

APPENDIX A: 2022-23 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 2022-2023:	Charter Term:
6-8	2020-2024 (1-year COVID-19 Extension)
1. School Performance Best Practices: In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2022-2023 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area as appropriate. 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, nurturing, and diverse middle school that delivers a highly rigorous curriculum that promotes effort through a positive mindset. 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 Mystic Seaport, Ivoryton Playhouse, United States Coast Guard Academy, Mitchell College, Project Oceanology, and Mystic Aquarium, to name a few. Furthermore, ISAAC has partnered with the Ant-Defamation League (ADL) to become a “No Place for Hate” school through its existing advisory program. 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. In collaboration with the State Department of Education, ISAAC has embedded the use of Interim Assessment Blocks (IABs) within its curriculum as a tool to expose students to SBAC style assessments and to inform instruction. Moreover, the creation of SRBI classes in ELA and mathematics for all 6th and 7th grade students was designed to close the pre-pandemic achievement gap that existed prior to the pandemic that has continued to widen following COVID years prior. 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.	

PART 2: SCHOOL PERFORMANCE

1. 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.

MISSION STATEMENT

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that All Students Can Succeed with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that Effort Creates Ability. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

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 Target Goals:

GOAL 1: To prepare all students with the competencies needed to demonstrate success in mathematics, reading, and writing

In the 2022-2023 school year, ISAAC increased their SBAC scores on both the SBAC Mathematics and Language Arts. In addition, ISAAC scored higher in each subject area and grade than the other New London public middle schools.

GOAL 2: To ensure that all graduates are high school ready upon graduation

In the 2022-2023 school year, 100% of 8th graders graduated in June 2023 and had 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

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.

GOAL 5: To establish clear school-wide expectations, classroom to classroom, that are known, understood, and respected by students, teachers, and families

All students completed a Student Success Plan that includes academic, social, and emotional goals that were reviewed and revised throughout the school year in Advisory. Moreover, each Advisory teacher had direct communication with every student's family each quarter to discuss academic and social-emotional goals.

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.

ISAAC continued its professional development cycle with fidelity as it stressed Academically Productive Talk and Accountable Talk in all classrooms. 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 occurred in 2022-2023.

GOAL 7: To support and grow our certified staff in all domains as prescribed through the evaluation process through effective feedback, accountability, and supervision.		All certified staff were evaluated with fidelity according to the ISAAC Educator Development and Performance Plan.
2. Student Achievement: Data summarizing school performance and academic achievement from the 2021-22 school year provided below. Please review data evidencing student growth and progress toward closing achievement gaps.		
Performance Metric		2021-2022
1.1. Academic Achievement		
a. ELA Performance Index – All Students		57.5
b. ELA Performance Index – High Needs Students		54.4
c. Math Performance Index – All Students		48.1
d. Math Performance Index – High Needs Students		44.5
e. Science Performance Index – All Students		51.6
f. Science Performance Index – High Needs Students		47.8
1.2. Academic Growth		
a. ELA Academic Growth – All Students		58.5%
b. ELA Academic Growth – High Needs Students		57.7%
c. Math Academic Growth – All Students		62.2%
d. Math Academic Growth – High Needs Students		57.5%
e. Progress Toward English Language Proficiency – Literacy		55.6%
f. Progress Toward English Language Proficiency - Oral		53.1%
1.3. Participation Rates—ELA, Math, Science (a. All Students, b. High Needs)		
1.4. Chronic Absenteeism	a. All Students	25.0%
	b. High Needs	29.2%
1.5. Postsecondary Preparation		*
1.6. Postsecondary Readiness		*
1.7. On-track to High School Graduation		85.9%
1.8. 4-year Graduation—All Students 2020-21 Cohort		*
1.9. 6-year Graduation—High Needs 2018-19 Cohort		*
1.10. Postsecondary Entrance		*
1.11. Physical Fitness (estimated participation rate = 87.7%)		7.0
1.12. Arts Access		*
School Category:		3
Charter School Accountability Index:		55.2

3. Legal Compliance Best Practices: In 250 words or less, detail how specific practices employed at the school result in ensuring that the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners/Multilingual learners, employee and student rights) overtime. 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 maintains robust student support structures, which include a co-teaching model. In this model, subject area teachers in mathematics and language arts collaborate with special education teachers to deliver instruction to students with special needs, alongside their non-special education peers. Special education students have structured opportunities to work on their specific Individualized Education Program (IEP) goals and objectives, receiving support within resource-styled classes designed to aid them in the core curriculum. As of October 1, 2022, 15.7% of our students have IEP plans in place.

To further enhance our support for special education and 504 programs, ISAAC has introduced the positions of Director of Special Education and Director of Student Supports for the 2022-2023 school year. These professionals are tasked with overseeing and coordinating these programs, including implementing new systems and emphasizing adherence to recommendations resulting from the recent charter renewal visit. The Director of Special Education also provides supervision for special education staff and manages the newly established Wilson Reading program. These two experts collaborate with ISAAC administrators to ensure the school's compliance with special education laws and the development of IEPs that cater to individual student needs while fostering the least restrictive environment.

During the 2020-2021 school year, ISAAC expanded its program to include a Bilingual Program, driven by the increased number of students primarily speaking Spanish. Under this program, our current TESOL teacher leads it, supported by two recently hired bilingual support assistants who actively participate in core classes to assist our English Language (EL) students throughout the school day. The Bilingual Program focuses on enhancing students' speaking and literacy skills, with a special emphasis on curriculum-related vocabulary. Daily activities encompass various aspects of language development, including speaking, listening, reading, and writing. To ensure compliance and promote best practices, ISAAC collaborated with LEARN and the State Department of Education (SDE) to establish a strong EL Program for years to come. Our primary objective is to provide EL students with ample opportunities for growth as learners, both at ISAAC and beyond.

Furthermore, in alignment with our commitment to compliance and transparency, ISAAC submitted a newly drafted evaluation plan to the State Department of Education. This comprehensive document covers the evaluation plan for all certified staff and administrators employed at ISAAC. Additionally, we've updated all necessary policies and procedures based on recommendations from our legal counsel at Shipman and Goodwin, and these have been made accessible on our school website.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

1. 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 2021-2022 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 2022-2023 budget; and (4) provide a FY 2023-2024 board-approved budget.

2. Financial Condition: Provide the following financial data for FY 2022-2023

Total margin (net income/total revenue):

0.01



Debt to asset ratio (total liabilities/total assets):	0.32
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	2.04
Current asset ratio (current assets/current liabilities):	1.78
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	96.87
Cash flow (change in cash balance):	\$349,585

3. Governing Board: Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, 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. The chairperson 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 superintendent's designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Barbara Crouch	Senior Director of Marketing and Development, TVCCA	Board Secretary Committee: Executive 3rd term, 1st year	bcrouch @isaacschool.org	☒ Yes ☐ No
Shannon Lougee	Teacher at ISAAC	Teacher Director Committee: Curriculum 1-Year Position	slougee @isaacschool.org	☒ Yes ☐ No
Michael Spellman	Retired Chief of Police for the City of Groton	Board Vice-Chairperson Committee: Executive 2nd term, 1st year	mspellman @isaacschool.org	☒ Yes ☐ No
Dr. David Brailey	Director of Center for Teaching and Learning, Mitchell College	Curriculum Chair Committee: Curriculum 2nd term, 3rd year	dbrailey @isaacschool.org	☒ Yes ☐ No
Dr. Richard Sanders	Retired Dean of Science, USCGA	1st term, 2nd year	rsanders @isaacschool.org	☒ Yes ☐ No
Kevin Booker Jr.	Professor at Mitchell College	Committee: Governance 2nd term, 3rd year	kbooker @isaacschool.org	☒ Yes ☐ No
Elizabeth Bumgardner	Director of Elementary Education, Windham Public Schools	Committee: Curriculum 2nd term, 1st year	ebumgardner @isaacschool.org	☒ Yes ☐ No
Leota Muller	Consultant/Former New London BOD	Board Treasurer Committees: Executive & Finance 3rd term, 1st year	lmuller @isaacschool.org	☒ Yes ☐ No
Richard Muckle	Retired Buyer Specialist, Electric Boat	Board Chairperson Committee: Finance, Executive 2nd term, 3rd year	rmuckle @isaacschool.org	☒ Yes ☐ No
Dr. Lawrence Fenn	Retired Superintendent for Franklin and Lisbon Schools	1st term, 3rd year	lfenn @isaacschool.org	☒ Yes ☐ No
Christina Schiano	Teacher at ISAAC, Parent	Parent Director. Committee: Curriculum 1-Year Position	cschiano @isaacschool.org	☒ Yes ☐ No

4. 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:
1.1 Academic Achievement	In 2020, the SBE required ISAAC to develop and implement a corrective action plan in student academic achievement. The school should continue its efforts to improve student outcomes in ELA and math.	• We are 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 continue to revise our curriculum for every mathematics 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 through the use of Edulastic and AIMS Web data and restructured the use of IABs within the mathematics and ELA curricula. • 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 are assessed with schoolwide analytic rubrics that allow students to utilize the skills and knowledge gained in the classroom and beyond. • We created SRBI Mathematics and SRBI ELA courses for all 6th, 7th, and selected 8th graders that supports the curricula for each grade level and reduces the gaps that exists from the AIMS Web data. We created an additional 6th grade Math course providing all 6th grades students with mathematics every day.
3.5 Chronic Absenteeism	The school's chronic rate for the 2020-21 school year was 10.9%, whereas the state average was 19.0%. The school's rate in the 2021-22 school year was 25.0%, whereas the state average was 23.7%. The schools rate in the 2022-2023 school year was 24.63%.	• There were several interventions that were implemented to decrease our chronic absenteeism levels including changing our nurse procedures to help support student health issues contributing to absenteeism, providing more attendance information to families using resources like Attendance Works and those discovered on "Talk Tuesdays", met individually with chronically absent students and their families to determine specific needs and areas of support, provided daily attendance calls/texts and reminders to the families of absent students and recognized positive attendance for students with improved attendance. • The school's plan to reduce the school's chronic absenteeism rate is to continue utilizing our strategies and take more of a

	The school should continue its efforts to lower the chronic absenteeism rate.	proactive approach to target and support chronically absent students. We plan to create an attendance video at the beginning of the year detailing who to talk to if there is an attendance issue and the positive impact higher rates of attendance have on academic outcomes (similar to what was shown on Talk Tuesdays). The school would also like to identify the incoming students who had attendance concerns last school year and set up parent/student meetings over the summer to understand how to best support them coming to school before school begins.
3.5 School Culture and Climate	The school's suspension rate for the 2020-21 school year was not applicable, whereas the state average was 1.4%. The school's rate in the 2021-22 school year was 18.7%, whereas the state average was 6.5% The school's rate in the 2022-23 school year was 10.4% The school should continue its efforts to lower the suspension rate	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. For the 2021-22 school year, ISAAC hopes to achieve a 10% or lower suspension rate. Additionally, the planned strategy was to create an Advisory curriculum aligned to CASEL standards that was also flexible enough to meet the ever-changing needs of the school. The impact of the curriculum was monitored both informally through conversations with Advisors and students after each lesson and formally through an Advisory survey given to staff quarterly and to students twice this past school year. The staff survey showed an increase of 0.6% (3.9 to 4.3) on a 1-5 Likert scale for staff in all categories on the topics of preparedness, understanding, support, and enjoyableness of the Advisory curriculum from the mid-year to the end-of-year. Students were given two surveys in Fall and Spring that showed an 8% increase in how much they enjoyed Advisory. (The Fall score was 61% and the Spring score was 69%). The progress we have made to address our targeted area of suspension rate includes the following: • 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. • 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 that is aligned with CASEL SEL framework. • We have revised our 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 SEL Curriculum to all students across all grade levels • We communicate with families regularly regarding our policies and procedures. • We ensure that the school remains safe through the ideals of relationships and accountability for all people who work, learn, and grow at ISAAC. We have become the first school in Southeastern Connecticut to be designated as a "No Place for Hate" school.
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5. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations) that ensure the school is financially viable, organizationally healthy, strong, and held accountable to established goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the 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 public middle school serving 281 students, ISAAC continues its longstanding tradition of actively welcoming and involving families and community members as integral partners in the educational journey. These meaningful relationships hold significant value and are in harmony with the school's core values, educational philosophies, and the vision of a well-rounded graduate.

One of ISAAC's notable strengths lies in its professionally diverse Board of Directors, which has been instrumental in the ongoing enhancement of the school across academic, social-emotional, and physical dimensions. The Board consistently participates in training sessions conducted by the Shipman and Goodwin Law Firm, ensuring that they remain well-informed about the latest policies and procedures. In response to the school's academic needs, the Board of Directors has taken steps to ensure that a well-defined curriculum is in place for every course and is prepared to endorse new curricula through its subcommittee when necessary. The restructuring of the organizational chart entailed reshaping the leadership and support staff roles, as well as expanding the arts and instructional support within the school. Additionally, new positions were established to address the operational aspects of the school. In order to better cater to the students' needs, ISAAC has introduced roles like the Director of Student Supports, SRBI Coordinator, Mathematics Interventionist, Bilingual Teacher, Director of Food Services, and Director of Facilities. Moreover, with the award of the 5-year 21st Century Community Learning Centers Grant and the ARP 21CCLC Expansion Grant, ISAAC secured over \$1.1 million in federal and state funding, which led to the creation of additional positions.

ISAAC maintains a transparent budgeting process, with the annual budget proposal being presented and reviewed during an open Board meeting in late spring. The Executive Director provides detailed insights into the budget figures, elucidating the rationale behind them and the educational objectives they aim to support. This budget process is inclusive, allowing faculty members to submit equipment and supplies proposals during early spring for the following school year. It's a best practice that involves all key stakeholders in the decision-making process. To manage budgetary constraints and accommodate the evolving needs of regular education students, as well as the rising costs of supplies, utilities, insurance, and personnel, ISAAC adopts a conservative budgeting approach with the hope of increased per-pupil funding.

PART 4: STUDENT POPULATION

1. Enrollment and Demographic Data: Provide 2022-2023 student demographic and enrollment information.

Grades Served:	6,7,8	American Indian or Alaska Native:	.36
Student Enrollment:	281	Asian:	1.4
		Black/African American:	18.9
Percent of Free/Reduced-Price Meals:	70.8	Hispanic/Latino:	60.5
		Native Hawaiian or Pacific Islander:	0
Percent of Special Education Students:	15.7	Two or More Races:	6.05
		White:	12.8

2022-2023 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							107	85	89					

2. Enrollment Efforts: Summarize the school's efforts to attract, enroll and retain a diverse student population, representative of students of color, low-income students, English learners/Multilingual learners, and students with disabilities.

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 remains purposeful. 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 a renewed academic approach with a theme of arts and communication. Our branding comes in an online presence through the newly developed website and social media platforms. Moreover, the website and several documents are available in multiple languages for our multilingual populations. Without any intentional marketing or advertisements for the recruitment of students this past year, our marketing for the 2022-2023 school year came solely on the "word-of-mouth" within the community. We believe that parents, students, and community leaders who have positive experiences with ISAAC provide the most fruitful marketing for our schools.

Our in-house enhancements with newly developed curriculum, a new Bilingual Program, enhanced special education department, a new Literacy Program, and the news of our upcoming expansion, allowed for our numbers to continue to rise for applicants. In addition, during the 2020-2021 school year, ISAAC was the recipient of the 5-year 21st Century Community Learning Centers Grant and ARP 21CCLC Expansion Grant totaling over \$1.1 million in federal and state funding, our school now offers enhanced afterschool programming for our students and families.

3. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2022-2023 Waitlist:	2023-2024 Waitlist:
166	220

4. Student Population Best Practice: In 250 words or less, summarize practice(s)/system(s) 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. Explain the rationale for establishing and/or continuing the practice(s). Include a brief narrative on the school's unique model and describe the practice(s) 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 consistently demonstrates a proactive commitment to engaging all stakeholders throughout our operational processes. A dynamic committee composed of administrators, staff, board members, and parents collaboratively crafted a strategic plan with targeted objectives aimed at enhancing student progress. This strategic blueprint seamlessly integrates our fundamental values, learning principles, and the graduate vision, infusing them into the articulated goals.

To facilitate informed decision-making, regular interactions involving students, parents, staff, and the board of directors entail sharing compelling evidence of academic advancements, deliberating on instructional and assessment methodologies, and updating programs and services. Notably, the comprehensive Reopening Guide emerged from an iterative series of meetings and workshops that engaged all stakeholders.

The entirety of ISAAC's curriculum is readily accessible on our website, enabling parents, board members, and community members to stay informed about the educational journey of our students. This curriculum undergoes meticulous revision in partnership with subject-area educators following the completion of each unit. This ongoing collaboration ensures the delivery of top-tier instruction that aligns with our standards of excellence.

Fostering parental involvement, ISAAC extends an invitation to parents to engage with our ISAAC PTO, fostering avenues for school communication, fundraising initiatives, and inclusive developmental events that draw participants from neighboring towns. A monthly Zoom meeting is orchestrated to provide parents with a platform for discussing current happenings within ISAAC's walls.

A weekly newsletter, "Dragon Tales News," is thoughtfully distributed via email to all families, serving as a conduit for vital updates about ISAAC. This platform showcases noteworthy occurrences, including introductions to new staff, spotlights on students of the month, visits from distinguished authors, deputy governors, and other esteemed guests.

ISAAC's rich network of community partnerships includes collaborations with Mystic Aquarium, Mystic Seaport, Project Oceanology, and Denison Pequotsepos Nature Center. These relationships underscore our commitment to community engagement. Notably, ISAAC's expansion encompasses the addition of an Aquarium Science instructor, complemented by novel Aquarium and Marine Science courses. The curriculum also embraces fresh offerings in music and technology, while emphasizing effective communication and celebrating diversity as hallmark attributes.

APPENDIX B: 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:	
School Performance: Is the school a successful model resulting in strong student outcomes and a positive school climate? Stewardship, Governance, and Management: Is the school financially and organizationally healthy and viable? Student Population: Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations? Legal Compliance: Is the school acting in compliance with applicable laws and regulations?	
Performance Standards:	Performance Indicators:
1. School Performance	- Academic Achievement - ELA Performance Index–All Students - ELA Performance Index–High Needs Students - Math Performance Index–All Students - Math Performance Index–High Needs Students - Science Performance Index–All Students - Science Performance Index–High Needs Students - Academic Growth - ELA Academic Growth–All Students - ELA Academic Growth–High Needs Students - Math Academic Growth–All Students - Math Academic Growth–High Needs Students - Progress toward English Language Proficiency–Literacy - Progress toward English Language Proficiency–Oral - Participation Rates–ELA, Math, Science (a. All Students, b. High Needs) - Chronic Absenteeism (a. All Students, b. High Needs) - Postsecondary Preparation - Postsecondary Readiness - On-track to High School Graduation 4-year Adjusted Cohort Graduation (All Students) 6-year Adjusted Cohort Graduation (High Needs Students) - Postsecondary Entrance Rate - Physical Fitness - Arts Access
2. Stewardship, Governance, and Management	- Financial Management - Financial Reporting - Financial Viability - Governance and Management - Facility
3. Student Population	- Recruitment and Enrollment Process - Waitlist and Enrollment Data - Demographic Representation - Family and Community Support - School Culture and Climate
4. Legal Compliance	- Open Meetings and Information Management - Students with Disabilities - English Learners - Rights of Students - Teacher/Staff Credentials - Employee Rights

APPENDIX C: STATEMENT OF ASSURANCES

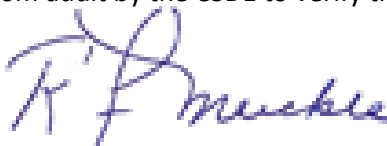
It is imperative that charter schools—as with all other public schools—adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Interdistrict School for Arts and Communication**, 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 record check 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** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Interdistrict School for Arts and Communication** 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. § 10-66oo, 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** serves on the board of another charter school or CMO.
7. All public funds received by **Interdistrict School for Arts and Communication** 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** 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** 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** 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**, 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** may be subject to random audit by the CSDE to verify these statements.

Signature:



Richard F. Muckle

Name of Board Chairperson:

October 20, 2023

Date:
