



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

Foundation Academy Charter School Annual Report July 28, 2017

Introduction

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 Guidelines

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.

New this year, each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2016-17 Report: This year, the annual report must be submitted via SharePoint as a Word document titled "Annual Report 2017." To submit the report, upload it to the subfolder "Annual Report 2017" located inside the folder "Annual Report" on the charter school's SharePoint site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [here](#) and then uploaded to the "Annual Report 2017" subfolder on the charter school's SharePoint site.

Additional Submission Requirements: A paper 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, 2017. The paper 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 1, 2017.

Annual Report Questions

BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below.

BASIC INFORMATION	
Name of school	Foundation Academy Charter School
Grade level(s) to be served in 2017-18	K-12
2016-17 enrollment (as of June 30, 2017)	1002
Projected enrollment for 2017-18	1034
Current waiting list for 2017-18	748
Website address	www.FoundationAcademies.org
Name of board president	Reid McCarthy
Board president email address	Reid@ReidMcCarthy.com
Board president phone number	(215)805-4220
Name of school leader	Graig Weiss
School leader email address	GWeiss@FoundationAcademies.org
School leader phone number	(609)218-2891
Name of SBA	Christopher Lessard
SBA email address	CLessard.sba@gmail.com
SBA phone number	(973)948-3727 ext. 224

SCHOOL SITE INFORMATION

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

SCHOOL SITE 1	
Site name	Foundation Academy Primary School Foundation Academy Intermediate School Foundation Academy Middle School
Year site opened	2013
Grade level(s) served at this site in 2016-17	K-8 <i>Primary: K-2; Intermediate: 3-5; Middle: 6-8</i>
Grade level(s) to be served at this site in 2017-18	K-8 <i>Primary: K-2; Intermediate: 3-5; Middle: 6-8</i>
Site street address	363 West State Street
Site city	Trenton
Site zip	08618
Site phone number	(609)920-9200
Site lead or primary contact's name	Graig Weiss
Site lead's email address	GWeiss@FoundationAcademies.org

SCHOOL SITE 2	
Site Name	Foundation Collegiate Academy
Year Site Opened	2011
Grade Level(s) Served at this site in 2016-17	9-12
Grade Level(s) to Be Served at this site in 2017-18	9-12
Site Street Address	22 Grand Street & 719 Cass Street
Site City	Trenton
Site Zip	08611
Site Phone Number	(609)920-9200
Site Lead or Primary Contact's Name	Shavonne McMillan
Site Lead's Email Address	SMcMillan@FoundationAcademies.org

ORGANIZATIONAL PERFORMANCE AREAS

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 mission.

The mission of Foundation Academy Charter School is to ensure that all of our students secure the academic knowledge and skills to prepare them for the nation's finest colleges and to instill in them the core values of caring, respect, responsibility and honesty.

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

Since our inception in 2007, Foundation Academy has implemented this mission through continually improving the execution of our version of a "No Excuses" charter school model. Foundation Academy's version of the this model includes a set of organizing principles used in many successful, urban, low socio-economic status charter schools throughout the country. Listed here are our seven key design components.

Component #1: A Focus on Urban Adolescents. As we grow, we learn about, test, modify, deploy and are constantly improving upon a series of strategies and techniques designed to build. We regularly use instructional methods, procedures and practices in our classrooms that have proven successful in other high performing urban schools.

Component #2: High and Clearly Articulated Expectations. We use standardized lesson planning structures, classroom procedures, a visible blackboard configuration, student organization systems and a student planner. All are designed to effectively secure clear communications to students and parents on a regular basis what students are supposed to be learning.

Component #3: Rewards and Consequences. We recognize positive academic and social behaviors and consistently and systematically provide consequences for conduct that detracts from learning or proves inconsistent with our core values.

Component #4: More Time on Task. We currently operate an academic year and day that extends well beyond that of our district peers, our students receive greater than 19% more instructional time than students in the Trenton Public Schools.

Component #5: Building Community. Our school community meets regularly each morning to focus on character development. Depending on grade level, this is accomplished via Community Circle and Advising. During this time, advisors, teachers, group leaders and students discuss and present Foundation Academies' core values. Our students are actively engaged in the community and conduct several community service projects. All of our staff recently participated in community service projects throughout the city of Trenton.

Component #6: Results Focus. Foundation Academy regularly tracks data to measure and assess our performance. Each month, we publish and distribute to all staff more than 100 pages of —Monthly Performance Metrics (MPMs), detailing various academic and conduct measures of students, staff and parents.

Component #7: Values Focus. We have continuously sought to instill in our students that becoming better people is as important as other measures of success. We have pursued academic excellence, secured a strong reputation with our parents and in the broader community and have been efficient stewards of the public's financial resources, all while simultaneously and unapologetically focusing our students and staff on our core values of caring, respect, responsibility and honesty.

- c) ***If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below.***

Not applicable.

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?***

All classrooms at Foundation Academy, regardless of grade level or subject area, have the following instructional expectations:

- *Rigorous, Purposeful and Measurable Objectives.* We believe that great lessons start with clear and high expectations.

- *Guided Practice.* We expect our teachers to model for students what they want students to be able to do independently.

- *Independent Practice.* We expect our teachers to provide students with the opportunity to practice skills that align to the objective and standards.

- *Assessment that is Aligned to the Objective.* We expect our teachers to have evidence that students accomplished the objective (or goal) for the lesson.

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

Instructional expectations differ somewhat in order to ensure that instruction is age appropriate and conducive to the subject area. We strategically change our lesson format to promote critical thinking as students rise through the grade levels. Instructional expectation differences can be summarized as follows:

Kindergarten to 3rd Grade. In the primary school grades, all classrooms are co-taught. Most instruction follows an "I Do" (direct instruction), "We Do" (guided practice), "You Do" (independent practice) lesson format.

During ELA, co-teaching is a dynamic process that varies based on the ELA component. "Parallel teaching" is utilized by the co-teachers during Guided Reading (Kindergarten to 3rd Grade), 3rd Grade Writing, and Phonics (Kindergarten and 1st Grade) or Shared Reading (3rd Grade). During these parts of the lesson, teachers divide the students in half and teach the same concept at the same time. During Shared Reading and Read Aloud (Kindergarten to 3rd Grade), one teacher leads the instruction and the other teacher supports by helping individual students.

In Writing (Kindergarten and 1st Grade), "alternative teaching" is implemented by the co-teachers. In this model, one teacher manages and provides instruction to the majority of the class, while the other teacher works with a smaller group of students to help struggling students with skills or provide an extra challenge for students that have mastered a concept. Science, Social Studies, Music, and Physical Education/Health are taught by one teacher using the lesson format described above.

For Mathematics instruction, "alternative teaching" is used and uses the "You, Y'all, We" model of teaching described in the 4th to 8th Grade Section below.

4th to 8th Grades. In grades 4 through 8, we have incorporated the “You, Y’all, We” model of teaching to ensure that lessons are student-centered. This model of teaching taps into what students already understand and then builds upon it. Rather than starting each lesson by introducing the main idea to be learned that day, students are assigned a single “problem of the day” or “question of the day” designed to let them work toward it — “You” is first on their own, then “Y’all” in peer groups and finally “We” as a whole class. The result is a process that replaces answer-getting with sense-making.

During the “You” portion of the lesson, teachers circulate to observe and record students’ prior knowledge on the skill and plan questioning. During the “Y’all” portion of the lesson, the teacher poses planned questions to individual groups of students that are discussing. During the “We” portion of the lesson, the teacher questions to ascertain the thought process students used to make sense of the problem or question. At this time, teachers target misunderstandings through questioning.

9th to 12th Grades. In order to prepare students for college level courses, high school instructional expectations are comprised of four instructional models, outlined below. These models are designed to help students learn content and sharpen their critical thinking skills and were developed by Robert Marzano and his colleagues:

- *Integrative Model.* In the Integrative Model, students develop a deep understanding of organized bodies of knowledge while developing critical thinking skills. The model is designed to teach combinations of concepts, generalizations, principles, rules, facts and the relationships between them. This is achieved through the use of graphic organizers which may be generated by either the teacher or student. This model is used in all content areas and high school grade levels.
- *Problem-Based Model.* The Problem-Based Model is designed to teach problem-solving skills and content and to develop self-directed learning. The model uses a problem or a question as a focal point for student-led investigation and inquiry. Problem-based learning is a teaching model that includes problem solving, inquiry, project-based learning, and case-based learning. This model fosters conceptual learning and is most commonly used in the Math and College Prep classes.
- *Concept-Development Model.* The Concept-Development Model builds on students’ prior knowledge by refining and extending concept information so that students can understand increasingly complex and abstract ideas. Students list, group, and regroup items related to a subject, verbalizing common attributes and revealing thought patterns. Students label the groups, draw inferences, and make generalizations from the specific data available to them. Finally, by writing a one-sentence summary about each of the groupings, students demonstrate understanding of multiple relationships. This model is seen in all content areas and high school grade levels.
- *Direct-Instruction Model.* With emphasis on active teaching and high levels of student involvement, the Direct-Instruction Model focuses on both concepts and skills. In this model, the teacher structures the topic and explains it to students. The teacher then provides students with opportunities to practice and gives them feedback along the way. Control of learning gradually shifts from teacher to learners. This model is more commonly implemented in the 11th and 12th grades in preparation for college.

1.4 Assessment

- a) *Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017, then leave the 2016-17 column blank.*

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	35%	14%	25%
ELA 4	28%	33%	23%
ELA 5	56%	44%	47%
ELA 6	48%	58%	52%
ELA 7	59%	71%	67%
ELA 8	63%	72%	69%
ELA 9	37%	54%	48%
ELA 10	46%	37%	47%
ELA 11	50%	45%	55%
MAT 3	45%	36%	26%
MAT 4	30%	42%	37%
MAT 5	48%	36%	47%
MAT 6	33%	46%	32%
MAT 7	31%	49%	46%
MAT 8	23%	61%	47%
Algebra I	53%	49%	49%
Geometry	14%	32%	26%
Algebra II	4%	25%	40%

- b) *Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such 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).*

For our English Language Learners we have hired another teacher so that one teacher can focus on Grades K-5 needs and another teacher can focus on Grades 6-12 needs. These teachers will work to ensure that students' individual needs are met by creating an individualized plan for each student and constantly monitoring to ensure student progress.

For our students with disabilities, we are ensuring that we are incorporating common planning time for General Educators and Special Educators to sit down and discuss trends in the data of students with disabilities, and be able to construct a plan for students' needs that will help them access the knowledge and information needed to develop skills. Additionally, in out of class support, Special educators will focus on foundational skills that students need to become better readers, writers, and mathematicians. They will use this time to fill holes and gaps in students' understanding and practice being able to apply knowledge in a smaller setting.

Teachers in 3-12 Math and ELA will utilize the same curriculum. Math will continue to utilize Eureka and ELA will utilize Expeditionary Learning. In addition, we are utilizing Fountas & Pinnell to ensure that teachers are developed and become experts in finding reading errors that students make and devising a plan to fix the error through guided reading lesson plans. In grades 9-12, students who are 3 grade levels below will take a remediation course during which students will engage in guided reading, specifically targeting reading errors and comprehension skills.

c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

English Language Arts: STEP (K-2), iReady Diagnostic (3-12), Foundation Academy Interim Formative Assessment (FAIFA) ELA (3-AP English Literature and Composition), STAR Reading (3-8), PARCC ELA (3-11), AP Literature and Composition, PSAT NMSQT (10-11), PSAT 8-9, SAT (11-12), NAEP (8), Accuplacer (11)

Mathematics: FAIFA Math (K-AP Calculus), iReady Diagnostic (3-12), PARCC Math (3-Algebra II), AP Calculus AB, PSAT NMSQT (10-11), PSAT 8-9, SAT (11-12), NAEP (8), Accuplacer (11)

Science: NWEA Map (3-8), FAIFA Science (Biology, Environmental Science, Chemistry), NJASK (4, 8), NJBCT (Biology)

Social Studies/History: FAIFA Humanities/History (3-US History II)

PE and Health: Presidential Fitness Test (9-12); Drivers Education Permit Test (10)

Special Education: Aimsweb Progress Monitoring

ESL: WIDA Model Diagnostic and Summative, ACCESS ELLs 2.0

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

Foundation Academies Interim Formative Assessments (FAIFAs) are given to students in all grades, Kindergarten through 12th, four times each school year. FAIFAs are created by experienced teachers and support staff and align to the curriculum delivered during instruction. The FAIFAs, like the curriculum, are aligned to the appropriate content area standards. Before test items are made, blueprints for the FAIFAs are created to guide the assessment writers in developing a truly standards-driven assessment. For ELA/Humanities, Mathematics, History, and Science FAIFAs, the Common Core State Standards (CCSS) are used.

In addition to the CCSS, the New Jersey Core Curriculum Content Standards (NJCCCS) in History are used to develop FAIFAs in those subject areas. As part of the current transition to the Next Generation Science Standards (NGSS), the assessments in high school science have been revised to reflect the three dimensional nature of the performance expectations in science. Once a blueprint is completed, assessment items are created to align to the skills and knowledge that should be tested during that cycle. These items are then reviewed for validity, rigor, and alignment.

The first assessment, FAIFA 0, serves as a diagnostic of student learning and is aligned to the standards from the previous grade level. This starting point data is analyzed by teacher teams and is then used to drive needs-based unit and lesson planning that is appropriately differentiated. Teachers and administrators use the Achievement Series program to look at student performance by standards, item, and item type and view the data by class and student. They create plans for individual, small group, classroom, and grade level remediation based on the performance trends observed.

Throughout the course of the year, students participate in three additional cycles of FAIFAs which are designed to reassess prior skills and knowledge while simultaneously evolving to include assessment of newly covered content. FAIFAs 1-3 are followed by a dedicated professional development day when teachers review their students' work as they did during FAIFA 0 and create future instructional plans based on the data. They follow a data-analysis protocol with their teacher mentor and/or Principal to develop these plans. The data is shared with students the week following FAIFAs, inviting them to become part of the conversation about improving their education.

Finally, performance distributions on all of the FAIFAs from a given cycle are combined into a report and presented to the CEO as well as the Board of Trustees. Curriculum support staff members consider the validity and reliability of assessment items after administration using statistics provided by Achievement Series and they determine when changes or omissions are needed. The collective analysis of data done by the curriculum

support staff, teachers, teacher leaders, and administrators also provides guidance for curriculum revisions for the following school year.

In addition to FAIFAs, teachers use formative assessment throughout instruction to continuously collect data about student performance and growth.

1.5 Organizational Capacity - School Leadership/Administration

a) *Fill in the requested information below regarding school leadership.*

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Graig Weiss	Chief Executive Officer	July 1, 2009
Christopher Lessard	School Business Administrator	July 1, 2009
Tara Pepe	Senior Director of Finance	July 2, 2007
Shavonne McMillan	High School Principal	July 1, 2014
Sheria McRae	Middle School Principal	August 2, 2010
Nicholas Courtney	Intermediate School Principal	July 1, 2014
Natasia Shuford	Primary School Principal	July 1, 2016

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 below regarding learning environment at the school.*

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95.89%
Elementary School Attendance Rate (grades K-5)	95.91%
Middle School Attendance Rate (grades 6-8)	96.79%
High School Attendance Rate (grades 9-12)	95.04%
Student - Teacher Ratio	11.4:1

b) Fill in the requested information below regarding the professional environment at the school.

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	72%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	69%
Frequency of teacher surveys and date of last survey conducted	Twice a year: Last survey was conducted May 10, 2017.
Percent of teachers who submitted survey responses	95%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	58%

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

- (1) Relationships with our students and their families.
- (2) Opportunities for advancement or career progression.
- (3) Ability to have a positive impact on student growth.

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

- (1) Workload.
- (2) “Differentiated” professional development.
- (3) Covering classes when colleagues are out.

e) Fill in the requested information below regarding the school’s discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	81	6	0
1	78	22	0
2	81	6	0
3	76	30	0
4	75	15	0
5	85	19	0
6	81	10	0
7	81	11	0
8	88	9	0
9	84	17	0
10	84	9	0
11	61	10	0
12	48	5	0

2.2. Family and Community Engagement

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

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school’s board, out of the total number of board members	0
Frequency of parent/guardian surveys	Two (2) surveys per year
Date of last parent/guardian survey conducted	4/25/2017
Percent of parents/guardians completing the survey (consider one survey per household)	83.1%
Percent of parents/guardians that expressed satisfaction with the overall school environment	96.1%

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

- (1) 96.7% agreed that “[Their] child is being challenged to do his or her best.”
- (2) 96.1% were satisfied with “The amount of help and support provided to [their] child by his/her teachers.”
- (3) Tied: 95.7% were satisfied with “The quality of classroom instruction provided by [their] child's teachers”, and 95.7% also agreed that “the school is a safe and welcoming environment for all students.”

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

- (1) 9.8% were dissatisfied with “The amount of homework [their] child receives”
- (2) 8.2% were dissatisfied with “The responsiveness of teachers to [their] phone calls within 24 hours.”
- (3) 7.2% were dissatisfied with “The handling of discipline by the [Leader of Student Culture]”.

d) *List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.*

New Parent Orientation is held prior to the beginning of the school year to orient parents with academic and cultural expectations for their new students.

Parent and Student College Informational is an opportunity for high school students and their parents to meet and plan with FCA’s college advisors in regards to college applications, financial aid and scholarship applications, etc.

Back to School Night, Family Night, Family Fun Night, Culture Night occur at the beginning of the school year and is an opportunity for students and their families to meet and spend time with teachers and FA staff.

e) *List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.*

We offer various opportunities for our parents to participate in and lead activities and events. Our Primary School initiated the POP Squad (Primary Organization of Parents) which has taken the lead on student socials, outings, and even Parent’s Night Out where they offer babysitting. The “100 Man Welcome” was an opportunity for fathers, grandfathers, uncles, brothers, and men in the community to welcome our students into school on the 100th day. This was a huge success and will be carried out as a yearly event. Parents have also helped to organize Lobby Days to advocate for Foundation Academies and to share our mission with

lawmakers and other governmental officials. We also offer opportunities for our parents to participate in and attend various music fundraising events such our youth orchestra performance at Trenton Thunder Stadium.

f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
Mercer County Community College (MCCC)	College Credit Courses	Two Foundation Academy staff members gave support to the MCCC Higher Education Program. In the Fall Semester, approximately 26 seniors took business and math classes. In the Spring Semester, approximately 25 seniors took classes in business, sociology, English, and physics. The classes were 1.5 hours twice a week and tutoring was once per week for two hours. Students took two courses, one each semester ranging from English 101, Business 101, Sociology 101, Physics 101, and Math 135. They also received additional tutoring once a week and participating in the VIP program which enabled them to take college trips, participate in county wide social events, and receive scholarship resources. Resources involved included VIP which is a college preparatory program through MCCC that services Title I schools and offers tutoring.
Young Scholars Institute	SAT Prep Program	Approximately 50 students from FCA – grades 10-12 participate in the Young Scholars SAT Prep Program. There are between 2-3 FCA staff members who help to facilitate the tutoring schedules and assess needs.
Princeton University	Freshmen Orientation	Foundation Collegiate Academy Orientation was held for three days and two nights at Princeton University. Nearly 90 incoming freshmen received their first taste of college as they lived in dorms and attended classes with their new teachers learning what to expect in high school (and beyond). Approximately 15 FCA staff members were in attendance as instructors, advisors, and chaperones. Resources included classroom materials and homework, laptops and presentations, passes for tours, and various living supplies for students and staff.
COMMUNITY INSTITUTIONS:		
NJTLT (National Junior Tennis and Learning of Trenton)	Physical Education	An instructor from the NJTLT would join Foundation Academy students (3 rd – 5 th grade) twice per week in their gym class accompanied by their health education teacher. For sixth months, the students would spend their hour-long sessions learning the rules and game of tennis and playing the sport. At the end of the six month program, a tournament with all program participants from various schools competed against one another.
The Expanded Food & Nutrition Education Program (EFNEP)	Nutrition Education	EFNEP provided nutrition education for 374 Foundation Academy students in 4 th – 8 th grade. For eight-weeks, each of the fifteen classes were taught 45-minute lessons by three EFNEP staff members and were supported by three Foundation Academy teachers. Resources and materials taught to the students include MyPlate, introductory lessons on healthy foods and nutrients, and the basics/importance of food safety, hand washing, and food label literacy. EFNEP staff also provided a guacamole tasting for all students during National Nutrition Month.
Princeton Symphony Orchestra	Music Performance and Opportunities	The Princeton Symphony Orchestra has partnered with Foundation Academies to bring more than 1,000 students access to world class music. This past year alone, PSO sponsored multiple high-level music education classes under their BRAVO program as well as free-ticket opportunities for Foundation Academy students to attend concerts. Staff involved included the middle school and high school music teachers.

Big Brother Big Sister	High School Business & Leadership Development	From October to May, Foundation Collegiate Academy students met with volunteers from NRG, Bloomberg, and Bill Trust to learn about business, career development, resume building, self-esteem, and leadership. The students ranged in grade from freshmen to junior and were paired up one-on-one with mentors organized by Big Brother Big Sister case manager. The groups met bi-monthly and totaled about 4 hours per month. The program also included a reverse visit where the students gave their mentors a tour of Foundation Collegiate Academy.
B-Fair Tutoring	High School Tutoring	The tutoring program consisted of equal parts skill training and remediation, direct instruction of prerequisite skills necessary for success in the regular curriculum and individual tutoring and practice. From October 2016 to June 2017, four 90 minute sessions were held each week for approximately 6 to 10 students (totaling 24 hours per month; 6 hours of tutoring time per student). Resources used include Eureka Math and skill based remediation resources such as Khan Academy.
Catholic Youth Organization (CYO)	High School Community Service	The CYO is another longtime community partner of Foundation Collegiate Academy. In 2015-16, 18 of our high school students volunteered at various times throughout September through May with CYO. Our students worked directly with the CYO program coordinator and mentors to provide afterschool tutoring services to children in grades K-7. Foundation Collegiate Academy provided one staff member who did not attend the volunteering days but was responsible for coordinating and maintaining the relationship.
YMCA of Mercer County	After School & Community Service Program	The YMCA and Foundation Academies has partnered for many years in a variety of ways. In the 2015-2016 school year, the YMCA provided both After School Programming and Community Service Opportunities for FA students. From September to June, 12 students ranging in age from sixth to tenth grade on Monday through Friday for three hours per day. Additionally, one of our high school students completed approximately 40 hours of community service with the YMCA this past year. For June and July, 6 FA students participated in the YMCA's summer camp program.

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 below regarding board governance.*

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	Up to 13
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	January/February 2016
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	March 29, 2017

b) *List the amendments to by-laws that the board adopted during the 2016-17 school year.*

Not applicable for the 2016-2017 school year.

c) List the critical policies adopted by the board during the 2016-17 school year.

Suicide and Self Destructive Behavior, File Code 5141.6

Foster Care and Educational Stability, Policy 5118.2

School Calendar, Policy 6111

Special Education, Policy 6171.4

3.2 Board Compliance

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

BOARD OF TRUSTEE INFORMATION						
Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Reid McCarthy	7/1/12	6/30/18	President	Reid@reidmccarthy.com	10/3/12	IV 11/17/15
Dr. Todd Kent	6/22/10	6/30/18	Academic Affairs Committee Chair	Twkent@princeton.edu	9/28/11	IV 06/29/17
Mindy Fernandez-Sheinbaum	1/28/10	6/30/19		Mindy.sheinbaum@educational equity.org	9/7/11	IV 06/29/17
Grecia Montero	11/19/09	6/30/19	Secretary, Treasurer	Montero@tcnj.edu	10/26/11	IV 07/26/17
Jessica Gamble	11/20/13	6/30/19		Gamblejessica2@educational equity.org	1/1/14	IV 5/17/17
Patrick Hall	9/23/14	6/30/20		Patrickh@gmail.com	11/19/14	IV 5/5/17
Allan Kehrt	2/25/15	6/30/18	Finance and Facilities Committee Chair	Akehr@kssarchitects.com	7/15/15	III 07/16/2017
Jacqueline Griffith	3/29/17	6/30/18	Development Committee Chair	griffithj50@comcast.net	05/31/17	II 6/6/17

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 below regarding the timeline of the school's application process for prospective students for school year 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	11/23/2016 – Siblings only 12/19/2016 – Public
Date the application for school year 2017-18 was due back to the school from parents/guardians	Friday, 2/3/2017
Date and location of the lottery for seats in school year 2017-18	Foundation Collegiate Academy Gymnasium; Thursday, 3/9/2017

- b) Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as Appendix D, provide a copy of the application in as many languages as available.**

http://foundationacademies.org/admission.jsp

https://fac.schoolbrains.com/OnlineApplication/Application.aspx

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.**

Foundation Academy website and hard copies (for siblings only).

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

English and Spanish

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.**

The applications were advertised to prospective students via the Foundation Academy website, posted flyers and social media, such as Facebook and Twitter.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.**

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 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	1	2	9
1	4	0	3
2	5	2	3
3	8	9	4
4	4	6	3
5	9	4	2
6	3	4	1
7	3	0	2
8	4	0	1
9	3	0	5
10	2	7	6
11	4	0	1
12	0	0	1

- g) 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.**

5.1 COMPLIANCE

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

a) **Provide a description of the [educator evaluation system](#) the school has implemented.**

The teacher evaluation tool was designed using five key focus areas reflective of Foundation Academies' "No Excuses" model and strategic plan. To achieve our long-term vision of preparing students for college and lives of strong character, we focus on quality education. Our teacher evaluation system was developed using "highest standards" to identify goals in the following areas:

1. Ensuring measurable student learning and growth
2. Staff culture and modeling the core values
3. Student culture and "sweating the small stuff"
4. Professional development and responsibilities
5. Collaboration and team building

Teachers are given a rating in each of these categories based on evidence gathered throughout the year from regular observations and feedback, as well as internal and external sources of data compiled by both instructional staff and the Academic Support Team.

The rating scale for performance includes the following:

Exemplary – consistently meets and exceeds highest expectations.

(Performance reflects mastery of skills, competencies and core values)

Strong – meets and exceeds stated expectations in most areas.

(Performance reflects a solid and growing foundation of experience and success)

Satisfactory – meets the expectations overall.

(Performance is professional, proficient and appropriate)

Needs Improvement -- stated expectations are met infrequently.

(Performance comes close to being acceptable but further development is needed)

Unacceptable -- stated expectations are not met.

(Performance is clearly below acceptable level and significant improvement is required)

Foundation Academies evaluates teacher performance under the belief that every teacher can and should be developed throughout his or her career.

Teachers earn promotions from Novice Teacher to Career Teacher, then Advanced Teacher, and finally Master Teacher. The overarching expectations remain consistent for all non-supervising staff at any career stage, while the underlying responsibilities in the teacher evaluation rubric become progressively more challenging.

This intentional approach focuses Novice Teachers on mastering classroom management techniques, Career Teachers on implementing instructional best practices, Advanced Teachers on executing differentiation and rigor, and Master Teachers on coaching teammates and building teams.

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

At Foundation Academies Charter School, we believe that the quality of the work of the adults in our school is the single most important determinant in the successful achievement of our mission to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. We hire the most talented professionals. Once we hire them, we develop, coach, challenge and engage these professionals using a set of systems—including this Principal Evaluation System—to support, promote and reward their excellence.

Principals

We evaluate our principals based on the following key principles:

Ensuring Measurable Student Learning. Principals are evaluated based on their positive, measurable impact on student mastery of the Foundation Academies curriculum as determined by state, external and Foundation Academies' common assessments.

Modeling Our Core Values. Principals are evaluated on the degree to which they model for our students, parents, staff and others our core values of caring, respect, responsibility and honesty.

Sweating the Small Stuff. Principals are evaluated based on how effectively they sweat the small stuff in managing student conduct.

Working Hard. Principals are evaluated based on how hard they work and how productive they are.

Being a Good Teammate. Principals are evaluated based on how they engage in a set of practices that promote a strong, unified adult team implementing the Foundation Academies program within our school community.

Communicating Expectations

We will communicate the expectations of our Principals through:

- Initially **Communicating Expectations** through his/her job descriptions and detailed evaluation tool.
- Ensuring that our school principals **Experience** school leadership in an effective “No Excuses” school setting, either as a former teacher/teacher leader or as a participant in a training program, e.g. KIPP School Leadership Program (KSLP), or analogous experiences.
- Regular walkthrough **Observations** of the campuses by the Chief Executive Officer, using standardized and published rubrics designed to assess fidelity to the school’s “No Excuses” model.
- Providing **Feedback and Coaching** to the School Principals by Chief Executive Officer on the effective use of “No Excuses” techniques. The Chief Executive Officer will meet with the Principals and/or communicate formally and informally, at scheduled times and unscheduled, to share feedback and coaching on the school’s execution of the identified techniques.
- Reviewing and discussing the results of state and **Foundation Academies Interim Formative Assessments (FAIFAs)**. FAIFAs inform us of how much students are learning, where there are gaps and what may be the causes of those gaps in learning. Through engaging in regular dialogue with the Principals about these assessments, Chief Executive Officer will clarify and communicate further the key learning outcomes that school is to achieve.
- Provide time and structure for Principal **Reflection** on student assessment results and Chief Executive Officer feedback to promote the improvement of Principal effectiveness over time. While for teachers, much of the process of communicating expectations takes place between the Principal and the teachers, for the Principal,

the burden is largely switched. The Principal is responsible for proactively engaging in self-reflection on their instructional leadership practice and in reflecting on how to improve the school.

Evaluation Timeline and Processes

The Chief Executive Officer will evaluate Principals based on the following timelines:

School Walkthroughs (Monthly). The Chief Executive Officer will conduct walkthroughs of the school at least once each month. Novice principals—those in their first year as a principal within Foundation Academies—and principals who are deemed to be in need of extra support, shall receive more frequent walkthroughs.

One-on-One Meetings between the Chief Executive Officer and the Principal (Bi-Weekly). The Principals will meet One-on-One with his/her direct supervisor at least once every other week. During these meetings, the supervisor will provide the Principal with a thought partner, a source of support and a critical friend in reflecting on his/her leadership practice. Together, the supervisor and the Principal will agree on next actions to be observed over the course of ensuing walkthroughs.

Data-Driven Assessment Analysis Sessions (Five times a year). The Principal and teachers will engage in deep analyses of student learning as measured by FAIFAs at least five times each year. The results of the assessments, and the lessons learned from the analyses and the action plans agreed upon by teachers and the Principal will be the subject of extended “school-wide interim assessment analyses” sessions. The Principal and Chief Executive Officer will review the assessment data regularly as a mechanism for jointly assessing the health of the school and of the assessments as a tool.

Formal Evaluations (Twice a Year). The Chief Executive Officer will provide the Principal in a scheduled meeting with a formal, written assessment of his/her performance twice during the year at Foundation Academies.

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

Note: You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance answering a), b) and c) above.

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 Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2017 – 18 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2017.” Save each appendix by the file naming convention provided in the second column of the above table.