

Annual Report

August 1

2009

Submitted to the New Jersey Commissioner of Education, the
Mercer County Superintendent of Schools and the Trenton Board of
Education

Foundation
Academy
Charter School

CONTENTS

SCHOOL DESCRIPTION	4
1. REVIEW OF STATE AND LOCAL ASSESSMENT AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS	5
Academic Goals and Objectives: Assessment Results	5
State Assessment Results.....	5
Discussion of Progress.....	6
Non-Academic Goals and Objectives: Assessment Results	7
Assessment Results and Discussion of Progress.....	7
2. REVIEW OF PROGRESS: INCORPORATING THE NJCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS	10
Incorporation of the New Jersey Core Curriculum Content Standards	10
Summary of Curriculum Development Progress	10
Delivery of an Educational Program Leading to High Achievement for All Students	10
Delivery of Services to At-Risk Students	10
Innovative/Exemplary Programs and Practices	11
3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS.....	12
Board of Trustees.....	12
School Administrators.....	15
4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES.....	16
Parent and Community Involvement Activities and Outcomes.....	16
Outreach Procedures	16
Parent Satisfaction	16
Parent Information	17
Training/Support.....	18
Plans.....	18
Public Relations and Outreach Activities and Outcomes.....	19
Public Relations/Engagement and Partnerships.....	19
5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES	20
Admissions Policies	20
Admissions Timeline and Recruitment Activities.....	20

Admissions Results.....	20
Student Withdrawals and Exit Interviews.....	21
Staff Recruitment.....	21
Recruitment Results.....	21
Exit Interview Procedures and Data.....	22
6. REVIEW OF THE SCHOOL’S SELF-EVALUATION AND ACCOUNTABILITY PLAN (SEAP).....	23
Self-Evaluation and Accountability Plan.....	23
Description of Major Areas of Self-Evaluation.....	23
Current and/or Proposed Changes to the SEAP.....	23
Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals.....	23
9. APPENDICES.....	25
A. Copy of Board Resolution Approving the 2008-2009 Annual Report.....	25
B. Copy of Board Resolution Naming the Lead Person of the Charter School.....	26
C. Copy of Academic and Non-Academic Goals and Objectives.....	27
D. Copy of Admissions Policy and School Application Forms.....	28
E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Office and the Title IX Coordinator.....	31
F. Copy of the School Student Recruitment Plan.....	32
G. Copy of the School Staff Recruitment and Retention Plan.....	33
H. Copy of Self-Evaluation and Accountability Plan.....	37
I. Receipts from the District of Residence.....	38

SCHOOL DESCRIPTION

Foundation Academy Charter School

Startup and Current Year – Foundation Academy Charter School commenced initial operations in the 2007-2008 school year and thus just completed its second year of operations.

Address – The school is located at 333 South Broad Street, Trenton, NJ 08608

Facility – The school is located in a three-story, 28,000 square foot former parochial school. The facility is leased by the school for a 2008-2009 cost of \$185,358.

Number of Students, Grades and Classes – The school's charter authorizes an enrollment of 120 students in 2008-2009 in grades 5 through 7. The enrollment throughout the school year averaged over 120 students. There are two classes at each grade level.

Maximum Class Size – Class size is 20 students/class.

School Day – The school day begins at 7:30 a.m. and ends at 4:30 p.m. for a total time of nine hours. Total instructional time is 7 hours and 22 minutes per day.

School Year - School began Monday, August 11, 2008 and ended Friday, June 19, 2009 for a total of 198 school days.

Student/Teacher Ratio – 12:1

Planned Expansion – In the 2009-2010 school year, the school will add two 8th grade classes and expand to no more than 192 students.

Approved District of Residence – The school draws 97 percent of its students from Trenton and 3 percent from two other local municipalities.

Employees – The school employs eleven teachers and a team of support staff including a Head of School, a nurse, a school factotum, an intern, a part-time school social worker/director of operations, a network administrator and a part-time student aide.

Lead Person – The school's lead person is Ronald C. Brady, Tel: 609.920.9200x5, Fax: 609.920.9205, email:rbrady@foundationacademy.org.

Theme/Defining Attributes – Foundation Academy is an independent, "No Excuses" college preparatory charter school committed to preparing all of our students for college and instilling in them our core values of caring, respect, responsibility and honesty.

Organizational Affiliation - We are an independent organization.

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

Academic Goals and Objectives: Assessment Results

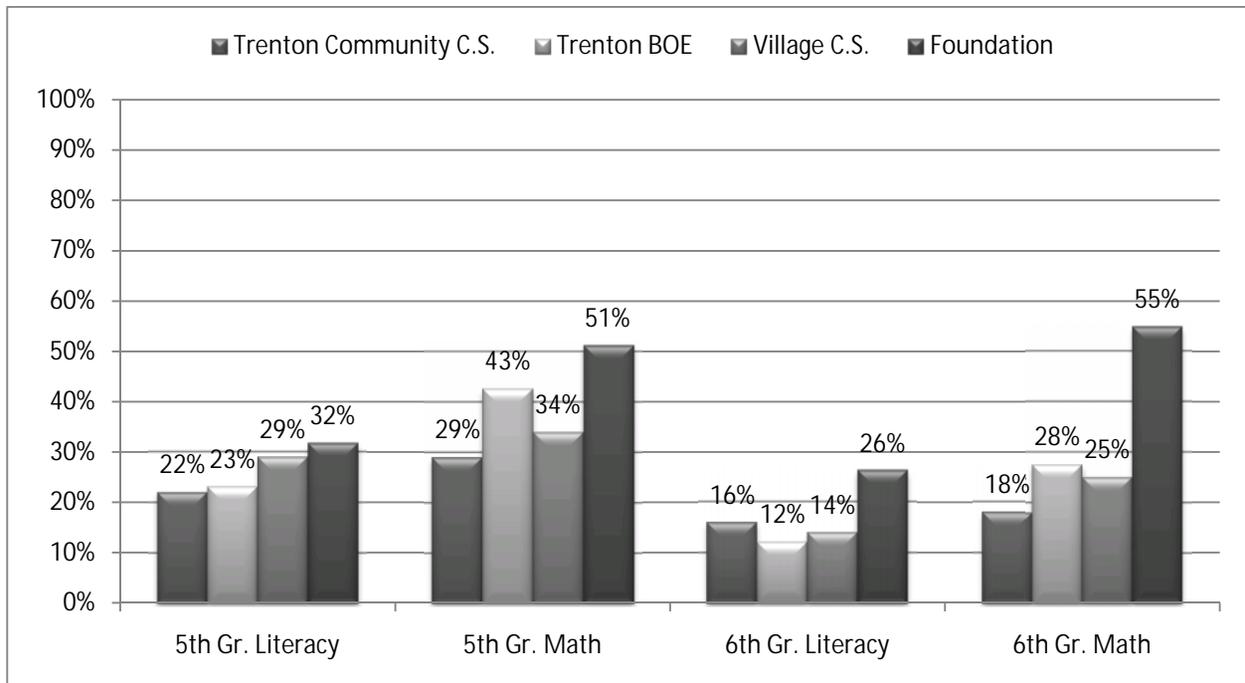
State Assessment Results

Between April 28 and May 14, 2009, 120 Foundation Academy students participated in the 5th through 7th grade New Jersey Assessment of Knowledge and Skills (NJASK). We have not yet received the results. When we do, we intend to:

- Assess our performance against our 2008-2009 performance goals;
- Make comparisons to our 2007-2008 performance;
- Analyze the results to determine areas of relative strength and weakness in our academic program;
- Use this analysis to identify changes in our academic program designed to build on our strengths and improve upon our weaknesses; and
- Identify performance targets for 2009-2010 based on our 2008-2009 performance and our assessment of how effectively we can implement changes in our program.

Below is the data representing our performance during 2007-2008, our first year, in comparison to the Trenton School District and other Trenton public charter schools with comparable grade levels.

Chart 1 – 2007-08 NJASK Performance
Percent of Students Proficient & Advanced Proficient



The above data will serve as a baseline against which to assess longitudinal changes in future years. In addition, as we grow and become more experienced in implementing our school program, we intend to change the districts and schools against whom we compare ourselves. In time, we plan to add the state average performance and the performance of the top charter schools in the state as the comparison performance benchmarks. Our intent is to understand how our students' learning compares with that of their peers in these other schools and districts.

Discussion of Progress

The school's academic goal is to ensure student mastery of the New Jersey Core Curriculum Content Standards Cumulative Progress indicators by the end of eighth grade. Foundation Academy's NJASK performance objectives and results during 2007-2008 and associated with this goal were as follows:

Table 1 – 2007-08 Performance Objectives

Subject	5 th Grade Objective	5 th Grade Performance (N)	6 th Grade Objective	6 th Grade Performance (N)
Literacy – All	76%	32% (41)	76%	26% (44)
Literacy – African American ¹	76%	30% (37)	76%	28% (39)
Math – All	62%	51% (41)	62%	55% (44)
Math – African American	62%	51% (37)	62%	56% (39)

During the 2007-2008 school year we did not meet our performance objectives. The performance objectives were derived from the No Child Left Behind (NCLB) Annual Yearly Progress (AYP) targets. Because we were in our first year of operation in 2008, our students were not in our school for the required duration of time to be evaluated against NCLB AYP criteria.

Although we did not meet our performance targets, we were pleased that we performed better than all other Trenton public schools during our first year of operation. While we aspire to a much higher level of performance and will not be satisfied with this level of this performance in future years, we have determined that performance was reasonable for a school in its first year of operations and that perhaps our initial performance expectations were overambitious.

Critically, we used the above data to inform our work over the 2008-2009 school year in preparation for the 2009-2010 school year. How? Foundation Academy uses a set of interim formative assessments in Literacy, Math and Science we call FAIFAs (Foundation Academy Interim Formative Assessments). These assessments are designed to determine the degree of student mastery of our curriculum and of the New Jersey State Core Curriculum Content Standards against which we've attempted to align our curriculum. When we received the 2008

¹ African American students are the only sub-group with more than 30 students, the minimum threshold for performance disaggregation among NCLB-identified sub-groups.

performance results we learned more about the strength of the relationship between our FAIFAs and our understanding of how the NJASK assesses student learning of state curriculum standards.

Based on our 2008 performance, we are:

- making major revisions to our curriculum during the summer of 2009 to better focus on the state assessed core content standards, improve the spiraling of key standards and better focus on major understandings within each curricular area;
- making major revisions to our FAIFAs, to ensure better alignment with state assessments and with our own curriculum;
- hiring additional support teachers to provide for supplemental small group and push-in instruction to high need students;
- implementing a summer tutoring program for high need students;
- increasing the size and reach of our instructional support staff to ensure additional coaching, feedback, guidance and support for all teachers;
- making a major investments in new classroom print resources for use by teachers and students;
- changing the instructional day to provide for more common planning time for teachers, more small group tutoring/support time for students and reduced whole-class pupil contact time/teacher; and
- nearly doubling the amount of time for staff professional development throughout the school year, increasing the focus of this time around collaborative planning and analysis based on assessments of student learning.

As we improve the alignment between our FAIFAs and the NJASK, we believe that our work during the 2009-2010 school year will have meaningful impacts on our students' NJASK 2010 performance. Why? Because over the course of the year, we will assess our students with our FAIFAs, identify learning gaps based on where students perform poorly, redesign the content we are teaching and the teaching techniques we employ and, where necessary, will re-teach skills we find lacking based on the FAIFA performance. We are comfortable that we are operating an efficient student learning management system and expect to see meaningful improvements in this system during 2009-2010.

Non-Academic Goals and Objectives: Assessment Results

Assessment Results and Discussion of Progress.

Foundation Academy's non-academic performance goals are:

1. To teach students to be contributing and respectful members of their local and broader community

Objectives

- 95 percent or higher student attendance rate

- 10 hours of documented annual community service per student
- 100 percent documented student involvement in at least one co-curricular activity and/or athletic team/program for all conduct eligible students in all grade levels

2. To create a stable and safe school environment

Objectives

- A student attrition rate of 5 percent or less, not including students who move out of the city
- A teacher attendance rate of 97 percent or higher
- A teacher attrition rate of 5 percent or lower
- Annually decreasing rates of major school disciplinary incidents, including multiple day suspensions and any expulsions

Performance during 2008-2009 was as follows:

Table 2 – 2008-2009 Non-Academic Performance Objectives

Measure	Objective	2007-08 Performance	2008-09 Performance	Met Goal?
Student Attendance	95%	96.2%	96.5%	Yes
Student Punctuality	90%	95.3%	86.6%	No
Staff Attendance Rate	97%	99.4%	97.6%	Yes
Staff Punctuality Rate	97%	98.0%	95.9%	No
Student Attrition Rate	5%	13.0%	8.6%	No
Staff Attrition Rate ²	5%	8.3%	0%	Yes
Community Service	10 hrs/student	?	?	?
Co-Curricular Involvement	100%	N/A ³	N/A	N/A

Our performance on our non-academic goals during our second year was mixed:

- Student attendance was higher and met our performance objective.
- Student punctuality was lower and did not meet our performance objective.
- Staff attendance was lower, but still met our performance objective.
- Staff punctuality was lower and did not meet our performance objective.
- The rate of student attrition improved considerably but failed to meet our objective.
- The rate of staff attrition also improved considerably and met our objective.
- We did not successfully track our students' community service hours, but we plan to do so during the 2009-2010 school year
- We did not offer co-curricular activities, but we have designed, budgeted and will implement a set of co-curricular activities during the 2009-2010 school year.

Based on the above, we need to more closely monitor and follow up on punctuality, both among students and staff, to ensure that it is a higher priority among all members of our school

² Defined as the rate of staff departures during any given academic year.

³ We did not offer co-curricular activities or athletics during the 2008-2009 school year.

community. At present, we believe that continued and more effective implementation and execution of all of the elements of our school design will lead to our reaching all of our performance objectives in all of the above areas within the next two school years.

On a monthly basis, we track all of the above performance variables, sharing this information with the staff, students and Board of Trustees. Based on the communications and discussions among these parties, we make adjustments to our procedures and approaches to improve our performance. For example, we attempt to provide our faculty and staff with a whole range of supports in the areas of salary and benefits and opportunities for professional growth. We see our Staff Attendance and Staff Attrition rates as measures of the quality of these supports. Were our Staff Attendance or Attrition rates to begin to fall, we would see that as a reason to consider at both an administrative level (the Head of School) and a policy level (the Board of Trustees) changes to our policies and procedures to ensure that we have an invested and professionally rewarded staff.

Over the course of 2008-2009 we did not make significant modifications to our non-academic programs. Rather, we focused on continuing to put into place the key elements of our original school design.

As we enter the 2009-2010 school year, we have made significant investments in increasing the size of our instructional support staff to help, in part, improve our performance on our non-academic objectives. Our support team was stretched too thin during 2008-2009, trying to provide support to faculty and students, while also meeting all of the financial, operational and regulatory requirements of running a charter school. With increased staff time dedicated to instructional support and performance accountability, we expect to see improvements in the above measures.

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

Incorporation of the New Jersey Core Curriculum Content Standards

Summary of Curriculum Development Progress

Prior to the start of the 2008-2009 school year, we completed development of our 7th grade curriculum in English/Language Arts, Mathematics, Science, History and Geography, Music, Spanish, Foundations of Citizenship, Health and Physical Education under the direction of the Head of School. Curriculum Writers for each subject were recruited by the Head of School through New Jersey Hire, NewJerseySchoolJobs.com and word of mouth among the network of the school's founders, Trustees and friends. Candidates were selected by the Head of School based on experience as middle school teachers and subject matter expertise in the identified subjects.

During the 2008-2009 school year, implementation of the curriculum was monitored by the Head of School through classroom observations, review of curriculum binders and weekly or bi-weekly one-on-one meetings with teaching staff members. The extent and reach of this monitoring and supervision increased between 2007-2008 and 2008-2009. Specifically, more time was spent on faculty observations, reviewing assessments, reviewing planned lessons and meeting with teachers to discuss teaching and learning in the classroom. The Head of School delegated more non-instructional duties to other support staff members than during the 2007-2008 school year.

During the summer of 2009 we are engaging in a comprehensive revision to our 5th through 7th grade curriculum in all subjects as well all the writing of our 8th grade curriculum in all subjects. This work is being done under the direction of an experienced teacher-leader with a strong background and training in curriculum development and oversight.

Delivery of an Educational Program Leading to High Achievement for All Students

Delivery of Services to At-Risk Students

During 2008-2009, approximately 75 percent of the student body at Foundation Academy were eligible for free or reduced priced lunch and over 95 percent were persons of color. By many typical definitions of at-risk, the majority of our population would qualify. Because of this, our basic school program is designed to meet the needs of an at-risk population (i.e. extended school day, extended school year, significant amounts of structure and support, etc.) Within this population, we define a more acute at-risk population to include those students who fail more than one subject at the end of any marking period, students who are referred by their advisors, students who are retained, students who fail any of our FAIFAs and students who perform poorly on starting point tests. During the 2008-2009 school year, this population totaled 68 students. These students were considered for referral to the Intervention and Referral Services Committee, and as appropriate provided with modified homework and

assessments, provided with tutoring one or two days per week by students from Princeton University in our after-school tutoring program and/or monitored carefully by their assigned academic advisor. All staff members participated in providing supplemental services to at-risk students and the coordination of this effort was lead by our School Social Worker.

Innovative/Exemplary Programs and Practices

During 2008-2009 we implemented several innovative and/or exemplary programs. Foremost among these was our School-wide String Orchestra. New students had two marking periods of a general music course, after which they were eligible to learn/play a string instrument and receive small group instruction. We held two concerts this school year, with over 80 student performers and a packed house of family and friends in attendance for both performances. In addition, we made our external debut with a performance at the state-wide New Jersey Charter Public Schools Association conference in April 2009. We believe that we are the only school-wide string orchestra in the City of Trenton and among a very small group of urban schools nationwide that offer this type program school-wide and at no cost to the student or his/her family.

At Foundation, every student had an Academic Advisor. The Advisor, a faculty member, met with up to ten students in one-on-one meetings for 10 minutes at least once every two weeks. The Advisor monitored the student's progress in school, communicated with the student's parent(s) about key needs and the student's progress in school and helped keep each student on track to college.

Our Physical Education curriculum features Ballroom Dancing. Through a contract with an accomplished professional ballroom dancing school, all students received 32 lessons in ballroom dancing during the school year. The "final exam" for the class took place during our first annual Academy Ball. During this gala event, held at the Trenton War Memorial, over 225 parents, students, staff and ballroom dance instructors observed our students perform a ballroom dance demonstration.

Another area of innovation was the role that students played in the operations of the school through a myriad of "paid" School Jobs. At six- to eight-week intervals throughout the school year, students were offered jobs for which they received pay on their student paychecks which were part of a school-wide token economy. Jobs included hallway monitor, office assistant, homework collector, morning work corrector, lunch clean-up crew and, of course, paycheck monitor. To be hired, students needed to submit an application, including references, and be interviewed for the job. All students were able to apply for jobs.

All of these initiatives are designed to increase student investment, be different than other schools and expand new skills. Many students excelled in the orchestral program who were not performing so well in other areas of the curriculum, indicating to us a positive benefit of the program. We are unable to assess the direct impact of these initiatives on state test scores.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees

During the 2008-2009 school year the board’s major accomplishments were that it oversaw the growth in the school enrollment by 40 students, met monthly, revised/adopted critical policies in the areas of Student Conduct/Discipline and Travel Expenses, hired a new Associate Head of School/Principal, evaluated the Head of School, added a member to reach our charter-defined total of seven board members and launched a planning process designed to identify and approve a set of long-term strategic goals for the school.

During 2008-2009, the Board was comprised of nine members, two of whom were ex officio non-voting members. The 2008-2009 board members were:

Table 3 – 2008-2009 Board of Trustee Membership

Name	Role	Affiliation	Voting Status
Mr. Earl Kim	Board President	Montgomery Twp. Superintendent of Schools	Voting
Ms. M. Nicole Sistrunk-Lewis	Secretary/Treasurer	Parent	Voting
Ms. Dolores Ijames-Bryant	Member	Children’s Home Society of New Jersey	Voting
Ms. Octavia Gurley	Member	Parent	Voting
Ms. Meghan Mackay	Member	Education Consultant and Artist	Voting
Mr. Kirk Norris	Member	Retired	Voting
Dr. John Webb	Member	Princeton University	Voting
Mr. Ronald C. Brady	Head of School	Administration	Non-Voting
Mr. Christopher Lessard	SBA	Administration	Non-Voting

Mr. Kirk Norris was newly appointed in 2008-2009. He, and all other board members, will be participating in professional development activities consistent with statute.

Brief biographies of the board’s voting members are as follows:

Earl Kim, the Board President, is the Superintendent of the Montgomery Township Board of Education. Mr. Kim served as the Superintendent of the Verona, New Jersey Public Schools, from 2003 to 2008. For seven years prior to that, Mr. Kim served as the Principal of Emerson Junior-Senior High School, in Emerson, NJ. In this post, he was named a 2002 New Jersey Principal of the Year. Mr. Kim worked for three years as a Math Teacher at Trenton Central High School, where he served as a Geraldine R. Dodge Foundation Teaching Fellow. He has also served as a vice principal in Cherry Hill, New Jersey. From 1984 to 1988, Mr. Kim was a commissioned officer in the United States Marine Corps. Mr. Kim is a graduate of Cornell University, and he possesses a Masters in Public Affairs from the Woodrow Wilson School of Public and International Affairs at Princeton University. Kim is a member of numerous education and public service boards and associations throughout the state of New Jersey.

Mary Nicole Sistrunk-Lewis is the Secretary/Treasurer of the Board of Trustees, a co-founder of Foundation Academy, and a parent of Foundation Academy student. Ms. Sistrunk-Lewis has been a resident of the City of Trenton since 1999, having relocated here from her hometown of Piscataway, New Jersey. Over the past eight years, Ms. Sistrunk-Lewis has worked in education and social services throughout Mercer County, including service as a Care Manager at Capitol County Children's Collaborative (CCCC), where she managed the cases of children with behavioral and mental health needs, work as a Family Support Worker at the Children's Futures' West Ward Center and the Union Industrial Home for Children. Ms. Sistrunk-Lewis has also worked as the Project Coordinator for the NJ EnvironMentors Project (NJEP) and Administrative Assistant at New Jersey Redevelopment Authority. Ms. Sistrunk-Lewis attended the Piscataway Public Schools and is a graduate of Piscataway High School. She possesses a B.A. in Fine Arts and Afrikan Studies from Rutgers College.

Dolores Ijames-Bryant, board member, is the Director of Operations, Early Childhood and Community Based Services for the Children's Home Society of New Jersey. In this role, she supervises a series of community programs aimed at bettering opportunities for parents and their young children in the City of Trenton. Prior to her current role with the Children's Home Society, Ms. Bryant served as the FACES Project Manager for the agency, and prior to that as the Director of the Industrial Home for Children/Operation Fatherhood. Ms. Bryant has also served as a Probation/Parole Officer in Bucks County, Pennsylvania and as an Investigator for the New Jersey Violent Crimes Compensation Board. Ms. Bryant has a B.A. from Douglass College, Rutgers University and a M.S.W. from the Rutgers University School of Social Work. Ms. Bryant has been the recipient of numerous awards for her leadership and scholarship, and has served in many volunteer and leadership capacities with many non-profit organizations throughout the state of New Jersey.

Octavia Gurley-LaGrier, board member and parent of a Foundation Academy student, and her husband own and operate a small business that provides professional cleaning services for commercial buildings and new construction projects. Prior to this, Ms. Gurley has held various administrative and management positions. Ms. Gurley's involvement with education began in 1997 when she undertook the challenge of home schooling her oldest son and her nephew. Since that time, Ms. Gurley has taught a total of nine children, all of whom have been honored for outstanding academic performance and personal achievement. She also served as a parent Board Member for a local charter school during the 2004-05 school year. In addition to her commitment to education, Ms. Gurley is passionate about serving her community. She is presently the Board Treasurer for the Neighborhood Improvement Association, a local non-profit organization that is dedicated to improving the quality of life for Trenton area residents, with a special focus on teens.

Meghan Mackay, board member, served as the English/Language Arts Curriculum Writer for Foundation Academy Charter School. She is currently an artist and the owner of Mad Platter Creations/Meghan Mackay Art and Design. From 2003 until 2004, Ms. Mackay served as the president of Southern Marin Mothers' Club, a non-profit organization aimed at providing education, friendship, and community for new mothers in Southern Marin County, California.

Ms. Mackay has worked in various fields, including public relations and marketing as well as education. Within the field of education, Ms. Mackay has extensive experience in teaching, curriculum writing, and research. Specifically, Ms. Mackay has taught high school literature in Massachusetts and middle school literature, writing, religion and art in California. Ms. Mackay also has experience teaching urban elementary students in California. Ms. Mackay helped to write the curriculum for a new charter school in Boston, Massachusetts, as well as develop technology curriculum for graduate students at the University of San Francisco. Finally, Ms. Mackay has participated in various research projects in both California and Argentina. Ms. Mackay received her B.A. in Art History from Stanford University, and she received her M.A. in Education from the University of San Francisco.

Frank N. (Kirk) Norris, Jr. is a former corporate vice president who has over 30 years experience impacting the lives of students from the United States to Europe. From 1972 to 2000, Mr. Norris worked with several companies to design and build educational, industrial, medical, pharmaceutical, petro chemical and even correctional facilities. In addition to his corporate experience, Mr. Norris has been a Trenton community staple since 1972. As a volunteer and Board Member of the Mercer Street Friends organization, he approved the establishment of the Village Charter School in 1995 in the city's West Ward. Mr. Norris managed and oversaw the architecture and construction of Trenton's first new school in 30 years. He currently serves as a Board Member for the Friends Home Village in Newtown, P.A. where he contributes to the Grounds and Property, and Finance Committees and as a member of the New Jersey Charter Public School Association's Advocacy Task Force.

John Webb, EdD, board member, is the Director of the Program in Teacher Preparation at Princeton University. Together with a colleague, he also conceptualized and founded the Princeton University Preparatory Program to prepare high potential students from working class families from Trenton, Ewing, and Princeton high schools for admission to highly selective colleges and universities. From 1986 until 2000, Dr. Webb worked at Hunter College of the City University of New York. While there, he served as the chairperson of the Foreign Language Department at Hunter College High School and was responsible for the preparation of foreign language teachers at Hunter College. Dr. Webb has served as an adjunct professor at Hunter College, Manhattanville College, and Manhattan College. Dr. Webb is also an eighteen year veteran middle school educator, beginning his career in education at Pomona Junior High School in East Ramapo, NY, where he served as a teacher and the chairperson of Foreign Languages and English as a Second Language. Dr. Webb earned his B.A. from the State University of New York at Albany, his M.A. from the French School of Middlebury College, and his doctorate from New York University. Dr. Webb has made numerous professional presentations, written many publications, and served as a member and officer of various professional organizations. He is a recipient of a number of awards including the title of Chevalier in the Order of the Academic Palms from the French government, the German-American Friendship Award, and the National Distinguished Leadership Award from the New York State Association of Foreign Language Teachers. He has been listed numerous times in both Who's Who in American Education and Who's Who Among America's Teachers, and he is

listed in the London-based International Biographical Centre's compendium of Outstanding People of the 20th Century.

For the 2008-2009 school year, the Board has formed a set of committees designed to provide leadership for the school in key areas of need. These committees are Curriculum, Facilities, Finance, Nominations and Personnel. Topics of critical concern for the board will be the quality of the instructional program, faculty support and improvement, student life and whether, when and how to grow the size of the school after the 2009-2010 school year when our eighth graders are scheduled to complete middle school.

School Administrators

During our second year, we improved the timeliness and effectiveness of planning for the school's growth to a full 5th through 8th grade complement of students. During the 2007-2008, our first year of operation, the administrative focus was almost exclusively on executing the day-to-day operations of a new school. This was necessary given the school's start up status. The downside to this approach was that planning efforts rarely looked beyond 60 to 90 days ahead and typically the planning horizon was considerably shorter.

In contrast, during 2008-2009, there was a significant change in this regard and planning time horizons improved to 18-month to two and three year time horizons. Accordingly, this proactive and medium-term planning led to several key accomplishments. Specifically:

- We conducted an in-house assessment of the school's performance against the "No Excuses" charter school model that undergirds our charter. We then used this assessment to develop a "Strategic Framework Discussion Document".
- The Head of School discussed and systematically sought feedback on the "Strategic Framework Discussion Document" with faculty, staff and the entire Board of Trustees in open public session.
- Based on the "Strategic Framework Discussion Document" the Board developed and implemented an action plan designed to significantly improve the school's execution of all of the elements of its charter during the 2009-2010 school year. The key elements of this action plan were to:
 - Change the student master schedule and school year calendar to significantly increase scheduled staff development/collaborative planning time
 - Change the student master schedule to reduce teacher pupil contact time/increase teacher planning time
 - Create and fill new teacher-leadership positions
 - Create new faculty positions and thus increase faculty size and decrease the student-teacher ratio from 12:1 to 9:1
 - Create and fill the position of Associate Head of School/Principal to improve our focus on instruction
 - Determine the school's long term strategic growth path

This plan is being implemented at the present time.

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

Parent and Community Involvement Activities and Outcomes

Outreach Procedures

During the 2008-2009 school year, we continued our process of conducting home visits with the family of every incoming Foundation Academy student. After each student is admitted to the school, two staff members visit the home of the child and discuss student, parent and school expectations. During 2008-2009, we conducted over 60 home visits.

During the 2008-2009 school year, the school's parent council, the Foundation Academy County Team (FACT), met monthly. FACT conducted a fundraiser on behalf of the school and provided regular feedback to administration on key parental concerns.

Our ongoing community activities included implementing a tutoring program with Nassau Christian Center in Princeton, where Princeton University college students tutored close to thirty identified at-risk students.

A new and major community partnership was formed during the 2008-2009 school year with the Princeton-Blairstown Center (PBC). The PBC is a non-profit organization affiliated with Princeton University with a 100-plus year history of providing character education for urban young people in New Jersey. Our partnership with PBC provides our students with over 100 hours of Center-provided workshops, outdoor experiential learning and instruction in character education. As we enter the 2009-2010 school year, we expect our partnership with PBC to yield increasing benefits for our students as we better integrate PBC's curriculum with our Foundations of Citizenship curriculum and our overall character education program.

Parent Satisfaction

In March 2009, we conducted a survey of our parents. The results of the survey are as follows:

Table 4 – Parent Satisfaction Survey Results

Question	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Blank
1.The curriculum your child is being taught	0%	2.0%	55.5%	40.6%	2.0%
2.The amount of help and support provided to your child by the teachers	0%	7.9%	56.4%	31.7%	4.0%
3.Your child is being challenged to do his or her best	2.0%	5.0%	43.6%	46.5%	3.0%
4.The amount of homework your child has	3.0%	7.9%	58.4%	27.7%	3.0%
5.Your child's academic achievement	6.9%	14.9%	38.6%	32.7%	7.0%
6.Your child is learning to take responsibility for his or her own actions	3.0%	12.9%	48.5%	30.7%	5.0%
7.The discipline in the school	4.0%	16.9%	43.6%	34.7%	1.0%
8.The safety of your child at school	0%	1.0%	47.5%	47.5%	4.0%
9.The leadership and direction provided by the administrator	2.0%	2.0%	46.5%	42.6%	7.0%
10.The appearance of the school and its grounds	1.0%	8.9%	58.4%	31.7%	0%
11. The home visit gave you a clear picture of what to expect.	0%	4.0%	47.5%	43.6%	5.0%
12.The access to and quality of information you receive from the school about the educational progress and achievement of your child	2.0%	8.9%	48.5%	39.6%	1.0%
13.Your child's school experience overall	1.0%	7.9%	49.5%	41.6%	0%

Would you recommend Foundation Academy to a friend?

Yes 85.2% No 5.0% Undecided 10.0%

In conjunction with our data on student attrition as described above, we use this information to help us modify our programs to maximize both learning and parent satisfaction.

Parent Information

Parents were notified of school information in a number of ways. First, as noted above, two members of our staff conducted a home visit with every family as part of their enrollment in Foundation Academy. During this home visit, parents were provided with the Parent-Student Handbook, completed all required enrollment forms and discussed the school's expectations of its faculty and staff, of parents and of students. During this home visit each party also reviewed and signed (voluntarily) a School-Parent-Student contract representing a commitment by all to agree to our collective expectations.

A second way that parents were notified of school information was via mid-quarter student progress reports and quarterly student report cards. These reports provided parents with

regular information on their student's academic performance and what the parent could do to help improve that performance. When report cards were published, we scheduled and conducted in-person conferences with the parents of all students who were identified as at risk of potentially failing a class for the year and other students of concern.

A third way parents were notified was via packets sent home with their children on a regular basis. These packets contained monthly calendars, lunch menus, updates on various student activities and notices of modifications and/or updates to the Parent-Student Handbook.

A fourth way that parents were notified was through our weekly student paychecks. Parents were required to "endorse" the student paychecks in order for them to be used for prizes. Accordingly, parents received a weekly update of their student's effort and work at school.

Another parent notification tool was a voice call system that we used to notify parents of school closures, students detentions and other important events. Every parent provided a phone number that we programmed into the system and thus we were able to reach our entire parent body within a matter of minutes with one automated telephone call. During the 2008-2009 school year, we increased the volume of automated parent telephone calls and improved the specificity/customization of messages that we sent to parents. Thus, by the end of the school year, our automated system contacted parents with detailed information about any inadequate homework assignments, including the subject and the nature of the inadequacy (e.g. "not submitted", "incomplete" etc.). In addition, it was able to call with detailed information regarding disciplinary detentions, including the nature of the offense and the teacher the parent should contact if the parent wished to receive additional information.

Parents will be notified about this Annual Report in one of the packets to be sent home with students early in the 2009-2010 school year and will be informed that they may request a hard copy of the report by calling the school.

Training/Support

During the 2008-2009 school year, we did not make available any training/support programs for our parents and/or community entities.

Plans

During the 2009-2010 school year, we plan to further increase the amount and specificity of our communications with parents regarding how their students are performing academically.

First, we plan to provide parents with access to a parent page in our automated student information system, MMS for Schools. This parent page will allow parents to see the current grades and attendance record of their son/daughter if they have internet access. We plan to provide training to parents on how to access this system during Back to School Night and we

plan to provide parent access to the school's computers to log in and review this data if they wish.

Public Relations and Outreach Activities and Outcomes

Public Relations/Engagement and Partnerships

The Head of School has primary responsibility for public relations and outreach. During the 2008-2009 school year, we conducted several important activities in the area of public outreach, including:

- Meeting with Mayor Douglas Palmer to introduce the school to him and to answer any questions he may have about the school.
- Meeting with the staff to Assemblywoman Bonnie Watson Coleman to share information about the school.
- Meeting with Senator Shirley Turner to share information about the school.
- Updating our website (www.foundationacademy) to improve the site's navigation and to permit employment candidates to apply for faculty/staff searches directly from our website.
- Participating in the Teach for America Mid-Atlantic Alumni Summit to present on careers in public, private and charter school education.

At the present time, we have created tentative plans to launch a major public outreach effort during the 2009-2010 school year by hiring a staff member with responsibilities in this area as well as in development. These tentative plans are on hold pending our securing a clearer understanding of our short- and medium-term financial capacity to make an additional non-instructional staff hire.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Admissions Policies

Admissions Timeline and Recruitment Activities

We conducted more than six admissions fairs during 2008-2009, designed to recruit students for the 2009-2010 school year. The process began with our first admissions fair in December 2008, at which time we also conducted our first admissions lottery. Thereafter, over the ensuing eight months we conducted outreach leading up to a subsequent admissions fair and lottery roughly every six to eight weeks all the way through June 2009. The day we conducted the fairs varied, with two taking place on a Saturday morning and the remainder taking place on various different week nights.

We advertised for the fairs using a variety of methods including sharing flyers with after school programs throughout the city, asking current students and their families to recruit among their families and friends, sharing flyers with local athletic leagues and programs, posting oversized Foundation Academy banners on the front gate of the school and in another prominent location in the community and placing multiple advertisements in the Trentonian, the local newspaper. We also advertised on our website, www.foundationacademy.org. Our flyers were translated into Spanish and at all admissions events, someone was available translate into Spanish. Finally, we recruited students from The International Charter School of Trenton which ends in 4th grade.

Admissions Results

Recruitment during 2008-2009, resulted in the following 2009-2010 enrollment projections:

Table 5 – Projected Enrollment Figures 2009-2010⁴

Grade	Enrollment	Wait List
5 th	48	22
6 th	48	12
7 th	49	17
8 th	42	13
TOTAL	187	64

Among the 127 students enrolled in the school as of June 19, 2008, the final day of school, 12 have subsequently indicated that they will not return in 2009-2010. Eleven plan to transfer to another local public school and one will transfer to a local private school.

Our projections indicate that approximately 90 percent of the school's projected 2009-2010 population will be African American and that the remaining 10 percent will be primarily Latino

⁴ As of July 24, 2009

and Caucasian. This is under-representative of the reported 25 percent of the Trenton school-aged population that is Latino, though a slight improvement over the 2007-2008 school year. During the upcoming school year, if we hire a staff member to conduct public outreach as outlined above, we will increase our targeted outreach efforts across the City of Trenton in the hope of ensuring that our school is fully representative of the diversity of the City of Trenton. We project that 75 percent of the school's population will be eligible for free or reduced priced lunch, which we is representative of the broader Trenton school-age population.

Student Withdrawals and Exit Interviews

Over the course of the 2008-2009 school year, 12 students transferred out of Foundation Academy. Whenever a parent sought to withdraw a student from the school, our School Factotum conducted an exit interview with the parent to identify the reason for the decision. During the 2008-2009 school year, the stated reasons for transfers were:

- Moving to another jurisdiction/transportation issues (6)
- Child failing/poor fit for child (4)
- General dissatisfaction with the school program (2)

Staff Recruitment

Recruitment Results

For the 2009-2010 school year, we had 12 faculty openings as follows:

- New positions - 7
- Teacher resignations - 3
- Non-renewals/terminations - 2

We recruited staff via njhire.com, newjerseyschooljobs.com, the New Jersey Charter Public Schools Job Fair, the Delaware Valley Educational Consortium Job Fair and a few other small job fairs and job boards.

We received and reviewed over 721 applications. During the 2008-2009 school year, we created an online employment application system based on our website. This system dramatically improved our capacity to review job candidate credentials.

As of July 24, we have filled ten of the 12 openings and expect to fill the final two prior to the start of school on August 10. This was later than originally anticipated, a function of a decision by one job candidate to resign in mid-July.

Exit Interview Procedures and Data

As noted above, two teachers were not invited to return for the 2009-2010 school year. In addition, also as noted above, three other staff members chose to pursue other professional opportunities rather than return to Foundation Academy. Thus, 26 percent of our staff from 2008-2009 did not return. When combined with our 2007-2008 faculty turnover rate, we have a combined average two year rate of 13%. At present, we are comfortable with this figure given that the national average school employment leave rate is 12.5%⁵ and the rate for schools serving a student population comparable to Foundation is 18%. That said, we are constantly monitoring this variable to ensure that we are providing appropriate amounts of staff support and staff resources to ensure student success and appropriate amounts of staff longevity.

⁵ National Commission on Teaching and America's Future

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN (SEAP)

Self-Evaluation and Accountability Plan

Description of Major Areas of Self-Evaluation

The school's self-evaluation metrics during 2008-2009 were:

- Foundation Academy Interim Formative Assessment (FAIFA) performance in English/Language Arts, Mathematics and Science (4x/year)
- Honor roll rate
- Homework completion rates
- Student attendance
- Student punctuality
- Student paycheck average
- Student community service hours
- Detention rate
- % students suspended
- Staff attendance rate
- Staff punctuality rate
- Staff attrition rate
- Student attrition rate

As described above, school-wide performance against each of these metrics was reviewed and discussed at the school's regular Board of Trustees meetings. This discussion included a presentation by the Head of School of the updates in performance since the previous Board meeting, a description of the Head of School's assessment of why performance moved in any given direction and questions from the Board of Trustees. The board considered this data and the trends in the data in its evaluation of the Head of School during the 2008-2009 school year.

When the data was transmitted to the Board for its regular review, it was also added to the monthly staff meeting between the Head of School and staff. During these meetings, the Head of School lead discussions of what faculty and staff needed to do more or less of to lead to performance improvements. The data, and the contribution of every individual staff member to the performance, was considered by the Head of School in the evaluations of each staff member.

Current and/or Proposed Changes to the SEAP

There were no major changes to the metrics/plan during the 2008-2009 school year. During the 2009-2010 school year however, we plan to conduct a comprehensive review of the performance metrics we observe and track as part of the Board and school leadership's effort to develop a set of long range strategic goals. We anticipate completion of this effort by December 2009.

Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals

The school is satisfied that our second year of operation represented a continued strong start for the school. Namely:

- We had the highest NJASK Scores among all public schools, district or charter, in the City of Trenton
- We continued to have a strong and positive school culture for students and staff
- Our growing number of enrollment applications and the 130% growth in our waiting list indicate to us that we are developing a strong reputation for education in the City of Trenton

As noted above, as an administration, Board and faculty, establishing a solid foundation was our strategic focus during these initial two years. Also as noted above, now that these two years are over, we are turning in earnest to the question of more clearly defining what type of school we will be in upcoming years and specifically how we will get there consistent with all of the elements of our charter. The primary way we plan to do this is in our strategic planning process the results of which will be a set of strategic goals for the school, with regular milestones, that will guide our work over the next three to five years.

9. APPENDICES

A. Copy of Board Resolution Approving the 2008-2009 Annual Report

Attached

B. Copy of Board Resolution Naming the Lead Person of the Charter School

Attached

C. Copy of Academic and Non-Academic Goals and Objectives

Goals and Objectives

Academic Goal

To ensure student mastery of the New Jersey Core Curriculum Content Standards Cumulative Progress indicators as follows.

Objectives

- 76 percent or more of the students scoring at the proficient or highly proficient level on the Spring 2008 administration of the NJASK Language Arts assessments
- 62 percent or more of the students scoring at the proficient or highly proficient level on the Spring 2008 administration of the NJASK Math assessment

Non Academic Goals

1. To teach students to be contributing and respectful members of their local and broader community

Objectives

- 95 percent or higher student attendance rate
- 10 hours of documented annual community service per student

3. To create a stable and safe school environment

Objectives

- A student attrition rate of 5 percent or less, not including students who move out of the city
- A teacher attendance rate of 97 percent or higher
- A teacher attrition rate of 5 percent or lower
- Annually decreasing rates of major school disciplinary incidents, including multiple day suspensions and any expulsions

D. Copy of Admissions Policy and School Application Forms

FOUNDATION ACADEMY CHARTER SCHOOL

STUDENTS

FILE CODE: 5111

ADMISSION

Foundation Academy Charter School is a free public school that is open to all residents of New Jersey, regardless of race, religion, gender, national origin or disability of the students or the parents/guardians. No evaluation will be used to gain admission to Foundation Academy.

Admission to the Foundation Academy Charter School is available to students seeking enrollment in grades five and six in the 2007-08 school year, five through seven in the 2008-09 school year, and grades five through eight in the 2009-10 school year and each year thereafter, and meeting the following requirements:

1. Students residing within the Trenton Public School District are given preference.
2. Students not previously enrolled in a public school (i.e. parochial, home-schooled and private school students) must enroll in their local district in order to be eligible to enroll in a charter school.
3. Parents will be informed of and should agree to the parameters defined by the charter such as parental involvement and the academic focus of the school.
4. Students enrolled and admitted in the prior year and successfully maintaining the contract will be given preference in enrollment unless the appropriate grade level is not offered.
5. Siblings of students enrolled in Foundation Academy will be given preference in enrollment. Siblings will be admitted prior to the open lottery for a given class provided that there is space available. If there are more applying siblings than spaces available, a sibling lottery will be conducted and a waitlist created.
6. If there are more applicants than available space at any grade level, a public random lottery will be held to determine the students to be enrolled at the school.
7. To the maximum extent possible, Foundation Academy will seek the enrollment of a cross section of the community's school age population.

Proof of Age

A certificate of the child's birth will be required as evidence of age. The legal evidences of age, in order of preference, will be as follows:

1. certificate of birth;
2. baptismal certificate;
3. passport; or
4. immigration certificate.

Guidelines for Admissions Lottery

If there are more applicants than available space at any grade level, the Foundation Academy Charter School shall select students to attend using the public random lottery process outlined below:

1. A public random lottery for admission will be used no later than the third week of March of each year for each grade level in which more students are seeking admission than spaces are available.
2. To ensure fairness and not give any advantage to any applicant, each applicant will be identified by an identification code. These codes will be placed on cards and the cards will be placed in a sealed container.
3. Parents/guardians with multiple children seeking admission may choose to enter the lottery as a family or as individuals. If entering as a family, the names of all siblings will be placed on a single card to be chosen from the lottery for a given grade. If selected, all of the siblings would be admitted to spaces in their grades or moved to the top of the waiting list for any grade for which

space is no longer available. If entering as individuals, siblings' names will be listed on separate cards and no sibling preference for admission or priority on the waiting list will be given.

4. The official list of applicants, their identification codes, and the cards will be available for viewing 30 minutes prior to the lottery.

5. The lottery drawing process will be conducted by an impartial official.

4. The lottery drawing will be held at a public meeting where parents, community members and citizens may observe the process.

5. After all available spaces are filled, a "waiting list" will be developed and filled in the order that identification codes are drawn until all codes are drawn.

6. Parents/guardians of students will be notified of the outcome of the lottery.

Homeless Pupils

The school will determine the educational placement of homeless students in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law.

The Board shall make this policy available to parents and the public.

Date Approved: November 29, 2006

Legal References:	<u>N.J.S.A.</u> 18A:7B-12	District of residence; determination
	<u>N.J.S.A.</u> 18A:7B-12.1	Homeless child; responsibility for education; determination of placement; payment of costs
	<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:36-25.1	Proof of child's identity required for enrollment; transfer of record between districts
	<u>N.J.S.A.</u> 18A:36A-7	Student admission to charter school
	<u>N.J.S.A.</u> 18A:36A-8	Enrollment preference
	<u>N.J.S.A.</u> 18A:38-1	Attendance at school free of charge
	<u>N.J.S.A.</u> 18A:38-3	Attendance at school by nonresidents
	<u>N.J.S.A.</u> 18A:38-5.1	No child to be excluded from school because of race, etc.
	<u>N.J.S.A.</u> 18A:38-25	Attendance required of children between six and 16; exceptions
	<u>N.J.A.C.</u> 6A:11-4.4	Initial recruitment period
	<u>N.J.A.C.</u> 6A:11-4.5	Waiting list

Cross References:	5118	Nonresidents
	5141	Health
	5141.2	Illness
	5141.3	Health examinations and immunizations
	6164.4	Child study team
	6171.4	Special education

Student Application 2009-2010

333 South Broad Street
Trenton, NJ 08608

ph: 609.920.9200
fax: 609.920.9205

www.foundationacademy.org



Student's Full Name: _____

Parent's Full Name: _____

Mailing Address: _____
Street and Apt. # or P.O. Box

City or Town

State

Zip Code

Email Address: _____

Daytime telephone number: _____

Evening telephone number: (_____) _____

Date of Birth: ____/____/____
(month/day/year)

Student's Grade for 2008-2009 School Year: _____

SIBLINGS Please list all siblings **from the same household** that you would like to attend Foundation Academy Charter School in 2008-2009 (use other side of this form to list names that do not fit in the spaces provided below.)

_____ First Name	_____ Last Name	_____ Grade for 2008-2009 School Year	____/____/____ Date of Birth (month/day/year)
---------------------	--------------------	---	---

_____ First Name	_____ Last Name	_____ Grade for 2008-2009 School Year	____/____/____ Date of Birth (month/day/year)
---------------------	--------------------	---	---

As mandated by our charter, we are able to give preference to siblings in the event that a lottery is required. Please indicate which method you would like us to use when entering children in your household into the lottery if this situation arises.

Please enter each child individually. I know that *not all* are guaranteed acceptance *if one or more* is chosen through the random selection process.

Please enter all children in my household under one name. I know that *either all or none of them* will be chosen through the random selection process.

Acceptance Procedure - Lottery Notice

Due to limited space at Foundation Academy Charter School, all applications are placed into a lottery. DEPENDING on the number of seats that MAY or MAY NOT be available in any particular grade, your child may or may not be placed. For example: if your child has applied for a seat in the 5th grade and he/she is selected number 1 in the drawing, IF there is a seat available in 5th grade, then he/she will be placed. If a seat is NOT available and he/she is selected number 1 in the drawing, he/she will NOT be placed until and if a seat becomes available. Your child will remain on a waiting list until the following year, at which time the waiting list DOES NOT rollover. You MUST complete another application the following year.

Signed _____

Date: _____
Month/Day/Year

E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Office and the Title IX Coordinator

Attached

F. Copy of the School Student Recruitment Plan

At the present time the school does not have a written student recruitment plan.

G. Copy of the School Staff Recruitment and Retention Plan

Staffing Philosophy

We seek to attract, retain and reward teachers who buy into and reflect our mission of providing students with the knowledge and skills to prepare students for the nation's finest high schools and colleges and instilling in them the values of caring, respect, respect and honesty. Accordingly, we will seek to recruit and select teachers who:

- Embrace our mission and embody our core values;
- Have a track record of success and achievement;
- Are eager to be evaluated based on how much our students learn;
- Provide structure at all times through clear and consistent implementation of our rules;
- Desire to make a profound difference in the lives of each student;
- Possess certification and Highly Qualified Teacher status in the subject they will teach; and
- Have a minimum 3.0 undergraduate grade point average.

Recruitment

Teachers in their first two years of the profession generally add significantly lower value to student learning than teachers with more experience. Accordingly, it is our intention to make our primary recruitment targets individuals who possess at least two years experience successfully teaching urban students. We will recruit via:

1. Word of Mouth
 1. Current staff
 2. Board of Trustees
 3. Friends of Foundation Academy
2. Free Electronic Advertising:
 1. [Foundation Academy Website](#)
 2. [New Jersey Hire](#)
 3. [Teach for America Job and Opportunity Board \(JOB\)](#)
 4. [Center for Education Reform](#)
 5. [US Charter Schools](#)
1. Paid Electronic Advertising
 1. [NJSchoolJobs.com](#)

Unfortunately, we cannot be confident that we can fully staff our growing school from a pool of experienced teachers alone. Accordingly, we will also recruit high potential novice teachers from among the best colleges and universities in the region with teacher preparation programs and we will consider candidates who are pursuing the Alternate Route to Certification.

To this end, we will use the recruitment tool of a *Novice Teacher Program*. The program is designed to attract novice teachers to our school with the promise of additional training and support as the novice teacher begins the profession. The only difference in the application process for the *Novice Teacher Program* is that novice candidates must submit an essay outlining their reasons for wanting to teach at Foundation and participate in the *Novice Teacher Program*.

We will recruit this candidate pool through posting job notices at colleges and universities in the region, print and electronic advertising, recruitment visits to a small number of nearby teacher preparation programs and participation in local and regional job fairs. Specifically:

- Electronic Job Notices at target colleges and universities
 - Bowdoin College

- Bryn Mawr College
 - The College of New Jersey
 - Columbia University-Teachers College
 - Dickinson College
 - Harvard University - Grad Sch. Ed.
 - Haverford College
 - Princeton University
 - Rutgers-Camden
 - Rutgers-New Brunswick
 - Swarthmore College
 - Univ. Pennsylvania - Grad Sch. Ed.
3. Recruitment Visits and Job Fairs
- Teach for America Mid-Atlantic Summit
 - College of New Jersey Education Interview Day
 - New Jersey Charter School Job Fair
 - UPENN GSE Education Career Day

Marketing Materials

Electronic marketing will be done via our website, www.foundationacademy.org. On it we will:

- Post all current openings
- Advertise all postings on the homepage “Important Announcements” line.
- Present a fresh, updated and professional face to our potential employees

Print materials include:

- Foundation Academy student brochure
- Foundation Academy faculty recruitment brochure
- Printed [postings](#)
- Printed [job descriptions](#)

Job Fair materials include:

- Tablecloths
- Foundation Academy cloth table banner
- Foundation Academy vinyl banner
- Foundation Academy post-its
- Foundation Academy stickers
- Printed [postings](#)
- Cards labeling postings
- Business cards of school representative
- Printed name tag of school representative

Selection

The selection process has the following steps:

Step 1 – Recruitment Coordinator advertises positions and collects:

- Cover letter
- Resume

Step 2 – Recruitment Coordinator reviews applications and resumes of all candidates and (1) verifies candidate meets the minimum qualifications (e.g. 3.0 GPA, certification-eligible, etc.), and (2) identifies the 10-12 most qualified candidates for each opening. All candidates should be kept on a spreadsheet stored in [“active searches”](#) on the shared drive.

Step 3 – Recruitment Coordinator conducts telephone interviews of 10-12 most qualified candidates. Recruitment Coordinator identifies 6-8 candidates from this pool as semi-finalists, and sends this list to Head of School.

Step 4 - Head of School contacts semi-finalists by telephone and via e-mail to:

- Schedule in-person interviews
- Request the candidate submit a video lesson and accompanying lesson plan
- Request the candidate complete the employment application, as well as submit three references, copy of teaching certificate(s), Praxis test scores and undergraduate/graduate institution transcripts

Step 5 - Selection Committee, made up of a teacher and two other staff members meets with semi-finalists and:

- Conducts three 25-minute interviews
- Reviews candidate's teacher or student teacher evaluations
- Reviews candidate's 30-minute videotaped model lesson with lesson plan
- Receives candidates' three references
- Gives all semi-finalists a detailed job description
- Fills out evaluation form and recommends which candidates should be a finalist

Step 6 – Recruitment Coordinator meets with the Head of School to identify finalists.

Step 7 – Finalists are scheduled for visit where they will:

- Visit Circle
- Participate in a 60-90 minute interview with the Head of School

Step 8 – Recruitment Coordinator conducts complete set of reference checks on finalists and reports results of reference checks to Head of School. Head of School reviews complete set of materials for the three recommended finalists and:

- Selects candidate to recommend to the Board of Trustees
- Contacts candidate to share the tentative offer, provide the candidate with a starting salary and outline the benefits package
- Secures a response to the tentative offer within four days

Step 9 – Board of Trustees formally votes to hire candidate

Upon final appointment through a vote of the Board of Trustees, the Head of School will ensure that the candidate undergoes the mandated criminal background check and fingerprinting through the New Jersey Commissioner of Education. In addition, all candidates will be required to produce documents for U.S. employment authorization and have medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test. All Board of Trustee offers are contingent upon successful and timely candidate completion of these reviews.

After approval by the Board, each new staff member will meet with the Recruitment Coordinator and will:

- Sign an employment contract
- Be provided a detailed school year calendar
- Complete and submit state criminal background check paperwork
- Be given pre-employment physical examination records forms
- Review his/her biography for the school website and parent handbook
- Have his/her picture taken for the school website

Prior to Boot Camp, each new teacher will be provided with the Foundation Academy Field Manual, a document that includes an overview of the entire Foundation Academy curriculum, a detailed curriculum of the subject the teacher will teach, the Teacher Handbook and the policies and procedures the teacher will be expected to know and implement. The Field Manual will be reviewed in detail during “Boot Camp”,

nine days of professional development and teacher community-building prior to the start of the school year.

Recruitment and Selection Timeline

The teacher recruitment and selection timeline is:

Step	Action	Timeline/Deadline	Responsible Party
1	Communicate openings and accept cover letters, and resumes	1/15 - 3/15	Recruitment Coordinator
2	Review cover letters and resumes and select 10-12 telephone interview candidates	1/23 - 3/30	Recruitment Coordinator
3	Conduct telephone interviews and identify 6-8 semi-finalists	1/30 - 3/30	Recruitment Coordinator
4	Contact semi-finalists to schedule interview and request video lesson, lesson plan, teaching certificates, Praxis scores, transcripts and three references	1/30 – 3/30	Head of School
5	Conduct interviews, observe video lessons, review candidate essays, review candidate evaluations, provide candidate with job description	2/7 - 3/30	Selection Committee
6	Identify finalists	2/15 - 4/1	Recruitment Coordinator
7	Head of School conducts finalists interviews	2/23 - 4/7	Head of School
8	Conduct reference checks	2/23 – 4/7	Recruitment Coordinator
9	Board review and vote on recommended candidates	March, April & May FABOT Meetings	Board of Trustees

It is the policy of Foundation Academy Charter School to assure that applicants are employed and that employees are treated during employment, without regard to their race, religion, sex (including pregnancy), color, age, national origin, or physical or mental disability. Such action shall include: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; wages or other compensation, selection for training, including apprenticeship, pre-apprenticeship, and/or on the job training; and ensuring and maintaining a work environment free of harassment, intimidation, and coercion at all sites and in all facilities at which employees are assigned to work.

H. Copy of Self-Evaluation and Accountability Plan

At each meeting, the Head of School shall report to the Foundation Academy Charter School Board of Trustees on the school's Performance Metrics. For the 2008-2009 school year, these metrics shall be:

- Foundation Academy Interim Formative Assessment (FAIFA) performance in English/Language Arts, Mathematics and Science (4x/year)
- Honor roll rate
- Homework completion rates
- Student attendance
- Student punctuality
- Student paycheck average
- Student community service hours
- Detention rate
- % students suspended
- Staff attendance rate
- Staff punctuality rate
- Staff attrition rate
- Student attrition rate

In each report, the Head of School shall identify the performance goal for the year or reporting period, the performance during the reporting period and any change in performance since the most recent report to the Board of Trustees, and all actions he/she will take and will direct staff to take to improve the school's performance.

The school's annual performance on the metrics and the Head of School's management of this performance management process will be considered in the annual evaluation of the Head of School. In addition, the Head of School shall include the contributions of individual staff members to improved performance on these identified metrics in the performance evaluation of each staff member of the school.

I. Receipts from the District of Residence

Attached