has a sibling applying. Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying

الإسم الأخير

الإسم الأول

Grade in 2024

:Please select one

☐

I have a student that currently attends Empowerment

☐

The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

* Parent Signature

Sign Here



Clear

* Print Name

* التاريخ

MM-DD-YYYY




التاريخ

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Ver Errores



Empowerment Academy Charter School

 Spanish (Latin America) 

2024-2025 Application For Admission

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

By filling out this application, you are applying for the school year 2024-25.

Applications for the school year 2025-2026 will be posted here on October 1, 2024.

Student's Name *

Nombre

Segundo Nombre

Apellido

Sufijo

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Please Select

Kindergarten applications: Scholar must be 5 years old by 10/1/2019

Student's Birth Date *

MM-DD-YYYY



Fecha

Género *

- ☐ Femenino
- ☐ Masculino
- ☐ Choose not to specify
- ☐ Otro

Student's Current Grade Level *

Please Select



Este campo es obligatorio.

Dirección *

Dirección de la calle

Dirección de la calle Línea 2

Ciudad

Estado / Provincia

Código Postal

Hay **1** error en esta página. Favor corregirlo antes de continuar.


Current School Address (if applicable)

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Nombre

Apellido

Relationship *

Email *

ejemplo@ejemplo.com

Cell Number *

Favor ingrese un número de teléfono válido.

Work Number

Favor ingrese un número de teléfono válido.

Home Number

Favor ingrese un número de teléfono válido.

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Nombre

Apellido

Relationship

Email

ejemplo@ejemplo.com

Número de teléfono

Favor ingrese un número de teléfono válido.

Hay 1 error en esta página. Favor corregirlo antes de continuar.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

Nombre

Apellido

Grade in 2024

Please select one if applicable:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying.

Only complete if your student has a sibling applying. Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying.

Nombre

Apellido

Grade in 2024

Please select one:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying.

Hay **1** error en esta página. Favor corregirlo antes de continuar.

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.


Parent Signature *

Sign Here 

Limpiar

Print Name *

Fecha *

MM-DD-YYYY 

Fecha

BelovED Community Charter School
BOARD OF TRUSTEES

Page 1 of 2

Admissions Policy

BelovED Community Charter School shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special needs, proficiency in the English language, or any other basis that would be illegal if used by a school district.

Applications for a school year will begin to be accepted by October 15th of the preceding school year. The initial application period will end on December 1st of the preceding schools year. If, on December 1st, fewer applications have been submitted for a grade than there are seats available, BelovED Community Charter School will admit all New Jersey-resident, grade-eligible children who complete the application, including providing proof of age and residence. If, on December 1st, more application have been submitted for a grade than there are seats available, an admissions lottery for that grade level will be conducted. (See the admissions lottery discussion, below.)

If, after the first application period, there are seats still available for the subsequent school year, the second application period will end on February 15. Subsequent application periods will end on the 1st of each following month. On each application period end-date, BelovED Community Charter School will admit all New Jersey-resident children who complete the application, including providing proof of age and residence, to the extent that there are seats available in the applicable grade. Following any application period end-date during which more applications were submitted for a grade than there are seats available, returning students will always be given the highest preference. Children with siblings already enrolled will receive the second highest preference. Jersey-City resident children who do not have siblings already enrolled will receive the third highest preference. Non-Jersey City-resident students without a sibling enrolled will not receive any preference.

A sibling is defined as a biological or legally adopted brother or sister residing in the same household. Children who are under the legal guardianship of a parent of an enrolled student and living in the same household may also be entitled to the sibling preference as determined by the lead person in his/her sole discretion. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not considered siblings.

The names of applicants for a grade who are not able to be admitted because of a lack of seats will be assigned a position on one of two wait lists – one for Jersey City-resident children and one for non-Jersey City-resident children – ordered through a random drawing of applicant numbers. If any seats in that grade are/become available for the subsequent school year, children on the Jersey City-resident wait list for that grade will be offered an opportunity to fill the seat based upon their position on the Jersey City-resident wait list. Only after all of the children on the Jersey City-resident wait list have been offered an opportunity to fill available seats, will the non-Jersey City-resident wait list be used, with opportunities presented to the children on that list according to their order on it.

If a student, who is offered a seat from either wait list, has a sibling on a wait list, that sibling shall go to the top of all wait lists for his/her grade level, immediately behind any other sibling already at

**Beloved Community Charter School
BOARD OF TRUSTEES**

the top of that list waiting for a seat to open

If a seat becomes available in a grade level where there is no wait list, the lead person may, in his/her sole discretion, offer a seat to a child on the wait list for another grade level if there is space in the school in accordance with the overall enrollment count.

Admission lotteries at Beloved Community Charter School will be public and the families of children who have applied will be invited to attend. Each applicant will have been assigned a number. This number will have been recorded on a card, together with the grade the child is applying to enter, the child's city of residence, a notice of whether any sibling is already enrolled for the up-coming year, and the applicant number and grade of any sibling(s) applying to enroll. Each such card will have been placed into a grade and preference-specific drum. The drums will have been ordered by grade and preference, beginning with the highest preference drum for Kindergarten, then the second highest preference, etc., and then moving on to the highest preference drum for First Grade, then to the second highest preference, etc., up through the school's various grade levels. The school will have enlisted an impartial community leader to draw the cards in each drum at the random admission drawing, and will have invited a representative of the Jersey City School District to observe the proceedings and ensure fairness. The school will record students' applicant number in the order they are drawn to create grade-level admission/wait lists. When a child's card is drawn who has a sibling applying, the drawn child's number will be recorded on the appropriate grade level list, and then immediately following, the sibling's number will be recorded on the appropriate grade level list. Should it turn out that there is insufficient space for that child or his or her sibling in a grade, the child for whom there is space will be admitted and the child for whom there is not space will stay on the wait list for the relevant grade level. The name of any student whose application is received after the end of an application period for which a random drawing has been conducted will be placed at the end of the relevant (Jersey City resident or non-Jersey City resident) wait list created by that random drawing in the order the application was received.

The school will notify the parents/guardians of applicants about their child's admissions status – admitted or wait-listed – using phone calls and email and will document these outreach efforts.

Wait List Procedures

If a seat becomes available to be filled from the wait list, the school will go through the list, in order, and make at least three attempts to notify an applicant's parents/guardians. If, after three attempts, the school has not been able to confirm that a wait-listed student will be attending, the seat will be offered to the next applicant on the wait list.

As part of the admission drawing and wait list process, parents/guardians will be notified that the wait lists so created will be used only for filling seats that are open or become open for the subsequent school year. This notice will establish that if a seat does not become available for the subsequent school year, parents/guardians will need to reapply to have their child's name placed in the applicant pool for any school year thereafter. A wait list will only be maintained for the period between its creation following a random admission drawing for the subsequent school year and the close of that subsequent school year.

Adopted November 1, 2013



Jersey City
Dept. of Housing, Economic Development &
Commerce
Office of Construction Official
30 Montgomery Street, Room 412

Date Issued 9/2/2016
Control Number 125362
Permit Number _____
Permit Issue Date _____
Certificate Number CCONO

Certificate

Construction Code Division
(Certificate of Continued Occupancy)

Identification

Work Site Location: 240-242 EGE AVE. JERSEY CITY, NJ Block: 20901 Lot: 59 Qual: _____
Owner in Fee: OUR LADY OF VICTORIES CHURCH
Owner Address: 2217 KENNEDY BLVD. JERSEY CITY NJ 07304
Telephone: _____
Contractor _____
Address _____
Telephone: _____ Fax: _____
License Number or Builders Registration Number: _____ Federal Emp. Number: _____
Home Warranty Number: _____
Type of Warranty Plan: ☐ State ☐ Private
Use Group: E Construction Classification: _____
Maximum Live Load: 0 Maximum Occupancy Load: 0
Description of Work/Use: CCO FOR EXISTING SCHOOL

Certificate Comments:

☐ **Certificate of Occupancy**

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

☐ **Certificate of Approval**

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was based upon what was visible at the time of inspection.

☒ **Certificate of Continued Occupancy**

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

☐ **Temporary Certificate of Compliance**

The following conditions must be met no later than or the owner will be subject to fine or order to vacate:
This certificate has an expiration date of:
Conditions to be met:

☐ **Certificate of Clearance - Lead Abatement 5:17**

This serves notice that based on written certification, lead abatement was performed as per NJAC5:17 to the following extent.

- ☐ Total removal of lead-based paint hazards in scope of work
☐ Partial or limited time period (years); see file

☐ **Certificate of Clearance - Asbestos Abatement**

This serves notice that based on written certification, asbestos abatement was performed to the following extent.

- ☐ Total removal of asbestos hazards in scope of work
☐ Partial or limited time period (years); see file

☐ **Certificate of Compliance**

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until

☐ **Temporary Certificate of Occupancy**

The following conditions must be met no later than: or the owner will be subject to fine or order to vacate:
This certificate has an expiration date of:
Conditions to be met:

Construction Official

Date Printed: 9/2/2016

U.C.C. F260 (rev. 08/05)

Fee: \$200.00

Check Number: _____

Collected By: _____

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES SANITARY INSPECTION REPORT



Empowerment Academy
(Name of Establishment)

240 Ege Ave
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES		LOCAL BOARD OF HEALTH	
Consumer and Environmental Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>Martha Zaniewski</i>	<i>10-29-19</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>Martha Zaniewski</i>	<i>B-157184</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific reference in the Detail Data Sheets are to Chapter 12 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
465 Marin Blvd.
Jersey City, New Jersey 07302
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

APPENDIX I

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
240-242 EGE AVE
C/O Duane Moeller Director
JERSEY CITY, NEW JERSEY 07304

Date: May 3, 2019
Reg #: 0906-58027-001-01

Issued By: Fire Prevention Division
City of Jersey City
465 Marin Blvd.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: April 30, 2020

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

5-5-19
Date

[Signature]
Fire Inspector



City of Jersey City
Housing, Economic Development
And Commerce Department
Office of the Construction Official
1 Jackson Square 2nd Floor
Jersey City, NJ 07305

July 17, 2020

Rev. George Joseph
156 Hancock Ave J
Jersey City, NJ 07305

Re: 211 Sherman Ave
Jersey City, NJ 07305
Block: 2205 Lot: 30
3S-B-D-6U-H

To Whom It May Concern:

No Certificate of Occupancy is required for this building provided that the use remains the same as per N.J.A.C. 5:23 - 2.23 of the Uniform Construction Code.

Additionally, No Certificate of Occupancy is required for the following:

Change of Ownership or Change of Business Name
For the Sale or Transfer of Property
If a CO Exists for its Current Use

Very Truly Yours,


Raymond Meyer,
Construction Official

RM/RO

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES SANITARY INSPECTION REPORT



Empowerment Academy Charter School
(Name of Establishment)

211 STEWART AVE
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES		LOCAL BOARD OF HEALTH	
Consumer and Environmental Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>LAURENCE CYRAN</i>	<i>10/20/20</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>[Signature]</i>	<i>B 161422</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific reference in the Detail Data Sheets are to Chapter 12 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
356 MLK Blvd. (2 Jackson Square)
Jersey City, NJ 07305
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
211 SHERMAN AVE
JERSEY CITY, NEW JERSEY 07307

Date: October 20, 2023
Reg #: 0906-58019-001-01

Issued By: Fire Prevention Division
City of Jersey City
356 Martin Luther King Dr.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: May 31, 2024

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

10-24-23
Date

John Paul Tambini
Fire Inspector



City of Jersey City
Housing, Economic Development
And Commerce Department
Office of the Construction Official
1 Jackson Square 2nd Floor
Jersey City, NJ 07305

February 9, 2023

Church of Our Lady of Sorrows
93-95 Clerk St
Jersey City, NJ 07305

Re: 68 Claremont Ave
Jersey City, NJ 07305
Block: 22701 Lot: 28

To Whom It May Concern:

No Certificate of Occupancy is required for this building provided that the use remains the same as per N.J.A.C. 5:23 - 2.23 of the Uniform Construction Code.

Additionally, No Certificate of Occupancy is required for the following:

Change of Ownership or Change of Business Name
For the Sale or Transfer of Property
If a CO Exists for its Current Use

Very Truly Yours,

A handwritten signature in black ink, appearing to read 'Ray M', followed by a long horizontal stroke.

Raymond Meyer,
Construction Official

RM/EB

NEW JERSEY DEPARTMENT OF HEALTH SANITARY INSPECTION REPORT



Empowerment Academy Charter School
(Name of Establishment)

68 Claremont Avenue
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH		LOCAL BOARD OF HEALTH	
Consumer, Environmental and Occupational Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 201-547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>Bryan Nieto</i>	<i>6/16/2023</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>[Signature]</i>	<i>B-174678</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific references in the Inspection Report are to Chapter 24 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
356 MLK Blvd. (2 Jackson Square)
Jersey City, NJ 07305
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
68-70 CLAREMONT AVE
JERSEY CITY, NEW JERSEY 07305

Date: August 16, 2023
Reg #: 222006

Issued By: Fire Prevention Division
City of Jersey City
356 Martin Luther King Dr.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: July 31, 2024

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

8-16-23
Date

John Paul Tanzi
Fire Inspector

24-07-11-04

**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, Empowerment Academy Charter School prepared such evaluation systems and these systems and related instruments were approved by its Board of Trustees on June 11, 2015;

AND WHEREAS, these evaluation systems and instruments were approved by the New Jersey Department of Education and implemented, and have been improved through the years via minor revisions;

AND WHEREAS, the Board of Empowerment Academy Charter School, after several years of positive experience, chooses to reapprove the instruments for SY2024-25;

NOW, THEREFORE, IT IS HEREBY:

RESOLVED, that the governing body of Empowerment Academy Charter School in Hudson County in the State of New Jersey hereby reapproves its Teacher and School Leader Evaluation Instruments (attached hereto) and systems for use in SY2024-25.

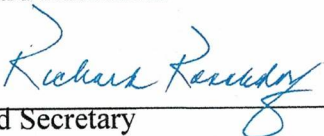
Motion made by Thomas Gallagher and seconded by Dami Kabiawu

Approved by

Monica Zaslower	Absent
Tom Gallagher	Yes
Lonnie Sobel	Yes
Thomas Ogorzalek	Yes
Dami Kabiawu	Yes

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

Richard Raschdorf



Board Secretary
Date of Board Meeting: July 11, 2024

Empowerment Academy Charter School | 2024-2025 Academic Calendar | Jersey City, NJ

	School Event
	School Closed
	Board Meeting

Half Day for Students

IMPORTANT NOTE: every Friday will be a half-day for students; we will use this time for Teacher Professional Development.

K-2 Half Day Dismissal: 1:30

3-8 Half Day Dismissal: 12:30

9-10 Half Day Dismissal: 1:30

**In the event of inclement weather we may add or remove "Weather Flex Days" to the calendar

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

4-5 School Closed Independence Day

8-31 Summer School

11 Board Meeting

AUGUST '24						
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

1-9 Summer School

8 Board Meeting

19-30 Staff Summer Institute

SEPTEMBER '24						
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					

20 of 20

2 Labor Day

3 First Day - Half Day - Staff PD

12 Board Meeting

16 After School Programs Begin

24 LES Back to School Night

25 UES/MS Back to School Night

26 HS Back to School Night

OCTOBER '24						
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		

22 of 42

10 Board Meeting

14 School Closed: Columbus Day

31 Half Day - Staff PD

NOVEMBER '24						
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

18 of 60

1 End of Quarter 1

11 School Closed: Veterans Day

14 Board Meeting

14-15 Half Day - Parent Teacher Conferences

27 Half Day - Staff PD

28-29 School Closed: Thanksgiving Break

DECEMBER '24						
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				

15 of 75

12 Board Meeting

23-31 Winter Recess

JANUARY '25						
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	

19 of 94

1 School Closed: New Years Day

6 School Resumes

9 Board Meeting

16 End of Quarter 2

20 School Closed: MLK Day

31 Admissions Lottery for SY25

FEBRUARY '25						
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	

19 of 113

6-7 Half Day - Parent Teacher Conferences

10 100th Day of School

13 Board Meeting

14 Half Day

17 School Closed: President's Day

MARCH '25						
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					

20 of 133

3-7 Read Across America Week

13 Board Meeting

18 End of Quarter 3

31 **Inclement Weather Flex Day** EID

Only closed if Snow Days are not used.

APRIL '25						
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			

16 of 149

10 Board Meeting

10-11 Half Day - Parent Teacher Conferences

17 Half Day - Staff PD

18-25 School Closed: Spring Break

MAY '25						
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

21 of 170

2 Half Day - Staff PD

5-9 Teacher Appreciation Week

8 Board Meeting

26 School Closed: Memorial Day

JUNE '25						
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					

12 of 182

6 End of Quarter 4

9 K-4 Field Day

10 5-8 Field Day

11 8th Grade Graduation

12 Board Meeting

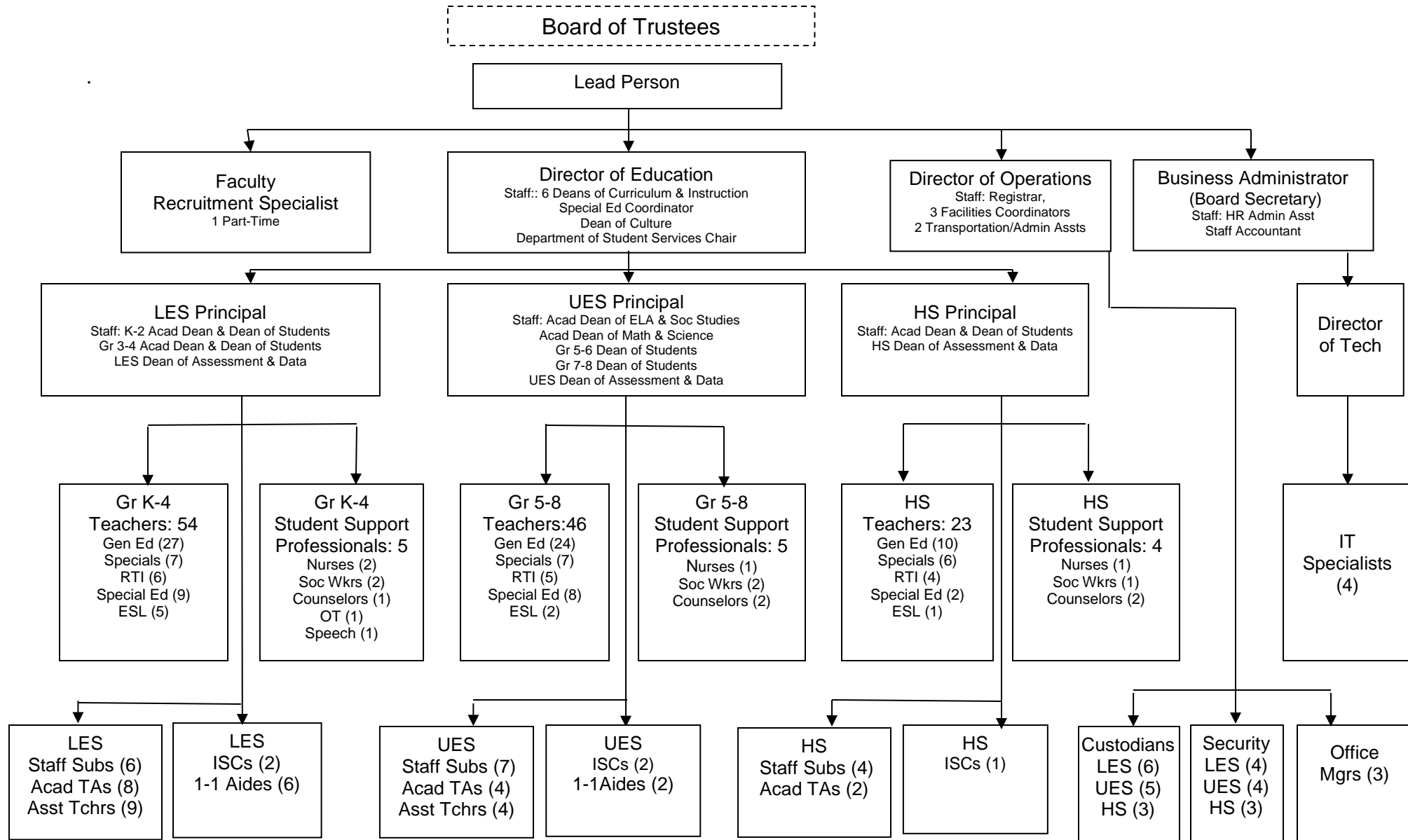
13 Kindergarten Step Up

16-17 Half Day

17 - Half Day - Last day of School

18-19 **Weather Flex Days**

20 School Closed: Juneteenth



PROMOTION AND RETENTION POLICY FOR ELEMENTARY SCHOOL

The mission of Empowerment Academy 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 Empowerment Academy'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 which may include: tutoring; working one-on-one or in small groups with the student; referral to an after-school homework lab; referral to Afterschool Intensives, and referral to Summer School.

To determine if students meet Empowerment Academy'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 Language Arts Literacy and Math weighted more heavily. Students in grades one to five will be retained who: fail English Language Arts (ELA) and Math or have a failing overall average. 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. Promotion for these students is conditioned on the student successfully completing Summer School thereby meeting Empowerment Academy's research-based, standards mastery benchmarks for grade-level promotion

For students who meet the requirements for promotion, but who have low but passing averages in Math or ELA, academic interventions such as tutoring 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.

Empowerment Academy Charter School**Graduation Policy**

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

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

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

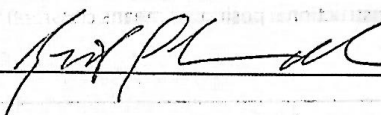
By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , 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 <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs 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 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (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 <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	✓

Statement	Confirm Compliance (Add ✓ or X)
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓

School Official/School Lead

Signature of School Official (School Lead):



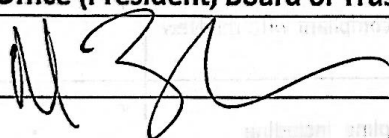
Date: July 11, 2024

Print/Type Full Name: Bret Schundler

Title: Executive Officer (Lead Person)

Signatory Office (President, Board of Trustees)

Signature:



Date: July 11, 2024

Print/Type Full Name: Monica Zaslower

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	Regularly reviews 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	Has put financial policies and personnel in place that ensure financial operations comply with state regulations and reviews annual audit findings to ensure 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 revenues and expenditures monthly versus what is budgeted and ensures that the budget is modified, when appropriate, to provide a clear picture of the school's financial operations	
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 operate efficiently and make timely decisions	
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.	Preliminary Self-Evaluation	Finalized Evaluation
I.1.2 Exemplary Professionalism	In an annual survey of instructional staff, less than 70% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 70-79% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, 80-89% of respondents say that this leader provides an exemplary model of professionalism.	In an annual survey of instructional staff, at least 90% of respondents say that this leader provides an exemplary model of professionalism.	Preliminary Self-Evaluation	Finalized Evaluation

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

I.2 Staff Culture Plan	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 - 4)	
I.2.1 A Plan is Developed to Realize the Board's Vision for Staff Culture (Below) <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.	Preliminary Self-Evaluation	Finalized Evaluation
I.2.2 The Staff Culture Plan is Revised (as Needed) Throughout the Year	The school's leadership informally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric and responds to the data to help improve staff culture at the school.	At least twice a year, the school's leadership formally assesses how well staff culture at the school aligns with the Board's Vision For Staff Culture using a staff culture rubric. Where a need for improvement is indicated, the school's leadership solicits teacher input on how the Board's Vision For Staff Culture might be more fully realized and is responsive to that feedback in its Plan modifications.	Preliminary Self-Evaluation	Finalized Evaluation

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

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

<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.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3a Scholars Feel Themselves Part of a Caring, Joyful Community	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is less than 3.00	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.00 – 3.49	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.50 – 3.74.	On a scale of 1-5, teachers’ weighted average rating of how well we have achieved a scholar culture where scholars feel themselves part of a caring, joyful community is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation
1.3.3b Scholars Internalize Our Core Values	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is less than 3.00.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.00 – 3.49.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.50 – 3.74.	On a scale of 1-5, teachers’ weighted average rating of how well we are facilitating scholars’ internalization of our CORE VALUES is 3.75 or higher.	Preliminary Self-Evaluation	Finalized Evaluation

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

II. Effective Implementation and Management of Charter School Model

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

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

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

				permit each child to learn via materials he or she finds particularly interesting or to which the child can strongly relate.		
II.2.2 Education Program Calendar	The calendar of assessment is unclear to staff.	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

		70-79% of teachers affirm that the essentials of data driven instruction are well implemented at our school.	of teachers affirm that the essentials of data driven instruction are well implemented at our school.	When surveyed, at least 90% of teachers affirm that the essentials of data driven instruction are well implemented at our school.		
II.2.4 Assessment Regime	Our assessment regime involves: <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. 	Preliminary Self-Evaluation	Finalized Evaluation
II.2.5 Effective Implementation of Data Driven Instruction and Instructional Action Plans	There is not an emphasis on DDI and Instructional Action Planning.	Lesson objectives can sometimes be unclear to scholars. Data Analysis Meetings are encouraged, but not initiated or followed up on by School Leadership.	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Engaged scholars know their whole-class, small group, and individual learning goals for a unit and each lesson, what they are to do to achieve those goals, and the learning growth they have already achieved that school year. After each assessment,	Preliminary Self-Evaluation	Finalized Evaluation

			<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	<p>School is not effective in serving scholars is disabilities.</p>	<p>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>	<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’ 	<p>Preliminary Self-Evaluation</p>	<p>Finalized Evaluation</p>

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

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

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

			Tenure rights are respected.	Tenure rights are respected. A written career ladder is developed indicating the path by which high-performing teachers can enter into a leadership position and is included in the Employee's Handbook.		
II.4.2 Faculty Recruitment and Hiring	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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

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

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

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

				<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>	Preliminary Self-Evaluation	Finalized Evaluation

			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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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

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

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

III. Administrative Responsibilities

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

III.2 Miscellaneous Responsibilities	1 = Needs Improvement	2 = Working Towards	3 = Meeting Expectations	4= Exceeding Expectations	Performance (1 – 4)	
III.2.1 Lead Person’s Duties as School Representative and Contact Person	<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>	Preliminary Self-Evaluation	Finalized Evaluation
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>	Preliminary Self-Evaluation	Finalized Evaluation

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%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.2 Attendance	Average daily attendance is less than 93%.	Average daily attendance is at least 93%.	Average daily attendance is at least 95%.	Average daily attendance is at least 97%.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.3 Retention	Student retention over the course of a year is less than 88%.	Student retention over the course of a year is 88% or better.	Student retention over the course of a year is 90% or better.	Student retention over the course of a year is 92% or better.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.4 Homework	Homework is completed on-time less than 88% of the time.	Homework is completed on-time at least 88% of the time.	Homework is completed on-time at least 90% of the time.	Homework is completed on-time at least 92% of the time.	Preliminary Self-Evaluation	Finalized Evaluation
IV.1.5 Dean's Office Referrals & Suspensions	Monthly Count of Referrals and Suspensions is greater than 11%.	Monthly Count of Referrals and Suspensions averages 11% or less.	Monthly Count of Referrals and Suspensions averages 7% or less.	Monthly Count of Referrals and Suspensions averages 3% or less.	Preliminary Self-Evaluation	Finalized Evaluation

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

V. MEASURES OF STUDENT LEARNING

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

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

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

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

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

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

_____ Principal (printed) _____ Principal (signature)

GRIEVANCE PROCEDURES POLICY

a. Rationale

Empowerment Academy Charter School (“Empowerment Academy”) 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.

Office Use Only

Date Received: _____ Date Recorded: _____ Application#: _____



Empowerment Academy
Charter School

Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter schools shall be open to all students on a space available basis and shall not discriminate in their admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district.

2023-2024 Application for Admission

Student's Name _____

(Last)

(First)

(Middle)

Gender (circle one): **Male**
Female

Age _____

Date of Birth ____/____/____
Month/Day/
Year

Grade Student Will Be Entering (ONLY K-9) _____ Current Grade _____

Address _____

(Number / Name of Street)

(Apt. #)

(City/State)

(Zip Code)

Mailing Address _____

(if different from above) (P.O. Box # or Number/Name of Street) (City/State) (Zip Code)

Current School Information (if applicable): _____ Address: _____

FAMILY INFORMATION

Check one: ☐ Parent ☐ Step-parent ☐ Legal GuardianCheck one: ☐ Parent ☐ Step-parent ☐ Legal Guardian

Full Name: _____

Full Name: _____

Home Phone: _____

Home Phone: _____

Work Phone: _____

Work Phone: _____

Cell Phone: _____

Cell Phone: _____

Email Address: _____

Email Address: _____

Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). **Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying.**

Sibling 1 Name _____ Grade in 2023-24 _____

Sibling 2 Name _____ Grade in 2023-24 _____

Sibling 2 Name _____ Grade in 2023-24 _____

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete. I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement. I understand that prospective students are chosen by a lottery, if there are more applications than applicants. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

(Signature of Parent/Guardian)_____
(Date)



A Free Public School For All

Thank you for your interest in enrolling your child at Empowerment Academy Charter School. Our initial application deadline is **January 14th, 2023**.

For the school year beginning in September 2023, we will be enrolling 120 students in Kindergarten and a handful of students from grades 1-8. Going forward, we will add one additional grade level per year and will ultimately grow into a K-12 school so students starting with us can stay with us through high school.

To apply for Admission

1. Completely fill out this application
2. Submit it to Empowerment Academy any of the following ways:
 - a. Bring it in person to 240 Ege Avenue, Jersey City, NJ 07304 between 8:30am-3:00pm
 - b. Mail to 240 Ege Avenue, Jersey City, NJ 07304 Attn: Registrar
 - c. Email to Enroll@empacad.org
 - d. Fax to 201-333-5429

If Empowerment receives more applications than available spaces in particular grade, New Jersey law requires that we hold an admissions lottery. In this event our public lottery will be held on **January 26th, 2023**. Lottery results will be emailed or published online at www.empacad.org by the following week. We will continue to accept applications after that date to fill remaining seats. Once the roster is filled, new applicants will be placed on a waitlist on a first come first serve basis.

As a public school, we are required to follow the birthdate cut-off dates mandated by the State by New Jersey. Please be aware that Kindergarten applications will only be valid if your child turns five on or before **October 1, 2023**. **Only one application per child will be accepted.** If you have more than one child applying for admission, complete a separate application for each child.

For Open House Dates, email enroll@empacad.org or visit www.empacad.org. For any and all questions please do not hesitate to call 201-630-4798.

Office Use Only

Date Received: _____ Date Recorded: _____ Application#: _____



Empowerment Academy
Charter School

Las escuelas "Charters" son gratis, con una inscripción de escuela pública abierta requerida por la ley para servir a todos los estudiantes. Las escuelas "Charters" deben estar a la disposición de todos los estudiantes de acuerdo a los espacios disponibles y no debe discriminar en la política de inscripción o práctica en base a su intelecto o habilidad atlética, logros o aptitudes académicas, necesidades especiales, proficiencia en el lenguaje del Inglés o mediante cualquier base que resulte de uso ilegal por el distrito escolar.

2023-2024 Aplicacion de Admisión

Nombre del estudiante _____
(Apellido) (Primer nombre) (Segundo nombre)

Genero (circle one): **Masc.** **Fem.** Años _____ Fecha de nac. ____/____/____
Mes / Dia / Año

Grado a que va el estudiante (SOLO K-9) _____ Grado actual _____

Direccion _____
(Numero / Calle) (Apt. #) (Ciudad/Estado) (Correo postal)

Direccion de correo _____
(Si es diferente) (P.O. Box # o numero/Calle) (Ciudad/Estado) (Correo postal)

Informacion actual de escuela (Solo complete si el estduiante esta en la escuela): _____

INFORMACION FAMILIAR

Chequea una ☐ Padre ☐ Padrasto ☐ Custodia Legal

Chequee una: ☐ Madre ☐ Madrastra ☐ Custodia Legal

Nombre completo: _____

Nombre completo: _____

Telefono(casa): _____

Telefono (casa): _____

Telefono (trabajo): _____

Telefono (trabajo): _____

Celular: _____

Celular: _____

Correo electronico: _____

Correo electronico: _____

Politica para familias: Los estudiantes con familiares en la escuela tendran preferencia para ser registrados en la escuela (N.J.S.A. 18A:36A-8c). Por favor si tienen algun familiar en la escuela (hermano/hermana) escriba en la siguiente linea.

Para aplicar a la registracion de Empowerment Academy Charter School. **Debe llenar la aplicacion para cada uno de los estudiantes que desee registrar**

Familiar 1 Nombre _____ Grado en 2023-24 _____

Familiar 2 Nombre _____ Grado en 2023-24 _____

Familiar 3 Nombre _____ Grado en 2023-24 _____

Yo estoy aplicando para que mi hijo asista a la escuela Empowerment Academy Charter School en Jerrey City, NJ. Certifico que toda la informacion descrita en esta aplicacion es verdadera, precisa y completa. Yo entiendo que Empowerment Academy Charter School tiene dias extendidos de escuela, un riguroso codigo de disciplina, uniforme, y una constante participacion de los padres en las actividades escolares. Yo entiendo que si mi hijo(a) no es inicialmente seleccionado en la loteria el/ella estaran en la lista de espera. Si algun espacio es abierto, los estudiantes admitidos en la lista de espera seran seleccionados por orden de aplicacion. Por los antes mencionados requerimientos considere esta aplicacion para el proximo año o cualquier subsecuente loteria que se realice para llenar las posibles aperturas en Empowerment Academy para el año escolar 2023-24

(Firma del padre/Guardian)

(Fecha)

240 Ege Avenue | Jersey City, NJ | 07304 | Phone: 201-630-4798 | Fax: 201-333-5429



Empowerment Academy
Charter School



Una Escuela Publica Para Todos

Gracias por su interes en registrar su hijo(a) en Empowerment Academy Charter School. Nuestra aplicacion inicial concluye el **14 de enero del 2023**.

Para el año escolar que comienza en septiembre 2023, estaremos registrando 120 estudiantes en Kindergarten y una gran cantidad de estudiantes de los grados 1-9. Moviendonos hacia adelante estaremos agregando un nivel de grado adicional cada año hasta finalmente crecer a una escuela de K-12. Asi los estudiantes que comienzan con nosotros se podran quedar hasta el 12 grado de preparatoria. Para aplicacion de admision

1. Complete esta aplicacion
2. Entreguelos a Empowerment Academy por cualquiera de estas vias
 - a. Traigalos en persona a 240 Ege Avenue, Jersey City, NJ 07304 entre 8:30am-4:00pm
 - b. Envielos por correo 240 Ege Avenue, Jersey City, NJ 07304 Attn: Registrar
 - c. Envie un correo electronico a Enroll@empacad.org
 - d. Envie un fax al numero 201-333-5429

Si Empowerment recibe mas aplicaciones de las que puede aceptar en los espacios disponibles en cualquier grado, las leyes de New Jersey requieren que se efectue una loteria de admission. En este evento publico sera efectuado el **26 de Enero del 2023**. Los resultados de esta loteria seran enviados por correo o publicados en nuestra pagina de Internet www.empacad.org la semana siguiente de la loteria. Continuaremos aceptando aplicaciones despues de esa fecha para completar los asientos restantes. Cuando la lista este llena, las nuevas aplicaciones seran puestas en la lista de espera donde los primeros en la lista seran los primeros seleccionados.

Como escuela publica, requerimos las siguientes fechas de nacimiento como estatuto mandatorio de la ley del estado de new Jersey. Le reitaramos con claridad que las aplicaciones de Kindergarten solo son validas si su hijo(a) va a cumplir los cinco años en o antes del 1 octubre del 2023. **Solo una aplicacion por niño(a) sera aceptada**. Si tiene mas de un niño(a) complete cada aplicacion por separado para cada niño(a).

Para Open House envíe un correo a enroll@empacad.org o visite www.empacad.org. Para cualquier pregunta adicional llame 201-630-4798.

There is **1** error in this page. Please correct it before moving on.

[See Errors](#)



Empowerment Academy Charter School

 English (US)

2024-2025 Application For Admission

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

By filling out this application, you are applying for the school year 2024-25.

Applications for the school year 2025-2026 will be posted here on October 1, 2024.

Student's Name *

First Name

Middle Name

Last Name

Suffix

There is **1** error in this page. Please correct it before moving on.

Please Select

Kindergarten applications: Scholar must be 5 years old by 10/1/2019

Student's Birth Date *

MM-DD-YYYY



Date

Gender *

- ☐ Female
- ☐ Male
- ☐ Choose not to specify
- ☐ Other

Student's Current Grade Level *

Please Select



This field is required.

Address *

Street Address

Street Address Line 2

City

State / Province

Postal / Zip Code

There is **1** error in this page. Please correct it before moving on.

Current School Address (if applicable)

There is **1** error in this page. Please correct it before moving on.

First Name

Last Name

Relationship *

Email *

example@example.com

Cell Number *

Please enter a valid phone number.

Work Number

Please enter a valid phone number.

Home Number


Please enter a valid phone number.

There is **1** error in this page. Please correct it before moving on.

First Name

Last Name

Relationship

Email

example@example.com

Phone Number

Please enter a valid phone number.

There is **1** error in this page. Please correct it before moving on.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

First Name

Last Name

Grade in 2024

Please select one if applicable:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying.

Only complete if your student has a sibling applying. Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying.

First Name

Last Name

Grade in 2024

Please select one:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying.

There is **1** error in this page. Please correct it before moving on.

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

Parent Signature *

Sign Here 



Clear

Print Name *

Date *

MM-DD-YYYY 

Date



Empowerment Academy Charter School

Arabic

Application For Admission 2024-2025

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

**By filling out this application, you are applying for the school year 2024-25.
Applications for the school year 2025-2026 will be posted here on October 1, 2024**

* Student's Name

--	--	--	--

ما بعد الاسم

الاسم الأخير

الاسم الأوسط

الاسم الأول

1 توجد من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

Please Select

Kindergarten applications: Scholar must be 5*
*years old by 10/1/2019

* Student's Birth Date

MM-DD-YYYY



التاريخ

* الجنس

☐

Female

☐

Male

☐

Choose not to specify

☐

أخرى

* Student's Current Grade Level

Please Select



هذا الحقل مطلوب. 1

* العنوان

عنوان الشارع

عنوان الشارع 2

ولاية / محافظة

المدينة

الرمز البريدي

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

Current School Address (if applicable)

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

الاسم الأخير

الاسم الأول

* Relationship

Please Select



* البريد الإلكتروني

example@example.com

* Cell Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

Work Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

Home Number

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

الاسم الأخير

الاسم الأول

Relationship

Please Select



البريد الإلكتروني

example@example.com

رقم الهاتف

000-0000 (000)

الرجاء إدخال رقم هاتف فعال.

توجد 1 من الأخطاء في هذه الصفحة. يرجى تصحيحها قبل المتابعة.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

الإسم الأخير

الإسم الأول

Grade in 2024

:Please select one if applicable

☐

I have a student that currently attends Empowerment

☐

The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying

Only complete if your student has a sibling applying. Sibling Policy: Preference is given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out applications for all students applying

الإسم الأخير

الإسم الأول

Grade in 2024

:Please select one

☐

I have a student that currently attends Empowerment

☐

The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.

* Parent Signature

Sign Here



Clear

* Print Name

* التاريخ

MM-DD-YYYY




التاريخ

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Ver Errores



Empowerment Academy Charter School

 Spanish (Latin America) 

2024-2025 Application For Admission

Thank you for your interest in enrolling your child at Empowerment Academy Charter School.

Per statute, "Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter Schools shall be open to all students on a space-available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district."

For the school year beginning in September 2024, we will be enrolling 120 students in Kindergarten and a handful of students in grade levels 1-10. Going forward, we plan to add one additional grade level per year and ultimately grow into a K-12 school so students starting with us can stay with us through high school. To apply for a child, please COMPLETELY fill out the following application for enrollment, electronically sign it on the final page, and hit the SUBMIT button. Your application will not be submitted until you take this final step. Then print out a copy for your records. Input a separate application for each child applying.

By filling out this application, you are applying for the school year 2024-25.

Applications for the school year 2025-2026 will be posted here on October 1, 2024.

Student's Name *

Nombre

Segundo Nombre

Apellido

Sufijo

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Please Select

Kindergarten applications: Scholar must be 5 years old by 10/1/2019

Student's Birth Date *

MM-DD-YYYY



Fecha

Género *

- ☐ Femenino
- ☐ Masculino
- ☐ Choose not to specify
- ☐ Otro

Student's Current Grade Level *

Please Select



Este campo es obligatorio.

Dirección *

Dirección de la calle

Dirección de la calle Línea 2

Ciudad

Estado / Provincia

Código Postal

Hay **1** error en esta página. Favor corregirlo antes de continuar.


Current School Address (if applicable)

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Nombre

Apellido

Relationship *

Email *

ejemplo@ejemplo.com

Cell Number *

Favor ingrese un número de teléfono válido.

Work Number

Favor ingrese un número de teléfono válido.

Home Number

Favor ingrese un número de teléfono válido.

Hay **1** error en esta página. Favor corregirlo antes de continuar.

Nombre

Apellido

Relationship

Email

ejemplo@ejemplo.com

Número de teléfono

Favor ingrese un número de teléfono válido.

Hay **1** error en esta página. Favor corregirlo antes de continuar.

given to siblings of enrolled students (N.J.S.A. 18A:36A-8c). Please list any siblings (brothers/sisters) applying for or enrolled at Empowerment Academy Charter School. You must fill out a separate application for each student applying.

Nombre

Apellido

Grade in 2024

Please select one if applicable:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for with this application has a sibling that DOES NOT attend Empowerment. I am applying for multiple students, that do not attend Empowerment. I will submit a separate application for each student applying.

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Nombre

Apellido

Grade in 2024

Please select one:

- ☐ I have a student that currently attends Empowerment
- ☐ The student that I am applying for has a sibling that DOES NOT attend Empowerment, and I will submit a separate application for each student applying.

Hay **1** error en esta página. Favor corregirlo antes de continuar.

I am applying to have my child attend Empowerment Academy Charter School in Jersey City, NJ. I certify that the statements and information I am providing in this application are true, accurate, and complete.

I understand that Empowerment Academy features a longer school day, a strong discipline code, uniforms, and parent involvement.

I understand that prospective students are chosen by a lottery if there are more applications than available seats. I also understand that if my child is not initially selected in the lottery, s/he will be placed on a waiting list for the year. If spots open up during that year, students will be admitted from the waiting list in the order in which they were selected during the lottery. I hereby request that you consider this application for the next and any subsequent lotteries that are used to fill possible Empowerment Academy openings for the 2023-24 school year.


Parent Signature *

Sign Here 

Limpiar

Print Name *

Fecha *

MM-DD-YYYY 

Fecha

Enrollment Policy

Empowerment Academy Charter School ("Empowerment Academy" or "School") will be open to all grade-eligible children residing in New Jersey, space-availability permitting. Empowerment Academy will not discriminate in our admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school district. Empowerment Academy will, however, give an enrollment preference, in the following order, to students currently enrolled who are returning, children whose siblings attend the school, and then to applicant children who reside within the boundaries of the Jersey City School District. If after the initial application deadline of December 1, 2014, there are spaces available in any grade, all applicants will be accepted including non-resident children who reside in New Jersey provided that no more than 10% of students are non-residents. Children residing outside of the State of New Jersey shall not be eligible for enrollment.

Currently enrolled students who are returning will be entitled to their re-enrollment preference each year provided they have not: 1) been expelled from the School; 2) voluntarily transferred out of the School; 3) failed to submit a re-registration form; or 4) registered at any other school -- public or private. If a child's parent or guardian has registered him or her at another school, Empowerment Academy has the right to deny that child a re-enrollment preference, treat the child as not having re-enrolled, and fill the seat opening created in accordance with Empowerment Academy's usual procedures for filling open seats.

Application Timeline, Admissions Procedures, Lottery Procedures

Applications for a school year shall begin to be accepted by October 1st of the preceding school year. The initial application period shall end on December 1st of the preceding schools year. If, on December 1st, fewer applications have been submitted for a grade than there are seats available, Empowerment Academy Charter School shall admit all New Jersey-resident, grade-eligible children who complete the application, including providing proof of age and residence.

If, after the first application period, there are seats still available for the subsequent school year, the second application period will end on February 15. Subsequent application periods will end on the 1st of each following month. On each application period end-date, Empowerment Academy Charter School will admit all New Jersey-resident children who complete the application, including providing proof of age and residence, to the extent that there are seats available in the applicable grade.

Following any application period end-date during which more applications were submitted for a grade than there are seats available, returning students will always be given the highest preference. Children with siblings already enrolled will receive the second highest preference. Jersey-City resident children who do not have siblings already enrolled will receive the third highest preference. Non-Jersey City-resident students without a sibling enrolled will not receive any preference.

A sibling is defined as a biological or legally adopted brother or sister residing in the same household. Children who are under the legal guardianship of a parent of an enrolled student and living in the same household may also be entitled to the sibling preference as determined by the lead person in his/her sole discretion. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not considered siblings.

The names of applicants for a grade who are not able to be admitted because of a lack of seats will be assigned a position on one of two wait lists – one for Jersey City-resident children and one for non-Jersey City-resident children – ordered through a random drawing of applicant numbers, conducted on or about December 8th. If any seats in that grade are/become available for the subsequent school year, children on the Jersey City-resident wait list for that grade will be offered an opportunity to fill the seat based upon their position on the Jersey City-resident wait list. Only after all of the children on the Jersey City-resident wait list have been offered an opportunity to fill available seats, will the non-Jersey City-resident wait list be used, with opportunities presented to the children on that list according to their order on it.

If a student, who is offered a seat from either wait list, has a sibling on a wait list, that sibling shall go to the top of all wait lists for his/her grade level, immediately behind any other sibling already at the top of list waiting for a seat to open

If a seat becomes available in a grade level where there is no wait list, the lead person may, in his/her sole discretion, offer a seat to a child on the wait list for another grade level if there is space in the school in accordance with the overall enrollment count.

Admission lotteries at Empowerment Academy Charter School will be public and the families of children who have applied will be invited to attend. Each applicant will have been assigned a number. This number will have been recorded on a card, together with the grade the child is applying to enter, the child's city of residence, a notice of whether any sibling is already enrolled for the up-coming year, and the applicant number and grade of any sibling(s) applying to enroll. Each such card will have been placed into a grade and preference-specific drum. The drums will have been ordered by grade and preference, beginning with the highest preference drum for Kindergarten, then the second highest preference, etc., and then moving on to the highest preference drum for First Grade, then to the second highest preference, etc., up through the school's various grade levels. The school will have enlisted an impartial community leader to draw the cards in each drum at the random admission drawing, and will have invited a representative of the Jersey City School District to observe the proceedings and ensure fairness. The school will record students' applicant number in the order they are drawn to create grade-level admission/wait lists. When a child's card is drawn who has a sibling applying, the drawn child's number will be recorded on the appropriate grade level list, and then immediately following, the sibling's number will be recorded on the appropriate grade level list. Should it turn out that there is insufficient space for that child or his or her sibling in a grade, the child for whom there is space will be admitted and the child for whom there is not space will stay on the wait list for the relevant grade level. The name of any student whose application is received after the end of an application period for which a random drawing has been conducted will be placed at the end of the relevant (Jersey City resident or non-Jersey City resident) wait list created by that random drawing in the order the application was received.

The school will notify the parents/guardians of applicants about their child's admissions status – admitted or wait-listed – using phone calls and email and will document these outreach efforts.

Wait List Procedures

If a seat becomes available to be filled from the wait list, the school will go through the list, in order, and make at least three attempts to notify an applicant's parents/guardians. If, after three attempts, the school has not been able to confirm that a wait-listed student will be attending, the seat will be offered to the next applicant on the wait list.

As part of the admission drawing and wait list process, parents/guardians will be notified that the wait lists so created will be used only for filling seats that are open or become open for the subsequent school year. This notice will establish that if a seat does not become available for the subsequent school year, parents/guardians will need to reapply to have their child's name placed in the applicant pool for any school year thereafter. A wait list will only be maintained for the period between its creation following a random admission drawing for the subsequent school year and the close of that subsequent school year.

Application Timeline & Procedures

Initial period begins on October 1.

Initial application period ends on December 1.

Empowerment Academy Charter School will have no pre-admission activities for students and parents. After the initial application period ends, if the seats available at a particular grade level out-number the applications, all applicants will be accepted. If the applications outnumber the available seats, a random admission drawing will be conducted on or about December 8th.

This drawing will establish the ordering of the school's admission/wait lists for the seats that are open/become open for the school year. Should this occur, the names of any students who apply after December 1 (end of the initial application period) will be placed at the end of the wait lists in the order their applications are received.

At least three attempts will be made to notify all applicants of their admission status, and to remind admitted students that their completed Enrollment Acceptance Forms are due no later than the coming January 5.

If, after the first application period, there are seats still available for the subsequent school year, and no random admission drawing was conducted, all applicants will be admitted and all subsequent applicants will be admitted until the grades are full and all applicants thereafter will be placed on wait lists in the order they apply.

In every year after the school begins operations, enrolled students will receive their re-enrollment forms for the following year on or around December 15. These re-enrollment forms will be due to be returned on or about January 5.

By a date established by the NJ Department of Education, the Commissioner of Education will be provided student enrollment information for the up-coming school year by grade level, gender, and race/ethnicity.

If a student withdraws or transfers during the school year, in an effort to continually assess the quality of programs, the registrar's office shall attempt to conduct a brief exit interview to determine the reason for the withdrawal and invite the parent/guardian to complete a withdrawal form. Transfer slips will be provided upon request.

Wait lists shall be maintained for one school year only.

--

Adopted: June 11, 2015



Jersey City
Dept. of Housing, Economic Development &
Commerce
Office of Construction Official
30 Montgomery Street, Room 412

Date Issued 9/2/2016
Control Number 125362
Permit Number _____
Permit Issue Date _____
Certificate Number CCONO

Certificate

Construction Code Division
(Certificate of Continued Occupancy)

Identification

Work Site Location: 240-242 EGE AVE. JERSEY CITY, NJ Block: 20901 Lot: 59 Qual: _____
Owner in Fee: OUR LADY OF VICTORIES CHURCH
Owner Address: 2217 KENNEDY BLVD. JERSEY CITY NJ 07304
Telephone: _____
Contractor _____
Address _____
Telephone: _____ Fax: _____
License Number or Builders Registration Number: _____ Federal Emp. Number: _____
Home Warranty Number: _____
Type of Warranty Plan: ☐ State ☐ Private
Use Group: E Construction Classification: _____
Maximum Live Load: 0 Maximum Occupancy Load: 0
Description of Work/Use: CCO FOR EXISTING SCHOOL

Certificate Comments:

☐ **Certificate of Occupancy**

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

☐ **Certificate of Approval**

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was based upon what was visible at the time of inspection.

☒ **Certificate of Continued Occupancy**

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

☐ **Temporary Certificate of Compliance**

The following conditions must be met no later than or the owner will be subject to fine or order to vacate:
This certificate has an expiration date of:
Conditions to be met:

☐ **Certificate of Clearance - Lead Abatement 5:17**

This serves notice that based on written certification, lead abatement was performed as per NJAC5:17 to the following extent.

- ☐ Total removal of lead-based paint hazards in scope of work
☐ Partial or limited time period (years); see file

☐ **Certificate of Clearance - Asbestos Abatement**

This serves notice that based on written certification, asbestos abatement was performed to the following extent.

- ☐ Total removal of asbestos hazards in scope of work
☐ Partial or limited time period (years); see file

☐ **Certificate of Compliance**

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until

☐ **Temporary Certificate of Occupancy**

The following conditions must be met no later than: or the owner will be subject to fine or order to vacate:
This certificate has an expiration date of:
Conditions to be met:

Construction Official

Date Printed: 9/2/2016

U.C.C. F260 (rev. 08/05)

Fee: \$200.00

Check Number: _____

Collected By: _____

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES SANITARY INSPECTION REPORT



Empowerment Academy
(Name of Establishment)

240 Ege Ave
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES		LOCAL BOARD OF HEALTH	
Consumer and Environmental Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>Martha Zaniewski</i>	<i>10-29-19</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>Martha Zaniewski</i>	<i>B-157184</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific reference in the Detail Data Sheets are to Chapter 12 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
465 Marin Blvd.
Jersey City, New Jersey 07302
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

APPENDIX I

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
240-242 EGE AVE
C/O Duane Moeller Director
JERSEY CITY, NEW JERSEY 07304

Date: May 3, 2019
Reg #: 0906-58027-001-01

Issued By: Fire Prevention Division
City of Jersey City
465 Marin Blvd.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: April 30, 2020

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

5-5-19
Date

[Signature]
Fire Inspector



City of Jersey City
Housing, Economic Development
And Commerce Department
Office of the Construction Official
1 Jackson Square 2nd Floor
Jersey City, NJ 07305

July 17, 2020

Rev. George Joseph
156 Hancock Ave J
Jersey City, NJ 07305

Re: 211 Sherman Ave
Jersey City, NJ 07305
Block: 2205 Lot: 30
3S-B-D-6U-H

To Whom It May Concern:

No Certificate of Occupancy is required for this building provided that the use remains the same as per N.J.A.C. 5:23 - 2.23 of the Uniform Construction Code.

Additionally, No Certificate of Occupancy is required for the following:

Change of Ownership or Change of Business Name
For the Sale or Transfer of Property
If a CO Exists for its Current Use

Very Truly Yours,


Raymond Meyer,
Construction Official

RM/RO

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES SANITARY INSPECTION REPORT



Empowerment Academy Charter School
(Name of Establishment)

211 STEWART AVE
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH AND SENIOR SERVICES		LOCAL BOARD OF HEALTH	
Consumer and Environmental Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>LAURENCE CYRAN</i>	<i>10/20/20</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>[Signature]</i>	<i>B 16142</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific reference in the Detail Data Sheets are to Chapter 12 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
356 MLK Blvd. (2 Jackson Square)
Jersey City, NJ 07305
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
211 SHERMAN AVE
JERSEY CITY, NEW JERSEY 07307

Date: October 20, 2023
Reg #: 0906-58019-001-01

Issued By: Fire Prevention Division
City of Jersey City
356 Martin Luther King Dr.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: May 31, 2024

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

10-24-23
Date

John Paul Tambini
Fire Inspector



City of Jersey City
Housing, Economic Development
And Commerce Department
Office of the Construction Official
1 Jackson Square 2nd Floor
Jersey City, NJ 07305

February 9, 2023

Church of Our Lady of Sorrows
93-95 Clerk St
Jersey City, NJ 07305

Re: 68 Claremont Ave
Jersey City, NJ 07305
Block: 22701 Lot: 28

To Whom It May Concern:

No Certificate of Occupancy is required for this building provided that the use remains the same as per N.J.A.C. 5:23 - 2.23 of the Uniform Construction Code.

Additionally, No Certificate of Occupancy is required for the following:

Change of Ownership or Change of Business Name
For the Sale or Transfer of Property
If a CO Exists for its Current Use

Very Truly Yours,

A handwritten signature in black ink, appearing to read 'Ray M', with a long horizontal stroke extending to the right.

Raymond Meyer,
Construction Official

RM/EB

NEW JERSEY DEPARTMENT OF HEALTH SANITARY INSPECTION REPORT



Empowerment Academy Charter School
(Name of Establishment)

68 Claremont Avenue
(Address)

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health.

NEW JERSEY DEPARTMENT OF HEALTH		LOCAL BOARD OF HEALTH	
Consumer, Environmental and Occupational Health Services PO Box 369 Trenton, NJ 08625-0369		Local Board of Health (Name, Address and Telephone No.) JERSEY CITY ENVIRONMENTAL HEALTH DIVISION 1 JACKSON SQUARE (CITY HALL ANNEX) JERSEY CITY, NJ 07305 201-547-6800: 201-547-5285	
Name of Inspecting Official (Print)	Date	Name of Inspecting Official (Print)	Date
		<i>Bryan Nieto</i>	<i>6/16/2023</i>
Signature of Inspecting Official	Permanent Reg. No.	Signature of Inspecting Official	Permanent Reg. No.
		<i>[Signature]</i>	<i>B-174678</i>

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific references in the Inspection Report are to Chapter 24 of the State Sanitary Code, and/or Title 24, N.J.S.A.



Jersey City Fire Department
Fire Prevention Division
356 MLK Blvd. (2 Jackson Square)
Jersey City, NJ 07305
Phone # (201) 547 - 4255,56,57
Fax # (201) 547 - 5733

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Issued To: EMPOWERMENT ACADEMY CHARTER SCHOOL
68-70 CLAREMONT AVE
JERSEY CITY, NEW JERSEY 07305

Date: August 16, 2023
Reg #: 222006

Issued By: Fire Prevention Division
City of Jersey City
356 Martin Luther King Dr.
Jersey City, New Jersey 07302

LEA Code # 0906-001

Expiration Date: July 31, 2024

THIS CERTIFIES THAT THE REFERENCED PROPERTY HAS BEEN INSPECTED
PURSUANT TO THE UNIFORM FIRE SAFETY ACT AND SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION IN
THE ABOVE PREMISES.

8-16-23
Date

John Paul Tanzi
Fire Inspector

24-07-11-04

**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, Empowerment Academy Charter School prepared such evaluation systems and these systems and related instruments were approved by its Board of Trustees on June 11, 2015;

AND WHEREAS, these evaluation systems and instruments were approved by the New Jersey Department of Education and implemented, and have been improved through the years via minor revisions;

AND WHEREAS, the Board of Empowerment Academy Charter School, after several years of positive experience, chooses to reapprove the instruments for SY2024-25;

NOW, THEREFORE, IT IS HEREBY:

RESOLVED, that the governing body of Empowerment Academy Charter School in Hudson County in the State of New Jersey hereby reapproves its Teacher and School Leader Evaluation Instruments (attached hereto) and systems for use in SY2024-25.

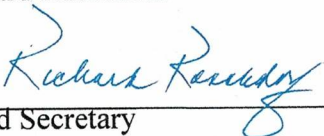
Motion made by Thomas Gallagher and seconded by Dami Kabiawu

Approved by

Monica Zaslower	Absent
Tom Gallagher	Yes
Lonnie Sobel	Yes
Thomas Ogorzalek	Yes
Dami Kabiawu	Yes

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

Richard Raschdorf



Board Secretary
Date of Board Meeting: July 11, 2024

Empowerment Academy Charter School | 2024-2025 Academic Calendar | Jersey City, NJ

	School Event
	School Closed
	Board Meeting

Half Day for Students

IMPORTANT NOTE: every Friday will be a half-day for students; we will use this time for Teacher Professional Development.

K-2 Half Day Dismissal: 1:30

3-8 Half Day Dismissal: 12:30

9-10 Half Day Dismissal: 1:30

**In the event of inclement weather we may add or remove "Weather Flex Days" to the calendar

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

4-5 School Closed Independence Day

8-31 Summer School

11 Board Meeting

AUGUST '24						
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

1-9 Summer School

8 Board Meeting

19-30 Staff Summer Institute

SEPTEMBER '24						
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					

20 of 20

2 Labor Day

3 First Day - Half Day - Staff PD

12 Board Meeting

16 After School Programs Begin

24 LES Back to School Night

25 UES/MS Back to School Night

26 HS Back to School Night

OCTOBER '24						
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		

22 of 42

10 Board Meeting

14 School Closed: Columbus Day

31 Half Day - Staff PD

NOVEMBER '24						
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

18 of 60

1 End of Quarter 1

11 School Closed: Veterans Day

14 Board Meeting

14-15 Half Day - Parent Teacher Conferences

27 Half Day - Staff PD

28-29 School Closed: Thanksgiving Break

DECEMBER '24						
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				

15 of 75

12 Board Meeting

23-31 Winter Recess

JANUARY '25						
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	

19 of 94

1 School Closed: New Years Day

6 School Resumes

9 Board Meeting

16 End of Quarter 2

20 School Closed: MLK Day

31 Admissions Lottery for SY25

FEBRUARY '25						
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	

19 of 113

6-7 Half Day - Parent Teacher Conferences

10 100th Day of School

13 Board Meeting

14 Half Day

17 School Closed: President's Day

MARCH '25						
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					

20 of 133

3-7 Read Across America Week

13 Board Meeting

18 End of Quarter 3

31 **Inclement Weather Flex Day** EID

Only closed if Snow Days are not used.

APRIL '25						
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			

16 of 149

10 Board Meeting

10-11 Half Day - Parent Teacher Conferences

17 Half Day - Staff PD

18-25 School Closed: Spring Break

MAY '25						
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

21 of 170

2 Half Day - Staff PD

5-9 Teacher Appreciation Week

8 Board Meeting

26 School Closed: Memorial Day

JUNE '25						
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					

12 of 182

6 End of Quarter 4

9 K-4 Field Day

10 5-8 Field Day

11 8th Grade Graduation

12 Board Meeting

13 Kindergarten Step Up

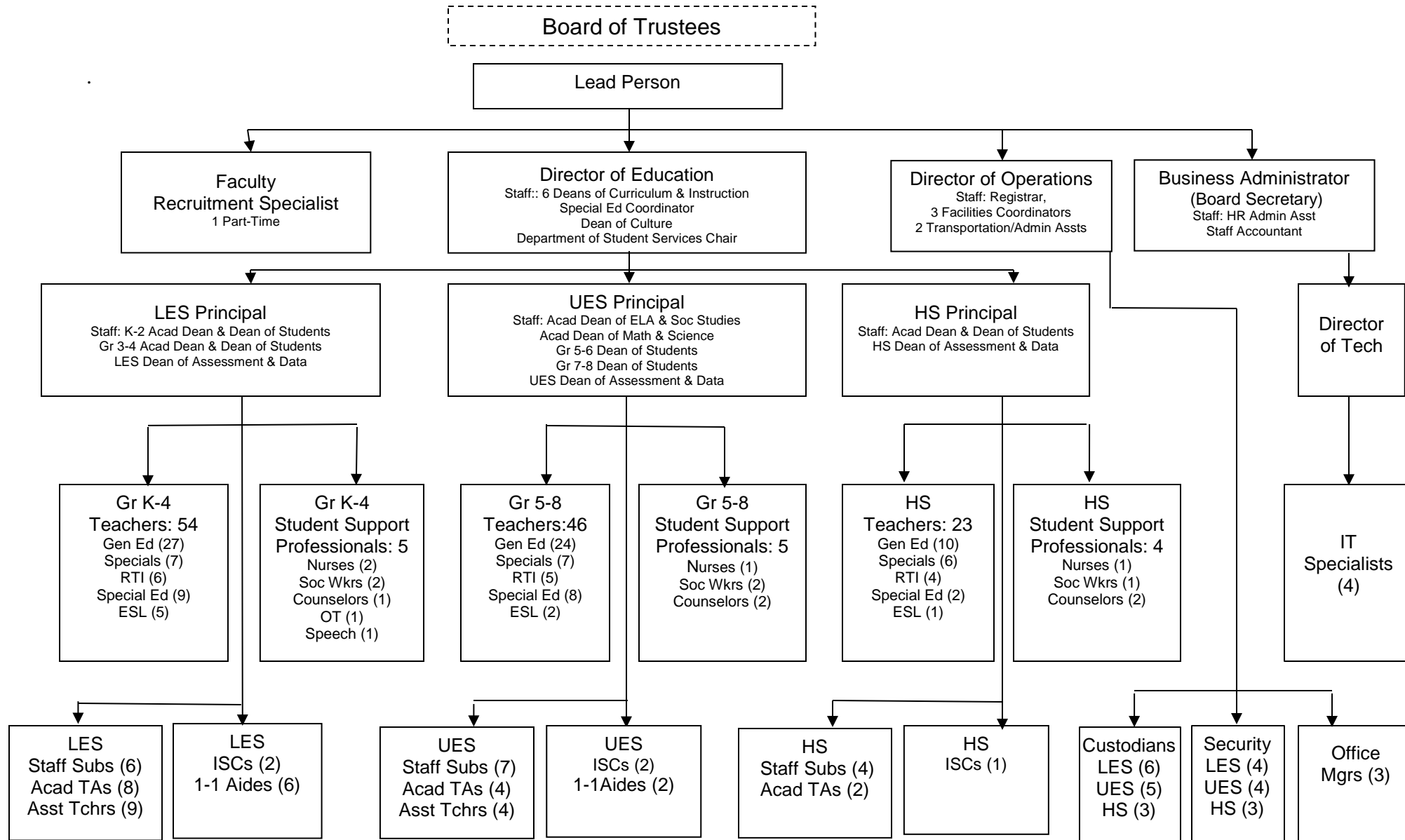
16-17 Half Day

17 - Half Day - Last day of School

18-19 **Weather Flex Days**

20 School Closed: Juneteenth

Appendix L



PROMOTION AND RETENTION POLICY FOR ELEMENTARY SCHOOL

The mission of Empowerment Academy 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 Empowerment Academy'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 which may include: tutoring; working one-on-one or in small groups with the student; referral to an after-school homework lab; referral to Afterschool Intensives, and referral to Summer School.

To determine if students meet Empowerment Academy'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 Language Arts Literacy and Math weighted more heavily. Students in grades one to five will be retained who: fail English Language Arts (ELA) and Math or have a failing overall average. 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. Promotion for these students is conditioned on the student successfully completing Summer School thereby meeting Empowerment Academy's research-based, standards mastery benchmarks for grade-level promotion

For students who meet the requirements for promotion, but who have low but passing averages in Math or ELA, academic interventions such as tutoring 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.

Empowerment Academy Charter School**Graduation Policy**

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

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