

APPENDIX A: 2019-2020 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Interdistrict School for Arts and Communication (ISAAC)	1997
Street Address:	City/Zip Code:
190 Governor Winthrop Blvd.	New London, CT 06320
School Director:	School Director Contact Information:
Dr. Nicholas J. Spera	nspera@isaacschool.org/860-447-1003
Grades Authorized to Serve in 2018-19:	Charter Term:
6-8	2020-2023
<p>1. School Performance Best Practices: In 250 words or less, summarize a successful school model resulting in strong student outcomes and a positive school climate during the 2019-2020 school year. Describe the strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.</p>	
<p>Interdistrict School for Arts and Communication (ISAAC) is an independent charter school that was founded in 1997. ISAAC serves students in grades six through eight and is the sole charter middle school in New London and southeastern Connecticut. ISAAC provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. ISAAC is focused on the motto “all students can succeed with hard work and grit.” The staff has written curriculum in a new common format and additional programs to identify learning gaps and social disparities to cultivate success for every student. ISAAC is committed to establishing equity for all students in terms of access to technology and transportation and providing engaging after-school programs that reflect cultural and athletic interests. ISAAC enjoys partnerships with local organizations such as the Garde Arts Center, United States Coast Guard Academy, Mitchell College, Project Oceanology, New London Public Library, to name a few.</p> <p>ISAAC engaged in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify and commit to its core values and beliefs about learning, and vision of the graduate. The ISAAC core values, beliefs about learning, and the vision of the graduate states that, upon eighth grade graduation, all students will possess a variety of academic, civic, and social competencies that will translate toward success at the high school level. These transferable skills and competencies are paramount to achieve the ultimate goal of ensuring all students will be prepared for secondary education at any comprehensive, magnet, private, or technical high school they attend following graduation. To ensure student academic, social, and civic success, ISAAC has identified action steps for a variety of strategic actions that will be supported by teachers’ student learning objectives (SLOs) which are aligned to SBAC-styled summative assessments. ISAAC has created a school development improvement plan for all areas of improvement related to academic and social-emotional goals, along with a professional development plan.</p>	

PART 2: SCHOOL PERFORMANCE
<p>2. School Goals: State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.</p>
<p>Core Values, Beliefs about Learning & Vision of the Graduate:</p>
<p style="text-align: center;">Core Values, Beliefs and Learning Expectations</p> <p>ISAAC is a safe, nurturing, and diverse middle school in which arts and communication act as the heartbeat. Our professional learning community, comprised of passionate educators, are committed to the delivery of a rigorous curriculum that promotes effort through a growth mindset. We believe that all students can succeed with hard work and grit. Our stakeholders support the development of each student’s journey in becoming lifelong learners by developing the academic, civic, and social skills needed to be difference makers as active citizens in our communities. Learning at ISAAC prepares our students to become empathetic and courageous leaders through authentic tasks and experiences that promote creativity, critical thinking, and excellence.</p>

Vision of the Graduate

The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

Goal Statement:	Evidence of Progress toward Goal:		
GOAL 1: To prepare all students with the competencies needed to demonstrate success in mathematics, reading, and writing	All students will increase their SBAC scores on the SBAC Mathematics and Language Arts sections maintain level 4 or will move up one level based upon September 2020 data and previous SBAC data		
GOAL 2: To ensure that all graduates are high school ready upon graduation	100% of ISAAC will graduate in June 2020 and have a plan for secondary education.		
GOAL 3: To provide a safe, respectful, and nurturing learning environment that supports the personal, academic, and high school goals of every student.	Maintain each of the identified areas in the Parent Survey above 87% satisfactory		
GOAL 4: To ensure that the school and its parents have a collective understanding of a student’s success through a system of periodic and reactive communication.	Maintain each of the identified areas in the Student Survey above 87% satisfactory		
GOAL 5: To establish clear school-wide expectations, classroom to classroom, that are known, understood, and respected by students, teachers, and families	ISAAC will have an end of year suspension rate below 10%		
GOAL 6: To collaborate within ISAAC and outside of ISAAC with available resources that enhance the rigor and relevance of our instruction through professional learning communities.	Scheduled trainings and professional development with inside and outside sources throughout the school year along with continued department and interdisciplinary PLC time before, during and after-school.		
GOAL 7: To support and grow our certified staff in all domains as prescribed through the evaluation process through effective feedback, accountability, and supervision.	Complete the Evaluation Process with fidelity according to the new ISAAC Educator Development and Performance Plan for all certified staff		
3. Student Achievement: Data summarizing school performance and academic achievement from the last three years is provided below. Please review data evidencing student growth and progress toward closing achievement gaps.			
Performance Metric	*2016-17:	*2017-18:	*2018-19:
ELA Performance Index – All Students	57.4	56.4	57.3
ELA Performance Index – High Needs Students	55.5	52.7	54.6
Math Performance Index – All Students	46.4	45.2	46.8
Math Performance Index – High Needs Students	44.6	41.6	44.5
Science Performance Index – All Students	44.5	N/A	52.2
Science Performance Index – High Needs Students	42.8	N/A	49.2
ELA Avg. Percentage of Growth Target Achieved – All Students	43.8%	42.9%	50.4%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	45.0%	41.2%	50.6%
Math Avg. Percentage of Growth Target Achieved – All Students	45.0%	38.5%	43.6%



Math Avg. Percentage of Growth Target Achieved – High Needs Students	45.6%	35.6%	47.2%
Average daily attendance rate:	95.4%	93.8%	%
Chronic absenteeism rate:	7.7%	18.7%	10.2%
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	15.6%	20.8%	14.4%
Number of in-school suspensions:	59	88	50
Number of out-of-school suspensions:	9	28	31
Number of expulsions:	0	*	*
Four Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
Accountability Index charter school:	58.4%	50.6%	60.0%
Accountability Index state:	73.2%	74.9%	74.2%

4. Legal compliance Best Practices: In 250 words or less, summarize methods illustrating that the school is acting in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners, and employee and student rights). Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area, as appropriate.

ISAAC has strong student support structures including a co-teaching model where subject area teachers in mathematics and language arts collaborate with special education teachers to instruct students with special needs along with non-special education peers. Structured opportunities exist for special education students where they focus on specific IEP goals and objectives as well as support with the core curriculum in resource styled classes. Given the current pandemic situation, students are enrolled in synchronous resource support whether the student is in-person or enrolled in the Remote Learning Academy. As per the October 1, 2020 numbers, 18.9% of our students have IEP plans. For the 2020-2021, ISAAC has created a Student Support Coordinator position to oversee and support the 504 and special education programs including the new systems and emphasis on ensuring that all of the recommendations from the recent charter renewal visit and candidate self-assessment application to NEASC are met. In addition, we have hired a principal who was previously a Special Education Coordinator who will be overseeing, supervising the special education staff, and mentoring and supervising the Student Support Coordinator. These two professionals will ensure that ISAAC is following all special education laws and ensuring that IEPs will be about the individual student needs in the least restrictive environment.

For the 2020-2021 school year, ISAAC became a Bilingual Program due the number of students who speak one specific language, Spanish. As per the guidelines of the Bilingual Program, our current TESOL teacher will oversee the program along with the newly hired bilingual support assistants who will push into the core classes to assist our EL students throughout the school day. The Bilingual Program is focused on improving the speaking and literacy skills for all EL students with a focus on curriculum related vocabulary. Students work daily on speaking, listening, reading, and writing skills with the Bilingual Program staff. The EL students are mainstreamed for electives and all their core classes. EL students who are remote learning part-time or full-time, receive support daily through ZOOM from bilingual support staff members. Moreover, to ensure compliance and support best practice, ISAAC worked with LEARN and SDE to support and develop a strong EL Program for years to come. Our goal is to ensure that our EL Program provides our students with the necessary opportunities to grow as learners at ISAAC and beyond.

In addition to the above mentioned compliance with our special populations, ISAAC submitted a newly written evaluation plan to the state department of education that included the Commissioner's recommendations for evaluation and performance during the 2020-2021 school year in response to the pandemic. The model of the plan was based on the design and adoption of evaluation plans from local school districts This document included the evaluation plan for all certified staff and administrators employed at ISAAC. Moreover, all required policies and procedures have been updated as per the recommendations of our board attorney from Shipman and Goodwin.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

5. **Financial Documents:** As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2018-19 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form. (3) Provide the FY 2019-2020 budget. (4) Provide a FY 2020-2021 board-approved budget.

6. **Financial Condition:** Provide the following financial data for FY 2019-2020

Total margin (net income/total revenue):	0.04
Debt to asset ratio (total liabilities/total assets):	0.14
Debt service coverage ratio (net income + depreciation + interest expense)/ (principal + interest payments):	12.36
Current asset ratio (current assets/current liabilities):	3.44
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	104.14
Cash flow (change in cash balance):	-384,445

7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and parents and guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Tunisia Mendez	Nurse	Board Vice-Chairperson Committees: Executive & Governance Parent Director 1-Year	tmelendez @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Barbara Crouch	Manager Education and Recreation, Mashantucket Pequot Tribal Nation	Board Secretary Committees: Executive 2nd term, 1st year	bcrouch @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Melanie Paterson	Teacher at ISAAC	Teacher Director Committee: Academic 1-Year Position	mpaterson @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Michael Spellman	Chief of Police for the City of Groton	Committee: TBD 1st term, 1st year	mspellman @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
David Brailey	Director of Center for Teaching and Learning, Mitchell College	Committee: Academic 1st term, 3rd year	dbrailey @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Karen Rollins	Elementary School Teacher, Groton Public Schools	Committee: Academic 2nd term, 1st year	krollins @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kevin Booker Jr.	Independent contractor/ Public Speaker	Committee: Academic 1st term, 3rd year	kbooker @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elizabeth Bumgardner	Elementary Principal for Windham Public School	Committee: TBD 1st term, 1st year	ebumgardner @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Leota Muller	Sr. Consultant, Keane Inc. and Information Technology and Services Consultant/ New London BOD	Board Treasurer Committees: Executive, Development & Finance 2nd term, 1st year	lmuller @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Luisanna Cabrera	Mortgage Specialist, Chelsea Groton Bank	Committee: TBD 1st term, 3rd year	lcabrera @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Richard Muckle	Retired, EB	Board Chairperson Committee: Finance, Executive 1st term, 3rd year	rmuckle @isaacschool.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
<p>1.1 Academic Achievement</p>	<p>By July 6, 2020, ISACC was required to submit a Corrective Action Plan to the CSDE to address measures to improve its academic achievement.</p>	<p>ISAAC submitted a Corrective Action Plan to the CSDE to address the targeted academic focus areas of Mathematics and Language Arts. The SMART goals for Math included improving and establishing an SRBI Team, the SRBI process, and aligning curriculum and instruction to the Connecticut Common Core Standards. In doing so, the specific goals were that ISAAC’s Math Performance Index will increase from 46.8 in 2018-2019 to 59.6 in 2022-2023 and the Average Percentage of Target Achieved for Mathematics will improve from 43.6% in 2018-2019 to 70.4% in 2022-2023. The SMART goals for ELA included improving and establishing the SRBI Team, the SRBI process, and aligning curriculum and instruction to the Connecticut Common Core Standards. In doing so, ISAAC’s ELA Performance Index will increase from 57.3 in 2018-2019 to 65.5 in 2022-2023 and the Average Percentage of Target Achieved for ELA will improve from 50.4% in 2018-2019 to 69.7% in 2022-2023. The progress we have made to address our targeted academic focus areas of math and ELA include the following:</p> <ul style="list-style-type: none"> • We have committed to extensive professional development on curriculum development for Math and ELA and summative assessments aligned to the Smarter Balanced test. • We created a schedule of professional development opportunities in the areas of analyzing assessment data, curriculum revisions and instructional strategies. • We wrote curriculum for every math and ELA course in a common format that includes: essential questions, enduring understandings with unit goals, standards according to the subject area, content overview, Vision of the Graduate expectations, daily learning objectives, instructional strategies, assessments, unit task, and materials. • We created SBAC style summative assessments and implemented IABs as benchmarks for each unit within the curriculum. • We committed one block period per week to PLC time and the development of mathematics and ELA curricula, assessment data, and instructional practice. • We created rigorous, authentic unit tasks that allow students to utilize the skills and knowledge gained in the classroom and beyond.

<p>2.2 Financial Reporting and Compliance</p>	<p>Accounting Policies and Procedures Manual (APPM) has not been amended since 2014 and while the school has begun revising the document, certain areas must be revised to ensure consistency and continuity of accounting functions and the internal controls of them. The APPM requires policy amendments in the following areas: purchasing and contracting procedures, bidding requirements for purchases, handling of cash receipts, bank deposits, budgeting, financial reporting, debit card usage, and travel reimbursements. The Board must clearly define, in a Board Policy and Procedures Manual (BPPM), the roles, duties, policies and procedures of the Board and each of its sub-committees. ISAAC has been informed of these policy issues and is in the process of addressing them. The amendments when complete must be voted on and approved by the school Board.</p>	<p>The ISAAC Accounting Policies and Procedures Manual (APPM) was completed, presented, and approved by the Board of Directors, and successfully submitted to the state. Our Director of Finance collaborated with State Department of Education and another charter school, Booker T. Washington, to use their APPM as a template for the revised APPM. We were able to achieve our goal to complete the APPM for board approval prior to the submission of the final copy to the State Department of Education’s Office of Internal Audit.</p> <p>The ISAAC Board of Directors have updated the Board Policy and Procedures Manual have submitted a completed copy to the State Department of Education’s Office of Internal Audit. In addition, our governance committee has been revising, creating, and updating our board policies as recommended by the law offices of Shipman and Goodwin.</p>
<p>2.4 Governance and Management</p>	<p>It was noted during the site visit, that school and Board minutes of Board subcommittee meetings must be posted to the school website, which the school and Board have agreed to do.</p>	<p>The ISAAC Board of Directors are building systems so that minutes for all Board of Director meetings that include subcommittees minutes will be posted on our website as per CGS Section 10-66kk.</p>
<p>3.5 School Culture and Climate</p>	<p>By July 6, 2020, ISACC was required to submit a Corrective Action Plan to the CSDE to minimize behavioral incidents resulting in suspensions. For the 2018-19 school year the rate was 14.4%, whereas the state average was 6.7%.</p> <p>A notable decrease in the school’s rate of 20.8% in the 2017-18 school year. However, it remains higher than New London’s rate of 8.5% and the state average. The school must continue its efforts to reduce the suspension rate.</p>	<p>ISAAC submitted a Corrective Action Plan to the CSDE to address the targeted focus area of the suspension rate. The SMART goal to address this area included improving and establishing an SRBI Team, the SRBI process, clear student behavioral expectations, and aligning our advisory curriculum and instruction with Social Emotional Learning components and the best practices associated with the ISAAC Core Values and Beliefs about Learning. In doing so, ISAAC’s suspension rates would decrease from 14.4% in 2018-2019 to 6.4% in 2022-2023.</p> <p>The progress we have made to address our targeted area of suspension rate include the following:</p> <ul style="list-style-type: none"> • We have an SRBI Team and created a meeting schedule of key stakeholders in the school. • We have reviewed and disaggregated behavioral data from current and previous years to identify trends.

		<ul style="list-style-type: none"> • We have researched, identified, and implemented Tier II and III interventions for behaviors. • We have established a block of time in the master schedule dedicated to the delivery of the Advisory Curriculum. • We have created a student/parent handbook with clear expectations for student behaviors according to the school's Core Values and Beliefs about Learning statement and the results of the NEASC survey. • We have committed two 40-minute Advisory periods per week to deliver the Advisory Curriculum to all students across all grade levels • We communicate with families regularly regarding our policies and procedures.
<p>4.2 Students with Disabilities</p>	<p>Currently, there is no formal verification system in place at the school to ensure that all required IEP related services are provided. The school is in the process of developing formal system of verifying the delivery of related services and securing the provision of any services that are missed.</p>	<p>ISAAC has appointed a special education department head to oversee the department, facilitate PPT meetings, meet with LEA liaisons and ensure that related services are being delivered and communicated with sending districts. The department head is responsible for tracking student engagement for both in person learning as well as remote learning students. The department head tracks services being rendered and ensures that the human resources has the recent documentation for ISAAC records.</p>

9. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize processes established in the areas of **stewardship, governance, and management** (e.g., financial management, reporting compliance, sustaining financial viability, and school operations), to ensure the school is financially viable and organizationally healthy and strong. Describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

As a small independent middle school with 276 students, ISAAC continues the tradition of over 20 years to welcome and engage families and community members which is critical for success. These meaningful relationships are important and aligns with the school's core values, beliefs about learning, and vision of the graduate. ISAAC's strength has been the engagement of the professional and diverse Board of Directors. ISAAC's Board has been intimately involved in the process of improving the school academically, emotionally, and physically. A new three-year Strategic Plan was constructed by members of the Board of Directors in collaboration with the newly hired Executive Director. In addition, in response to the needed improvements academically at ISAAC, the school community engaged in a process which identified the core values, beliefs about learning, and the vision of the graduate with members from the board of directors, parents, community, students, and teaches. A self-study was completed in response to the application for candidacy for membership to the New England Association of Schools and Colleges. Moreover, the Board of Directors restructured the organizational chart that included a restructure of leadership and support staff as well as the expansion of the arts for the school. This included newly titled positions including: Executive Director, Principal, Dean of Students, Bilingual Coordinator, SRBI Coordinator, Student Services Coordinator, Bilingual Assistant, Dance and Theatre Teacher, additional social worker, and a Technology Director. In November 2020, the ISAAC Board of Directors will participate in the annual Board Retreat with training in board member relationship and strategic development discussion. Furthermore, the Board of Directors, under new leadership, is relooking at the raising additional funds and grants to support the ISAAC and its future goals. ISAAC maintains a transparent budget process with its annual Budget Workshop that is open to the public. The workshop includes detailed information presented by the Executive Director for the reasoning behind the numbers. Future budget process will include a formalized process for faculty members to submit proposals for equipment and supplies prior to the finalized budget process in early spring for the next school year. This process aligns with NEASC best practice and involves the key stakeholders in the process. ISAAC's grant activity has increased this past year due to the pandemic with ESSER and Coronavirus Funds which have supported the academic, social-emotional, and health and safety of our stakeholders. ISAAC remains conservative with the budget as we hope for increased per pupil funding or additional seats to accommodate student needs and rising costs in supplies, insurance, and personnel.

PART 4: STUDENT POPULATION														
10. Enrollment and Demographic Data: Provide 2019-2020 student demographic and enrollment information.														
Grades Served:			6, 7, 8			% American Indian/Alaska Native						1.4%		
Student Enrollment:			279			% Asian						2.2%		
						% Black						14.7%		
% of Free/Reduced-Price Lunch:			65%			% Caucasian						17.2%		
% of Special Education Students:			18%			% Hispanic						62.7%		
2019-2020 Enrollment by Grade Level:														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							96	95	88					279
11. Enrollment Efforts: Summarize the school's efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.														
<p>ISAAC's 2020-2023 Strategic Plan includes reaching out to our community in an effort to promote diversity and enhance positive connections at an individual and community level. In addition to our enhanced communication among school, families, and the community, our branding and messaging will be purposeful and strong. ISAAC seeks to develop trust within our community as a premier choice middle school for all students seeking a unique educational opportunity. The ISAAC brand relates to the exceptional opportunities found in our small and diverse school that is focused on the arts and communication. The strategy for this marketing will be grounded in our online presence through the website and social media. Our public relations will be enhanced by promoting the distinct opportunities that exist for students while promoting the successes of our students through the different modes of media within southeastern Connecticut. Furthermore, the strongest mode of marketing comes from word-of-mouth. Parents, students, and community leaders who have positive experiences with ISAAC provide the most fruitful marketing for schools.</p> <p>Our specific action steps to achieve our goals of attracting, enrolling, and retaining a diverse representation of the student population include meeting with leaders from elementary schools as well as local high schools and higher education institutions to gain insight and ideas for providing expert instruction and high school preparation for our students. We will partner with leaders in the fields of arts and communications to enhance the curriculum and experiences for teachers and students to enhance community relations. We will provide students with a rigorous and culturally relevant curriculum that was rewritten this summer in all subject areas. We will also provide added support for our students through the creation of an Advisory and an SRBI team that provides personal connections with our diverse ISAAC student body.</p>														
12. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.														
2019-2020 Waitlist:							2020-2021 Waitlist:							
36							152							
13. Student Population Best Practice: In 250 words or less, summarize systems used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies), to ensure the school promotes equity by effectively attracting, enrolling and retaining students particularly among targeted populations. Include a brief narrative on the school's unique model and describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.														

ISAAC always makes a concerted effort to involve all stakeholders in the majority of our processes. A committee of administrators, staff, board members, and parents developed a strategic plan that includes specific goals to increase student improvement. The ISAAC strategic plan embeds the core values, beliefs about learning, and the vision of the graduate within the goals. Students, parents, staff, and the board of directors regularly share evidence of academic progress, discuss instructional/assessment practices, and update programs and provided services to inform decision-making in the school. Moreover, the Reopening Guide was developed through a series of meetings and workshops that involved all stakeholders.

All ISAAC curriculum is located on our website so that parents, board members, members of the community can access the curriculum and know what students are working on at any time. The curriculum is revised in collaboration with subject area teachers after every unit completed to ensure that the best quality of instruction is being implemented to students.

ISAAC encourages parents to become involved through the ISAAC PTO which provides opportunities for communication with the school, fund raising opportunities and school-wide development events that draws individuals from multiple surrounding towns. Parents are invited to a monthly Zoom meeting to discuss current events happening within the walls of ISAAC.

A weekly newsletter, Marty's Hot News, is emailed home to all families. The newsletter highlights important events at ISAAC, such as introduction of new staff, spotlight students of the month, visit from a renowned author, deputy governor, etc. ISAAC has been in partnership with the Garde Arts Theater as we are utilizing classroom space from the Theater and cultivating relationships within the community. ISAAC hired a theater/dance teacher, additional music teacher and a Spanish tutor to ensure arts, communication, and diversity stay as an identifying factor.

APPENDIX B: 2021-2023 TWO YEAR PRELIMINARY ENROLLMENT REQUEST

Directions: On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb©, the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb©(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the school submitted 2022-2022 and enrollment request 2022-2023 requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-2019								97	90	91					278
2019-2020								96	95	88					279
2020-2021								94	93	94					281
School Year:	2021-2023 Two Year Enrollment Requests:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-2022								95	95	95					285
2022-2023								95	95	95					285
2. Based on the requests entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.														<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. Provide a rationale for the enrollment request(s), by school year, including a synopsis of all relevant assumptions.															
<p>Our waitlist for the 2020-2021 school year exploded over 400% from previous years. This could be contributed to the closure of the only other choice middle school in southeastern Connecticut and our renewed strategic plan that included an improvement in academic excellence along with the expansion of the arts. Our current allotment of seats is 276. An additional 9 seats would not compromise the programs or small, community like environment at ISAAC. Moreover, the additional seats would financially support the needs of the students that are enrolled at ISAAC, more specifically, the new bilingual program. Furthermore, the current enrollment of 281 for the 2020-2021 school year would only be expanded by 4 additional students through the lottery process.</p>															
4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															
<p>With the addition of 3 students per grade being added (9 total students), the impact on the facility and class size would not be impacted negatively. However, the funding of 9 additional students would be positively impact our school greatly, especially the new Bilingual Program and the SRBI Program that has been established for the 2020-2021 school year. In the past three years, the number of English Learners that have attended ISAAC has increased dramatically. Moreover, the percentage of students with high support needs according to the Early Indication Tool is 44.6% and 55.6% for grades 6 and 7 respectively. To support these students who are grade levels behind their peers from our surrounding school districts, educators must be added to the school staff. With limitations in funding and stagnant per pupil rate, an additional 9 seats would allow for ISAAC to provide the staffing needed to support the expanded EL population and the high support needed students.</p>															

APPENDIX C: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	
<ol style="list-style-type: none"> 1. School Performance: Is the school a successful model resulting in strong student outcomes and a positive school climate? 2. Stewardship, Governance, and Management: Is the school financially and organizationally healthy and viable? 3. Student Population: Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations? 4. Legal Compliance: Is the school acting in compliance with applicable laws and regulations? 	
Performance Standards:	Performance Indicators:
1. School Performance	<ol style="list-style-type: none"> 1.1. Academic Achievement <ol style="list-style-type: none"> a. ELA Performance Index – All Students b. ELA Performance Index – High Needs Students c. Math Performance Index – All Students d. Math Performance Index – High Needs Students e. Science Performance Index – All Students f. Science Performance Index – High Needs Students 1.2. Academic Growth <ol style="list-style-type: none"> a. ELA Academic Growth – All Students b. ELA Academic Growth – High Needs Students c. Math Academic Growth – All Students d. Math Academic Growth – High Needs Students e. Progress toward English Language Proficiency – Literacy f. Progress toward English Language Proficiency - Oral 1.3. Participation Rates (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses 1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation 1.9. 6-year Adjusted Cohort Graduation 1.10. Postsecondary Entrance Rate (All Students) 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	<ol style="list-style-type: none"> 2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	<ol style="list-style-type: none"> 3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	<ol style="list-style-type: none"> 4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

APPENDIX D: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Interdistrict School for Arts and Communication (ISAAC)**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal records checks and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at **Interdistrict School for Arts and Communication (ISAAC)**, and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-6600, **Interdistrict School for Arts and Communication (ISAAC)**, Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-6600, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Interdistrict School for Arts and Communication (ISAAC)**, serves on the board of another charter school or CMO.
7. All public funds received by **Interdistrict School for Arts and Communication (ISAAC)**, have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **Interdistrict School for Arts and Communication (ISAAC)**, has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **Interdistrict School for Arts and Communication (ISAAC)**, does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.
10. **Interdistrict School for Arts and Communication (ISAAC)**, does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **Interdistrict School for Arts and Communication (ISAAC)**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Interdistrict School for Arts and Communication (ISAAC)**, may be subject to random audit by the CSDE to verify these statements.

Signature:



Richard Muckle

Name of Board Chairperson:

October 23, 2020

Date: