Hoboken Charter School

Charter School Renewal Application

September 15, 2016

Copies of this report were transmitted to:
Office of Charter Schools (OCS)
Office of Education
Hoboken District School System
Office of the Hudson County Superintendent of Schools

Section 1: Basic Information
a) Fill in the following chart with the school's basic information for the 2015-2016 school year.

BASIC INFORMATION	
Name of School	Hoboken Charter School (HCS)
Mission (please state the mission)	The Hoboken Charter School is a K-12 community of learners that seeks to develop the academic, artistic, personal and civic growth of all its members through its commitment to service learning and learner-centered education.
Total Enrollment (as of June 2016)	297 students
# and % Free or Reduced Price Lunch Students	79 students qualify for free lunch, 26.6% 12 students qualify for reduced-price lunch, 4.0%
# and % Special Ed Students	38 students, 12.8%
# and % LEP Students	0 students, 0.0%
# and % Asian Students	35 students, 11.8%
# and % Black Students	44 students, 14.8%
# and % Hispanic Students	82 students, 27.6%
# and % White Students	135 students, 45.6%
# and % Other ethnic groups	1 student, 0.3%

Section 2: Organizational Performance Areas

Education Program and Capacity
The following questions are aligned to the [Organizational Performance Framework](), Performance Area 1: Education Program and Capacity.

1.1. Mission & Key Design Elements

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

The mission of Hoboken Charter School reflects our belief that a successful educational experience can only take place when attention is given to the development of the whole child. We envision a community composed of learners of all ages that fosters a spirit of supportive interdependence where individuals can grow in a nurturing, compassionate environment that reflects the history and diversity of the larger Hoboken community.
Students thrive when expectations are clear and consistent at all levels and when they are known personally, not only by their peers, but by the entire school community. In our K-12 school, the values underlying a student's education do not vary as the child progresses. This makes the transition from Lower, Middle and Upper School more fluid, allowing each step to build more solidly on the preceding one.

Our school brings together students of all ages and abilities in a spirit of collaborative inquiry and understanding that is driven by the unique talents and abilities of all of its members. The value to young students of seeing older students achieve and enjoy learning cannot be overstated. This relationship provides younger students with a concrete lesson on the benefits of working hard and achieving goals. Older students gain a sense of pride and accomplishment through their work as role models.

This positive reinforcement is consistent with our theme of service learning. Through community service experience, problem identification, action, and evaluation, and through ongoing personal reflection, students become contributing members of the school community, the community of Hoboken and beyond.

The Hoboken Charter School recognizes that teachers and students must be given the appropriate time and space in which to work and learn. Moreover, this work and learning must be focused on the continuing development of the learners' minds. We insist that students clearly exhibit mastery of their school work and that the teachers engage in continual re-examination of their practice. We also encourage parents and community members to use the school to further their own personal development through informational sessions around a variety of topics relevant to adolescent development and learning.

The four cornerstones of the Hoboken Charter School — academic, artistic, personal, and civic growth — are unified by two basic educational practices: learner-centered education and service learning. A learner-centered school is a place where teachers and students are committed to one another and share collectively in the school vision. Instruction is hands-on and inquiry-based with authentic educational experiences. Service learning provides students with a way to apply what they have learned in school in meaningful ways within their community. As a result, students develop social responsibility, feel empowered to be agents of positive change in their community and see the relevance of their studies to the world.

1.2   Curriculum

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

All K-12 teachers are expected to align their course curricula to the New Jersey Student Learning Standards (NJSLS), and the NJSLS for ELA and Math are integrated across all disciplines. The expectation is that all learners engage in high-level reading, writing, and thinking activities in all of their coursework. HCS has transitioned the entire K-12 program to the NJSLS-Science. Instructional staff plan engaging lessons and units that require all students to learn and practice 21st century college and career skills and financial literacy. A K-12 technology curriculum guides all teachers as they embed skill instruction into their coursework.

The Lower School academic program consists of the following courses: reading, writing, word study, math, science, social studies, physical education, health, Spanish, band (grade 4), art, music and handwriting. Students also have snack, inner peace/independent work time, morning meeting and recess built into their schedule. The Middle School program consists of the following courses: math, Algebra (grade 8), science, science lab, language arts, social studies, independent reading, Spanish, health, physical education, band, Artsbridge electives and academic electives. The Artsbridge electives are cross-grade courses that allow students an opportunity to select from four options (typically an art, music, dance and theater option) each trimester. Students also select an academic elective each trimester. These cross-grade course options have included courses such as forensics, debate, photojournalism, poetry, creative writing and world languages through Rosetta Stone. Middle School students also have recess built into their schedules.

The following curricula and resources are utilized by K-8 teachers to create standards-aligned units and lessons. The listed resources are a representative sample:

Word Study (K-4)	• Words Their Way • Explode The Code
Reader's Workshop (K-8)	• Lucy Calkins Reader's Workshop • Various narrative and expository texts • RAZ Kids • Reading A-Z Leveled Library • Leveled classroom and school library
Writing (K-8)	• Lucy Calkins Writer's Workshop • Zaner-Bloser (Handwriting)
Math (K-8)	• NJSLS-aligned Performance Tasks • Envision Math • Everyday Math • TERC Investigations • EngageNY • Emergent Math • Illuminations
Science (K-8)	• TCI • Foss
Social Studies (K-8)	• *America The Story of Us: Revolutions* • *Creating America: A History of the United States* • *World History: Journeys Across Time* • Various historical texts and novels • Brain Pop
Spanish (K-8)	• Prentice Hall – *Realidades* • Holt McDougal - *¡Avancemos!*
Music (K-8)	• *Musicplay* • *Classical Tunes and Tales* • *Sight-Sing a Song* • Carnegie Hall curriculum materials
Art (K-8)	• *Emphasis Art: A Qualitative Art Program for Elementary and Middle School* • *Gardner's Art Through the Ages: A Global History* • *Assessing Expressive Learning: A Practical Guide for Teacher-Directed, Authentic Assessment in K-12 Visual Arts* • *Handbook of Research and Policy in Art Education*
Physical Education & Health (K-8)	• PE Central • PD360 • All Holt • *Mindful Movements: Ten Exercises for Well-Being* • Various agency websites and resources

The Upper School provides the following course offerings with corresponding resources:

English Department	English I - Identity & Society English II - Prejudice, Injustice, & the Human Spirit English III - American Literature - American Dream English IV - Global Issues in Literature Theatre / Drama AP English Language and Composition AP English Literature and Composition *Various elective courses offered through the Virtual High School Collaborative (VHS)* *Curriculum Resources* • *Measures of Academic Progress (MAP)* • *Achieve 3000* • *Visible Learning for Teachers* by John Hattie • *When Kids Can't Read, What Teachers Can Do* by Kylene Beers • *Understanding by Design* by Grant P. Wiggins and Jay McTighe • *The Literature Workshop* by Sheridan Blau • *The Art of Slow Reading* by Thomas Newkirk • *The Reader, The Text, The Poem* by Louise Rosenblatt • *What's the Big Idea* by Jim Burke • *Texts and Lessons for Teaching Literature* by Harvey Daniels and Nancy Steineke • *NJSLS-aligned Performance Tasks* • *Socratic Seminar*
Math Department	Algebra I Geometry Algebra II Pre-Calculus Calculus Consumer Mathematics AP Calculus AB AP Calculus BC *Various elective courses offered through the Virtual High School Collaborative (VHS)* *Curriculum Resources* • *Measures of Academic Progress (MAP)* • *Math XL* • *Engage NY* • *Scholastic Math (9th grade)* • *Pearson's textbooks (Algebra I, Geometry, and Algebra II) and accompanying resources* • *GeoCebra* • *Kuta Software* • *Khan Academy* • *NJSLS-aligned Performance Tasks*
Science Department	Integrated Science Biology I Biology II

	Anatomy and Physiology
	Environmental Science
	Physics
	Chemistry
	Biochemistry
	Epidemiology
	AP Environmental Science
	AP Biology
	Various elective courses offered through the Virtual High School Collaborative (VHS)
	
	Curriculum Resources
	  • *Measures of Academic Progress (MAP)*
	  • *Achieve 3000*
	  • *NJSLS-aligned Performance Tasks*
	  • *Khan Academy*
	  • *http://ngss.nsta.org/Classroom-Resources.aspx*
	  • *http://www.nsta.org/publications/#online*
	  • *http://www.ngsslifescience.com/biology_lesson_plans.html*
	  • *http://www.physicsclassroom.com/*
	  • *https://www.khanacademy.org/science/physics*
	  • *https://www.physics.harvard.edu/library/resources*
	  • *http://llanoestacado.org/cybercomputing/physics/*
	  • *https://www.nsf.gov/news/classroom/earth-environ.jsp*
	  • *https://www3.epa.gov/*
	  • *https://www.epa.gov/students/lesson-plans-teacher-guides-and-online-resources-educators*
	  • *http://www.aurumscience.com/env_science.html*

Social Studies	World History
	US History I
	US History II
	Economics / Financial Literacy
	AP US History
	AP US Government and Politics
	AP European History
	AP World History
	AP Macroeconomics
	AP Microeconomics
	Various elective courses offered through the Virtual High School Collaborative (VHS)
	
	Curriculum Resources
	  • *Measures of Academic Progress (MAP)*
	  • *Achieve 3000*
	  • *Facing History and Ourselves*
	  • *United States History- Modern America / Pearson-Prentice Hall*
	  • *Taking Sides on Issues in History and Economics*
	  • *American Government / A Complete Coursebook*
	  • *Government in America People, Politics and Policy*
	  • *Perspectives Readings on American History in the 20th Century / Daniel Boorstin*

	- *A People's History of the United States / Howard Zinn* - *The Americans- Pathways to the Future* - *The Stanford History Education Group* - *Fordham University- Internet History Sourcebook* - *Newsela* - *Hippo Campus* - *Modern History Sourcebook* - *Gilder Lehrman http://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom* - *Stanford History Education Group / https://sheg.stanford.edu/* - *Economics- Today and Tomorrow / McGraw Hill* - *Common Sense Economics* - *Economics- William Boyes and Michael Melvin / (AP college board approved text)* - *Economics / Paul Samuelson MIT* - *University of Chicago Video Series 3 Professors*
World Language	Spanish I Spanish II Spanish Culture I Spanish Culture II AP Spanish Language and Culture *Various elective courses offered through the Virtual High School Collaborative (VHS)* and *Rosetta Stone (all languages and all levels)* *Curriculum Resources* - *Spanish I and II / Santillana and Realidades (textbooks)* - *Spanish Culture – Texts and movies from Carlex. Immigration – Stories, Struggles and Debates; The Ultimate Teen Guide – Teachers College, Columbia University*
Arts Department	Drawing I Drawing II Painting I Painting II Printmaking I Sculpture I Spanish Culture II AP Studio Art Program Studio Art 2-D design and drawing Studio Art 3-D design and drawing Theater *Various elective courses offered through the Virtual High School Collaborative (VHS)* *Curriculum Resources* - *Discipline-Based Art Education: A Curriculum Sampler* by Kay Alexander - *Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom* by Katherine M. Douglas - *National Art Education Association Curriculum, Lesson Plans and Standards https://virtual.arteducators.org*

	• *The Art of Ed | An Online Resource for Art Teachers* *https://www.theartofed.com/* • *Incredible Art Department | Art Education www.incredibleart.org/* • *National Core Arts Standards www.nationalartsstandards.org* • *Art Junction | Ten Assessment Resources for Art Teachers* *http://artjunction.org/ten-assessment-resources-for-art-teachers/* • *National Gallery of Art http://www.nga.gov/* • *NEA National Education Association- www.nea.org* • *The Metropolitan Museum of Art www.metmuseum.org*
Physical Education and Health Department	Physical Education / Health I Physical Education / Health II Physical Education / Health III Physical Education / Health IV Drivers Education (Classroom only) *Curriculum Resources* • *PE Central* • *PD360* • *Various agency websites and resources*
Artsbridge / Elective Offerings	3-D design and modeling Global Studies Journalism NJCAN / College and Career Planning Urban Agriculture Choir Guitar Voice "Girls Who Code" Robotics Nutrition Service Learning Debate / Mock Trial Public Speaking ACT/SAT Prep Photography Psychology Forensic Pathology
Internship / College Level Coursework	-Tomorrow's Teachers Middle College Program (in conjunction with Fairleigh Dickinson University) -Internship Program (2017-2018 academic year) -More Advanced Placement level coursework to be added through the Virtual High School Collaborative and college coursework added through Hudson County Community College's LEAP (Learning Enables All Possibilities) Program

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

HCS follows the NJSLS, and resources are selected by committees comprised of teachers and administrators after thoughtful review of multiple options. The committee reviews the standards and school mission as it relates to the course and consults with What Works Clearinghouse, other districts and experts in the field. When possible, the school will send a team to view the use of a program or curriculum in action at another district and meet with administration and teachers about implementation. Much of the curriculum is created by HCS teachers as the preference is to have multiple resources for diverse learners in an effort to maximize every student's instructional time. Teachers design unique and authentic standards-based assessments (informal and formal) to provide students an opportunity to demonstrate what they know before the start of each unit, throughout the unit and upon the conclusion. This information informs instruction ensuring that teachers are teaching all students in their zone of proximal development and that students are mastering content throughout the unit. This also shows administrators if students are making adequate growth. As a result, the curriculum is fluid and adaptive. K-4 report cards are standards-based, and all teachers K-12 are expected to track student proficiency against the standards. Every teacher maintains a Student Growth Portfolio for every student in their class that includes standards-aligned pre-assessments, ongoing assessment material and any other relevant data collected (Fountas and Pinnell, MAP, standardized assessments, etc.). Every teacher meets at least three times throughout the year with an administrator to review these portfolios and discuss student progress, share their ongoing analysis of data and how it is informing their instruction and receive feedback on the process. This then further informs decision-making around curriculum choices and confirms if the resources are meeting instructional goals. Curriculum guides are updated annually.

1.3   Instruction

a.   Complete the *Description of Instructional Practices* template found in Appendix A.

1.4   Assessment

- Describe the school's assessment system and how it is used to improve instructional effectiveness and student learning.
- Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Historically, HCS has had a significant difference in performance between our Upper and Lower/Middle Schools. Typically, the Lower and Middle schools perform quite well in both absolute and comparative measures while the Upper School lags. Because of this, HCS has implemented different assessment procedures for the different grades spans. As such, they will be considered separately here.

Lower/Middle School
All HCS Lower and Middle School teachers keep a Student Growth Portfolio. Teachers begin the school year by setting standards-based academic goals for each student. These goals are aligned to the curriculum which is generally broken down into five large units taught over the course of the school year. Teachers begin each unit with a diagnostic assessment. In some cases, these diagnostic assessments are teacher-created; in others, they are taken from purchased curricula. Teachers record the results and use them to plan lessons for the unit.

During the units, each teacher uses various formative assessments and maintains a record of these results in their Student Growth Portfolio. At the end of the unit, the teacher delivers a summative assessment and records the results. These results are documented in the portfolio and used to inform future instruction.

Specific diagnostic tools used in the Lower/Middle School include:

- Envision Math Assessments
- Fountas & Pinnell Benchmark Assessments for Reading Level
- RAZ Kids Assessments
- Words Their Way Assessments
- DIBELS Assessments
- Teacher created diagnostic, formative and summative assessments

Upper School
For the last two years HCS Upper School has been undergoing a significant transition in its curriculum to increase achievement of all students by improving instructional effectiveness. As part of this transition, HCS has implemented the following formal assessment systems:
- Measures of Academic Progress (MAP)
- Achieve3000
- Math XL

In addition to these formal systems, all teachers maintain Student Growth Portfolios and conduct diagnostic, formative and summative assessments as part of their curriculum. Like the K-8 teachers, 9-12 teachers begin the school year by setting standards-based academic goals for each student. These goals are aligned to the curriculum which is generally broken down into five large units taught over the course of the school year. Teachers begin each unit with a diagnostic assessment. In some cases, these diagnostic assessments are teacher-created; in others, they are taken from our purchased curricula. Teachers record the results and use them to plan lessons for each unit. During the units, each teacher uses various formative assessments and maintains a record of these results in their Student Growth Portfolio. At the end of the unit, the teacher delivers a summative assessment, again either teacher-created or from a purchased curriculum, and records the results. These results are documented in the portfolio and used to inform future instruction.

Finally, when HCS students are referred to the HCS Child Study Team, the following tests are used as standard protocol, but assessment is also individualized to the student:
- WIDA Access 2.0 should we have to conduct any testing for ELLs
- Woodcock Johnson Tests of Achievement
- Wechsler Intelligence Scales for Children
- Clinical Evaluation of Language Fundamentals
- Comprehensive Test of Phonological Processing

1.5   Organizational Capacity

a. Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:
- Process and system for decision-making.
- Process and system for evaluating school leaders.
- Process and system for evaluating and coaching teachers.
- Process and system for staff professional development.

Hoboken Charter School's organizational structure can be found in Appendix B. Being that we are a small school with a limited staff; every person on staff wears many hats. Teachers are responsible for designing unit and lesson plans that exceed the NJSLS while reinforcing school cornerstones; creating assessment tools and analyzing resulting data as well as data from standardized tests; leading instruction informed by data analysis; and communicating with families. The K-8 Vice Principal and K-8 and 9-12 Principals work to establish a positive culture among faculty, staff, students and parents alike in their

respective facilities. They lead programming; conduct evaluations of the teachers and other educational services staff; coach and support teachers; plan professional development initiatives and coordinate and lead sessions; staff the programs; coach and support teachers and staff; communicate with students' families; recruit new students; enforce the policies and procedures of the school and oversee discipline. The K-8 Principal also holds the role of Executive Director, or Chief School Administrator. In this role, the Executive Director works with the other school administrators and the Board of Trustees to enforce the mission of the school while also creating a vision for the future of the school; setting goals and expectations for the members of the school community and garnering support; and working with the Board of Trustees to govern by making hiring and policy recommendations and working with committees around the areas of facilities, outreach and finance. The School Business Administrator and the Coordinator of Special Education and Child Study Team play critical roles in the school as well. Our School Business Administrator is the Chief Financial Officer of HCS and is responsible for duties around the areas of financial budget planning and administration; financial accounting and reporting; insurance/risk administration and purchasing; facilities planning; construction and maintenance; personnel administration; administration of transportation and food services; and central data processing management. The Coordinator of Special Education is responsible for the development and implementation of all aspects of the special education program at HCS. This entails overseeing the Child Study Team, developing Individual Education Programs and 504 Plans that directly align with the school-wide philosophy of the least restrictive environment and ensuring compliance with all state and federal regulations. Additional tasks include providing support, professional development and coaching to staff, conducting formal and informal teacher observations, coordinating meetings for the school's Special Education Parent Advisory Committee and serving as the school's Truancy Officer.

Decision-making is a collaborative process at HCS. Teacher input is sought regularly through frequent faculty meetings, multiple administrator-staff conferences and surveys and through an end-of-the-year conference with every teacher. School administrators meet regularly to discuss decision-making at the building level, and board policy recommendations stem from school needs identified by faculty, parents, administration and the Board of Trustees. The Chief School Administrator makes policy recommendations to the Board of Trustees at their monthly meetings after presenting a draft policy initially to a board committee. After the board committee has reviewed the policy and provided feedback, a policy is presented to the full board for approval.

School leaders and contracted educational service providers are evaluated annually with check-in meetings regularly throughout the school year as per HCS board and NJDOE-approved evaluation systems. Performance against leadership standards and progress against goals set by the supervising administrator (or Board of Trustees for the Executive Director) as well as goals set by the evaluated administrator are critical components of the evaluation process. Hoboken Charter School's outlined evaluation systems can be found at the end of the application, for further information. In our extensive teacher evaluation process, performance elements that are readily available inside the classroom are considered as well as performance elements that are observable outside the classroom. Such observable elements outside the classroom include: collaboration with peers, participation on school committees, presence and participation in meetings, initiatives and events, and ongoing study of schoolwide and individually-assigned professional development topics.

The evaluation criteria include:
1. Full Lesson Observations - These occur two times per year (one announced and one unannounced) for all tenured and nontenured staff and include a pre-observation conference (when announced), a full lesson observation and a post-observation conference.
2. Partial Lesson Observations - These occur at least three times per year and include a partial lesson observation and feedback to teachers.

3. <u>Professional Development Plans (PDP)</u> - Plans and goals are developed annually by teachers in collaboration with their supervisor with progress tracked throughout the school year.
4. <u>Assessment of Professional Responsibilities and Conduct</u> - Teachers are evaluated annually on their performance regarding professional responsibilities and conduct.
5. <u>Teacher Self-Assessment</u> - Teachers reflect upon strengths, achievement of PDP goals, areas where they would like to grow professionally, performance against the professional responsibilities and conduct indicators and support they would like to receive from HCS.
6. <u>Student Growth Portfolio (SGP)</u> - The SGP includes data regarding student growth and academic performance that drives goal-setting, action planning and instructional practices.

Through this evaluation system, areas of teachers' strengths and needed growth are identified which supports the administration in setting school-wide, departmental and individual goals and drives decision-making around curriculum, programming, staffing, professional development and coaching. Administrators meet with each teacher to review their performance based on in-class observations as well as to review work toward PDP goals and the teacher's Student Growth Portfolio at least three times a year and in most cases many more times than these three meetings. The school ensures that teachers are evaluated by and meet with at least two different administrators to gain feedback, support and coaching from at least two separate evaluators. This provides multiple perspectives with varying experience and expertise to provide a more comprehensive assessment of performance. Teachers conduct at least two peer observations each school year, and administration arranges for teachers to observe others who have strengths to share with those who could benefit from this pairing. At least once a month, sessions are held in which teachers work collaboratively in content areas, divisions or departments as well as across grade levels for vertical articulation to occur. Provisional teachers are enrolled in an extensive mentoring program. Details of the mentorship program can be review at the site visit. Coaching provisional teachers receive from their mentor teacher is separate from the coaching they receive from school administration.

Staff professional development is critical to the success of the instructional program. All full-time staff are contracted to work until 5:00 pm every Thursday (with students being dismissed monthly at 1:00 pm and otherwise around 3:00 pm) as well as a for a four-day orientation prior to the start of school. During this time together (totaling over 100 hours), the teachers, educational service providers, support staff and administrators work toward professional and school-wide improvement on a variety of topics. The school administration gathers feedback from staff annually to assess professional development needs and designs sessions with this feedback in mind as well as, and even more critically, areas of desired growth determined from the previous school year's classroom observations; unit and lesson plan review; data (SGP and standardized test data most specifically); student, faculty/staff and parent survey responses; truancy, graduation rates, HIB and disciplinary infraction data; and any new expectations from the State regarding standards and assessment. We believe that professional development is most meaningful when comprehensive and spanning multiple sessions where teachers can explore multiple approaches to meeting the goals of an initiative with colleagues; implement strategies in the classroom; reflect; share; and ultimately receive feedback, coaching and support from colleagues and supervisors around the practice. Walk-throughs and instructional rounds are used to share feedback around practice implementation. Goals of each initiative are initially assessed in low-stakes ways such as the aforementioned informal visits and later assessed via the evaluation system. While teachers and staff attend these trainings onsite, teachers and administrators are often also sent to offsite trainings and asked to turnkey their learning with their peers. The school has developed an alliance with other local charter schools and attends annual networking events where our teachers and educational specialists meet with teachers of the same grade level and/or content area to share ideas and resources and to receive feedback (more below). Teachers then keep in touch via email and phone and are encouraged to visit one another across schools.

PD initiatives at HCS are sometimes school-wide, sometimes division-wide or department-wide and sometimes individual-by-individual. Themes of exploration at the department or division level in recent school years have included the following:

- Integrating technology into the classroom
- Differentiating instruction (process, product and/or content)
- Creating meaningful homework
- Standards-based grading (K-4) and differentiated grading (5-8)
- Meeting students in their zone of proximal development
- Interdisciplinary instruction
- Creating a positive school climate
- Effective classroom management
- Dyslexia assessment and intervention
- Writing measurable IEP goals and objectives
- Using digi-blocks to support mathematical understanding
- Crisis Prevention Intervention
- Co-teaching in the inclusive classroom
- RWP Readers and Writers Workshop
- Service learning
- Character education
- Embedding test skills into instruction
- Data-driven instruction
- Understanding by Design
- Unpacking and aligning curriculum maps with NJSLS with a specific focus on CCSS and Next Generation Science Standards
- PARCC
- Supporting students in the development of executive skills
- Responsive Classroom
- Connected Action Roadmap

The belief is that like instruction for students, professional development should be tailored to the needs of our staff, and we send teachers to trainings off-site based on the teachers' individual needs and goals. Oftentimes learning is turnkeyed to members of the faculty upon their return.

Topics in recent years have included:
- Utilizing Effective Behavioral Supports in the Classroom
- Reading and Writing Project Weeklong Institutes and Saturday Reunion Sessions at Columbia University's Teachers College
- College & Career Readiness for All
- 24th Annual NJAAP School Health Conference
- Assistive Technology Tools to Support Dyslexia and Reading Disabilities
- Connected Action Roadmap
- Demystifying PARCC Data Reports
- Re-Imagining Assessment – Project Based Curriculum
- Financial Aid De-Mystified
- Google Tools for Reading and Writing – Improve use of Google Drive in the Classroom
- Structure and Properties of Matter for Teachers in Grades 2 & 5
- Closing the Opportunity Gap
- PARCC Revisions and Utilizing Scores

- Universal Design for Learning
- Discussions on Race and Gender via Visual Art-Making
- Improving Student Achievement, Community Engagement I Staff Efficiency Using Cloud Technology
- Melodic-Based Communication Therapy – An Innovative Approach for Children with Autism Spectrum Disorder
- Reading & Writing with an iPad – Incorporating New Technology Tools into Lessons and Independent Practice
- Driver's Education certification
- Using iPads in the classroom
- Dealing with Difficult Learners in the Classroom
- PARCC ELA and Math Assessments
- Facing History and Ourselves - Social Justice in the Classroom

For the past two school years, the K-8 program has engaged in professional book clubs through which teachers read a book and meet several times throughout the school year to share ideas and discuss the content of the text while implementing strategies in their classrooms, observing one another, reflecting and sharing. Titles have included the following:
- *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess
- *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom* by Rick Wormeli
- *Teach Like A Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov
- *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson
- *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* by Alfie Kohn
- *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* by Daniel T. Willingham
- *Teaching with the Brain in Mind* by Eric Jensen
- *Teaching with Love and Logic: Taking Control of the Classroom* by Jim Fay and David Funk
- *The Unstoppable Writing Teacher: Real Strategies for the Real Classroom* by M, Colleen Cruz

The Upper School is entering year two of implementing Professional Learning Communities. The first year of PLCs consisted of staff members working together on developing and revising a viable curriculum focused on learning standards and best practice. The staff members engaged in the following:
- Unpacking the learning standards (ELA and subject specific) into student-friendly learning objectives and embedding these objectives into specific units of study
- Grouping these learning objectives into units of study
- Creating essential questions for these units of study
- Creating meaningful and authentic assessments (formative and summative)

During the second year, the Upper School staff will continue to work collaboratively to:
- Continue an ongoing critical discourse centered on the New Jersey Student Learning Standards and the learning expectations for all students
- Analyze relevant formative and summative data points (PARCC, MAP, Achieve 3000, SAT, and classroom assessments) to:
  - Drive lesson and instructional planning, differentiation, and intervention strategies
  - Monitor student learning, revise lesson and unit plans, and set targeted learning goals for all students

The K-12 administration, faculty and staff are currently engaged in a year-long workshop series with Dr. Khyati Joshi of Fairleigh Dickinson University entitled "Institute for Teaching Diversity and Social Justice." The goal of these sessions is to raise awareness of individual and institutional bias in order to ultimately perpetuate an inclusive school culture which allows for increased student outcomes and serves to further foster a safe and supportive learning environment. Through this series, participants examine and subsequently will utilize culturally relevant teaching methods to increase achievement and socio-emotional learning. The workshops will focus on: individual awareness, curricular and pedagogical innovation, creating multicultural learning environments and culturally relevant teaching.

Additional K-12 professional development sessions throughout this school year will focus on data-driven instruction as well as departmental and divisional meetings and vertical articulation sessions. This time allows teachers to collaboratively plan with their colleagues around common content, skills and additional non-academic goals. The special education department will use PD time to focus on improving the use of data collection and analysis to inform IEP development and instruction in the classroom.

During staff orientation this school year, our K-8 staff had the opportunity to attend a session at St. Peter's University with other schools in the Jersey City and Hoboken Charter Schools Alliance, an alliance seven charter schools founded three years ago with the goal of sharing resources and collaborating for school improvement. The keynote speaker was Dan Tricarico, author of "The Zen Teacher: Creating Focus, Simplicity and Tranquility in the Classroom." Staff also had the opportunity to network with colleagues from other schools who work in the same discipline. In supporting our transition to NJSLS-Science, our K-8 science teachers will be participating in a yearlong workshop series with Stacey van der Veen, the founder of NGSSPD, focusing on the development of teacher content knowledge aligned to the new standards, as well as unit and lesson planning. This work will be done in conjunction with two other local charter schools that are a part of the Alliance.

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

2.1   School Culture & Climate

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

Hoboken Charter School was founded on four cornerstones - academic, artistic, personal and civic growth - which are unified by two basic educational practices: learner-centered education and service learning. Academic growth is tracked through the use of assessment and data. Teachers participate in vertical and departmental teams to plan in ways that are responsive to the needs of their students. Students are regularly celebrated by faculty, staff and administration for their growth and achievements. Faculty and administration greet students daily as they enter the building, and teachers are expected to greet students as they enter classrooms once inside the building. HCS understands the importance of students feeling cared for and welcome in order for them to achieve academically. Students in grades 5-12 are eligible for the honor roll, which is awarded after each marking period. Student names are announced over the public address system and students have lunch with administrators. Achievements are also posted on the website and school social media and listed in the school's weekly communication as well as shared via press releases to local media outlets. Student choice and autonomy is important for school culture. At HCS,

students are able to self-select enrichment electives (grades 5-12) and after school clubs (grades K-12) that meet their individual interests. HCS seeks student feedback around electives, clubs, activities and school lunch choices in order to ensure that the school is providing options that are of interest to all students.

Student artistic growth is evident at HCS, as the arts are used a means for effective communication and student self-expression. The K-12 arts program at HCS is a rich, varied and integral part of the school's curriculum. It relates strongly to the total development of each child. From the ACE (Art and Character Education) and Art Play programs in the Lower School to the Artsbridge program and additional art/service hybrid courses in the Middle and Upper Schools, a rich tapestry of learning is woven throughout the school and greater community. By employing a strong sense of individual discovery, independent and collaborative work, and the instilment of problem solving skills, the arts are employed to aid academic growth. Artsbridge courses are varied with courses ranging from modern dance composition to acoustic guitar to Art of Picasso to musical theater. HCS strives to create arts courses that reinforce the values of the school itself by reinforcing the service learning program – with courses like You Go Girl! that stresses art and feminism or Monkey Business that champions and pairs visual art with hands-on animal husbandry. Being adjacent to New York City students, students are also engaged in programs and frequent field trips to institutions like the Museum of Modern Art and Carnegie Hall. Lowenfeld's stages of artistic/creative development are modeled and practiced throughout the program as is a heavy bias towards multiple intelligences. Student expectation is of the highest degree and is met via student work both in terms of product and process and an overall established foundation in arts literacy.

Personal growth is reflected through a safe and supportive learning environment. Teachers in grades K-4 use responsive classroom techniques such as community building through morning meeting and logical consequences for behavior infractions. The PAWS initiative (outlined in greater detail in Part b) and 9-12 advisory are tied to character education. The school has implemented Tier II behavior modifications based on student need, such as team building days and more structured grade-wide behavior plans. During the 2014-2015 school year, the K-12 program engaged in a school-wide exploration of using principles of *Discipline with Dignity* to inform our work around school culture regarding management and discipline. Teachers have participated in PLCs through book clubs (noted above), in which many of the titles emphasized strategies to promote a safe and supportive learning environment. Evening parent workshops are held throughout the year on a variety of topics related to child and adolescent development. Additionally, EVVRS data for the 2015-2016 school year shows a suspension rate of only 0.3%. While this rate is very low, HCS is always working to further reduce this number through proactive character education programming, conflict resolution and peer mediation strategies. Lastly, as is noted above, the school has been collaborating with Dr. Khyati Joshi to provide professional development around culturally responsive teaching.

One of the ways civic growth is developed at HCS is through service learning initiatives. Teachers receive training on service learning during staff orientation and infuse service learning throughout the curriculum. The Service Learning Coordinators provide ongoing coaching support to teachers throughout the school year. Additionally, the Middle and Upper Schools (the Lower School will be eligible to participate this year) engage in a student government that promotes student leadership, is responsive to student recommendations for school change and teaches students about the democratic process.

Engagement in the learning process is evident through staff and student attendance and participation in school events. 100 percent of HCS faculty, administration and staff attend at least one weekend service learning event with our students annually, and student participation is high as well (an exact count hasn't been conducted). Staff attendance at student events, such as plays, sports events, etc., is high. The daily staff attendance rate for 2015-2016 was 96%, reflecting a high level of commitment from the faculty.

Students know that the members of the HCS staff care for them, and their support is demonstrated outside the school hours routinely. Student attendance reflects this positive culture, as it remains above 90% at all grade bands (96% for K-8 and 92% for 9-12). Tiered interventions to support and address students with attendance include parent phone calls and conferences and intervention meetings with the student, the student's family, a representative from the school guidance department and an administrator.   Ultimately, the school makes truancy court referrals when truancy is chronic and not fixed with the aforementioned interventions.

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

Hoboken Charter School states in its mission a commitment to service learning and learner-centered education as core components of the instructional program. These two philosophies positively and directly impact the social and emotional health of our students. Through service learning, students see a direct connection between classroom learning and their larger community and have the opportunity to practice caring behaviors, learn about diversity amongst people and increase their feelings of competence and self-worth. With a learner-centered educational approach, students are challenged to actively engage in the learning process through authentic, real-world experiences. Students are supported in this work by small class sizes and a 10:1 student-to-teacher ratio that optimizes the time for learning. Teachers get to know their students well and are able to tailor instruction to meet student needs and interests, and students feel safe and supported as a result.

HCS students are taught to respect each other, the school environment, and the learning process. One key school policy that fosters the social and emotional health of all students is HCS's Harassment, Intimidation and Bullying (HIB) policy. Supervised by our School Safety Team (comprised of faculty, staff, administrators and parents), HCS annually observes the Week of Respect, School Violence Awareness Week, No Name Calling Week and Pink Shirt Day. Each of these observances is spearheaded by the Student Government Association and includes a variety of activities to foster awareness, respect, and team building within the student body. All staff receive training on HIB, the student code of conduct and suicide prevention in accordance with state mandates in order to ensure the collective capacity of all adults to identify and support students in need. Students also receive instruction around bullying and cyberbullying with lessons from the NJ Bar Association (K-8) or lessons that are teacher developed (9-12). Remediation instruction is a part of the disciplinary measure for any student who has been found to have committed an act of HIB.

Hoboken Charter School's character education program is anchored in the PAWS initiative. PAWS underscores the following: Positive attitude, Accountability, Willingness to learn and Service, which serve as the school's values. Students have come to embody these values through character education lessons and real-time teachable moments. On a monthly basis, one student per grade level is selected by staff for best exemplifying the PAWS values. These students receive a certificate and have their photo on display in the school. Additional character education development is accomplished through: the Kindness Campaign (K-8), Student Ambassadors (9-12), girl's only lunch groups (5-6), A Day Without Hate (9-12) and teambuilding days for targeted grade levels.

There are additional programming opportunities that further support the socioemotional development of students. Through health education, after school clubs, intervention programs and student leadership opportunities, such as student government, HCS is committed to fostering a safe and supportive learning environment for all students.

HCS also engages families in the work of supporting the social and emotional well-being of its students. Parent workshops are offered throughout the year and have included the following topics: HIB training,

suicide awareness and prevention, alcohol and drug prevention, home-school support of student behavior and stress management for children. The school is hosting a parent-child session later this month on Managing Anxiety and Mastering the Art of Performing Under Pressure. Additionally, families (like all K-12 students and faculty and staff) are invited to complete an annual School Safety Survey to provide feedback on the work of the school, the results of which are shared with staff and drive school supports and programming. Families are also invited to attend an annual training on the HIB policy and reporting procedures.

2.2   Family & Community Engagement

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

Please see 2015-2016 Annual Report - Section 2.2 a.

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

As outlined in our 2015-2016 annual report, Hoboken Charter School is continuously creating new relationships and partnerships as well as maintaining those that currently exist with the goal of supporting the school's mission. Our partnerships with numerous art organizations support our students' artistic growth as they strive to have their art published and impact others via their art. Several of our art partnerships have integrated service, a critical component of the HCS mission, as well. Student civic growth is supported with other service organizations as they serve their school, community and world-at-large while developing social responsibility as they support others. Personal growth is achieved as students explore interests and professional goal-setting through their work with partner organizations. At present, seven seniors are taking a college course offered through Fairleigh Dickinson's Middle College Program, for example, through which they serve as support teachers in the Lower School community while developing professional skills and exploring the teaching profession. Through partnerships with many of the organizations listed, students develop academically. The Upper School students' work on Star Island, for example, reinforces their science studies while also engaging students in service and career exploration. While providing a particularly rich and meaningful experience, student engagement with most of these local, national and international organizations supports academic, personal, civic, *and* oftentimes artistic growth. Another example is Hoboken Charter School's Middle and Upper Schools' Girls Who Code Club (GWC). A national non-profit organization, GWC is dedicated to closing the gender gap in technology. They sponsor clubs throughout the country to teach CS skills to girls in grades 6-12 through pairing CS professionals with each club to instruct members. GWC members complete coding projects including a CS Impact Project where they use technology to make a difference in their community. For example, this past year, two HCS club members designed a website to help educate about lead poisoning in Flint,

Michigan. The project was picked up by the Huffington Post and mentioned by Founder of GWC, Reshma Saujani, in a History Channel online commercial.

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

3.1 Board Capacity

a. Provide evidence that the board of trustees governs the school effectively. Include the following in your response:
- Evidence that the board has the appropriate skills (legal, fiscal, educational, community, etc.) and experience to govern the school effectively.
- Information on board priorities for recruitment of additional members and how the board recruits and selects new board members.
- Evidence that the school sets goals aligned to the mission.
- Evidence that the board regularly monitors progress relative to its priorities.
- Evidence that the board has adequate filled seats and regularly meets quorum, according to its bylaws.
- Evidence that the board evaluates the school leader(s), school business administrator and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.

The Board of Trustees operates with a committee system with committee chairs and members assigned by the Board President based upon professional skills and experience. At present, the Board of Trustees has active Upper School, Facilities, Finance, Legal and Management committees. Committees change with school needs at the time, so the Board can dedicate adequate time and resources to our primary goals at all times. Communication, Outreach, Nominating and Parent Association committees were active last school year in addition to our currently active committees. Standing committees and trustee biographies have been included at the end for reference.

The Board of Trustees is committed to maintaining a diverse set of members. Our priorities continue to be to maintain a board comprised of both parents and community members, with a broad array of skills and backgrounds including experience in the fields of education, finance, law and human resource management. Our parent members represent those from our Lower, Middle and Upper Schools.

Our priority in recruitment is to maintain the diverse makeup of our board. The board entertains members who approach the board and also seeks out strong candidates. Once a candidate expresses interest, the nominating committee meets with the candidate to vet them and explore in more detail requirements and expectations of the role as well as the background of the individual. Where there is mutual interest, the nominating committee formally recommends that the individual proceed with the process and the candidate is invited to attend the public portion of a meeting to experience the board dynamic and to see the board in action. When there is still mutual interest, the candidate meets with the entire board where a final interview takes place. After that, upon board-wide approval, the candidate is voted on as a member of the board.

Since going through the last renewal process, a primary focus of the board related to the mission was on restructuring the school's leadership model to provide greater accountability for the overall program and more specifically for the Upper School program. This was accomplished by appointing Deirdra Grode as the School's Executive Director. Further, the Executive Director and Board of Trustees worked

collaboratively to clearly articulate the expectations and responsibilities of the Upper School leadership with a new Principal. The board worked closely with the Executive Director to identify an Upper School Principal who not only understood the school's mission but who also possessed the leadership skills to move the Upper School faculty and students toward an increase in school culture and academic achievement. Since the hiring of the current Upper School Principal, positive changes in the Upper School culture, more engaged and mission-aligned teaching and improved student achievement are evidence of significant progress with respect to these goals. Additionally, with this change in leadership structure, the board and Executive Director envisioned a more integrated K-12 school community with divisions (a lower, a middle and an upper school division) that are separate for targeted training, coaching, curriculum work and developmentally-appropriate programming yet have focused areas of partnership and integration. Part of the teacher expectations is that each teacher finds meaningful and educational opportunities to engage our students across the divisions of lower, middle and upper school. Many of these experiences are service-learning initiatives, and some are content-based. With the new Tomorrow's Teachers Program through Fairleigh Dickinson's Middle College Program, HCS Upper School teachers are supporting the learning of lower school students through their clinical work while developing leadership and public speaking skills, engaging in career exploration and earning college credits. This program is an example of how we continuously explore new and innovative opportunities to integrate the K-12 program in ways that serve all of our students.

Further, in establishing general school goals and goals for the CSA, the board continues to be guided by its four cornerstones as articulated in the school's original charter.

The Hoboken Charter School Board of Trustees is an active one with members deeply engaged in the oversight of the school's academic and administrative functions. The CSA and other members of the school leadership team regularly report to the full board and are engaged with board committees when relevant. Monthly board meetings are structured to allow for full and open dialogue with respect to long and short-term goals, and ongoing committee work ensures that the board is focused on those issues that are central to the success of the school. Additionally, the board's evaluation process for the CSA not only allows for reflection and goal setting for the CSA, but for the school as a whole.

The bylaws stipulate that the Board of Trustees shall consist of not less than three nor more than eleven persons, excluding ex-officio members. Regular attendance is an expectation of all trustees. If any trustee has three consecutive absences, the Board Secretary is to communicate with that trustee to ascertain continued interest. The Board of Trustees experienced no turnover in the 2015-2016 school year, maintaining all 8 serving Trustees. During the same school year, the board's average attendance rate was 79% and never failed to meet quorum requirements.

The HCS Board of Trustee's annual evaluation process starts with the Executive Director completing a self-assessment in the Spring of each year, and the Board subsequently conducts a formal evaluation of the Executive Director with goals established for the following school year. Check-ins on progress toward these goals established by the board occur throughout the following school year. The board conducts the NJSBA-created self-assessment annually as well, and responses are used to inform board-level decision-making for the subsequent school year. Similar to the Executive Director's evaluation process, the SBA completes a self-assessment he submits to the Executive Director which supports her evaluation of his performance and goal setting. Meetings follow throughout the year to assess progress toward goals that had been established.

Access and Equity

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

4.1   Special Education

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

The administration and teachers of Hoboken Charter School are strongly committed to the early identification of students with disabilities and work in conjunction with families to ensure that students with disabilities receive comprehensive and appropriate academic and social support services. All teachers maintain a Student Growth Portfolio to continuously assess each student's level of proficiency within a specific academic or functional domain. Students identified as performing below established benchmarks on standards and curriculum-based measures are referred to the school's Intervention and Referral Services (I&RS) Committee. The HCS I&RS Policy can be found in Appendix C. At this juncture, a targeted action plan is developed by the team and implemented within the general education setting. Written documentation is maintained indicating the interventions utilized, the frequency and duration of each intervention, and the effectiveness of each intervention. Students who fail to respond to general education interventions established through this I&RS process are referred to the Child Study Team for comprehensive evaluation. Hoboken Charter School further complies with P.L. 2013, c210, and uses research-based screening tools to identify students at risk for dyslexia, starting in a student's kindergarten year. In accordance with 6A:14-3.3, a direct referral to the Child Study Team may be made at any time by any faculty member or parent with documentation that the nature and severity of a student's educational problem is such that evaluation to determine eligibility for special education services is warranted without delay.

Special education academic programs are determined for each student with an identified disability in accordance with N.J.A.C 6A:14-3.7. Hoboken Charter School offers a continuum of educational support services to meet the needs of our diverse special education student population. Programming is flexible to reflect the individual academic, social, and behavioral needs of each student, thus allowing for all children to be educated in the least restrictive environment. Presently, academic programming for students is offered in the general education setting with supplementary aids and services, in inclusive settings using an in class resource model, as well as in the resource room reflecting a pull out replacement model. Hoboken Charter School provides comprehensive speech and language therapy, occupational therapy and physical therapy as related services to students who meet eligibility requirements. Additionally, educational counseling and consultations with a certified behaviorist are offered to students in need of intensive social and emotional support. Parents are encouraged to provide input regarding programming by participating in the Special Education Parent Advisory Committee.

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

Hoboken Charter School follows N.J.A.C 6A:15 when making provisions for English Language Learners. The identification process begins with the completion a Home Language Survey at the time of enrollment. Any student entering grade K or transferring from an out-of-state school or an in-state non-public school whose native language is not English is screened using the WIDA Access 2.0 assessment, which has been approved by the NJDOE. At present, the Hoboken Charter School does not meet the minimum enrollment

requirements for a formal ESL program; however, the school is well prepared with the appropriately certified staff to offer English Language Services that provide supplemental instruction designed to improve the reading, writing, speaking and listening skills of English Language Learners.

Section 3: Fiscal Viability

The following question is aligned to the [Performance Framework](#), Section II. Financial Performance.

1.1   Financial Framework

a.   Based on the Performance Framework Financial Ratios reported in the FY 2014-2015 Comprehensive Annual Financial Report (CAFR), provide an explanation for any Near Term or Sustainability Ratios that did not meet standard. Further, provide a plan with timeline for improving any ratios that do not meet standard.

  All indicators and measures meet and exceed the Performance Framework expectations. All financial indicators meet and exceed the standard indicators.

1.2   Financial Audit

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

There have been a few repeat items on enrollment registration discrepancies. This variance has been corrected for the 2015-2016 audit with additional confirmations and letters from the district. Detailed registration procedures have improved to reduce data discrepancies with additional audits as support.

1.3   Budget Information

a. **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5,"** prepare a budget summary covering projected sources of revenue and planned expenditures for Years 1-5. If requesting an expansion to the school's maximum enrollment, please provide two five-year budgets:
  - Budget Summary 1 - without expansion for Years 1-5
  - Budget Summary 2 - with expansion for Years 1-5

b. Provide a Budget Narrative for fiscal year 2017-2018. If the school is planning to expand, provide **an additional budget narrative** reflecting the expansion. For years 2018-2022, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.

c. **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5,"** prepare a Cash Flow Schedule for the 2017-2018 school year only.

Notes:
  - *Use the most recent actual revenues available from the latest enrollment count. Prepare the five year budget assuming revenues are frozen except for increase in enrollment. The purpose of the five-year budget projection is to forecast significant changes in expenses and assess future fiscal viability. Please note that these budgets are solely for forecasting.*

- *Do not include any reliance on outside fundraising unless the school can document that funding has been secured.*
- *Charter Schools are now required to maintain a separate escrow account of $75,000 for the express purpose of having funds available in the event of a corporate dissolution due to charter surrender or revocation. A total of $75,000 must be reserved in the escrow account, due five years from the date of signature of the Charter Agreement. This reserve must be maintained outside of the General Fund and cannot be used for operational purposes. The charter school may choose to obtain a surety bond to meet this requirement. Failure to provide for a $75,000 escrow account or surety bond by the end of the four year period shall be deemed a material violation of the charter agreement.*
- *The escrow account is not included on the Budget Summary. It does, however, affect the cash flow. On the Cash Flow Schedule, the amount expected to be contributed for the Escrow Account during the first fiscal year can be any amount up to $75,000. The reserve should be manually populated in the Budget column titled "Escrow Account Reserve" and distributed to the appropriate month(s).*

Section 4: Five-Year Planning

1.1 Maximum Enrollment

a. Based on the school's **currently approved maximum enrollment**, provide a five-year maximum enrollment chart by grade level, in the prescribed format below. If your charter is renewed **without** expansion, this chart will serve as the maximum enrollment chart of the school over the next five years.

Note: *Schools may not account for year-to-year attrition in their maximum enrollment charts and must allow for the natural progression of students from year-to-year.*

Maximum Enrollment Chart

Grade Level	2016-2017 (current maximum)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-K	N/A	N/A	N/A	N/A	N/A	N/A
K	22	22	22	22	22	22
1	22	22	22	22	22	22
2	22	22	22	22	22	22
3	22	22	22	22	22	22
4	22	22	22	22	22	22
5	22	22	22	22	22	22
6	22	22	22	22	22	22
7	22	22	22	22	22	22
8	22	22	22	22	22	22
9	25	25	25	25	25	25
10	25	25	25	25	25	25
11	25	25	25	25	25	25
12	25	25	25	25	25	25
TOTAL	**298**	**298**	**298**	**298**	**298**	**298**

b. If the school requests an increase to its maximum enrollment over the next charter term, provide a second enrollment chart reflecting this request, in the prescribed format above. If your charter is

renewed with expansion, this chart will serve as the maximum enrollment chart of the school over the next five years. Any increase in enrollment is an amendment to the school's charter and must be requested in the form of a board resolution. **Include the board resolution and amendment request in the renewal application. Alternatively, schools may provide a board resolution submitting the application which includes the enrollment increase request.**

Note: Requests for expansion of enrollment will be considered by the Commissioner during the renewal process and a decision will be made at the same time of the final renewal determination.

1.2   Facility

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

Address	Grade Configuration	Site Administrator
713 Washington Street Hoboken, NJ 07030	K-8	Deirdra Grode
4th and Garden Streets 4th Floor Hoboken, NJ 07030	9-12	Christopher Sell

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

Lower and Middle School Program
In 2011, The Friends of Hoboken Charter School purchased the building at 713 Washington Street for use as HCS's K-8 facility. In August of 2016, The Friends refinanced the building with a twenty-five year term. Accordingly, the Friends and Hoboken Charter School have executed a long-term lease, automatically extending every five years concurrent with NJDOE charter renewal. The financially advantageous loan has enabled new lower lease payments of $25,000 monthly, approximately $9,000 less per month than the original lease terms.

Upper School Program
Since 2007, HCS's 9-12 program has been located in the Demarest Building, under annual lease from the Hoboken Board of Education. The HCS Board of Trustees continues to prioritize securing a new and permanent facility for the upper school.

1.3   Five-Year Planning

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

Our primary school improvement focus is the Upper School for the next five years. A Strategic Action Plan was designed with the feedback of a team of parents, administrators, faculty members and staff representing the Lower, Middle and Upper School divisions with additional information gathered from current students, students in our Middle School and families of middle school students outside the HCS community, and is being used as a guide to move our Upper School forward. The following are the Strategic Objectives and corresponding Initiatives that are driving our reform initiative.

Goal 1: Increase Community Involvement / Engagement
Strategic Objectives
1.1. Utilize the assets of Hoboken, develop partnerships with community organizations, local universities, businesses and agencies to support student learning, address unmet needs of families, and create mentors for students and parents. 1.2 Establish a School/Family Council at the Upper School. 1.3 Provide Parent Leadership/Development Workshops 1.4 Collect information and map resources available in communities and disseminate information to school parent centers about pertinent supports, services, programs, and options to meet the diverse needs of families 1.5 Increase parent support in their child's academic progress.
Strategic Initiatives
- Establish an Upper-School/family council that meets monthly to discuss a variety of concerns and parent issues related to the Upper School. This council will also be used to foster effective communication and trust between HCS stakeholders and the community.   - Continue to explore opportunities for developing partnerships with Stevens Institute   - Stevens Connects   - Tutoring Program   - SAT Max program - weekend   - Shared facilities / programs   - Other opportunities   - Assure staff contact 100% of their parents.   - Email   - Phone calls   - Conferencing   - Expand opportunities for parent involvement in their child's academic progress and Coordinate opportunities for parent programming.   - Report card nights   - Curriculum Nights   - Financial Aid processes / College Nights   - College affordability, scholarships and aid sources.   - Transition Nights (parents of incoming 9th graders)   - Data interpretation (PARCC, MAP, SAT, etc.)   - Programming of interest (HIB, effective use and monitoring of social media, providing academic support for your child, etc.)   - Document parent involvement in academic functions.

Goal 2: Elevate the Academic Achievement of all Students
Strategic Objectives
2.1 - Implement a strong college-preparatory curriculum 2.2 – Ensure that all students have access to a wide range of core and academic   elective courses. 2.3 – Ensure that professional development opportunities, curricula, and assessments are aligned to relevant state and national standards 2.4 – Provide appropriate interventions and tiered support programs to maximize student success in all learners. 2.5 – Establish a culture of inquiry, where students have opportunities to pursue personal interests/passions within the context of a college prep framework. 2.6 – Establish experiential learning experiences that foster in-depth, academic exploration of a specific topic in an authentic setting. 2.7 – Ensure that students have access to a highly effective teacher in every classroom.

2.8 – Establish clear and explicit knowledge and skill targets for all courses, increasing academic challenge, and rigor at all classrooms and levels. 2.9 – Professional Learning Communities will be used to plan, monitor, and adjust instruction to impact student learning. 3.0 - Align lesson designs and instructional practices with relevant technology standards to support curricula and mastery learning in all of our students.

Strategic Initiatives

- Offer a wide variety of course offerings intended to provide challenge and rigor to all students.
- Develop a four-year course plan with each incoming 9th grader that leads to meets the requirements of a college-ready curriculum.
- Increase the number of Advanced Placement courses offered.
- Restructure the Senior Portfolio Project into a culminating academic and intellectual Capstone Project.
- Utilize Achieve 3000 (Empower 3000) with students in need of academic support for math skill, reading comprehension and literacy instruction to deliver strong and sustainable gains.
- Mandate all incoming 9th graders take an intensive 90 minute block of both English and Math instruction
- Support professional development to address strategic plan initiatives for continuous school improvement.
- Utilize common assessments (in core classes) to drive instruction and curriculum
- Provide social-emotional and academic supports so that each student experiences academic challenge and success.
- Implement I&RS, intervention, enrichment and accelerated programs to accurately address our students' individual academic needs and extend their learning.
- Assess our students' social-emotional needs and develop corresponding support programs.
- Research and deploy effective uses of technology to promote more effective teaching and learning in the classroom.
- Identify and allocate resources to transform teaching and learning and optimize conditions to benefit students in all classrooms.
- Ensure learner-centered teaching and learning at all levels and in all classrooms.
- Recruit and retain highly effective teachers.
- Publish learning targets in student-friendly language.
- Utilize school and teacher driven data to track student progress, identify an individual student's weaknesses and strengths, provide feedback on curricula, and mold academic interventions.
- Promote shared instructional strategies that address learning needs.
- Ensure that formative and summative assessments monitor student learning and validate instructional practices.
- Provide opportunities for experiential learning
  - Experiential / Intercession week
  - Internships
  - Service learning opportunities
  - Field Work - through our Sciences
  - Community based research (working with local organizations to conduct research to meet the needs of the organization or the larger community).

Goal 3: College and Career Readiness

Strategic Objectives
3.1 - Create a school community where all students feel welcome and experience a sense of belonging.   3.2 - Promote a learning environment where every student feels known and supported by at least one adult in the school community. Create a high-trust school culture characterized by shared ownership and high expectations.   3.3 - Establish fair and just processes and practices that set clear, meaningful expectations to create a safe environment while recognizing the humanity of all students and adults.   3.4- Improve transitions from middle school to high school and from high school to postsecondary experiences.

Strategic Initiatives
- Provide students with an opportunity to complete an interest inventory to tailor experiences to interests   - Institute a weekly meeting, through the advisory program, where our teachers will meet with each student is to discuss academic successes and failures, provide appropriate interventions and supports, create post-secondary plans, and provide support for the student's social-emotional needs.   - Restructure our current Upper School Advisory program to provide a four-year program that addresses the social, emotional, and academic needs of the students as they progress through high school.   - Utilize the *Naviance* program to assist students with the transition to and from high school and provide each student with a post-secondary plan that outlines his/her goals upon graduating.   - Utilize the assessment measures found in the *Naviance* program over a student's four-year academic career so that they are aware as to how well prepared they are for college, and provide the necessary assistance to address deficiencies as they are identified.   - Engage and assist our students in completing vital steps for college entry   - Increase the frequency of college/school visits to the Upper School campus.   - Expand opportunities for students to visit local colleges and universities - arrange small and large group tours.

Although the primary focus of transformative work is at the Upper School level, HCS continues to set goals to move the Lower and Middle School programs forward with focus areas and corresponding actions as follows:

- Building a more inquiry-based K-8 science program, aligned to the new NJSLS- Science (NGSS)
  - Implement the TCI program, following a yearlong curriculum review process
  - Appoint a K-8 Science Lead to support effective transition to and implementation of the new science standards and TCI curriculum with an emphasis on inquiry-based science instruction
  - Establish K-8 PLCs and additional content-based professional development through an outside consultant to support the transition to NJSLS-Science (NGSS), focusing on curriculum, unit and lesson planning
  - Collaborate with peer schools to support effective instructional delivery and curriculum development that underscores inquiry-based practice
  - Conduct classroom observations, lesson review and targeted coaching around inquiry-based science instruction

- Increase in student test scores and student achievement

- o Use Student Growth Portfolios with ongoing feedback and coaching to target students in particular who are scoring a 3 or below in PARCC assessments and/or score at least two levels below the Fountas and Pinnell grade level expectations
  - o Improve the system of identification and vertical alignment for student referral to the afterschool intervention program
  - o Implement tiered system of supports based on identified trends in assessment data
  - o Analyze for and address any achievement gap and disproportionality data

- Use of PLCs and collaboration with peer schools to enhance teacher content knowledge and practice across disciplines
  - o Create opportunities for teachers of same content and/or grade levels across schools to collaborate on curriculum development and best practice implementation
  - o Provide opportunities for teachers across content areas and grade levels to conduct peer observations across schools in targeted areas of desired growth
  - o Coordinate guest speaker series around current trends in best practice and provide for breakout session time for discussion and reflection

Additionally, in an effort to further integrate the K-12 program, HCS has set the following schoolwide goals:

- Continued integration of the Lower, Middle and Upper School divisions through programming and service learning initiatives
  - o Reenvision schoolwide service learning initiatives to promote inter-divisional collaboration while reinforcing academic, personal, civic and artistic growth of all our K-12 students
  - o Support teachers in developing more opportunities for inter-divisional learning experiences
  - o Engage K-12 faculty and staff in schoolwide professional development trainings

- Improvement of co-teaching practices in the inclusive environment
  - o Develop and provide to all staff a handbook articulating roles and responsibilities of each co-teacher in an inclusive classroom
  - o Lead professional development around multiple models of co-teaching
  - o Conduct classroom observations, lesson review and targeted coaching around effective co-teaching practice

b.   Describe any significant changes the school expects to make in the following areas over the next charter term:
- Amendments to your school's charter
- Governance and/or Education Service Provider (ESP) structure

Questions 1.3 c and 1.3 d should only be answered by schools requesting expansion into another grade span. For example, a school requesting expansion from K-5 to K-8 over the next charter term is required to answer the questions below. A K-3 school requesting expansion to K-5, but not into grades 6-8, is not required to respond to these two questions.

c. Provide a synopsis of the proposed educational program including key components of the education model and any unique or innovative features of the proposed expansion. Briefly explain the evidence base and performance record that demonstrate the expansion model will be successful in improving academic achievement for the student population. Highlight the following in your response.

- Curricular choices
- Educational approaches
- Instructional strategies

d. Describe the team's individual and collective qualifications for implementing the new school design successfully, including capacity in areas such as:

- School leadership, administration and governance;
- Staffing and recruiting;
- Goal setting and performance management; and
- Curriculum, instruction and assessment.

Appendix A
Description of Instructional Practices, Behavioral Expectations and Accommodations

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

Instructional Practices
Guiding questions: • *What should the team see in classrooms that will let them know <u>what the students are expected to learn</u>?*   • *What should the team see in classrooms that will let them know <u>that students are learning</u>?*   • *What will teachers be doing that will demonstrate that they are <u>implementing the school's instructional model</u>?*   • *How does the school define <u>high-quality teaching and what should high-quality teaching look like in the classroom</u>?*
HCS believes that students learn best when they are actively engaged in the learning process. Instruction is expected to be hands-on via authentic learning experiences whenever possible. Learning is student-centered and includes a combination of independent, partner and collaborative teamwork. Teachers work together to align instruction to support consistency and continuity as well as to create interdisciplinary experiences for the students so they see the application and transfer of learning across disciplines. Service learning is a way to teach at HCS rather than something to teach, so academics are reinforced through service. In this way, students see the relevance, importance, value and real-world application of their studies while also feeling empowered and connected to their community and develop a sense of civic responsibility. Instruction is differentiated in content, process and product to meet each student in his/her zone of proximal development so all students are engaged and challenged. High quality education means that every student makes significant growth as evidenced in multiple data points academically while also growing personally. The academic growth of a child is only one piece of each student's education at HCS; considerable attention is also paid to support the development of the whole child. When learning is rich, appropriately challenging to each student and engaging, students leave our classrooms eager to continue learning.   During a visit, an observer should expect to see a variety of student-centered teaching practices. Observers will note the attributes listed below as these are general teaching practices that are utilized routinely by Hoboken Charter School.   • Clear objectives communicated in the classroom and detailed in lesson plans   • Students engaged in hands-on, authentic learning experiences   • Lessons differentiated for content, process and/or product   • Students challenged with rigorous yet appropriately scaffolded work   • Students collaborating in small groups or partner work   • Service learning incorporated naturally   • Embedded formative assessment   • Frequent checks for understanding, both formal and informal   • Student Growth Portfolios utilized to plan instruction and track growth   • Appropriate learning modalities utilized for lesson content

- Teachers providing age-appropriate feedback on student work

- Classrooms organized to effectively use space

Observers will know that students are learning as they witness the following:

- Students able to articulate the learning goal of the lesson

- Students demonstrating understanding via formative assessments and teachers' frequent checks for understanding, both formal and informal

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Behavioral Expectations

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

The Hoboken Charter School is only as strong as the character of its individual citizens. Hoboken Charter School students are expected to treat others with respect, behave in a responsible manner and demonstrate high standards of integrity. The Hoboken Charter School Code of Student Conduct (CSC) is grounded in the belief that every member of the school must listen, be reflective and accept individual responsibility for his or her own words and actions.

The following are essential elements of the school's CSC:
- A sustained commitment to supporting the learning and teaching process

- Responsibility for oneself and one's actions

- An insistence on a fundamental respect for others

- Responsibility to help others in need

- Commitment to the following values: honesty, trustworthiness, loyalty, kindness and courtesy

- Respect for diversity

- An understanding of each person's right to be treated with respect, kindness, dignity and fairness regardless of gender, religion and belief systems and sexual orientation

- Respect for property and the belongings of others and of the school

- An absolute ban on violence

- Individual responsibility for intervention when a student observes a violation of the CSC

Hoboken Charter School utilizes variety of behavioral interventions depending on the severity of a student's behavioral infraction. These interventions include:
- Remediation

- Conflict resolution

- Student/ teacher conference

- Guidance conference with student

- Parent conference

- Detention

- Student/ administrator conference

- In-school disciplinary action (e. g., exclusion from extracurricular activities, classroom exclusion)

- Guidance conference with student and parent

- Administrator's suspension up to 10 school days

- Board's suspension which may result in continued suspension for a fixed period of 11 to 30 days

Teachers maintain their own in-class behavioral management systems that are consistent with Hoboken Charter School's Code of Student Conduct. During a visit observers should expect to see teachers encouraging positive student behavior. While every teacher as their own unique style, some strategies observers will witness include:

- Strong and engaging lessons

- Clearly communicated classroom expectations

- Consistency

- Discipline with dignity

- Student choice

- Specific praise and feedback

- Conferencing

- Active engagement

- Responsiveness

- Encouraged student reflection

- Self-monitoring skills taught and encouraged

- Incentive systems such as classroom economies and behavior plans

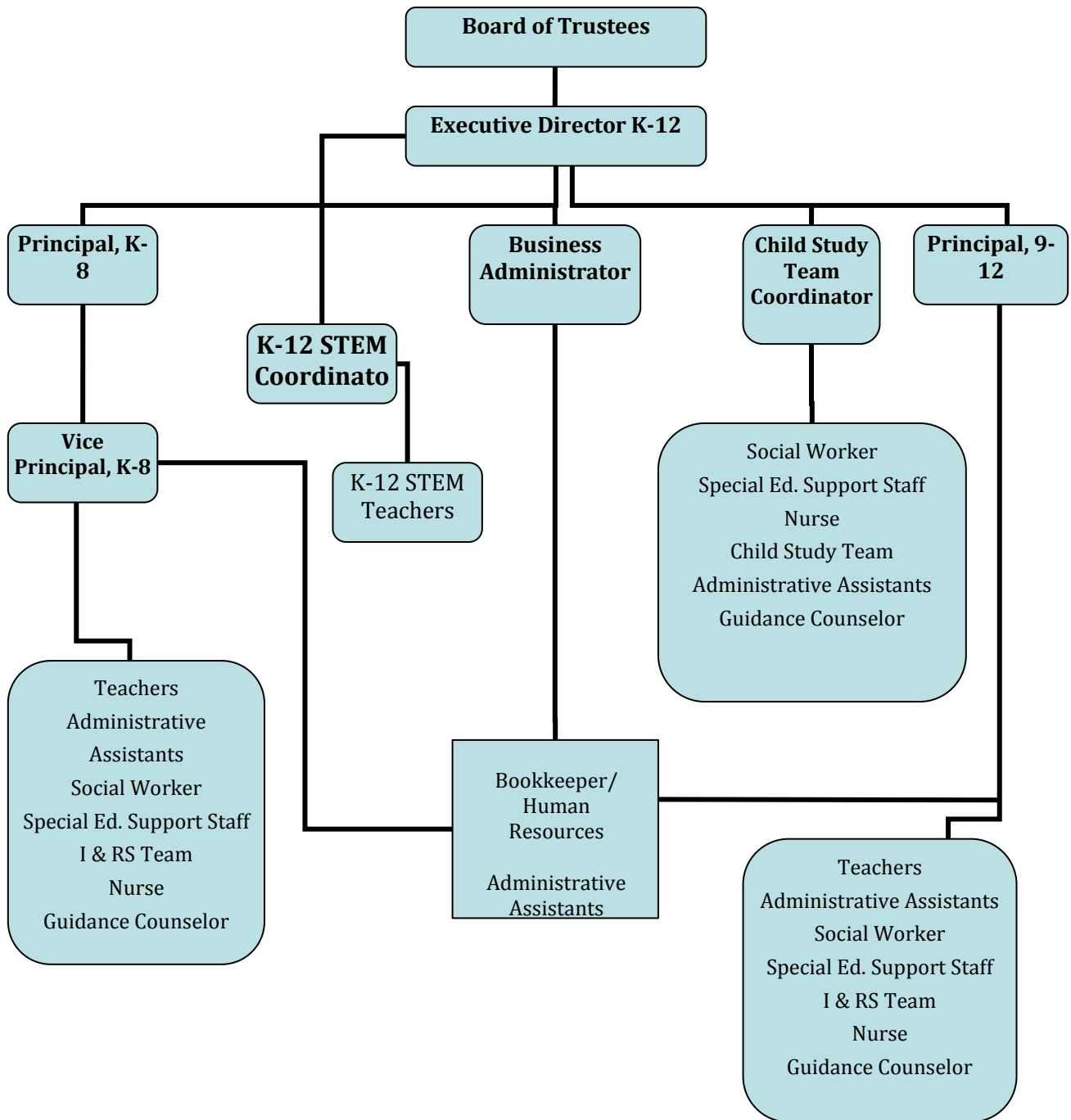| Accommodations |
| --- |
| Guiding questions:
 • *What might the team see in classrooms to show that the school is supporting students with diverse learning needs?*
 • *Describe the continuum of services offered to students needing accommodations or modifications.*
 • *How might the team know that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

 HCS maintains a firm obligation to provide quality educational support to students with diverse learning needs. Individualized Education Programs reflect the nature and severity of a student's disability, and the IEP team carefully selects accommodations and modifications that grant the student access to the general education curriculum. Consideration is given to how the individual student will access information, how the student will demonstrate competence, and where and when the student will be instructed and assessed.

 Within the general education setting, teachers work together to deliver instruction that is widely |

differentiated and reflective of the student's IEP. Presentation accommodations utilized in special education programming at HCS often include the use of assistive and integrative technology, advanced organizers, leveled books, digital texts, graphic aids and note taking assistance. Response accommodations are typically student-centered and include the use of word processing software, word prediction and scribes, as well as supports developed in conjunction with our occupational therapist, such as pencil grips and specialized paper. Students regularly use charts, checklists, graphic organizers and other teacher-developed tools throughout the day to support academic and functional tasks.

Given our school's commitment to establishing inclusive environments, learning models are flexible for all, and students receive attention and instruction in environments most suitable to their individual needs. Often students receive preferential seating, extended time, opportunities for increased movement and breaks, and are presented with organizational supports that utilize technology and systems that best reflect their preferences. The use of modifications and accommodations are reflected in lesson plans and evidence of use is included in Student Growth Portfolios. Implementation is further accounted for during formal and informal observations, departmental meetings, and individual conferences with students and teachers.

Educational programming at HCS reflects a continuum of service, and accommodations and modifications are provided within the general education setting to the fullest extent possible. Student success in the mainstream is facilitated through a consultative model with a certified special education teacher. Often, these classes are further supported by the presence of a teaching assistant to provide supplementary support in helping to reinforce classroom and learning goals, as well as to implement teacher-constructed accommodations and modifications. Students that require alternative instructional delivery and more intensive support as outlined by the IEP participate in in-class resource programs that are co-taught by certified special education teachers in the general education setting. Replacement resource room services are provided to students who require intensive modifications, and whose needs are best met in a small group setting. Students in need of English language services receive supplemental small group instruction in the classroom that is tailored to their needs and designed to reinforce essential skills in reading, writing, listening and speaking. Additional after school support is provided by appropriately certified teachers.

Appendix B
Hoboken Charter School Organizational Chart

Intervention & Referral Services
Overview

I.   Purpose

The Intervention and Referral Services team invites and receives requests for assistance from school staff or parents in order to assist staff or parents with educational problems they are experiencing with students or their children. The responsibility for establishing, implementing and evaluating programs of I&RS is clearly centered in the *general education program*, rather than special education. I&RS programs are intended to be used as a *primary mechanism* in a school building for assisting *general education staff* and expanding their skills and abilities to successfully accommodate the needs of significant numbers of students in the general education program who are at risk for school failure.

II.   I&RS and Child Study Team

Although the I&RS process comes first, it should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq.). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of students' educational disabilities. This means, for example, that schools *may not require* the review of *all* student cases by the I&RS program prior to child study team review, since this requirement would create a barrier to the administration of appropriate evaluations.

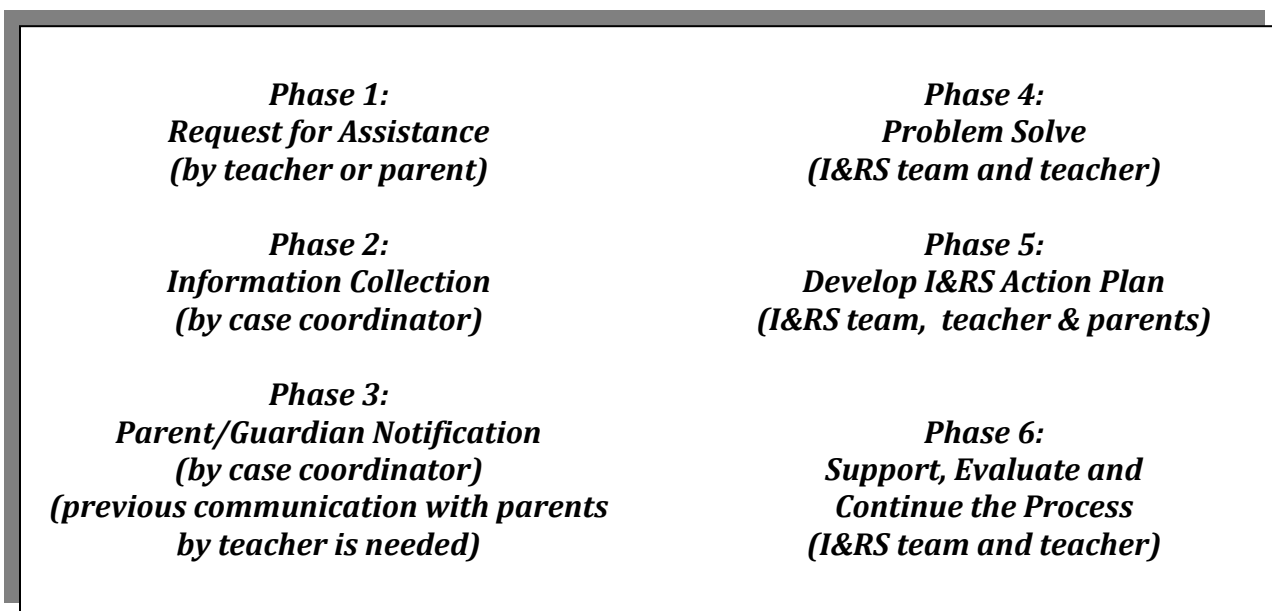### III. The I&RS Committee serves the following functions:

- Identify students who may be encountering learning, behavior, and/or health difficulties that may hinder academic progress.
- Collect thorough information in order to properly identify difficulties that may hinder academic process
- Develop and implement action plans which provide for appropriate interventions.
- Provide support, guidance, and professional development to staff or parents to support student learning.
- Maintain records of all requests for assistance.
- Review and address effectiveness of action plans.
- Maintain confidential records to monitor student achievement.

IV. When should you refer to I&RS?

Refer to I&RS if you notice that your student/child…

- has been experiencing difficulties in the classroom
- might need resources for additional support
- is at risk for failing
- has a change in behavior such as a change in work ethic, new friends, becomes unkempt

V. Process

Phase 1:
Request for Assistance
(by teacher or parent)

Phase 2:
Information Collection
(by case coordinator)

Phase 3:
Parent/Guardian Notification
(by case coordinator)
(previous communication with parents
by teacher is needed)

Phase 4:
Problem Solve
(I&RS team and teacher)

Phase 5:
Develop I&RS Action Plan
(I&RS team, teacher & parents)

Phase 6:
Support, Evaluate and
Continue the Process
(I&RS team and teacher)

Phase 1 Elaboration: Request for Assistance

Problem Identification

The *overall* process begins when a staff member or parent concludes that he or she needs assistance with a *learning, behavior or health* problem encountered in the general education program.

Complete the Request for Assistance Form

The involvement of the I&RS team only begins when a staff member *completes and delivers* the appropriate request for assistance form to the designated location; verbal requests are not accepted. Individuals making verbal requests are asked to complete the initial request for assistance form. The form should elicit the reasons for the request, observed behaviors and all prior interventions for the behavior(s) of concern. The form should be delivered to a designated, safe place. Parents or concerned community members are also encouraged to request assistance from the I&RS team. It is made clear that requestors are *partners* with the team in the resolution of the identified concern(s).

Specific Observable Behavior(s)

The *observation of behaviors* of concern is the point of intervention; it is the reason someone requests assistance from the I&RS team. Specific, observable, objectively described and quantified behaviors are also the focus of I&RS team information collection and assessment.

The thorough identification, quantification and objective description of *observable behaviors* is *necessary* for effective problem solving to occur.

IMPLIED vs. DESCRIBED BEHAVIOR EXAMPLE	
Implied, Generalized or Judged Behavior	*Specific, Descriptive, Observable Behavior*
"Dale has become extremely disruptive. He regularly acts out and mouths off to me. He also has been picking on other students."	"Since the beginning of the marking period, Dale has been spontaneously getting out of his seat during silent reading time on average three times a week, which takes the other students off task. When I instruct him to sit down, he tells me that he can read just as well standing up. When he stands, I have observed and other students have reported that he snaps his fingers in their ears, closes their books or throws their belongings on the floor.

Phase 4 Process: Problem-Solving
(Includes requesting teacher and I&RS team)

Step 1:
Describe the Problem

Step 2:
Select and State the Priority Problem

Step 3:
Develop a Behavioral Objective

Step 4:
Review Prior Interventions

Step 5:
Brainstorm Solutions

Step 6:
Analyze and Evaluate Brainstormed Solutions

Step 7:
Mutually Agree Upon a Solution

VI. Parent Requests

When parents have concerns beyond the classroom teacher's concerns, a teacher can recommend that parents complete the referral packet to request assistance.

VII. Who are Case Coordinators?

Only I&RS team members may serve as case coordinators but other faculty may serve as ad-hoc members when needed.

VIII. Where are the Referral Forms?

Referral packets can be found in the I&RS mailbox in the main office. After completing a referral packet please place it back in the mailbox in a concealed envelope. Referral forms, student work samples, and other associated documents are stored in the I&RS team leader's room.

Additional Supporting Documents for Optional Review

Evaluation of the Executive Director/Principal K-8

The Board of Trustees will annually evaluate the performance of the Executive Director/Principal K-8 in order to assist both the Board and the Executive Director/Principal K-8 in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership.

The objective of the Board's evaluation will be to promote professional excellence and improve the skills of the Executive Director/Principal K-8 to improve the quality of the education received by the pupils of this school and to provide a basis for the review of the Executive Director/ K-8 Principal's performance. The process of the Board's evaluation will be informed by best practices in the education sector with a focus on providing for a transparent and predictable process. The Executive Director/Principal K-8 shall be evaluated annually the Board. The Board may choose to be assisted or advised by a consultant.

This policy will be delivered to the Executive Director/Principal K-8 upon its adoption, and any amendment to this policy will be developed and adopted by the Board after consultation with the Executive Director/Principal K-8. This policy and/or any amendments to this policy will be delivered to the Executive Director/Principal K-8 within ten working days after its adoption.

Evaluation Criteria

Criteria for the evaluation of the Executive Director/Principal K-8 will be based upon the Executive Director/K-8 Principal's job description and will relate directly to each of the tasks described. Each criterion will be brief and will focus on a major function of the position, be based on observable information rather than on factors requiring subjective judgment and be written in a consistent format.

The Board shall develop and approve criteria for the evaluation of the Executive Director/Principal K-8. Evaluation criteria will be reviewed as necessary and as requested by the Executive Director/Principal K-8 but not less than annually. Evaluation criteria will be revised upon any revision of the Executive Director/K-8 Principal's job description. Evaluation criteria may also include specific board-identified annual goals for the Executive Director/K-8 Principal that while related to the job description do not require revision of the job description itself. A copy of the adopted revision shall be provided to the Principal within ten working days of its adoption.

Collection and Reporting of Evaluation Data

Data for the evaluation of the Executive Director/Principal K-8 will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of the Executive Director/K-8 Principal's assigned duties; interviews with the Executive Director/K-8 Principal regarding his/her knowledge of assigned duties; paper and pencil instruments and reference to previous performance reports. The Executive Director/Principal K-8 shall be observed in the performance of his/her assigned duties at least once annually.

Preparation Plan for Professional Growth and Development

A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the Principal achieved the requirements of the previous plan will be a measure of his/her annual performance evaluation.

It will be the duty of the Executive Director/ Principal K-8 to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.

Conduct of Annual Performance Conference

An annual summary conference shall be conducted between the Board, with a majority of the total membership of the Board and the Executive Director/Principal K-8, before the annual performance report is filed. The conference will be held in private unless the Executive Director/K-8 Principal requests that it be held in public.

The conference shall include but need be limited to a review of the performance of the Executive Director/Principal K-8 based upon the job description; a review of the Executive Director/ K-8 Principal's progress in achieving and implementing the school's goals, program objectives, policies, instructional priorities and statutory requirements.

The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary and to recognize achievement and good practice. Adequate time will be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.

Preparation of Annual Performance Report

An annual written performance report shall be prepared by a majority of the full membership of the Board. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement based on the job description and evaluation criteria; the plan for professional growth and development prepared by the Executive Director/Principal K-8 and the Board.

The annual performance report will be signed by the Board President at the time of the conference and by the Executive Director /Principal K-8 within five working days of the conference. It will be filed in the Executive Director/ K-8 Principal's personnel file, and a copy will be provided to the Executive Director/ Principal K-8.

N.J.A.C. 6A:32-4.3

Evaluation System of 9-12 Principal and K-8 Vice Principal

The Executive Director will annually evaluate the performance of the 9-12 Principal and K-8 Vice Principal in order to assist both the Board and the Executive Director in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership.

The objective of the Executive Director's evaluation will be to promote professional excellence and improve the skills of the 9-12 Principal and K-8 Vice Principal to improve the quality of the education received by the pupils of this school and to provide a basis for the review of the administrators under the supervision of the Executive Director. The process of the Board's evaluation will be informed by best practices in the education sector with a focus on providing for a transparent and predictable process.

The 9-12 Principal and K-8 Vice Principal shall be evaluated annually the Executive Director. The Executive Director may choose to be assisted or advised by a consultant. This policy will be delivered to the 9-12 Principal and K-8 Vice Principal upon its adoption, and any amendment to this policy will be developed and adopted by the Board after consultation with the Executive Director. This policy and/or any amendments to this policy will be delivered to the 9-12 Principal and K-8 Vice Principal within ten working days after its adoption.

Evaluation Criteria

Evaluation of the 9-12 Principal and K-8 Vice Principal will be based upon observable information and be written in a consistent format. Evaluation criteria will be reviewed as necessary and as requested by the Executive Director but not less than annually.

Collection and Reporting of Evaluation Data

Data for the evaluation of the 9-12 Principal and K-8 Vice Principal will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of assigned duties; interviews with the 9-12 Principal and K-8 Vice Principal regarding his/her knowledge of assigned duties; paper and pencil instruments and reference to previous performance reports. The 9-12 Principal and K-8 Vice Principal shall be observed in the performance of his/her assigned duties at least once annually.

Preparation Plan for Professional Growth and Development

An individual plan for professional growth and development shall be prepared annually and will include areas of required growth, methods of achieving that growth, a schedule for implementation, and the responsibility of the 9-12 Principal or K-8 Vice Principal for implementing the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.

A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the 9-12 Principal and K-8 Vice Principal achieved the requirements of the plan will be a measure of his/her annual performance evaluation. It will be the duty of the 9-12 Principal and K-8 Vice Principal to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.

Conduct of Annual Performance Conference

An annual summary conference shall be conducted between the 9-12 Principal or K-8 Vice Principal and the Executive Director before the annual performance report is filed. The conference shall include but need be limited to a review of the performance of the 9-12 Principal or K-8 Vice Principal based upon a

review of the his/her progress in achieving and implementing the school's goals, program objectives, policies, instructional priorities and statutory requirements. The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary and to recognize achievement and good practice. Adequate time will be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.

Preparation of Annual Performance Report

An annual written performance report shall be prepared by the Executive Director. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement as well as the plan for professional growth and development.

The 9-12 Principal and K-8 Vice Principal's annual performance reports will be signed by the Executive Director at the time of the conferences and by the 9-12 Principal and K-8 Vice Principal within five working days of their conference. The corresponding report will be filed in the respective 9-12 Principal and K-8 Vice Principal personnel file.

N.J.A.C. 6A:32-4.3

Evaluation of Tenured and Nontenured Teaching Staff Members

The Board of Trustees believe that effective evaluation of teaching staff is essential if the school is to achieve the educational goals of the school. The purpose of teacher evaluation shall be to promote professional excellence; improve the skills of teaching staff; improve pupil learning, intellectual and social-emotional growth; and provide a basis for the review of staff performance. Furthermore, the Board shall continue to promote subsequent staff development essential for nurturing teaching excellence and the educational values of the school as designated in the charter and as is best practice.

The Board of Trustees encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the administration shall develop evaluation instruments and criteria flexible enough to identify the current educational strengths and areas in need of improvement of each teacher, as well as identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of the NJDOE Core Curriculum Content Standards and Common Core State Standards and the additional educational goals in accordance with the school's educational program.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable in the classroom setting as well as performance elements that are observable outside the classroom—such as collaboration with peers, participation on school committees, presence at meetings and events, ongoing study of schoolwide and individually assigned professional development topics and participation in schoolwide initiatives and events.

Evaluation criteria may include:

1. Full Lesson Observations
2. Partial Lesson Observations
3. Progress Toward Reaching Professional Development Plan Goals
4. Assessment of Professional Responsibilities and Conduct
5. Teacher Self-Assessment
6. Student Growth Portfolio (including analysis, action plan, progress toward goals, evidence of student growth and reflection around data such as test scores, various student work samples, pre and post-assessments, etc.)

The evaluation procedure shall provide continuous, constructive and cooperative interaction and feedback among the teaching staff member and director or the director's qualified designee, thus ensuring a valid basis for performance review.

Full Lesson Observations
Tenured teaching staff members shall be formally observed and evaluated at least two times each year by the director or the director's qualified designee. Non-tenured teaching staff members shall be formally observed and evaluated at least two times each year by the director or the director's qualified designee. At least one of the observations will be announced in advance. The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

The evaluation observation procedure shall include:

1. a conference prior to the announced observed lesson at which, at minimum, the lesson plan and related materials and strategies will be discussed between the director or director-designated observer and teaching staff member;
2. the actual observed lesson; and
3. a post-observation conference at which the lesson will be de-briefed with feedback from the director or director designated observer.

At all points in the process, the established evaluation criteria shall provide the framework for feedback and assessment. The evaluation tool will be distributed to all teaching members in advance of any observation. In planning lessons for an observation, the director or designee may require the teaching staff member to develop and present a lesson in a specific curriculum area. The staff member may also be required to develop and present a lesson that demonstrates particular instructional strategies or techniques. Additional materials can be requested such as corresponding pre-assessments, unit plans, etc. before or after the observed lesson.

Partial Lesson Observations
In addition to the full lesson observations and evaluations, the director or his/her designee may make as many partial observations as they deem appropriate. Feedback from partial lesson observations may be issued to the teacher via email, completed rubric, face-to-face conversation, etc. and will be used to inform the summative evaluation. Templates can be used to guide the observer such as the sample included. Templates, when used, will be shared with at least ten days in advance of being used for reviews.

Progress Toward Reaching and Ultimate Achievement of Professional Development Plan Goals
Teachers will annually create a Professional Development Plan in collaboration with their supervisor. There will be three meetings each year with the supervisor in which active pursuit toward the goals is demonstrated and achievement of the goals is ultimately demonstrated.

Assessment of Additional Professional Responsibilities
Each teacher will be evaluated annually on their performance regarding professional responsibilities and conduct.

Teacher Self-Assessment
Annually, each teacher will complete a self-assessment through which they will reflect upon their strengths, successes, achievement of PDP goals, areas where they would like to grow professionally still and support they would like to receive from the HCS. Scores will be based on how thorough, thoughtful and reflective the completion is of the self-assessment.

Student Growth Portfolio
Teachers will maintain a student growth portfolio through which they will include data regarding student performance. With that data, they will set goals, develop an action plan, track progress toward goals, reflect upon their findings and ultimately show evidence of student growth. Data can include test scores, various student work samples, pre and post-assessments, etc.

Summative Evaluation Reports
The summative evaluation will rate the teaching staff member's performance on full lesson and partial lesson observations, growth toward Professional Development Plan goals, professional responsibility expectations, a teacher-completed self-assessment and Student Growth Portfolio data.

Performance Indicators

All written reports—both formative and summative—shall include an indicator that provides an effectiveness status that explicitly indicates whether the staff member is highly effective, effective, partly effective or ineffective. Definitions are below.

4: Highly Effective (H)
3: Effective (E)
2: Partly Effective (P)
1: Ineffective (I)

Professional Development Requirements

All evaluation procedures shall include review of each teacher's progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. Teachers at HCS are expected to accrue beyond 20 hours each school year and maintain a log of their hours completed annually. The purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to pupil achievement of the NJ Core Curriculum Content Standards/Common Core State Standards as well as practicing the teaching strategies and philosophies stated in our charter and as determined by HCS as best practice. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five year period, the director or designee shall take appropriate remedial action applying accepted procedures of supervision as well as using existing laws and rules to the fullest extent.

At the end of the first five-year cycle, the principal shall annually report all instances of noncompliance with the 100-hour rule as well as the actions taken to address them to the State Department of Education.

Teaching staff members are encouraged to seek out professional development opportunities on their own in accordance with their Professional Development Plans and the mission and goals of the school. The school will support teaching staff member participation to the extent feasible within its budget and resources. Attendance at workshops or classes that require missing a regular work day, or that require payment by the school, must be approved in advance by the director or designee. The director or designee may direct teaching staff members to participate in specific workshops or classes as well as direct them to visit particular schools for observation. The director or designee may also direct teachers to complete studies of various texts, programs or other educational or professional materials.

Notification and Review

The director shall provide each teaching staff member with a copy of this policy statement and his/her evaluation criteria annually by October 1 and shall distribute any amendments to those documents within ten working days of their becoming effective.

This policy and related procedures shall be reviewed at least yearly and revised as needed before readoption by the Board.

N.J.S.A. 18A:27-3.1 et seq

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