CHARTER SCHOOL ANNUAL REPORTING TOOLKIT



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I. OVERVIEW:

In accordance with Section 10-66cc(b) of the Connecticut General Statutes (C.G.S.), charter schools must submit annual reports to the Connecticut State Department of Education (CSDE), providing updates aligned to the CSDE's charter school performance framework (see Appendix B) and performance standards outlined below:

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?
   The purpose of this toolkit is to provide guidance regarding:

   - **Annual Reports:** Charter schools provide annual updates, including quantitative and qualitative data, illustrating school progress, performance, and viability aligned to the CSDE's performance framework.

   - **Best Practices Report:** Charter schools possess a valuable opportunity to showcase their innovative approaches through the Best Practices Report. As mandated by C.G.S. Section 10-66ii, the Connecticut State Department of Education must annually compile and distribute these best practices to every public school superintendent and charter school governing council statewide. This broad dissemination underscores the importance of thoughtful documentation across all four performance standards. When identifying practices for inclusion, schools should prioritize evidence-based innovations that demonstrably enhance student outcomes and school performance. The sharing of these successful methodologies serves a crucial purpose: enabling other educational institutions to adapt and implement proven strategies that drive measurable improvements in their own learning environments. Through this collaborative knowledge exchange, the report functions as a catalyst for systemwide educational advancement and continuous improvement.

LEGISLATIVE UPDATES

Standard 1: School Performance

Approved Menu of Research-based K-3 Literacy Universal Screening Assessments 2025-26
Pursuant to Section 10-14t(a) of the Connecticut General Statutes, all public school districts (e.g., local and regional boards of education, regional educational service centers, charter schools) serving students in Kindergarten to Grade 3, inclusive, must select and administer assessments from this Approved Menu of Research-based Grades K-3 Literacy Universal Screening Assessments to all K-3 students enrolled in the district. Administering a set of screening measures in the primary grades helps identify students who are below proficiency in reading, at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities. The five screening assessments demonstrate technical adequacy for the aforementioned purposes outlined in Section 10-14t, and after considering the recommendations set forth in appendix g of the final report of the task force established pursuant to Special Act 19-8, these assessments are recommended for continued listing on the menu. Districts can continue to use these assessments or switch to one of them.

Standard 2: Stewardship, Governance, and Management

Board Training as necessary

Standard 3: Student Population

Connecticut School Climate Guidance
Public Act 23-167 Connecticut School Climate Guidance (April 2025), provides an outline of new school climate legislation required to be implemented in school year 2025-26.

Suspension of pupils
Sec. 10-233c. (a-n)
10-233a. Definitions
10-233b. Removal of pupils from class
10-233c. Suspension of pupils
10-233d. Expulsion of pupils
10-233e. Notice as to disciplinary policies and action
10-233f. In-school suspension of pupils. Reassignment
10-233g. Reports of principals to police authority concerning physical assaults upon school employees by students
10-233h. Arrested students. Reports by police, disclosure, confidentiality. Police testimony at expulsion hearings
10-233i. Students placed on probation by a court
10-233k. Notification of school officials of potentially dangerous students. Provisions of educational records of children returning to school from residential centers
10-233m. Memorandum of understanding re school resource officers
10-233n. Report re disaggregated school discipline data

LEGISLATIVE UPDATES

Standard 4: Legal Compliance

School Nutrition
Public Act 24-82: An Act Concerning Child and Family Nutrition. This Act expands efforts to increase enrollment in federal and state nutrition programs through inter-agency collaboration directed towards public education, data sharing, and cross-enrollment or referral programs, as well as improved online systems. Among other provisions the Act requires the State Department of Education to collaborate with the Office of Early Childhood (OEC) on increasing participation in – and federal reimbursement funds for – the federal School Breakfast Program, Summer Food Service Program, and Child and Adult Care Food Program and federal reimbursement for all of the above.

Preparation for Academic Transition to Higher Education and College Awareness
Public Act 24-117: An Act Establishing The Path Program And Amending The Connecticut Collegiate Awareness And Preparation Program. This Act creates a new Preparation for Academic Transition to Higher Education (PATH) grant program administered by the Connecticut Office of Higher Education (OHE). The Act authorizes the OHE to award an aggregate total of $100,000 in PATH grants for fiscal year 2024-25 and each fiscal year thereafter to non-profit, community-based organizations to assist Connecticut resident students with 1) completing college applications, 2) completing the Free Application for Federal Student Aid (FAFSA) or other applications for institutional financial aid, and 3) securing education scholarships and grants to finance post-secondary education.

Increasing Educator Diversity Plan Creation, Revision, and Implementation
Public Act 23-167, the plan is required and pursuant to **Public Act 23-167 §10**, the plan must be formally approved by the school board. You will also need a team to establish the plan of no less than three staff members that include the school's leadership and a classroom teacher.

Parents Right-To-Know
Section 1112(e)(1)(A)(B) At the beginning of each school year, a local educational agency that receives Title I, Part A funds shall notify the parents of each student attending any Title I school that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: Whether the student's teacher—

- has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A Title I school shall provide to each individual parent of a child who is a student in such school timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Leader and Educator Evaluation and Support Plans
Connecticut General Statues (C.G.S) 10-151b, as amended by Public Act 23-159, §23, includes updated requirements for leader and educator evaluation and support that are effective as of July 1, 2024. The CT Guidelines 2023 reflect these new requirements. The CT State Model Plans, **Connecticut Leader and Educator Evaluation and Support Models 2024**, are aligned with the non-negotiables described in the **CT Guidelines 2023**. District Professional Development and Evaluation Committees (PDECs) are encouraged to consider the best practices described in the CT Guidelines 2023, which encompass transformational changes in current practices and systems that will lead to innovation and leader, educator, and student growth.

II. ANNUAL REPORTING PROCESS:

The annual report (see Appendix A) serves as a charter school's annual performance and best practices reports.

Each year, all charter schools engage in the following process:

Annual Reporting Cycle:	Description:
1. Annual Report Deadline October 16, 2025	By 4:00 p.m., the charter school submits an annual report and a signed Statement of Assurances.
2. Release of Best Practices Report Winter/Spring 2025	The CSDE publishes a comprehensive Best Practices Report that showcases effective strategies for improving student outcomes and operational efficiency across Connecticut's charter schools. The report includes direct links to each school's full annual report, providing stakeholders with detailed insights into the practices implemented statewide.

III. SUBMISSION INSTRUCTIONS:

By 4:00 p.m., on Friday, October 17, 2025, charter schools must submit:

1. An annual report (see Appendix A); and
2. Signed Statement of Assurances (see Appendix C).

Submissions must include the requisite signatures and be submitted in Word and PDF format to: felicia.canty@ct.gov. Using the template provided in Appendix A, text should be a 12-point font and not exceed 15 pages.

If you have any questions about the annual report, please contact Felicia Canty at 860-713-6573.

APPENDIX A: 2024-25 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 // 4, 6-8 for 2024-25	2024-2027

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 2024-2025 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe the impact of the practice(s) on the student outcomes, providing evidence to substantiate effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts as appropriate.

The Interdistrict School for Arts and Communication (ISAAC), an independent charter middle school serving grades six through eight in New London and southeastern Connecticut, has implemented a comprehensive and research-driven approach during the 2023–2024 school year to ensure strong student outcomes and a positive school climate. Founded in 1997, ISAAC promotes the belief that "all students can succeed" through a rigorous curriculum, targeted support systems, and a nurturing, inclusive environment. ISAAC's commitment to continuous improvement is reflected in its school development improvement plan, aligned with academic and social-emotional priorities, and supported by ongoing professional development. In partnership with the Connecticut State Department of Education and neighboring districts, ISAAC ensures that every student is academically, socially, and civically prepared for success in any high school setting.

In response to the growing need to identify and address learning difficulties at an earlier stage, ISAAC expanded its grade offerings during the 2024–2025 school year to include fourth grade that has extended to include grade 5 for the 2025-2026 school year. This strategic decision was grounded in research indicating that early academic intervention significantly improves long-term student outcomes. By introducing these foundational grades, ISAAC was able to provide earlier exposure to its rigorous curriculum and targeted supports, allowing educators to identify learning gaps, implement timely interventions, and build strong academic habits before students enter middle school. The expansion also strengthens continuity in instruction, particularly in literacy and mathematics, and reinforces the school's commitment to equity by ensuring that all students, regardless of background, receive the foundational skills and support they need to succeed.

During the 2024–2025 school year, ISAAC continued with math instruction for all 6th-grade students was introduced specifically to close foundational achievement gaps in numeracy and daily ELA instruction in grades 7-8 through Humanities provided additional support in ELA. ISAAC also implemented a "Writing to Learn" initiative for students to translate their verbal reasoning into written responses. This instructional shift across subjects encouraged students to think critically, make connections, and reflect on their learning in real time. This practice also supports language development and comprehension, particularly for multilingual learners. Teachers reported that students demonstrated clearer articulation of their ideas, increased writing stamina, and stronger organization in their writing.

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

ISAAC is dedicated to the best total and continuous development of each student as part of the Vision of the Graduate. Therefore, ISAAC will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty have established a system of grading and reporting academic achievement to students and their guardians.
In order to foster student achievement and reduce social promotions, ISAAC is committed to the following initiatives:

· 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 2024-2025 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 2024-2025 school year, 100% of 8th graders graduated in June 2024 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 included 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 with an extension to include "Writing to Learn". 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 2024-2025.

2. Student Achievement: The data below summarizes the school's performance from the 2023-24 school year. Please review the data using EdSight to ensure its accuracy.

Performance Metric		**2023-2024**
1.1. Academic Achievement		
a. ELA Performance Index – All Students		64.4
b. ELA Performance Index – High Needs Students		61.6
c. Math Performance Index – All Students		58.5
d. Math Performance Index – High Needs Students		55.5
e. Science Performance Index – All Students		57.7
f. Science Performance Index – High Needs Students		53.4
1.2. Academic Growth		
a. ELA Academic Growth – All Students		67.9%
b. ELA Academic Growth – High Needs Students		69.9%
c. Math Academic Growth – All Students		74.7%
d. Math Academic Growth – High Needs Students		72.5%
e. Progress Toward English Language Proficiency – Literacy		60.7%
f. Progress Toward English Language Proficiency - Oral		66.0%
1.3. Participation Rates-ELA, Math, Science (a. All Students, b. High Needs Students)		
1.4. Chronic Absenteeism	a. All Students	15.5%
	b. High Needs Students	17.0%
1.5. Preparation for CCR – Percent Taking Courses		*
1.6. Preparation for CCR – Percent Passing Exams		*
1.7. On-track to High School Graduation		94.0%
1.8. 4-year Graduation—All Students (2023 Cohort)		*
1.9. 6-year Graduation—High Needs Students (2021 Cohort)		*
1.10. Postsecondary Entrance (Graduating Class 2023)		*
1.11. Physical Fitness (estimated participation rate = **100.0%**)		55.4%
1.12. Arts Access		*
School Category: 2		*
Charter School Accountability Index:		72.5%

3. Legal Compliance Best Practices: Describe your charter school's systematic approach to maintaining regulatory compliance across all operational domains. Highlight your most effective frameworks for ensuring adherence to laws governing special education services, multilingual learner supports, and protection of student and employee rights. Detail specific compliance mechanisms—including policy development processes, staff training programs, and internal monitoring systems—that have proven especially successful in your school context. Present relevant compliance metrics, audit outcomes, and stakeholder feedback demonstrating your commitment to legal obligations and ethical practices. Include examples of productive collaborations with local districts that have enhanced your compliance efforts through resource sharing, professional development, or coordinated service delivery. Focus on distinctive practices rather than exhaustive documentation, prioritizing evidence-based insights within the 250-word limit.
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, 2024, 19.8% of our students had IEP plans in place. To further enhance our support for special education and 504 programs, ISAAC has a Director of Special Education and Director of Student Supports, who are tasked with overseeing and coordinating these programs, implement new systems and emphasizing adherence to best practices. The Director of Special Education also provides supervision for special education staff and manages the 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. ISAAC also has a Bilingual Coordinator who oversees the Bilingual Program, driven by the increased number of students primarily speaking Spanish. Under this program, our current TESOL teacher leads it, supported by two 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 the State Department of Education (SDE) and other school districts 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 2023-2024 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 2024-2025 budget; and (4) provide a FY 2025-2026 board-approved budget.	
2. Financial Condition: Provide the following financial data for FY 2023-2024	
Total margin (net income/total revenue):	**0.003**
Debt to asset ratio (total liabilities/total assets):	**0.29**
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	**2.88**
Current asset ratio (current assets/current liabilities):	**1.87**
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	**98**
Cash flow (change in cash balance):	**($250,469)**

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 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 superintendent's designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Richard Muckle	Selectman for Waterford; Retired Buyer Specialist, Electric Boat	Board Chairperson Committee: Finance, Executive	rmuckle@isaacschool.org	☒ Yes ☐ No
Michael Spellman	Director of Security for Yale-L & M Hospital and Westerly Hospital; Retired Chief of Police for the City of Groton; Former Selectman for Stonington	Board Vice-Chairperson Committee: Executive	mspellman@isaacschool.org	☒ Yes ☐ No
Barbara Crouch	Assistant Chief Fiscal Administrative Officer, CT DCF	Board Secretary Committee: Executive	bcrouch@isaacschool.org	☒ Yes ☐ No
Leota Muller	Consultant/Former New London Board of Directors	Board Treasurer Committees: Executive & Finance	lmuller@isaacschool.org	☒ Yes ☐ No
Dr. David Brailey	Director of Center for Teaching and Learning, Mitchell College	Curriculum Chair Committee: Curriculum	dbrailey@isaacschool.org	☒ Yes ☐ No
Dr. Kevin Booker Jr.	Professor at Mitchell College/Leadership speaker and trainer	Committee: Governance	kbooker@isaacschool.org	☒ Yes ☐ No
Elizabeth Bumgardner	Director of Early Childhood Center, Windham Public Schools	Committee: Curriculum	ebumgardner@isaacschool.org	☒ Yes ☐ No
Bill Buscetto	Business Owner	Director	bbuscetto@isaacschool.org	☒ Yes ☐ No
Dr. Richard Sanders	Captain and retired Dean of Science, US Coast Guard Academy	Director	rsanders@isaacschool.org	☒ Yes ☐ No
Shannon Lougee	Teacher at ISAAC	Teacher Director Committee: Curriculum	slougee@isaacschool.org	☒ Yes ☐ No
Amanda Grundy	Teacher at ISAAC, Parent	Parent Director Committee: Curriculum	agrundy@isaacschool.org	☒ Yes ☐ No

4. Renewal Conditions and Terms: Detail your charter school's advancement toward fulfilling the renewal conditions established during your most recent charter renewal process or addressing specific terms identified by the Connecticut State Department of Education. Present a comprehensive overview of implemented initiatives, strategic actions, and measurable outcomes that demonstrate your institution's meaningful progress toward resolving these identified areas for improvement. Include relevant performance metrics and evidence-based results that substantiate your school's efforts and commitment to addressing each condition. The section below contains a pre-populated chart of your school's specific renewal conditions or terms, which you should reference when documenting both completed work and forthcoming strategic plans designed to satisfy outstanding requirements.

Standard/Indicator:	Renewal Conditions and Terms:	Progress Update:
1.1 Academic Achievement	ISAAC's 2023-24 Next Generation Accountability Index was 72.5, the state's index was 70.8. The school should continue efforts to improve student outcomes.	•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 an additional 6th grade Math course providing all 6th grades students with mathematics every day.
3.5 Chronic Absenteeism	ISAAC's chronic absenteeism rate for the 2022-23 school year was 24.6%, whereas the state average was 20.0%. The school's rate for the 2023-2024 school year was 15.5%, whereas the state average was 17.7%. The school should continue efforts to lower the chronic absenteeism rate.	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 proactive approach to target and support chronically absent students. We recognize attendance awards in Town Hall meetings, we provide certificates for improved student attendance, and we make a personalized phone call to all absent students every day.

3.5 School Culture and Climate	ISAAC's suspension rate for the 2022-23 school year was 11.1%, whereas the state average was 7.0%. The school's rate for the 2023-24 school year was 14.4%, whereas the state average was 7.0%. The school must continue its efforts to improve student outcomes in culture and climate.	ISAAC submitted a Corrective Action Plan to the CSDE to address the targeted focus area of the suspension rate. In response, ISAAC will increase our school-wide utilization of positive behavior intervention strategies, to increase our positive relationships with students and staff using positive behavior strategies and Restorative Practices, and we will increase our positive parent-teacher relationships. Our strategies to accomplish this are as follows: • 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 our Climate and Culture Survey • We have committed weekly Advisory time 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.
4.5 Teacher/Staff Credentials	As of May 1, 2025, the Bureau of Educator Standards and Certification reported 1 staff has an assignment that does not match valid endorsement. In accordance with state statute, schools are responsible for ensuring that 100% of their staff possess the appropriate certificates, permits, or authorizations required for their positions.	This one staff member's certification was backdated and corrected, thus ensuring that ISAAC had 100% compliance for certified staff at ISAAC for the school year 2024-2025. Continual efforts exist that ensures 100% of school staff hold the appropriate certificates, permits, or authorizations for their positions requires a well-organized, multi-step approach that includes: • A comprehensive hiring process with pre-employment verification that ensures that all candidates provide proof of valid certifications, permits, and authorizations. ISAAC also conducts thorough background checks that include verification of educational qualifications and certification status. • ISAAC provides ongoing PD and support with clear guidelines and reminders for staff on how to obtain and maintain required certifications while monitoring and tracking certifications, renewals, and expirations. • ISAAC conducts periodic audits to ensure all staff remain in compliance with certification requirements

		• ISAAC has clear policies and consequences outlining the consequences for failing to maintain valid certifications, which may include suspension, leave without pay, or dismissal. • ISAAC works closely with the CSDE certification office to ensure faculty and staff have proper certification

5. Stewardship, Governance, and Management Best Practices: Describe your charter school's most effective organizational systems that ensure financial sustainability, operational excellence, and robust accountability. Detail your governance structures, fiscal oversight mechanisms, and management practices that have demonstrably strengthened institutional health and performance outcomes. Explain why these specific approaches were implemented, connecting them to your school's mission and strategic priorities. Present concrete evidence of their effectiveness using key performance indicators, audit results, operational metrics, and stakeholder feedback that demonstrate measurable improvements. Include examples of productive partnerships with local districts that have enhanced your governance practices or operational efficiency. Focus on high-impact initiatives rather than comprehensive coverage, limiting your response to 250 words while providing specific, evidence-based insights.
ISAAC's professionally diverse Board of Directors has been instrumental in the continued enhancement of the school across academic, social-emotional, and physical dimensions. The Board regularly participates in training sessions conducted by the Shipman and Goodwin Law Firm. In addition to ongoing maintenance of Board skills, our directors often visit the school to interact directly with teachers, observe classrooms, and personally experience ISAAC's school climate in practice. ISAAC began adding 4th and 5th grade students in 2024-2025. ISAAC is excited to fold this new student population into our school community, elevate their educational progress, and support their successful entry into middle school. With these new grades, a second building project added classrooms modeled on "flexible learning" design, which research demonstrates "significantly elevates student engagement and academic performance." Construction was funded with a traditional bank loan, given that charter schools are not eligible for other construction funds. ISAAC was also awarded a federal Charter School Program grant to purchase initial supplies and equipment. In spite of the expiration of ARP/ESSER funds, ISAAC has retained most positions created to address COVID achievement gaps. Other Federal grants support initiatives such as the addition of a School Counselor position and a robust After-School program which is highly prized by students and staff alike. ISAAC can achieve its objectives and results through judicious management of funds and regular financial reviews. Intensive budget development during grant writing enables us to regularly monitor progress of the grant objectives, expenditure of funds, and regular requests for reimbursement. This careful oversight and regular monitoring are also applied to the overall ISAAC budget. 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 best practice that involves all key stakeholders in the decision-making process. To manage such budgetary constraints as continued flat-funding of Per Pupil amounts, rising costs of personnel, utilities, insurance, and other basics, ISAAC adopts a conservative budgeting approach with the hope of increased per-pupil funding and access to additional grants.

PART 4: STUDENT POPULATION

1. Enrollment and Demographic Data: Provide 2024-2025 student demographic and enrollment information.

Grades Served:	4, 6-8	American Indian or Alaska Native:	0
Student Enrollment:	328	Asian:	0
Percentage of students identified EL/ML:	16.5	Black/African American:	15.8
Percentage of students identified for Free/Reduced-Price Meals:	68.3	Hispanic/Latino: of any race:	59.1
		Native Hawaiian or Pacific Islander:	0
Percentage of students with disabilities:	19.8	Two or More Races:	11.2
		White:	13.9

2024-2025 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					27		101	100	100					

2. Enrollment Efforts: Summarize the school's efforts to attract, enroll, and retain a diverse student population that reflects the demographics of the community. Describe strategies aimed at reaching and serving students of color, low-income families, English learners/Multilingual learners and students with disabilities. Include outreach initiatives, inclusive enrollment practices and support systems designed to promote equitable access.

ISAAC's 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. We believe that parents, students, and community leaders who have positive experiences with ISAAC provide the most fruitful marketing for 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 others enhanced afterschool programming for our students and families.

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

2024-2025 Waitlist:	2025-2026 Waitlist:
260	185

4. Student Population Best Practice: Outline your charter school's most effective strategies for advancing educational equity through targeted recruitment, enrollment, and retention initiatives. Describe your signature approach to family engagement and community outreach that has successfully diversified your student population and ensured meaningful inclusion of underrepresented groups. Connect these practices to your school's distinctive educational model, explaining how they align with your core mission and values. Present specific evidence of impact through enrollment demographics, retention statistics, and stakeholder testimonials that demonstrate measurable progress toward equity goals. Include any notable collaborations with local districts that have enhanced your ability to serve diverse learners effectively. Focus on your most innovative and impactful practices rather than attempting comprehensive coverage, keeping your response focused and within the 250-word limit.
During the 2024–2025 school year, ISAAC expanded to include grade 4 to identify and address learning difficulties earlier. This expansion allows for timely interventions, stronger foundational skills, and continuity in instruction, particularly in literacy and math. Early data shows improved reading fluency, comprehension, and student engagement. ISAAC also introduced a flexible classroom approach, promoting student-centered learning through varied seating and collaborative workspaces. Aligned with ISAAC's motto, "Effort Creates Ability and All Students Can Succeed," these practices are supported by a rigorous, teacher-written curriculum, Interim Assessment Blocks, and daily math instruction for sixth graders to close achievement gaps. Partnerships with local organizations and the Anti-Defamation League's "No Place for Hate" program foster inclusivity and civic growth, contributing to a rise in grade-level proficiency and a decrease in disciplinary referrals. ISAAC's collaboration with the Connecticut State Department of Education and local districts ensures a continuous cycle of data-driven improvement, professional development, and equitable access to resources, preparing all students for success in any high school setting.

APPENDIX B: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education's charter school performance framework establishes transparent accountability standards aligned with both state law and National Association of Charter School Authorizers' best practices. These four comprehensive performance standards—with their specific indicators—serve as the foundation for evaluating charter school effectiveness and sustainability. This robust framework guides all phases of the CSDE's oversight process, from initial charter approval through annual monitoring and renewal decisions, ensuring consistent, evidence-based evaluation of each school's educational impact and organizational viability.

Performance Standards:
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	1.1. Academic Achievement 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 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–ELA, Math, Science (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Postsecondary Preparation 1.6. Postsecondary Readiness 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation (All Students) 1.9. 6-year Adjusted Cohort Graduation (High Needs Students) 1.10. Postsecondary Entrance Rate 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	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	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 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: 

Name of Board Chairperson: **Richard F. Muckle**

Date: **October 15, 2025**