



**New Jersey Department of Education,
Office of Charter and Renaissance Schools**

**Annual Report Template
(Updated June 2023)**

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2023.” To submit the report, upload it to the subfolder “Annual Report 2023” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2023” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Tuesday, August 1, 2023. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 3, 2023.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

Table 1: Basic Information

Name of charter school	Community Charter School of Paterson
Grade level(s) to be served in 2023-2024	Kindergarten - 8th Grade
2022-2023 Total enrollment as of June 30, 2023	894
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	81
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	36
Projected enrollment for 2023-2024	900
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K - 91 1st - 76 2nd - 58 3rd - 72 4th - 50 5th - 48 6th - 68 7th - 32 8th - 32
Waitlist within the district/region of residence	527
Waitlist of non-resident district/region of residence	7
Website address	www.ccsp.org
Name of board president	Michael DeBlasio

Board president email address	mdeblasio@njcdc.org
Board president phone number	732-429-9244
Name of school leader	Dr. Curtis Palmore
School leader email address	cpalmore@ccsp.org
School leader office phone number and extension	973-413-2057 ext. 1129
Name of Title IX McKinney-Vento District Homeless Liaison	Giselle Vannoy
Name of School Business Administrator (SBA)	Craig Smith
SBA email address	csmith@ccsp.org
SBA phone number	973-413-2057 ext. 2209

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Elementary Campus
Year site opened	2008
Grade level(s) served at this site in 2022-2023	Kindergarten - 4th Grade
Grade level(s) to be served at this site in 2023-2024	Kindergarten- 4th Grade
Site street address	75 Spruce Street
Site city	Paterson
Site zip	07505
Site lead or primary contact's name	Madeline Paneto-Gonzalez

Site lead or primary contact's office phone number and extension	974-413-2057 Ext. 1167
Site lead or primary contact cell phone number	845-598-9060
Site lead's email address	mpaneto-gonzalez@ccsp.org

Education Program and Capacity

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

1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.

The mission of the Community Charter School of Paterson (CCSP) is **Together with families and community partners, we cultivate inclusive, high performing schools that prepare scholars to succeed in college, career and beyond.**

- b) Provide a brief description of the school's key design elements.

We believe that all scholars learn best when they are in a caring, supportive environment where their academic needs, social-emotional needs, health needs and family needs are addressed. We work with our scholars utilizing four key elements: (1) An instructional program designed to meet or exceed the New Jersey Student Learning Standards through a rigorous curriculum and differentiated instruction that support the growth of all students; (2) Data-Driven Instruction (3) Supporting and involving our parents, families and community at-large through implementation of the Full Service Community Schools model; and (4) Recruiting and developing talented staff and leaders. The work done in these key areas is measured for progress and adjusted as deemed appropriate by analyzing multiple data points throughout the school year.

KEY ELEMENT 1 – INSTRUCTIONAL RIGOR AND INDIVIDUALIZED STUDENT SUPPORT

CCSP has been intentional in building a rigorous academic program which includes model instructional design for all K-8 Math and Literacy classes, common K-8 classroom structures, K-8 assessment tools, and rigorous professional development, including a 10-day teacher pre-service professional development institute prior to the beginning of the school year. CCSP's academic program promotes mastery of the standards through rigor, engagement, differentiation and continuous assessments, including school-wide universal screening windows three times per year. CCSP defines high quality instruction as a balanced practice between rigor, engagement and differentiation that allows learners to be active participants in their educational experience. Lesson structures include active, minds-on involvement with the

expectation that students are discussing, questioning, creating, investigating, researching, problem-solving, and analyzing ideas and concepts.

In the 2022-23 school year CCSP partnered with the Lavinia Group for professional development services to lead teacher development and curriculum content for literacy and mathematics. The Lavinia Group provided weekly in person comprehensive professional development for teachers and administrators. A literacy and mathematics coach provided over 60 days of direct classroom coaching support for teachers in our elementary and middle school campuses. The coaching supported teachers directly with instructional pedagogy and implementation of Lavinia instructional strategies and tools. Lavinia coaches worked in tandem with CCSP coaches and supervisors to support teacher development and improve their daily instruction.

CCSP also implemented the Lavinia Group Literacy Close Reading and Mathematics Story Problems instructional practices into our curriculum this year. Students in elementary and middle school campuses learned Close Reading strategies to improve their comprehension abilities for rigorous text. CCSP teachers received extensive professional development and classroom coaching on this reading approach. The Lavinia Group also provided campus principals individualized coaching to support their instructional leadership. Coaching included weekly instructional classroom walkthroughs with targeted feedback with campus strengths and growth areas.

Additionally, CCSP teachers were trained on how to determine and support students in our various intervention programs. The interventions include: I&RS referrals, placement in the after school tutoring program, participation in the Saturday and Summer programs, and Title I support. In addition to this, consistent classroom structures include Socratic dialogue, Think-Pair-Share, and Think-Write-Share. A more detailed explanation of how we provide rigor and individualized support can be found in Appendix A.

KEY ELEMENT 2 - DATA-DRIVEN INSTRUCTION

A rigorous, individualized and effective educational program requires valid, relevant, real-time and actionable data. Building a culture of decision making that is dependent on data is central to CCSP's approach. CCSP teachers are trained in the use of on-going formative assessments including written student check-ins and anecdotal records, such as running records and small group notes. The curriculum is written with 2-3 standards and non-negotiable instructional points, but teachers are then required to create 2-3 formative lessons per week, based on students' responses to instruction.

In the 22-23 school year, CCSP scholars were assessed using multiple measures over the course of the year. Grades K- 5 utilized the Fountas and Pinnell Benchmark Assessment System for assessing student skills in reading. Grades 6 through 8 students were assessed using End of Course Assessments. All scholars in grades 1-8 were assessed using NWEA Measures of Academic Progress in Reading and Math, and in grades 3-8 students were assessed in Science. The data gathered at each of these windows was reviewed in teaching teams during PLC meetings to make data-based decisions. CCSP uses multiple data points to create student centers and group students for their targeted interventions and supports.

CCSP's professional development program and PLCs facilitates teachers' use of student data to make daily instructional decisions in the classroom including formation of small groups and differentiated instruction.

KEY ELEMENT 3 - COMMUNITY SCHOOL

CCSP was founded as a full-service community school, inspired by the model developed by the Children's Aid Society (CAS). As a full-service community school, CCSP opens early, closes late, is open on weekends and during the summer, and provides an array of services and activities designed to remove barriers to learning and promote student and family success. CCSP has a Community Schools staff of four people, consisting of a Director/21st Century Community Learning Center Site Coordinator, an Assistant Director, Program Coordinator, a Parent Liaison, as well as a large contingent of part-time personnel who carry out all features of the initiative. CCSP programs address the key elements of a community school as defined by CAS as detailed below:

- **Focus on Education** – CCSP focuses on delivering rigorous daily instruction, driven by our curriculum and assessments that are aligned with New Jersey Student Learning Standards. CCSP also has a longer school day and school year than traditional public schools.
- **School, Family and Community Engagement** - As a community school created by local community leaders, it is essential to our mission to engage and serve our families and the community. CCSP utilizes dozens of community partners to help enhance CCSP's core academic goals as well as supporting its mission as a Community School.
- **Extended Hours and Expanded Learning Opportunities** – CCSP has a longer school day (7.5 hours) and longer school year (192 student days) than traditional schools. Additionally, CCSP provides an extensive array of Expanded Learning Time (ELT) programming to better meet parents' and scholars' needs. Expanded Learning Opportunities include after-school academic tutoring opportunities and Saturday Academy instruction in preparation for the NJSLA assessments and to address learning loss associated with the COVID-19 pandemic.
- **Strategic Partnerships** – As a Full-Service Community School, CCSP has cultivated a number of strategic partnerships, enabling us to support teachers in the classroom with additional resources. These partnerships include William Paterson University, the Paterson Museum, and others (see Appendix D for more information on these partnerships).
- **Wellness** - CCSP supports student and family wellness in a variety of ways. Examples include: eye exams and low-cost eye wear; dental exams; hearing screenings; a family fitness series for parents (Zumba, Kickboxing & Crossfit); an annual health & fitness fair and a rededicated student garden (the 'Good Food Garden') that is integrated into the curriculum. Because of our focus on wellness, we were able to swiftly respond to COVID by arranging for testing for our families.

KEY ELEMENT 4 – TALENT RECRUITMENT AND DEVELOPMENT

CCSP understands the crucial role of our human capital in shaping the educational experiences of our scholars. For this reason we have taken a number of steps to revamp our

recruitment efforts and strengthen our professional development offerings. These include:

- **Recruitment** – The leadership team engaged in revamping the interview process to include not only demo lessons, but also tasks and scenarios where candidates engage in role-play of real situations.
- **Professional Development Opportunities** - CCSP provides an average of 165 hours of professional development annually to its faculty. This includes a 10-day Teacher Institute prior to the start of the school year for novice, 1st and 2nd year teachers (with 5 days of preservice for more senior teachers), and ongoing PD blocks weekly (3:00 - 4:00 pm every Tuesday). In 2022-23 professional development was focused on staff training in the Workshop Model of instruction. School leaders, led by the Director of Instructional Technology Curriculum and Assessment, conducted specialized training during weekly professional development sessions. Implementation of the classroom instructional model was monitored using weekly classroom walkthroughs, and feedback was provided to teachers, both individually and globally during Tuesday Professional Development. The Director of Instructional Technology and Assessment worked closely with school leadership to develop a Professional Development model based on best practices utilizing proven methods for each session. These elements included establishing a clear purpose related to trends from classroom walkthroughs, modeling best practices in teaching, structures to facilitate teacher engagement, as well as lesson and unit planning sessions.
- **Coaching & Teacher Support** – The staffing plan for the school includes a Director of Curriculum and Instruction, a STEM supervisor, a Humanities supervisor, and a Student Support Services Supervisor to ensure a rigorous and engaging instructional program fully aligned with the New Jersey Student Learning Standards. To further ensure sufficient in-class professional development and support for teachers, two coaching positions were created with a sole focus on teaching and learning. A literacy and math coach are assigned to the Elementary and Middle school campuses. In addition, the leadership team conducts instructional rounds at a minimum of once per month with both district and building level leaders visiting classrooms and providing feedback to school-based teams so that teachers can continue to improve their practices. STEM and Humanities Supervisors meet with teachers weekly to provide individualized support for teachers in the areas of lesson planning, mini-lessons, differentiated instruction, and classroom management.
- **Teacher Evaluation** – CCSP uses the Marshall evaluation rubric that requires several observations for each teacher to provide frequent feedback to improve student learning. The tool aligns with the administrators' evaluation tool to ensure all efforts are geared to meet the academic goals of CCSP. This year a Teacher Evaluation Handbook was developed to provide clarity to teachers on expectations and increase consistency among administrators during the evaluation process. As a result, the expectations for teachers were increased, and administrators were able to see higher levels of teacher performance across the school, evidence of which was captured during formal observations and informal walkthroughs. This also directly informed professional development led by administration throughout the school year.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

Guidelines

- All goals must be SMART, e.g., specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal 1	CCSP will demonstrate student growth over time by increasing the number of students meeting or exceeding student expectations as established by the State for charter schools.
Measure	Year to year comparison of NJSLA assessment for ELA.
Target	Achieve 15% increase (proficient and advanced proficiency) for ELA, Math, and Science 3rd - 8th grade student performance based on administration of the NJSLA.
Actual Outcome	Goal was not met: CCSP made growth on ELA and Math NJSLA results this year. However, preliminary embargoed data suggests that CCSP will have not met this goal.

Goal 2	CCSP will demonstrate student growth over time by increasing the number of students meeting or exceeding student expectations as established by the State for charter schools.
Measure	Year to year comparison of NJSLA assessment and internal assessments.
Target	K-8th grade teachers will create SGO's that are aligned to the district-wide ELA, Math, and Science NJSLA performance goals.
Actual Outcome	Goal was met: Yes this goal was achieved.

Goal 3	Successfully address student learning loss through the addition of enhanced educational offerings, specifically the Saturday Academy and the mandatory tutoring initiative, as determined through pre- and post-tests. Attendance and student performance (pre test, post test, monthly assessments) will be monitored and reported to the board at monthly board meetings.
Measure	CCSP will demonstrate student growth over time by increasing the number of students meeting or exceeding student expectations as established by the State for charter schools.
Target	Achieve 15% increase (proficient and advanced proficiency) for ELA, Math, and Science 3rd - 8th grade student performance based on administration of the NJSLA.
Actual Outcome	Goal was met: Yes this goal was achieved.

Goal 4	Students being consistently in school is critical for their growth and future success. CCSP will work to reduce the chronic absenteeism rate.
Measure	Year to year comparison for chronic absenteeism rates between 2021-22 and 2022-23.
Target	Reduce chronic absenteeism by 5 percentage points.
Actual Outcome	Goal was not met: CCSP had a 20% chronically absenteeism rate as compared to 23.7% in the 2021-22 school year.

1.2 Curriculum

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

1.3 Instruction

- a) What constitutes high quality instruction at this school?

High quality instruction aligns to the Kim Marshall teacher evaluation system and includes;

- i. Clear, measurable goals closely aligned with standards and unit outcomes.
- ii. Lessons that break down complex tasks and address all learning needs, styles, and interests.
- iii. Uses room arrangement, materials, and displays to maximize student learning of all material.
- iv. Shows students exactly what's expected by posing essential questions, goals, rubrics, DOLs and exemplars of proficient work.
- v. Explicit use of academic language; use of models and exemplars; appropriate pacing; sequenced chunking of the material
- vi. Lesson structure results in active, minds-on involvement (for most students): students discussing, questioning, creating, investigating, researching, problem-solving, analyzing, synthesizing, etc.
- vii. Successfully reaches all students by skillfully differentiating and scaffolding.

- b) Provide a brief description of the school's common instructional practices.

CCSP has been intentional in building a rigorous academic program which includes model instructional design for all K-8 Math and Literacy classes, common K-8 classroom structures, K-8 assessment tools, and rigorous professional development, including a 10-day teacher pre-service professional development institute prior to the beginning of the school year. CCSP's academic program promotes mastery of the standards through rigor, engagement, differentiation and continuous assessments, including school-wide universal screening windows three times per year. CCSP defines high quality instruction as a balanced practice between rigor, engagement and differentiation that allows learners to be active participants in their educational experience. Lesson structures include active, minds-on involvement with the expectation that students are discussing, questioning, creating, investigating, researching, problem-solving, and analyzing ideas and concepts. Additionally, the Lavinia Group Instructional practices include Story Problems and Close Reading strategies that support student mathematical problem solving and literacy comprehension abilities. CCSP consistent classroom structures include Socratic dialogue, Think-Pair-Share, accountable talk, peer review, higher order questioning and discussion. CCSP uses data to place students in our various intervention programs. This includes: I&RS referrals, placement in the after school tutoring program, participation in the Saturday and Summer programs and Title I support.

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

In the 2022-23 school year CCSP employed a number of efforts to address the learning loss connected to the COVID-19 pandemic. More specifically, CCSP increased the number of academic coaches for teacher coaching and development, created a culture coordinator position in the middle school campus to support school culture needs, established a data analyst position to support the development of data driven instructional practices, and partnered with the Lavinia Group to provide comprehensive professional development services for literacy and math instruction.

As a strength, CCSP's partnership with the Lavinia Group has provided thorough consistent teacher development for math and literacy content. CCSP coaches worked in tandem with the Lavinia Group leadership to improve teacher pedagogy, plan instructional units, and analyze student data. In addition to this, CCSP's data analyst has created internal systems for CCSP teachers and leaders to have instructional data in real time. These structures have helped the CCSP provide targeted instructional support and interventions for struggling learners. Through a multi-tiered intervention approach was able to deploy methods ranging from, but not limited to: pull-out, push-in, online tutors, remediation skill focus, restructuring of summer extended learning and training substitutes on instructional delivery and pedagogy strategies. Our internal and external student assessments have demonstrated growth this year, which are directly related to these shifts and staffing additions.

Teacher retention has remained challenging during the 21-22 and 22-23 school years. CCSP has been creative with attracting young talented teachers and teachers who are new to the profession. Furthermore, the organization has adjusted the type of curriculum, professional development and instructional support to provide teachers with a well-rounded circle of support to engage, capacity build and retain novice teachers.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

CCSP requires all instructors upon notice of a student requiring quarantine to provide remote instruction as stated in the CCSP Hybrid Instruction Plan. All instructors are required to update their Google Classrooms regularly in the event a student may need to quarantine. Additionally, a video link is provided to the quarantined student to join the class during the regularly scheduled period, if medically capable. The student is expected to complete all missed assignments in a reasonable time period designated by the instructor in consultation with the individual student and parent/guardian.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

Grade Level	Number of students being retained
KDG	5
1st	1
2nd	1
3rd	6
4th	2

Each student retained will be referred to an Interventionist and rolled over for I&RS for the 23-24 school year. Each student will receive a personalized academic plan that will be monitored by the Elementary school academic team during the course of the year to ensure the academic growth and progression to the next grade.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

NWEA Assessment	Below (%)	On (%)	Above (%)
ELA K	Does not participate in NWEA testing	Does not participate in NWEA testing	Does not participate in NWEA testing
ELA 1	44	45	11
ELA 2	56	35	9
ELA 3	61	33	6
ELA 4	65	32	3
ELA 5	75	24	1
ELA 6	74	22	4
ELA 7	76	22	2
ELA 8	66	31	3
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A

NWEA Assessment	Below (%)	On (%)	Above (%)
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	Does not participate in NWEA testing	Does not participate in NWEA testing	Does not participate in NWEA testing
MAT 1	34	56	10
MAT 2	40	49	11
MAT 3	67	28	5
MAT 4	69	30	1
MAT 5	84	15	1
MAT 6	78	21	1
MAT 7	84	16	0
MAT 8	63	36	1
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023

NWEA Assessment	Below (%)	On (%)	Above (%)
ELA K	Does not participate	Does not participate	Does not participate

NWEA Assessment	Below (%)	On (%)	Above (%)
	in NWEA testing	in NWEA testing	in NWEA testing
ELA 1	55	31	14
ELA 2	57	35	8
ELA 3	69	26	5
ELA 4	70	25	5
ELA 5	74	25	1
ELA 6	78	21	1
ELA 7	73	27	0
ELA 8	75	23	2
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	46	41	13
MAT 2	43	43	14
MAT 3	70	27	3
MAT 4	71	25	4
MAT 5	77	22	1
MAT 6	73	25	2

NWEA Assessment	Below (%)	On (%)	Above (%)
MAT 7	84	14	2
MAT 8	70	27	3
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

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

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

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

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

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3	20	25
ELA 4	16	27

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 5	24	20
ELA 6	9	20
ELA 7	26	22
ELA 8	35	32
ELA 9	N/A	N/A
ELA 10	N/A	N/A
MAT 3	13	15
MAT 4	10	20
MAT 5	5	10
MAT 6	0	11
MAT 7	6	5
MAT 8	8	13
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

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

CCSP has experienced academic growth in district assessments and NJSLA in 2023 as compared to the previous school year. CCSP is continuing to focus on providing comprehensive school turnaround efforts at our elementary and middle school campuses for the 2023-23 school year.

CCSP has restructured the academic programming to provide guided reading and extensive RTI support in every classroom. Additionally, the ELT (Extended Learning Time) program has been restructured to mirror academic goals based on student needs which began with the 21-22 summer school program and continuing throughout the 23-24 school year which will include elements of guided reading and targeted Math and ELA instruction supplemented by Lavinia. CCSP will continue to focus and monitor the differentiation and effective co-teaching practices in all SPED classes, ELL and pull-out programs with the intent of meeting students where they are and increasing their academic capacity by the end of the year.

During the 22-23 school year, the retention of highly qualified teachers was a major challenge coupled with providing high quality instruction to our scholars on a consistent basis. Our goal is to increase our efforts to secure and retain instructors by advertising in all major educational job markets to fill all vacant positions prior to the 23-24 school year opening. Multiple career fairs and recruitment efforts have been employed to secure many instructional positions for the 23-24 school year. CCSP is redirecting resources to add four Assistant Principals and a Director of Culture positions to directly support STEM and Humanities instruction on campus. Elementary and middle school campuses will have additional instructional leadership that focus on directly supporting teacher capacity, supporting and monitoring instruction and providing daily professional development/coaching to teachers.

CCSP will also provide a rigorous pre-service training program for all CCSP teachers that will include extensive professional development on classroom management, school-wide systems, and curriculum and assessment offerings. Teachers will work with school leadership to develop instructional and classroom management plans to create structures for many of the conditions found in high performing classrooms. Leadership will work throughout the school year monitoring the effectiveness of these plans and structures and support as needed.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

CCSP Assessment Window		
Window	Assessment	Grade Levels
BOY - September/October MOY - January/February EOY - May/June	NWEA MAP Reading, Math and Science	Grades 1-8
BOY - September/October MOY - January/February EOY - May/June	F & P Reading	Grades K-4
BOY - September/October EOY - June	Into Math	Grades K-8
Spring - May/June	NJSLA - ELA, Math and Science (5 & 8 only)	Grades 3-8

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

The results of the above assessments were utilized to inform action-oriented decision making regarding student achievement and target areas of challenges revealed by the data analysis. During the 22-23 school year, CCSP instructional staff were tasked to develop and implement an action plan based on the data from each assessment cycle. As a result, a heavy emphasis was placed on delivering instructional strategies to counter academic challenges. The district supervisors were tasked with supporting, monitoring and observing the instructional practices of all instructors to ensure an optimal learning environment along with providing pull-out and push-in support. Intervention strategies were deployed on both campuses with an emphasis on foundational knowledge. The ongoing data analysis results of the administered assessments supported an increased level of monitoring of classroom instruction and targeted professional development workshops that covered lesson planning, delivery of instruction, classroom and student behavior management.

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

Locally administered assessments are chosen based on data collected and analyzed from current local, state and national assessments, in addition to instructional classroom data and academic performance throughout the school year. All assessments are aligned to NJSLS or Common Core State Standards, below is a brief description of each assessment:

NWEA was selected to measure academic growth over time normed across the nation to capture data on student achievement in Reading, Math and Science as it relates to CCSP scholars. NWEA is aligned to Common Core State Standards for New Jersey. CCSP is currently researching other platforms such as iReady and Renaissance to provide greater support with intervention and diagnostic strategies

IntoMath assessment is a criterion-referenced assessment which is administered three (3) times a year in which content learned is assessed per testing period. IntoMath is aligned to NJSLS and is the approved curriculum for Math for KDG-8th grade.

F&P was chosen to gauge reading fluency which is administered three (3) times per year and aligned with the workshop model that was in effect up until the 22-23 school year. CCSP has been approved to move from the workshop model and balanced literacy approach to a science of reading program with a strong emphasis on phonics and foundational reading skills in Elementary for the 23-24 school year. Furthermore, NWEA MAP Reading Fluency and Dyslexia screener has been approved to measure reading fluency, phonemic awareness and reading comprehension.

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

There is a notable difference between the data results from NWEA compared to NJSLA. Additionally noted is that the NWEA and NJSLA are two different assessments: one being norm-referenced and adaptive, and the other criterion-referenced. However, both assessments also measure academic growth over time. In this year's administration of NJSLA, CCSP has experienced growth between cohorts and growth year over year; the most significant growth is

shown in Math. Our NWEA results in the MOY did not give us a realistic prediction of how our students would perform. The NWEA results from the EOY did not accurately reflect the academic performance and growth displayed during the school year although we showed increased growth from September to June. We also attribute the NWEA performance to the timing of the assessment in June. IntoMath (KDG-8) and F&P (KDG-4) showed significant growth from BOY to EOY which was reflected in our performance on NJSLA.

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

Leadership meetings were conducted after data was collected and analyzed each testing cycle by the CEO and Director of Curriculum and Instruction. The leadership team consisted of Central Office, building level and ELT leadership personnel. Data is shared through a presentation and data analysis of trends, successes and challenges revealed by the data. After the data share, the leadership team is requested to identify data points of concern and preliminary plans on addressing those challenges through school-wide shifts and focus. Identical presentations were also conducted for the Board of Trustees during either or both of the C&I committee meetings and general board meetings by the CEO and/or Director of Curriculum and Instruction. After the commencement of the presentation, the CEO and/or Director of Curriculum and Instruction present a plan of action derived from information gathered at the leadership data share and gaps identified by observations and walkthroughs. Building level data shares have been communicated to our board of trustees via the Curriculum and Instruction committee meetings. In addition to this, parents are provided this data via monthly Home School Council meetings.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Dr. Curtis Palmore	CEO	July 31, 2017	\$189,279
Dr. Makeba McCray	Director of Curriculum and Instruction/ Instructional Technology and Assessment	January 1, 2022	\$137,917
Mr. Craig Smith	School Business Administrator	September 3, 2019	\$137,917
Ms. Giselle Vannoy	Chief of Staff	September 1, 2010	\$84,413
Ms. Madeline Paneto- Gonzalez	Elementary School Principal	July 1, 2022	\$150,000
Mr. Sean Sawyer	Middle School Principal	April 1, 2022	\$145,000
Ms. Tina Volpe	Student Support Services Supervisor	October 15, 2018	\$116,698
Ms. Sarai Lucero	Director of Community Schools	October 1, 2020	\$74,160

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

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

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.8%
Elementary School Attendance Rate (grades K-5)	92.91%
Middle School Attendance Rate (grades 6-8)	92.61%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	25-1

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

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2021-2022 to 2022-2023	56% to 73%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	75% to 82%
Frequency of teacher surveys and date of last survey conducted	Twice Year/ June 2023
Percent of teachers who submitted survey responses	90%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	80%

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

- a. Professional Learning Community meetings
- b. Assessment and Data Protocols
- c. Campus Professional development sessions

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

- a. Lack of contractual agreement with NJEA teacher contract
- b. Shifts with curriculum tools mid-year
- c. High teacher turnover (Elementary campus)

d) Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	100	3	0
1	100	7	0
2	100	2	0
3	100	15	0
4	100	4	0
5	101	57	0
6	101	33	0
7	101	44	0
8	101	49	0
9			
10			
11			

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

2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	2 out of 7
Frequency of parent/guardian surveys	Twice a Year
Date of last parent/guardian survey conducted	June
Percent of parents/guardians completing the survey (consider one survey per household)	70%
Percent of parents/guardians that expressed satisfaction with the overall school environment	80%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- School Honor Roll and Assembly Celebrations
 - Parent and Teacher Communication
 - Home School Council & Community Schools Events
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Teacher Turnover
 - Middle School Communication
 - Limited extracurricular activities

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

CCSP Community Signature Events (Health Fair, Mother's Day Event, Father's Day Event, and End of the Year Carnival) - These events took place in the Spring months to honor CCSP parents, showcase local Healthcare offerings and celebrate the end of the school year (in-person).

Monthly Home School Council Meetings - Parents participated virtually in meetings with the school administration and received academic and operational updates for CCSP (in-person).

Monthly School Assemblies and Student Award Presentations – Parents attended campus based celebrations that promote school spirit and celebrated student academic success (in-person and virtually).

Middle School Poetry Slam Events – Students and staff virtually shared poetry on various topics including Equity, Inclusion, and Law Day.

CCSP Cultural Celebrations – In person students and teachers shared events and programs for the following cultural celebrations throughout the school year: Black History Month Presentation, Women's History Month Presentation, and Hispanic Heritage Month.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.
- Scholastic Book Fairs** - This year conducted two in person Book Fairs this year by staff and parent volunteers to further promote reading for our CCSP scholars.

Home School Council Meetings - Our Home School Council is run by our parents with the support of the parent engagement coordinator. Home School Council reaches out to parents monthly to attend regular meetings, express any concerns with their scholar's education, and also participate in workshops on topics such as finance and child advocacy.

Monthly and Weekly Academic Assembly and Honor Programs - Elementary and Middle School Campuses conduct weekly and monthly assembly and honor roll assemblies for students and parents. At these events students and teachers are showcased and receive recognition for their efforts for academic excellence and for meeting CCSP's behavioral and school culture expectations.

Strengthening Families - CCSP has enrolled a number of families into the Strengthening Families program this year. The program in partnership with the Department of Health provides comprehensive training to families. Strengthening Families seeks to promote healthy development and the well-being of children and families who are enrolled in the child-care/family-child care setting through the Protective Factors Framework. The 5 Protective Factors are Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need and Social and Emotional

Competence of Children.

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

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Passaic County Community College	Provide student volunteers to help us implement parent programming, build community, and foster college awareness.	5 students and 1 staff member. A total of 4 hours a month
William Paterson University	Provide student volunteers to help us implement programming, build community, and foster college awareness.	1 staff member and 2 students for a total of 2 hours a month

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
New Jersey Development Corporation	NJCDC provides us with high school volunteers through their Paterson Youth Council program, as well as several f/t AmeriCorps members. NJCDC also provides us with additional volunteers, service learning opportunities, and	800 hours a month 5 AmeriCorps Members

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	introductions to potential new collaborators. They have also provided support to our families who have suffered from food shortages at home by giving out monthly food boxes to those in need. NJCDC has been and remains the lead partner with CCSP and our Community Schools Initiatives. Also, serves on our Community Advisory Board.	
Oasis	A Haven for Women & Children: Provides CCSP with key parent and family workshops, including sessions for non-native English speaking families and SEL skill-building as well as connecting our families to local services (e.g. domestic violence resources in Paterson). Donates clothing and food to our families. Serves on our Community Advisory Board	5 hours a month 2 staff members
CUMAC	With the support of CUMAC we are able to take a service-learning approach during the school year with our 8th-grade students. Students are able to volunteer at CUMAC and support sorting fruits and vegetables for Paterson residents in need. CUMAC also provides the school with key information on how families have the opportunity to receive free groceries once a month through a scheduled appointment. Families will be assisted by a volunteer that has attended training on ACEs, trauma, and social determinants of health, conducted by CUMAC.	5 hours a month 2 staff members

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
St. Joseph's Regional Medical Center	St. Joseph's helps us structure the health education component of our school. They provide health screenings and workshops for parents on topics such as diabetes, healthy meals, and childhood obesity. We now offer families "Wellness Wednesdays," where we focus on different health topics each month through the partnership with St. Joseph Hospital.	2 hours a month 2 staff members
Great Falls National Historical Park and Visitors Center:	Staff from this local national park have helped us develop our civic engagement program, provide us with a curriculum to be used during the after school program, assist in developing service-learning projects, and act as a field trip site.	1 hour per month 2 staff members
Project NJ Hope	Donates after school program supplies to our students as well as provide student volunteers to assist in the implementation of key community events and student programming.	1 hour per month 3 staff members
Wharton Institute for the Performing Arts:	Provide services through their Paterson Music Program. Wharton provides instructors to implement an El Sistema-inspired music program, including instruction in string, winds, brass, and percussion instruments and music theory, providing a social structure that emphasizes the values of self-confidence, respect for oneself and others, and discipline. They also assist with facilitating field trips and at least two annual student performances for the CCSP community.	160 hours per month 6 staff members

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

The partnerships described above dramatically enrich the offerings CCSP is able to provide to students and families. This is in furtherance of a key school goal—and our mission—to serve as a full service community school, offering an array of programming that helps students grapple with issues they are facing outside the classroom, at the same time we are strengthening families.

Board Governance

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

3.1 Board Capacity

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

Table 13: Board Governance

Number of board members required by the charter school's bylaws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	February, 2023
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	May, 2023
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D)	N/A

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.

None

- c) List the critical policies adopted by the board during the 2022-2023 school year.

- P 1648.13 Rescinding COVID-19 Vaccination Requirements
- P 5512 New HIB Requirements

- P 1648.11 Abolishing The Road Forward COVID-19 Health and Safety Planning
- R 8420.10 Active Shooter (Revised)

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

- Shared commitment to improving academic achievement
- Diversity of experience among trustees
- Ability of individual trustees to leverage relationships for the school's benefit.

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

- Hold administration accountable for student achievement
- Ensure administration takes steps to fully staff school
- Ensure administration submits all state documents timely
-

3.2 Board Compliance

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

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Marqweesha Guthrie	7/1/22	6/30/24	Trustee	marshg30@gmail.com	7/1/19	Gov 1 9/28/20 Gov 2 6/15/21 Gov 3 6/20/22 Gov 4 6/8/23
Michael De Blasio	7/1/11	6/30/23	President	mdeblasio@njcdc.org	11/16/11	Gov 1 2/7/12 Gov 2 1/1/13 Gov 3

Name	Start Date	Term Expirati on Date	Role on Board	Email Address	Date of Criminal Backgro und Check	Date of all NJSBA Trainings
						6/30/15 Gov 4 6/10/22
Sophia Sample	11/5/15	6/30/23	Trustee	sdmasons sample@gmail .com	12/9/15	Gov 1 6/10/16 Gov 2 10/27/16 Gov 3 10/15/18 Gov 4 6/7/22
Boris Zaydel	7/1/16	6/30/23	Trustee	bzaydel@gmail.com	8/3/16	Gov 1 10/10/16 Gov 2 7/3/18 Gov 3 6/24/19 Gov 4 6/13/22
Dr. Tiffany McBride	7/1/16	6/30/24	Vice Pres	tiffanymcbride168@gm ail.com	7/20/16	Gov 1 8/11/16 Gov 2 2/17/18 Gov 3 6/21/20 Gov 4 2/28/23
Shana Manradge	7/6/22	6/30/24	Trustee	shanamanradge@gmail. com	10/14/22	Gov 1 10/30/22
David Gelman	7/6/22	6/30/24	Trustee	dgelman@njcdc.org	9/2/22	Gov 1 4/5/23

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

<https://www.ccsp.org/documents/board-of-education/school-board-meetings/board-minutes/372095>

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

June 2023

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

Access and Equity

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

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	December 1, 2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	April 3, 2022
Date and location of the lottery for seats in school year 2022-2023	April 5, 2023

- Provide the URL to the school’s application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.

<https://www.ccsp.org/o/ccsp/page/online-enrollment-2022-2023>

- List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2022-2023.

www.ccsp.org

- List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.

English & Spanish

- List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.
 - CCSP Website
 - Facebook
 - Instagram
 - Twitter
 - Flyers were delivered and mailed to Paterson Day Care Centers
 - Marketing mailing to Paterson residents
 - Television ads/commercials
 - Banners were posted in the City of Paterson
 - Local Media Ad
- Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.
- Explain the school's enrollment backfilling policy, then, as **Appendix G**, include the school's board-approved policy.

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	
K	5	20	
1	9	9	
2	9	6	
3	6	9	
4	12	13	
5	5	10	
6	5	16	
7	6	14	

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	
8	6	10	
9			
10			
11			
12			

- b) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.

Table 17: School Site Facility Information

School Site Facility Information	
Site name	Community Charter School of Paterson Middle School
Facility lease information	8 Morris St. Paterson NJ 07501
Landlord name	8-14 Morris St. LLC
Lease commencement date	June 1 2020
Lease termination date	June 30, 2040
2022-2023 annual lease cost	\$1,109,406
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A

Latest date of appraisal	N/A
Appraised value of property	No Appraisal as of yet

School Site Facility Information	
Site name	Community Charter School of Paterson Elementary
Facility lease information	75 Spruce St. Paterson NJ 07501
Landlord name	NJ Community Development Corp.
Lease commencement date	September 1, 2008
Lease termination date	Annual
2022-2023 annual lease cost	\$796,140
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A
Latest date of appraisal	N/A
Appraised value of property	No Appraisal as of yet

School Site Facility Information	
Site name	Community Charter School of Paterson Admin Offices
Facility lease information	32 Spruce St. Paterson NJ 07501
Landlord name	NJ Community Development Corp
Lease commencement date	September 1, 2008
Lease termination date	Annual
2022-2023 annual lease cost	\$192,783.96
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A
Latest date of appraisal	N/A

Appraised value of property	No Appraisal as of yet
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Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	2,098,329.66
Total lease amount budgeted for 2023-2024	2,098,326.66

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2023-2024	N/A
Mortgage payment interest budgeted for 2023-2024	N/A

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

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

CCSP has adopted the State-approved Marshall Teacher Evaluation Framework and related Rubrics. The Marshall Framework focuses on six domains, including the following: planning and preparation for learning; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community outreach; and professional responsibilities. Each of these domains is further divided into 10 criteria and rated across four performance levels for each criterion in accordance with the requirements outlined in AchieveNJ. The four performance levels are: highly effective; effective; partially effective; and, ineffective (modified from the original framework to align with AchieveNJ language). CCSP believes that Marshall provides useful feedback for teachers in an easy-to-use, transparent and understandable format.

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

The school leader (CEO) is evaluated using a comprehensive and rigorous tool. Part I of the tool evaluates the CEO in several domains aligned with the school's strategic plan and Board Goals. These domains measure progress in areas including: Increasing Student Academic

Achievement; Implementing Data-Driven Instructional Practices; School Supervision & Evaluation; Community & Parent Partnerships; Strategic Planning; and General/Miscellaneous Areas. Part II of the tool is focused on more specific areas of school management including: Financial Management; Specific Duties of the CEO; and, School/Community Relations. The process includes an opportunity for the Board to evaluate the CEO and for the CEO to self-evaluate. A conference between the CEO and the Board to discuss their ratings occurs to ensure that expectations are clear and conversations about areas of improvement take place.

All remaining CCSP administrators are evaluated using the Kim Marshall Principal and Supervisor Evaluation Tool. As with the teacher tool, the Marshall Framework focuses on six domains, and 10 criteria points. It is rated across four performance levels for each criterion in accordance with the requirements outlined in AchieveNJ. The four performance levels are: highly effective; effective; partially effective; and, ineffective (modified from the original framework to align with AchieveNJ language).

- c) As **Appendix H**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems

Appendix	File Naming Convention
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.

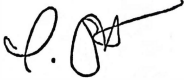


By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named “Appendix A Statements of Assurance” and upload it to Homeroom. See page 2 of the annual report template for submission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

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

Statement	Confirm Compliance (Add ✓ or X)
by the local municipal enforcing official at <i>N.J.A.C.</i> 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C.</i> 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	

School Official/School Lead

Signature of School Official (School Lead): 

Date: 8/1/2023

Print/Type Full Name: Ira Griffith

Title: Chief Executive Officer

Signatory Office (President, Board of Trustees)

Signature: 

Date: 8/1/2023

Print/Type Full Name: Michael DeBlasio

Title: Board President