



**New Jersey Department of Education,  
Office of Charter and Renaissance Schools  
Renaissance School Project  
Annual Report Template  
(Updated June 2019)**

## Introduction:

The annual report was established in the Urban Hope Act, *N.J.S.A. 18A:36C-1 et seq.*, as a way to facilitate the Commissioner’s review of renaissance school projects. A renaissance school project must submit an annual report on August 1 following each full school year in which it is in operation.

## Annual Report Submission Guidelines:

**Annual Report Submission:** Per *N.J.A.C.6A:31-5.1(b)*, the renaissance school project must submit an annual report to the Commissioner and the renaissance school district. Per *N.J.S.A. 18A:36C-10(b)*, the report shall be made publicly available, including on the Department of Education’s website.

**Submission Process for the 2018-2019 Report:** This year, the annual report must be submitted via Homeroom as a Word document titled “Annual Report 2019.” To submit the report, upload it to the subfolder “Annual Report 2019” located inside the folder “Annual Report” on the renaissance school project’s Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [here](#) and then uploaded to the “Annual Report 2019” subfolder on the school’s Homeroom site.

**Additional Submission Requirements:** A copy of the report must be submitted to the renaissance school district no later than 4:15 p.m. on Thursday, August 1, 2019.

**Written Comment Period:** The school district or State district superintendent(s) of the renaissance school district may submit comments regarding the annual report to the Commissioner by October 1, 2019.

## Annual Report Questions:

### Basic Information about the School:

Fill in the requested information below.

Table 1: Basic Information

Basic Information	Content Column
Name of Renaissance School Project	Achievers Early College Prep Charter School
Year Opened	2018
Grade level(s) served in 2018-2019	Grade 6
Final enrollment count for 2018-2019 (as of June 30, 2019)	70
Grade Level(s) to be Served in 2019-2020	Grades 6 and 7
Projected enrollment for 2019-2020	170
Mailing address	500 Smith Street, Trenton, NJ 08611
Website address	<a href="http://www.achieversecp.org">www.achieversecp.org</a>
Name of board president	Imebet Stewart

Board president email address	istewart@achieversecp.org
Board president phone number	609-429-0279
Name of Renaissance School Project Lead Person	Efe Odeleye
Lead Person email address	eodeleye@achieversecp.org
Lead Person phone number	609-429-0279
Name of School Business Administrator (SBA)	Michael Falkowski
SBA email address	mfalkowski@sboffice.com
SBA phone number	732-631-4009

**School Site Information:**

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

**Table 2: School Sites**

School Site 1 Information	Content Column
Site name	Achievers Early College Prep Charter School
Year site opened	2018
Grade level(s) served at this site in 2018-2019	6
Grade level(s) to be served at this site in 2019-2020	6 and 7
Site street address 1	500 Smith Street, Trenton NJ 08611
Site street address 2	
Site city	Trenton
Site ZIP	08611
Site phone number	609-429-0279
Site lead or primary contact's name	Efe Odeleye
Site lead's email address	eodeleye@achieversecp.org

# 1. Education Program and Capacity

## 1.1 Mission

Describe how the renaissance school project has progressed towards achieving the mission, goals, and objectives as included in its application to the State. (Please limit your response to a 1-page maximum.)

The mission of Achievers Early College Prep Charter School (Achievers ECP) is to provide scholars with opportunities to develop their intellectual, emotional and social potential through the implementation of a rigorous, STEAM-focused curriculum that fosters the transition from education to high-growth industries. After the end of its first year, the school is poised to continue to build on the solid foundation that has been established.

### Intellectual Goals

**Project-based Learning:** Achievers ECP has been able to offer close to 80 hours of project-based learning in its founding year through STEAMWorks Princeton sessions, STEAM Fridays, and Final performance Task projects. scholars were tasked with determining their big question, drafting a hypothesis, documenting their, testing the hypothesis, documenting their materials and process, and reflecting on their work before a panel of evaluators.

**Student Council and Student Ambassadors:** Fourteen (14) scholars out of more than 20 nominated applicants were selected to participate in Student Council and Student Ambassadors based on their academic and community/behavior standing. scholars

**Growth Mindset and Jumpers Breakfast:** Jumpers Celebration: Building on the work of renowned psychologist Carol Dweck, Achievers ECP celebrated scholars who grew more than 5 points in their NWEA MAP RIT scores from the Fall to Winter and then Winter to Spring Administration. scholars were also celebrated and rewarded with hot breakfast and certificated for demonstrating growth on their I-Ready benchmarks.

### STEAM-focused Curriculum

**Project Lead The Way:** 6th Grade scholars in general education completed a module of PTLW's Circuits module and built new circuit pathways and deepened their understanding of currents.

**STEAMWORKS Princeton Partnership:** STEAMWorks Princeton provided project-based and maker-lab experiences at Achievers this school year, teaching scholars about magnets and motors, engineering design challenges, and chemistry experiences.

**Girls Who Code:** Eight-6th grade girls participated in Girls Who Code this year, learning to make a quiz games in MIT's SCRATCH platform, build a website in Weebly, and understand programming fundamentals and its important in STEM.

### Social Emotional Learning Goals

**Community Circles:** Scholars participated in twice monthly community circles and tackled topics ranging from bullying, gossip, and good decision-making.

**Restorative Practices:** Scholars were introduced to restorative disciplinary practices, engaged in peer counseling, and received mentoring and training from the School Social Worker on issues covering from friendships, decision-making, and social pressure.

**Transforming Education SEL Surveys (Twice Annual):** Achievers ECP ranked highly in key domains in Transforming Education independent survey issued to staff and scholars. Some of this data is shared within this report.

**Growing Pains Boys Mentorship Club:** Fifteen boys met regularly with male teachers to receive mentorship and discuss the challenges of growing up and received tools to process their life experiences.

## **1.2 Curriculum**

- a) As Appendix A, provide a signed assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.

**Please see Appendix A.**

- b) Provide details about any planned changes to the curriculum and assessments for the 2019-2020 school year. Please limit your response to a 1-page maximum.

Currently, our core curricula, which are aligned to the New Jersey Learning Standards includes Wit and Wisdom for English Language Arts, Engage NY/ Eureka Math, History Alive for Social Studies, and Project Lead the Way for Science. The leadership team spent several days analyzing each curriculum to determine if it was/is best suited for our student needs. We will continue to use History Alive for Social Studies, Wit and Wisdom for ELA and EngagedNY/ Eureka for Math. However, we have added an assessment component for both ELA and Math. Every Friday, scholars will be administered an Extended Exit Ticket. These assessments will be administered to our scholars every Friday. The data from these tickets will be used to help us further determine if academic needs are being met. Our goal is to identify target areas before they take a midterm or interim assessment. It's much better to address issues as quickly as possible rather than wait three to four weeks for a mid-term assessment. Data from these assessments will be used to inform instruction each week. Additionally, data used from this assessment as well as formative and summative assessments, will allow us to implement in-class small group instruction as well as designated Small Group Instruction, currently embedded into our master schedule.

Amplify Science will be our new science curriculum in the 2019-2020 school year. Amplify Science was chosen because of the literacy-rich activities and hands-on investigations that directly align to the New Generation Science Standards as well as our mission at Achievers. This curriculum empowers scholars to think, read, and write like scientists and engineers.

Because current research supports the impact Digital and Visual Arts has on education, Achievers will be adding Digital and Visual Arts as an elective class this coming year. 6th grade will be introduced to art through a multimedia experience. Scholars will learn and apply the elements of art to produce creative art projects that reflect their understanding of these concepts and their creativity. 7th grade will be a continuation of art through a multimedia experience and an introduction to Art History. Scholars will learn and apply the Principles of Design to produce creative art projects that reflect their understanding of these concepts and their creativity.

## **1.3 Instruction**

- a) What constitutes high quality instruction at this school?

Data-driven instruction, effective interventions, a well-run response to intervention program, Special Education that responds to individual learner's needs, teachers facilitating new challenges and experiences that build student's interest and acumen in STEAM disciplines and careers all constitute quality education at Achievers.

In our founding year, Achievers set out to be, even more than a STEAM school, a literacy-focused middle school that was an intervention zone, at its core. Scholars read leveled books, and independent picks on their own time, and will be practiced all-school reading, annotating and note taking strategies across content areas. Our ELA curriculum, Wit and Wisdom, was novel-based and featured rich, well-written and culturally relevant stories to teach reading, thinking, and writing with. Achievers believes in the right intersection of direct teaching and project-based learning, but the school leaders believe that they have to help scholars build proficiency in skills before the content do the driving. Achievers believes in the strategies exposed in Teach Like and Champion and held a number of them sacrosanct in order to make sure our school is a bastion for learning, academic minutes are preserved, and expectations are high and clear for all.

The early college mission necessitated a mastery of the skills detailed in the NJSLA and scholars were expected, with interventions and the time to remediate skill gaps, to demonstrate increasing proficiency in school-selected tests, project-based assignments, and external benchmark assessments such as Measures of Academic Progress (MAP) testing, and the New Jersey Learning Assessment. Achievers, emphasizes using assessment for learning rather than solely of learning. The learning culture is enhanced by formative assessment, but not driven by it, so that scholars can simultaneously master the skills of their content, developing interests in STEAM careers and reorienting their perceptions about what content, experiences and careers are possible for them to obtain based on the exposure they are getting in STEAM instruction, while also improving their ability to learn how to learn. All of these are essential for college success, which is the ultimate goal of instruction at Achievers.

Our goal was to ensure that scholars could grow and steadily improve their academic performance, especially as scholars progress in their years with Achievers. In our inaugural school year, 90% of 6th grade scholars started middle school between third and fourth grade levels, according to their MAP RIT scores. This means that students were 2 and 3 grade levels behind in Math and ELA. Scholars in Special Education came with even more academic deficits, with MAP RIT scores and other benchmarks placing them between kindergarten and second grade levels, in some cases. Achievers' school-wide goal was for academic deficits to be closed as scholars stay in our program throughout middle school, and for the vast majority of scholars to be able to meet proficiency benchmarks on state assessments. The school's vision is to move 10% to 15% of scholars up one NJSLA tier level annually, giving our middle school intervention program enough time to address gaps of 2 to 3 grade levels per student. By eighth grade, more than half of scholars should meet or approach academic proficiency in Math and ELA.

### **School Climate Survey**

Mindsets and attitudes about learning also impact student performance. The school's goal is to ensure that it provides a teaching and learning environment that allows students and teachers to thrive. On Transforming Education's Independent Survey (administered at Achievers twice annually, scholars will report feeling safe, intellectually challenged (curiosity), invested in their relationships with teachers and their team, socially aware, and have increased self-regulation skills and tools.

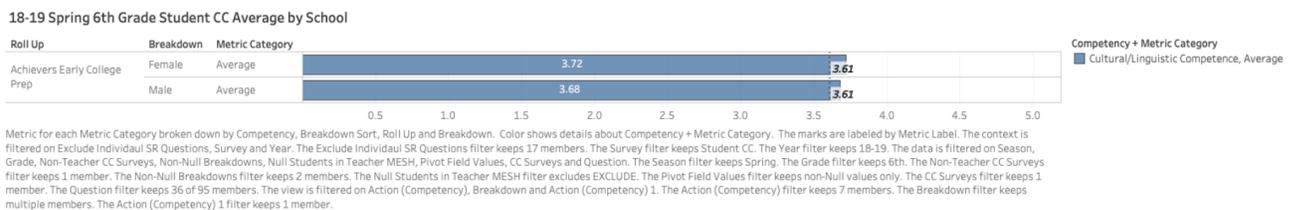
A domain in which Achievers will be looking for success is that of Long-Term interest in STEAM careers.

1. On the self-report survey at the end of the school year, 80% or better of scholars will say that they have acquired mindsets, skills, and habits needed for success in STEAM careers.

Furthermore:

- 70% of all scholars will report an interest in Math or Science
- 80% of girls will report an interest in Math or Science

Areas of strength for Achievers in our founding year included the Cultural and Linguistic competency, which speaks to the diversity in our building, scoring a 3.72 in the domain above the average domain score of 3.61 for Females, and a 3.68 over the average domain score of 3.68 for males. Students see themselves reflected in the school staff, in history and in the narratives taught in our English Curriculum. Achievers Early College Prep outpaced



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

The annual academic year is apportioned into four quarters and designed to include Data Analysis Days, field trips and “Expedition Days” throughout the school year, which were aligned to the school’s 6-week teaching and learning cycle. Expeditions are a critical component of the program that is directly aligned to the school’s mission; they provide an opportunity for scholars to become tinkerers, scientists, and designers with the external community. They also help scholars envision carriers across the STEAM career landscape. Expeditions are our scholars’ chance to visit university research labs, corporations, small businesses, K-12 and university makerspaces, and museums. This past year, Achievers had the opportunity to visit the NJ State Museum and take part in a Hearth and Home Learning Lab that provided an engineering challenge to scholars: construct a safe home with limited resources that should protect the Lenape Indian dwellers from environmental dangers. The school also hosted Princeton Plasma Physics Lab and partook in inquiry-based learning.

Some of these inquiry-based and project-based experiences we ask our scholars to work on their design problems and share it with the organization representatives they'll be meeting. Our middle school expeditions are designed for our scholars to design projects that will encourage exploration, creativity, and the pursuit of their own ideas and curiosities.

This past year, Achievers invited members from local faith-based organizations, lawyers, and members of the board of trustees to evaluate our scholars design projects, which hit across several areas of study across our STEAM and science curriculum including: magnets and motors, where the goal was to use

energy and magnetic fields to craft a device that will spin on its own; An engineering which was to build a catapult that will successfully launch a makerbot through a field goal at a distance of 5 feet; robotics challenges which involved learning about motors to build and power a robot, and then building on that knowledge to make the robot move in different directions.

Our expeditions include project-based learning curriculum that connects kids to the STEAM world concepts where they attempt to solve a problem. The problems posed to the scholars are interrelated with each student in middle school, but scholars will be set to answer their own question (in groups of 5-6. These expeditions will generally be up to 4 times a year. This past year, Achievers was able to hold 2 expeditions to the NJ State Museum and Rowan College at Burlington County Community College.

**1.4 Assessment**

- a) Fill in the following table to show year over year trends in the proportion of scholars meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

**Table 3: Proficiency Rates on PARCC and NJSLA assessments**

Assessment	2016-2017	2017-2018	2018-2019
ELA 3	N/A	N/A	N/A
ELA 4	N/A	N/A	N/A
ELA 5	N/A	N/A	N/A
ELA 6	N/A	N/A	28%
ELA 7	N/A	N/A	N/A
ELA 8	N/A	N/A	N/A
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT 3	N/A	N/A	N/A
MAT 4	N/A	N/A	N/A
MAT 5	N/A	N/A	N/A
MAT 6	N/A	N/A	8%

MAT 7	N/A	N/A	N/A
MAT 8	N/A	N/A	N/A
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., scholars eligible for free and reduced price lunch, English language learners, scholars with disabilities, and racial/ethnic groups).

N/A. Achievers has just concluded its first year in operation and has effectively established its baseline data which aligns with where the school projected based on the Winter 2018 MAP test administration.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 year.

6th Grade Assessments	
Formative	Summative
Wit and Wisdom Module, Mid-Term Assessments	MAP NWEA: Fall, Winter and Spring Administration
Eureka Module, Mid-Term Assessments	NJSLA Math and ELA
Fountas and Pinnell Reading Assessment	Achievers Final Performance Task
Accelerated Reader Assessments	IReady: Fall and Winter Administration
	Interim Assessments

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

Our instructional team used the feedback from formative and summative assessments to identify areas that needed improvement. This data gave us information about individual function and classroom performance, and helped the team to identify learning roadblocks at specific times during the year. Based on those results, teachers were expected to *Rethink and Redeliver*. *Rethink* sessions were held weekly and/or bi-weekly with the instructional coach and also during Data Days. Data days were intentionally scheduled, usually after summative assessments, to dissect overall student data and plan for redelivery. The results were also used to determine what professional development was needed to

improve instruction in the classroom. Professional Development for teachers was usually held every Friday.

Coaching sessions held during the week allowed the teacher and coach to carefully diagnose student gaps and areas of growth. Once the gaps were identified, lesson plans were modified or revamped to specifically target the area of need. Modified or revamped lessons included time for *Redelivery*. Content was *redelivered* in several capacities to include In-class small group instruction, designated small group instruction time during the first hour of school, weekly after school tutorials, and in some cases, Saturday sessions. This process of using data to drive instruction was ongoing as often as scholars were assessed.

### 1.5 Organizational Capacity

- a) As Appendix B, provide an organizational chart of the renaissance school project for the 2018-2019 school year.

***Please see Appendix B.***

- b) As Appendix C, provide a list of the lead person(s), teachers, and professional support staff if any renaissance school project staff has changed. ***If you have updated this information in NJSMART, please indicate below that this information has already been submitted.***

***This information has been submitted via NJ Smart.***

### 1.6 2019-2020 School Calendar

As Appendix D, please provide the 2019-2020 school calendar.

## 2. School Culture and Climate

### 2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. (Please limit your response to a 1-page maximum.)

Achievers' believes that good teaching and positive culture building can be accomplished through deliberate actions, schoolwide expectations, messages, school rituals, as well as less overt messages that manifest in our daily actions and behavior management, which is rooted in restorative practices, and everyday interactions with teachers and staff.

#### **School Chants and the Achievers Creed**

Chants are used for many purposes: to memorize academic information, to get someone's attention, to create a sense of unity among Scholars, etc. Chanting at Achievers begins during Orientation, where all new scholars learn a series of school wide chants.

#### **Character Education**

NJDOE, Office of Charter and Renaissance Schools  
Annual Report Template  
Updated June 2019Page 10

Achievers motto — “College Starts Here” — is not just a tagline. Achievers believes both are critical to the success of our scholars in college and life beyond. Achievers offers teachers, kids, and parents a structured, meaningful way to talk about and develop character. Our approach is rooted in the research of Dr. Martin Seligman (University of Pennsylvania) and Dr. Chris Peterson (University of Michigan) that identifies 24 character strengths as leading to engaged, meaningful, and purposeful lives.

**Social Emotional Intelligence**

Achievers’ school leaders have integrated their own experiences as teachers with the research of Seligman, Peterson, and Duckworth to create a road map for the development of each strength. For example, to help teachers, kids, and parents develop grit we ask them to reflect on whether they try very hard after experiencing failure.

**Paycheck and Scorecard- the Discipline and Reward System**

In order to encourage scholars to conduct themselves by the school’s values, Achievers has established a school-wide scholar management system called the paycheck. It is a reflective disciplinary system that sets clear behavior expectations for scholars, helps them identify positive and negative behaviors, and encourages them to continue positive behaviors and stop negative ones. It is also a tool that we use to track academic habits. With this system, scholars will start with 20 Scholar dollars for the day. Throughout each day, scholars may earn dollars for exemplifying our school values or lose dollars for failing to demonstrate those values:

CORE VALUES			
AMBITION	ALLEGIANCE	ABILITY	ACCURACY
<i>Curiosity</i>	<i>Gratitude</i>	<i>Growth-Mindset</i>	<i>Grit</i>
<i>Zest</i>	<i>Self-control</i>	<i>Optimism</i>	<i>Perseverance</i>
	<i>Social Intelligence</i>		

Each week, scholars will receive their paycheck from the previous five-day period. Scholars will take this paycheck home to have it signed by a parent or guardian. At Achievers, we believe that the paycheck system facilitates communication with parents and scholars about behavior. If a parent wants to know about a scholar’s behavior, he/she simply has to look at the most recent paycheck. When a teacher wants to talk to a parent about trends in a Scholar’s behavior, he/she enters the conversation armed with information about how many times a Scholar didn’t follow directions, was missing materials, etc.

However, the paycheck system only works if used consistently by every teacher. Throughout the year, our team will need to engage in conversations about what constitutes a dollar lost, what doesn’t, which categories are most heavily marked, etc. More than anything else, the paycheck system serves to diagnose trends in Scholar behavior. If our team notices that Scholars in a particular class receive a lot of dollars taken for focus, then steps should be taken to ensure compliance with that particular rule, possibly by providing the teacher with additional strategies for keeping Scholars on task. Student incentives includes: Honor Roll and Jumper’s Breakfast, Community Circles, Shout Outs, Homework Passes, Special Chants and Claps, and access to the school store.

**Referral Steps**

All restorative steps must be taken, prior to a teacher completing a discipline referral form. Teachers use the restorative manual and training delivered to them, and ask Admin to determine next steps.

In the first step, the teacher fills out a Discipline Referral Form (through the administration's list). The referral needs to be emailed or delivered to administration by the end of the class period. Secondly, the teacher sends a message to Administration informing him/her of the send out using the walkie talkie. The Admin will come to pick up the scholar (preferred), talk to them outside, before sending them back into the class (with consequence or request to talk during lunch) or will respond with instructions describing where to send the scholar.

Finally, the Administration assigns the scholar an intervention/consequence and may choose to send the Scholar back after the class has ended or keep the Scholar for a longer period of time. When a Scholar receives a discipline referral they automatically receive a phone call home, paycheck deduction and after school detention.

### **Student Council**

The Achievers Student Council Program is a leadership program for our school's sharp, hard-working, dedicated and service-oriented scholars. It is an opportunity to learn to lead, learn to serve, help to make important decisions in our school's community and provide service to the communities we live in.

### **Student Ambassadors**

Student Ambassadors serve as the first point of contact for scholars and friends of Achievers each year. The goal of the program is to educate prospective scholars, families, school groups, and the general public on the programs, resources and student life at Achievers ECP.

### **Class Attendance**

Overall attendance for the 6th grade founding class was over 92% percent this school year.

### **Staff Attendance**

This year, Achievers teachers, on average, used three PTO days. Call outs were infrequent and when they occurred, teachers provided emergency lesson plans and plenty of supplementary materials via Google Classroom.

- b) Describe how the renaissance school project provides social and emotional support and health services to adequately meet the needs of its scholars. Please include the categories and types of services available. (Please limit your response to a 1-page maximum.)

## **2.2. Family and Community Engagement**

- a) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.

Achievers conducts a number of parent and family events to ensure that the school maintains open doors and becomes regarded as a community school. The 2018-2019 events included the following:

### **New Family Orientation**

Parents and families were invited to the school to meet the founders, tour the building, take care of sports, after-care and extracurricular activity sign-ups, and purchase uniforms directly from the school's vendor. Parents were also able to meet teachers, ask about the code of conduct, and take care of school supplies.

### **Back to School Night**

In September, parents and guardians were invited to this event to learn all of the teachers and get a syllabus per class. They got to hear about classroom expectations, independent nightly reading requirements, and homework expectations per class and were provided with each teacher's contact information.

### **Black History Cultural Festival**

Students engaged in month-long activities that culminated in an International Food Festival and Black History Month Production. More than 30 international dishes were contributed by students that reflected their family backgrounds, and teachers contributed dishes as well. The Black History Production was a 2-hour long event that was a montage of musical, historical, political and cultural events and lesser-known Black history figures that

### **Hispanic Heritage Month Program**

Students prepared for the Hispanic Heritage Month production between the months of October and November and presented a fusion of music, dancing, and nationalistic ideas that represented a wide range of Latino cultures. Students had the option of coming to school in traditional attire or colors that represented their families' home country flags. The school also made Latina Scientists the focus of morning meetings every week in November.

### **Bi-Monthly Parent-Teacher Organization Meetings**

The PTO at Achievers was comprised of 10 active parent and guardians in the 2018-2019 school year. The PTO met to discuss school advocacy, school concerns, student events, student recruitment and fundraising.

### **Quarterly Parent Teacher Conferences**

Parents were required to attend parent conferences on a quarterly basis. This enabled the school to have regular academic touchpoints with every parent. The attendance rate for conferences was 80% and Achievers looks forward to improving that average.

### **Parents Engaging Parents (PEP) Advocacy Training**

Parents Engaging Parents (PEP) came to Achievers in February for an all-day parent advocacy training. The focus was to deliver tools and strategies for parents to advocate for issues in their communities, regardless of the issue-area. PEP provided lunch and trained a group of seven individuals.

### **Quarterly Honor Roll and Jumpers Breakfast**

Achievers also celebrated students who achieve Honor Roll, High Honor Roll, STEAM Friday Leaders, 1-Million Words Read leaders, and other students who demonstrated significant growth on the Math (or other benchmarks) on a quarterly basis. Parents and students awardees were invited for a hot breakfast and awards ceremony, and the full school attended the awards ceremony during the Small Group Instruction Block.

### **2019 Moving Up Ceremony**

On June 21, 2019, Achievers held its moving up ceremony for 70 scholars and their families. The school recognized scholars for Perfect Attendance, Honor Roll for all four quarters, High Honor Roll for all four quarters, High MAP Score Growth, Girls Who Code, Soccer Club and STEAM.

**Princeton Blairstown Center Field Trip: July 8-12, 2019**

Achievers had the opportunity to send 17 students and two parent chaperones to the Princeton-Blairstown Summer Camp in Blairstown, NJ. Students stayed in the overnight camp site and engage in a number of team-building activities, STEM, literacy and outdoor excursions such as swimming, tennis, canoeing and more.

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

**Bi-Monthly Parent-Teacher Organization Meetings**

Achievers’ inaugural Parent teacher Organization was co-chaired by two parents this year. Parents contributed everything from feedback on the discipline system, homework load, and communication preferences from school to home to fundraising, school events, community event, charter and other advocacy, and benevolence and community service.

- Spring Bling Dance (Sponsored by the PTO)
- Ice Cream Social and Bake Sale (Sponsored by the PTO)

**Parents Engagement Parents Daylong Advocacy Training**

This past school year, Parents Engagement Parents (PEP) came to Trenton to host a day-long advocacy training and Achievers PTO Co-Chair received training. The school’s Policy and Partnerships Fellow coordinated the visit.

**Governor Murphy’s Charter School Discussions**

This past school year, Achievers attended the Trenton charter school community talk and two Achievers’ parents attended-- one parent of a special needs child and another general education student. Both of our parents spoke and went on record with documented contributions to the discussion.

**Recruitment:** Parents passed out flyers, wore school t-shirts on weekends, shared school business cards, talked with friends and religious and social organizations about Achievers, and pitched lawn advertisements in their lawns and windows to support recruitment efforts.

**Volunteer Opportunities:** This year, parents donated time, money and materials to further the schools mission, specifically by assisting with recruitment, the Spring Bling Dance, the GameTruck Barbeque and more. Parents cooked and served food, donated ice and coolers, baked goods, supplied audio-visual-equipment, and attended the event.

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

**Table 4: Community Involvement with Educational Institutions**

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # scholars and/or
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		staff involved, # hours per month, resources involved, etc.
Rowan at Burlington County Community College	RCBC hosted our 6th grade students for a college tour, as RCBC is one of Achievers' early college partners	5 hours
Princeton Plasma Physics Lab	Program Leader, Shannon Greco, visited Achievers for a hands on day in inquiry-based learning that enables 6th graders to learn about Plasma Energy in an interactive setting	1.5 hours
Paul Robeson Charter School, Village Academy, International Charter School of Trenton, and FOundation Academies-- Trenton CHarter Roundtable	This year, school leaders from some of Trenton charter school came together to meet monthly and synergize on areas of interest for all schools: transportation, teacher recruitment, and teacher certification programs.	1.5 hours monthly from January through June

Table 5: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # scholars and/or staff involved, # hours per month, resources involved, etc.
Boys and Girls Club or Mercer County	Teen STEM Conference	4 hours
STEAMWorks of Princeton	Steamworks provided project-based learning experiences for our students during Friday STEAM blocks	8 hours per month; 4 months
Princeton-Blairstown Center	One Week of Free Summer Camp For Achievers' Students	50 Hours

### 3. Board Governance

- a) Fill in the requested information below regarding the renaissance school project's board of trustees.

Table 6: Board of Trustee Information

Trustee Name	Term Start-Term finish	Email Address	Role of Board	Criminal Background Check	NJSBA Training
Imebet Stewart	3/1/2018 - 3/1/20	<a href="mailto:imebetd@verizon.net">imebetd@verizon.net</a>	Chairman	YES	Gov. 1
Mayokun Oshun	3/1/2019 - 3/1/21	<a href="mailto:mayokun.oshin@gmail.com">mayokun.oshin@gmail.com</a>	Trustee	YES	Gov. 1
Christina Tapper	3/1/2018 - 3/1/20	<a href="mailto:cmtapper@gmail.com">cmtapper@gmail.com</a>	Trustee	YES	Gov 1
Lawrence Patton	3/1/2018 - 3/1/20	<a href="mailto:patton@princetoncharter.org">patton@princetoncharter.org</a>	Trustee	YES	Gov. 1 Gov. 2 Gov. 3
Lindi Ashton	3/1/2018 - 3/1/20	<a href="mailto:ashtonstar@gmail.com">ashtonstar@gmail.com</a>	Trustee	YES	Gov 1

- b) As Appendix E, provide a signed assurance that the board of trustees operates in accordance with the School Ethics Act, *N.J.S.A. 18A:12-21, et seq.*, and the Open Public Meetings Act, *N.J.S.A. 10:4-6, et seq.*

*Please see Appendix E.*

- c) As Appendix F, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2018-2019 school year.

*Not Applicable.*

- d) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://achieversecp.org/board-of-trustees>

#### **4. Enrollment**

- a) Fill in the requested information below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2019-2020.

**Table 7: Enrollment for Site 1**

**Site 1 Achievers Early College Prep Enrollment**

<b>Grade</b>	<b>Enrollment Count on Last Day of the 2018-2019 School Year</b>	<b>Projected Enrollment for the 2019-2020 School Year</b>
K	N/A	N/A
Grade 1	N/A	N/A
Grade 2	N/A	N/A
Grade 3	N/A	N/A
Grade 4	N/A	N/A
Grade 5	N/A	N/A
Grade 6	70	90
Grade 7	N/A	80
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A
<b>Total</b>	<b>70</b>	<b>85</b>

Unfortunately, because Trenton Public School made the decision to discontinue offering scholars in Grade 6 and above the option to receive traditional school bus service due to their budget and routing constraints (opting only to provide New Jersey Transit public bus or train tickets), the school lost a number of families from around the city of Trenton who were outside of a 2-mile radius from the school and were not able to organize their own reliable transportation.

b) Describe how the school monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a 1-page maximum.)

The school monitors attendance and attrition using a number of metrics described below, managed by the school's operation team. The operations team handles recruitment and enrollment and includes 3 full-time team members (one of whom is a proficient Spanish-speaker) who dedicate part of their time to ensuring families are aware that Achievers is now an option for their families. Families in the 08611 zip code and others zip codes received Achievers postcard mailers, saw school flyers and lawn signs around their communities, and met with the operations team during recruiting in the evening and on weekends at supermarkets, community centers and the like. The School also took out bullboards in the North and South of Trenton. The online pre-registration portal was set-up in English and Spanish, registration packets were printed in English and Spanish, and the PTO willingly shared a number of flyers

with friends and family and sported Achievers T-Shirts to aid recruitment. Achievers has met its registration goal and plans to monitor enrollment and attendance using the following systems.

### **Attendance Team**

This year, the school social worker, Dean of scholars, and Admin Assistant will work with the operations manager to keep close tab of student attendance at given intervals. Families will receive quick and immediate follow up if their student's attendance crosses the 3,6,7,9 day thresholds (and beyond). Using the tools displayed in the chart below.

### **Transforming Education Surveys**

TransformEd partners with school and system leaders to identify and implement evidence-based practices and policies that create positive learning environments and support scholars' social-emotional development. TransformEd engages with educators to identify the priorities and assets of their community, set a strategy for supporting the whole child, and recommend corresponding measurement tools that are appropriate for their context. The consultancy provides both teacher and student surveys to the school administration. Achievers will continue to respond to the SEL data collected by Transforming Education annually and make improvements to culture, which is a huge driver of retention.

### **Weekly Staff Meetings: Culture/Pulse Checks**

Each week, Achievers school leaders meet with teachers and staff to provide a regular touchpoint for key events, programs and decisions being taken. One of the standing orders of business is the "Pulse Check" where culture is discussed. School Leaders also listen for other evidence that indicate whether the culture is tracking in a healthy and positive direction or otherwise, making this another reliable focus for gaining insight into retention (and recruitment).

### **Board Meeting Dashboard Metrics**

The lead person gathers dashboard data for the board of trustees on a monthly basis and reports to the board on retention and enrollment numbers and efforts.

## **5. Facilities**

### **5.1. Funding**

Describe any anticipated change(s) in the renaissance school project's facility financing.

N/A

### **5.2 Structural Changes**

- a) List renaissance school project sites that will be undergoing construction between July 2018 and June 2019.

There is no new construction or renovation taking place at Achievers, however, Achievers is taking on an additional 2-story building, 54 Randall Ave, to be used as a science annex. This building was recently occupied by a daycare and only requires change of use permits and reinspections by the City of Trenton and the Division of Community Affairs.

- b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted to NJDOE for each site.

N/A. There is no new construction needed at 54 Randall Avenue, only a change in permits and reinspection required since the property was rented was recently and utilized as a daycare.

- c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to NJDOE. ***If there are no modifications to the existing plans, simply indicate that here by writing "N/A" next to numbers 1-4.***

1. Provide the facility name and address.

N/A

2. Provide a description of changes/modifications to the facility(ies).

The school has rented an additional 2-story building located on the same campus as the main building. These additional two classrooms constitute the science annex, where STEAM and science instruction will be held since the building has more adequate facilities for science instruction (i.e. additional sinks for labs and art).

3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per *N.J.S.A. 18A:36C-4.b(11)*.

Both buildings, 500 Smith Street and 54 Randall Avenue, have been inspected by city inspectors and the Division of Community Affairs and meet fire code and safety provisions. The main campus and annex are both in possession of AE certificate and/or registration.

4. As Appendix G, provide a revised timeline for implementing the changes.

The final work on the science annex will be complete by August 10, 2019. The first day of school is August 26th. Achievers is currently searching for real estate to suit its growth plans and is following the steps outlined in the school's long-term facilities policy.

## File Naming Convention

Table 12: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Curriculum Statement of Assurance
Appendix B	Appendix B Organizational Chart
Appendix C	Appendix C Staff List
Appendix D	Appendix D 2019 – 2020 School Calendar
Appendix E	Appendix E Board Statement of Assurance
Appendix F	Appendix F Amendments to Bylaws
Appendix G	Appendix G Facilities Timeline

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder "Annual Report 2018." Save each appendix by the file naming convention provided in the second column of the above table.

**Signature of School Official (School Lead):**

Date: July 29, 2019

Print Full Name: Efe Odeleye

Title: Superintendent/ Co-Director

**Signature of Signatory Official (President, Board of Trustees):**

Date: July 30, 2019

Print Full Name: Imebet Stewart

Title: Chair, Board of Trustees