

Section 1: Education Program

Education Program Overview

1. State the school's mission.

Mission Statement

The Mission of Ocean Academy Charter School is to provide elementary students with a rigorous curriculum in a safe nurturing environment, so that all students achieve their highest level of academic success. This will be accomplished through the implementation of a rigorous curriculum differentiated to meet the needs of each student within a climate of high expectations. At least 80% of students will meet or exceed proficiency standards on the State Assessments.

Ocean Academy Charter School's "succinct measureable mission statement" is centered on ensuring that students who attend the school will achieve academic success. To that end, the achievement results for at least 80% the school's students will meet or exceed the Academic Indicators and Measures detailed in the Performance Framework published by the Office of Charter Schools.

2. Describe the school's educational philosophy and key components of the educational program. In your response, include the educational approach(es)(e.g., classroom-based, independent study, blended learning), including class size and structure for all grades (elementary, middle, high school) to be served. Include any aspects of the school's design that makes the school unique and distinct from other public school options.

Ocean Academy Charter School's educational philosophy is that every child should have the right to a high quality educational environment that encourages each and every child to achieve their highest level of academic success. Students (and their Parents) should feel that the school they attend is safe, comfortable, and provides a quality education. Ocean Academy Charter School will also have a welcoming, nurturing, and enriching atmosphere where students will look forward to attending.

The majority of students attending Ocean Academy Charter School will be English Languages Learners as evidenced by the population in Lakewood Public Schools. According to the most recent data found on the NJ Department of Education's Performance Report site, an average of 73% of the Lakewood Public School's students primarily speak Spanish at home. The Founders will be hiring those individuals who share the School's mission statement and philosophy. It is most important that all teachers and teaching aids actively reflect these goals in the classrooms.

Most importantly, all personnel will view students and their parents/guardians as true and full partners and members of the school community. All staff needs to be aware of the students' emotional, social, psychological, and physical development as well as their academic growth. This can only be achieved by embracing each student's stakeholders

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(mom, dad, and guardian) and learning as much as possible about the child’s environment outside of school.

This information is crucial to the Universal Design for Learning (UDL) framework of teaching and learning as Ocean Academy Charter School will have a very high percentage of English Language Learners and Title 1 students. The School will implement the three principles of UDL (Presentation, Action & Expression, and Engagement) which factors well in differentiated teaching practices.

The Founders believe that standardized assessments and assessments in general reflect not only the students’ abilities but also the teachers’ and school’s ability to instruct. Ocean Academy Charter School will try to involve students as much as possible in the process of various assessments by showing them the rubrics of their work, why they got answers right, and why they got answers wrong. By including students in this process, the student is learning self-evaluation and self-appraisal. This will help students develop the life-long skills of assessing their own work and setting their own goals.

Learning should be exciting and fun! Ocean Academy Charter School is looking forward to having students that look forward to coming to school every day by establishing a comfortable, safe, and academically exciting place to be.

The Founders believe this philosophy is reflected in the School’s mission statement given the parameters of the DOE’s guidelines of a “succinct measureable mission statement”.

Ocean Academy Charter School is planning for a K-8 elementary school by establishing a solid foundation during its initial charter period.

The educational approach will be strongly focused on the needs of the students, collectively and individually. This approach will exemplify the Mission of Ocean Academy Charter School to “to provide elementary students with a high quality, student-centered education in a safe, nurturing, and challenging environment so that all students achieve their highest level of academic success.” The Vision of the charter school as articulated in Phase 1 provides the basis for the educational philosophy and the key components of the program:

- ✚ Utilizing a multi-modality program where the learning needs of each student are taken into account so as to promote strong critical thinking and academic skills.
- ✚ Each student will have an Individualized Learning Plan that will be shaped by an initial benchmark and subsequent periodic assessments to measure achievement of student growth objectives.
- ✚ Students will engage in hands-on and inter-disciplinary learning inside and outside the classroom by infusing local resources into the curriculum of each grade.
- ✚ The students' cultures, including music, art, and traditions, will be infused into the curriculum through cross-curriculum, project-based learning that links the classroom to the student's world outside of school.

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- ✚ Students will be engaged in diverse learning experiences which will be anchored by the New Jersey Core Curriculum Standards and the Common Core State Standards.
- ✚ Educators will promote educational excellence through collaboration in their planning and professional development in professional learning communities.
- ✚ Veteran Mentors will provide oversight and assistance to entry level teachers so as to ensure the very best teaching skills are being applied.
- ✚ Educators will participate in a Professional Development program that will be developed based on the specific needs of the teachers, students, and New Jersey regulations.
- ✚ Best practices will be continually reviewed, updated and applied as warranted
- ✚ Parents will be encouraged to be active in school activities, participate in classroom activities and support their child’s learning efforts at home.

The four kindergarten classrooms will have the smallest individual populations of 15 students with one teacher and an assistant teacher in each classroom. The smaller class size will allow teachers the time to focus on each student with the expectation that there will be students in the classroom who may have never attended school and will need time to adjust to a structured environment. It is also highly probable given the student population of Lakewood that there will be students who will need English language support. This class size will permit teachers to assess each student’s learning needs and monitor their growth both educationally and socially within the classroom, the grade, and the school. This smaller population will also allow teachers to introduce these young pupils to the culture of the school, understand the structure of the school day, expectations for appropriate behavior in school and the establishment of a productive learning environment. By the end of the school year each student will be ready to successfully make the transition to the First Grade.

In the First through Eighth grades there will be three classrooms of 20 students each. One assistant teacher will be assigned to each grade level to provide support and assistance where needed.

Support of the Mission is the cornerstone for the educational program. The educational program will be highly individualized to provide students multiple opportunities to learn, address their learning styles, and needs. Individual Learning Plans will be developed for each student and will be the guide for teachers, students, and parents in conjunction with the data dashboards to monitor student growth and ensure learning objectives are being met. Teachers will be very aware of the principles of Universal Design for Learning to present lessons and activities that recognize the needs of the students in the class. These principles are:

- ✚ Multiple Means of Presentation
- ✚ Multiple Means of Action and Expression
- ✚ Multiple Means of Engagement

(source: <http://www.udlcenter.org/aboutudl/whatisudl/3principles>)

The basic instructional design will include the following Key Components:

- ✚ Common Core and the New Jersey Core Curriculum Content Standards as the basis of instructional design
 - Including support pieces within the Model Curriculum such as “Instructional Supports for Success in Implementing the Common Core State Standards
 - English Language Learners Scaffold – “Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics” EngageNY, authors Diane August & Diane Staehr Fenner – designed for the Board of Regents (NY) aligned with the Common Core & based on research-based instructional strategies
- ✚ Personalized and embedded professional development that includes coaching in the classroom
- ✚ Evaluation of Teachers that supports the development of highly-effective teachers
- ✚ Assessment that includes a supportive and celebratory school data culture, immediately monitoring of lesson objective outcomes, along with a variety of formative and summative assessment formats
- ✚ Strong efforts at Parent Engagement

The implementation of the Mission and Vision of Ocean Academy Charter School will be supported by the faculty and administrators. Administrators will reinforce the mission and vision through review of lesson plans on a weekly basis, grade level faculty meetings, and the monitoring of student growth. The Professional Development program will reinforce the charter school’s mission and supports the development of teachers to utilize all available tools and strategies to ensure student achievement for all students.

Ocean Academy Charter School will be different from the Lakewood Public Schools in that the school will be student centered; focused on each and every child and ensuring the academic success of each child. The educational program will be designed and implemented so that every student will have multiple opportunities to access, integrate, and demonstrate learning through different levels of lesson delivery and assessment.

Ocean Academy Charter School will provide students with a 185 day school year with 60 more minutes per day than Lakewood Public Schools.

3. Discuss the rationale for the proposed educational program, including evidence of results, especially with comparable student populations

The majority of students attending Ocean Academy Charter School will be English

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Languages Learners as evidenced by the population in Lakewood Public Schools. According to the most recent data found on the NJ Department of Education’s Performance Report site, an average of 73% of the Lakewood Public School’s students primarily speak Spanish at home. In addition, statistics from the same source cite that 88% of the student population are disadvantaged and receive free and reduced lunch in accordance with federal poverty levels.

Founders can personally attest that many residents are English Language Learners (ELL) and are more comfortable speaking Spanish rather than English. Lakewood public schools have interpreters for public school board meetings and all masses (daily & Sundays) except for one at St. Anthony’s Catholic Church are presented in Spanish.

Ocean Academy Charter School will address the need for a school-wide focus on English language development and ELL achievement in order to help achieve the school’s mission. Some of the strategies used will be data-driven instruction, trained staff, and meaningful curriculum aligned with the Common Core Standards and New Jersey’s Core Curriculum Content Standards. Opening the school with only Kindergarten, First, and Second grades will set the tone for a focus on language arts development.

The school will be focused on the main elements of language arts development;

- ✚ Phonological Awareness,
- ✚ Phonics,
- ✚ Fluency,
- ✚ Comprehension
- ✚ Supplemental programs for ELL students

As cited above in Question 1, the Founders will be addressing the needs of Lakewood students by differentiated learning, the use of the Universal Design for Learning (UDL), VAKT, individual learning plans, and infusing the students’ cultures throughout the learning experience to help bridge school and home.

The Founders have decided to use the UDL framework because of evidenced based research that shows the pedagogical, neuroscientific, and underpinnings of UDL is a successful educational approach for all students but does exceptionally well with English Language Learners. (“Universal Design in Teaching English Learners: Articulating Evidence-Based New Basics”, Jim Cummins, 2015, The University of Toronto; “The Universally Designed Classroom”, Rose, Meyer, & Hitchcock, 2005, Harvard Education Press”; “A Practical Reader in Universal Design for Learning”, Rose & Meyer, 2006, Harvard Education Press)

Students have different learning preferences and Ocean Academy Charter School teachers will meet these individual challenges with instruction that will be presented in diverse ways to address different learning styles by using multisensory instruction techniques known as VAKT (Visual, Auditory, Kinesthetic, & Tactile). In a four year study at Arizona State University, teachers using multisensory instruction had better student results than those that used conventional reading instructions. “Effects of Explicit,

Multisensory, Structured Language Arts Instruction Compared to Conventional Reading Instruction” Gary Bitter and Mary Aleta White (2011)
<http://tblr.asu.edu/bitter/Bitter%20Article%209-12-2011.pdf>

This study focused on students that were English Language Learners and Title 1 (free and reduced lunch status) which is consistent with the future student population of Ocean Academy Charter School.

The School Leader will encourage cooperative learning strategies among staff, the integration of technology in the classroom, blended learning (an education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace), and guided individual instruction.

Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times and times for before- and after-school programs, if applicable. Explain why the school’s daily and weekly schedule will be optimal for student learning. The response should include, in Attachment 1b, a sample daily and weekly schedule for each grade of the school in the first year of operation.

The daily and weekly schedule as requested is attached as Attachment 1b

The school year schedule provides for 188 student school days with the possible use of 3 days for weather related or other emergency closure of school with the minimum of 185 days in class for students and 203 days for teachers.

School Days will begin at 8:00 AM and will end at 3:30 PM – Full Day at 7 1/2 Hours, 6 Hours + 50 minutes of daily Instructional Time, 45 Minutes for Lunch & recess. Calendar hours/minutes based on instructional time of 6 hours + 50 minutes

Ocean Academy Charter School’s days are one hour longer than those at Lakewood Public School.

Half Days – In accordance with N.J.A.C. 6A:32-8.3 School Attendance, A half day shall be considered the equivalent of a full day’s attendance only if in session for four (4) instructional hours or more exclusive of recess periods and lunch periods. All half-days in this calendar will be counted as full days in accordance with N.J.A.C. 6A:32-8.3

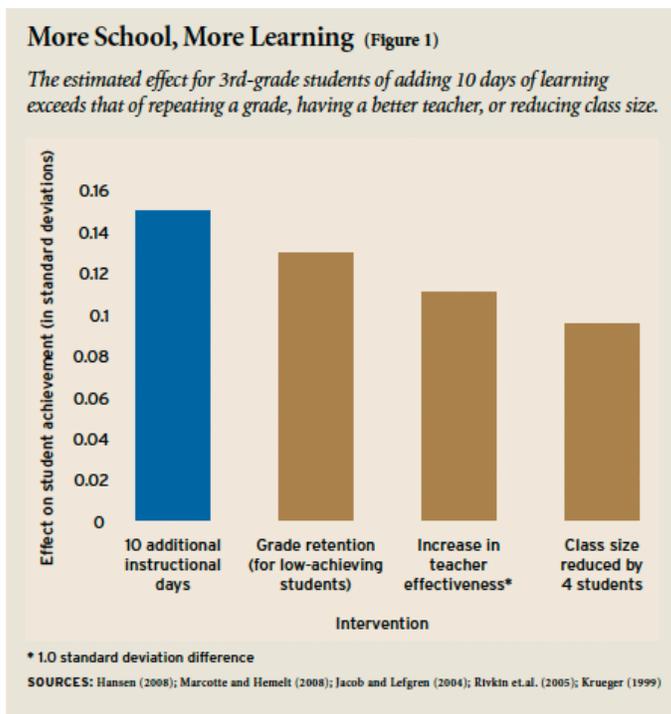
Ocean Academy Charter School is looking forward to implementing an after-school program.

4. Discuss the annual academic schedule for the school. Explain how the schedule reflects the needs of the educational program and aligns with the school’s mission.

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According to the Institute of Education Sciences of the National Center for Education Statistics, the average length of a school year in New Jersey is 181 days with an average of 6.44 hours per day. Ocean Academy Charter School plans on a minimum of 185 school days with 6 hours and 50 minutes of daily instruction. This schedule focuses not only on instruction but affords the opportunity to ensure that all students have the time to practice, explore, and integrate new learning and that teachers have the ability to fully utilize UDL and VAKT principles during lessons.

Research has shown that the impact of more time to learn brings more positive results. Research shows that the estimated effect for third-grade students of adding just 10 days of learning is nearly 0.16 standard deviations. This exceeds the estimated effects of grade retention for low-achieving students (about 0.13 standard deviations), of having a teacher who is one standard deviation about the mean for effectiveness (approximately 0.11 standard deviations), or of reducing class size by four students (about 0.10 standard deviations). Please see: See Hansen (2008); Jacob and Lefgren (2004); Rivkin et al. (2005); and Krueger (1999).



Ocean Academy Charter School Founders believe that this additional class time both daily and yearly will help meet our mission in a student-centered environment that fosters a high quality education and high expectations for its students. Students will have the class time and teacher to master the curriculum and multiple pathways to learn and integrate learning content.

Ocean Academy Charter School's considerably longer school day will enable staff to implement instructional strategies that are powerfully effective, but take time. For instance, consistent with Universal Design for Learning (UDL) principles, the longer day will allow staff to:

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- ✦ Perform diagnostic pre-assessment to determine students’ “starting points” and conduct weekly formative assessments to instantly know when a student is having difficulty with a skill or knowledge item;
- ✦ To use the data generated by such assessments to target lessons to students’ critical learning gaps and scaffold instruction around students’ prior knowledge;
- ✦ Provide students extra time and help to master critical skills or knowledge items pre-requisite to continue learning progress;
- ✦ Dedicate time during lesson for hands on learning activities that not only underscores the point that is being taught but, equally important, works to build the relationship between the teacher and students;
- ✦ Return to review difficult skills and knowledge items during the year in a way that helps students more fully assimilate and retain critical learning.

In Attachment 2b, provide the school’s proposed calendar for the first year of operation, and include the first and last day of school, vacations, professional development/in-service days, holidays, etc. List the number of school hours and days per month and the total number of hours of instruction and school days per year for students and for teachers.

Attachment 2b provided. Sample of a Proposed School Calendar.

Student Recruitment and Enrollment

Applicant teams should review the Guidelines for Access and Equity in New Jersey Charter Schools before completing this section of the application:

<http://www.nj.gov/education/chartsch/equity/guidelines.pdf>

1. Using enrollment data provided by the New Jersey Department of Education describe the proposed charter school community’s school-age population including special populations (economically disadvantaged students, students with disabilities, English language learners).

<http://www.state.nj.us/education/data/enr/>

The DOE 2015-16 Enrollment district Reported Data shows elementary enrollment to be overwhelmingly Hispanic/Latino. The next biggest racial group is Black followed by White. This information is also available in the DOE’s Performance Reports by school. It is pointed out in the DOE’s Performance Reports that over of 73% of the Lakewood Public School’s students primarily speak Spanish at home.

<http://www.state.nj.us/education/specialed/data/>

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The data cited in this report may not be reflective solely of Lakewood Public Schools and could be misleading. This data clearly sites that the 2014 District Classification Rates for students with an age range of 3 years old to 21 years old is 44.48%, the highest rate in the state. In addition, it lists that 2,749 students are classified. These statistics appear to be very high for Lakewood Public Schools and perhaps includes those students who are classified and who attend the local private religious schools.

The DOE's Performance Reports for the 2014-15 school years shows that 5,533 students were enrolled in Lakewood Public Schools and also shows that only 705 students are classified with disabilities. We would be inclined to use these numbers as opposed to the ones cited above.

According to the 2010 Census, Lakewood is the fastest growing community in the State of New Jersey. The 2000 Census shows Lakewood's population at 60,352 and the 2010 shows an overall increase in population to 92,843. Racial breakdowns show that the White community makes up the majority of the increase in population.

The Hispanic/Latino population has also increased. In the 2000 Census, they were 15% of the overall population with 9,053 residents. The 2010 Census shows an increase in population to 16,062 Hispanics/Latinos at 17.30% of the Town's population.

The African-American population has decreased in Lakewood. There were 7,273 African-Americans in Lakewood in 2000 but only 5,898 in 2010. Currently African-Americans make up 6.35% of the Town's population.

Hispanics/Latinos and African-Americans make up 93% of the public school population.

The Lakewood school district is the most disadvantaged in Ocean County and one of the most disadvantaged in the State. Eighty-eight percent of students enrolled in Lakewood Public Schools receive free & reduced lunch (Title 1) which is a higher percentage of students than those receiving free & reduced lunch in Newark, NJ (According to the National Council on Teacher Quality 84% of Newark Students receive free & reduced lunch).

According to the 2010 census approximately 21.9% of families and 26.1% of the population were below the poverty line, including 36.0% of those under age 18. The median household income is \$41,527 as opposed to the State median at \$71,637.

Most of the Founders of Ocean Academy Charter School have been very active in advocating for the public school population and are familiar with the statistics on a first hand basis.

Using the guidelines set forth in the most recent edition of the DOE's "Guidelines for Access and Equity in New Jersey Charter Schools", Ocean Academy Charter School plans on using the suggested form "New Jersey Initial Charter School Application" form.

Founders are also aware of the Department's "Organizational Performance Framework Guidance" (Updated August 2015) and the school will be closing following

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these frameworks to help advance Ocean Academy Charter School and to achieve the school's mission.

2. Describe the recruitment/marketing strategies the school will employ to attract each target population to the school, including but not limited to:
 - a. Economically disadvantaged students
 - b. Students with disabilities
 - c. English language learners

Once the school gets its approval from the Department of Education, Board Members will immediately start an aggressive recruitment plan which will be directed at the entire Lakewood community. All outreach materials will emphasize that Ocean Academy Charter School is a public school (no tuition costs) and will be open to all students on a space available basis and shall not discriminate in their admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district. Ocean Academy Charter School will outreach to the entire Lakewood public school community including but not limited to economically disadvantaged students, English language learners, and students with disabilities.

Ocean Academy Charter School, to the best of its ability will look to serve a student community that is representative of the community in which it operates. The school will make good faith efforts to attract and retain students who are economically disadvantaged, who have disabilities, and who are English language learners.

Due to the extraordinary high concentration of Spanish speaking people in Lakewood, literature will be available in both English and Spanish.

Ocean Academy Charter School intends on using the NJ DOE template for its initial application form. This form will be available in both English and Spanish and will request only the following information: student name, gender, age and/or date of birth, grade applying for, current school, current grade, address, parent/guardian name, relationship to student, contact information (phone/email), sibling(s) name, school, grade, and parent/guardian signature.

Each application will have a non-discrimination clause and will be available to all individuals or organizations in Spanish and in English. Upon acceptance, an enrollment (registration) form will be required that will contain the necessary additional information.

Any child who is qualified under NJ law for admission to a public school is qualified for admission to a charter school. The child must be five years old by October 1st of the year he or she intends to enroll in Kindergarten (N.J.S.A. 18A:38-5).

Admission shall be limited to pupils within the grade levels to be served by the Charter School. There are no entrance exams, interviews, or special requirements, and

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Ocean Academy Charter School does not discriminate on the basis of race, religion, gender, or national origin. Students are selected for admission by random lottery with the remaining applicants placed on the waiting list.

It will be made perfectly clear in all advertising that all are welcomed to apply; economically disadvantaged students, students with disabilities, and English language learners. Founders will be addressing Sunday services at various churches that have large populations of the public school community about the Charter and how to learn more about the school.

More details about this are presented in Questions 5 and 6 below.

3. Explain whether the school will implement a weighted lottery that would favor educationally disadvantaged students in order to encourage the enrollment a cross section of the community's school age population. If yes, describe the types of educationally disadvantaged students that the school will give preference to in its lottery (e.g., students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, homeless students), and what information it will request from applicants to determine who qualifies for the weighting preference. Describe the lottery mechanics that will be used and the additional chances that educationally disadvantaged students will receive in the lottery.

The weighted lottery system, approved last December 2015, is new to the charter landscape in New Jersey. The Commissioner of Education stated that charter schools can seek weighted lotteries that favor economically disadvantaged students in an effort to better represent a cross section of the school age population.

Weighted lotteries are efficient for those communities (defined charter catchment areas) where there is much diversity in economy.

The Lakewood public school population does not have such diversity. The Lakewood school district is the most disadvantaged in Ocean County and one of the most disadvantaged in the State. Eighty-eight percent of students enrolled in Lakewood Public Schools receive free & reduced lunch (Title 1) which is a higher percentage of students than those receiving free & reduced lunch in Newark, NJ (According to the National Council on Teacher Quality 84% of Newark Students receive free & reduced lunch).

Thus, Ocean Academy Charter School will not be implementing a weighted lottery.

4. If the charter application is approved, provide tentative dates for the initial recruitment period and when the school would require initial application forms to be received before holding its admissions lottery (if necessary).

Note: Please note that there is a distinction between a school's initial application form and its enrollment (registration) form(s). The initial application is the form that students/parents complete in order to apply to the school and enter its lottery. The initial application form may only require minimal information as demonstrated in this template:

<http://www.nj.gov/education/chartsch/equity/NJCommonCharterSchoolApplication.pdf>

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After students have been accepted, schools distribute enrollment forms to gather additional information/documentation to officially enroll students at the school.

The Founders are very much aware of the distinction between the school’s initial application form and its enrollment (registration) forms. Ocean Academy Charter School intends on using the NJ DOE template for its initial application form located at <http://www.nj.gov/education/chartsch/equity/NJCommonCharterSchoolApplication.pdf>

Ocean Academy Charter School will have this form in both English and Spanish.

Each application that is received will be time and date stamped. If Ocean Academy Charter School receives more applicants than seats available, a random lottery will be held in order to select students fairly. Parents/guardians submitting applications for their children will be advised of this procedure in detail.

Student recruitment will begin as soon as practical after receipt of the charter’s approval estimated to be in September 2015. Recruitment will be aggressive and on-going.

Application Periods	Lottery Dates
December 2016 – February 28, 2017	March 2, 2017
March 3, 2017 – May 3, 2017	May 4, 2017
May 5, 2017 – July 7, 2016 (If needed)	July 7, 2017 (If needed)

This timeline reflects the recommendations of the NJ DOE as presented in “Guidelines for Access and Equity in New Jersey Charter School”.

5. List the public avenues that the school will utilize to advertise that applications are available to enter the school’s lottery (e.g. local newspapers, school website, etc.). Provide information on how the school will make the school’s application available and accessible to all students and families.

The Board of Trustees will announce the opening of the school as soon as practical after receiving approval of this application. Press Releases will be sent to the Asbury Park Press, Latinos Unidos de NJ (in Spanish), and the Lakewood Scoop, a very popular on-line Lakewood news site <http://www.thelakewoodscoop.com/>. Included in this announcement will be an informational telephone number, web site address, street/P.O. Box address where prospective applicants and their parents can obtain additional information.

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It is expected that the Asbury Park Press will cover the approval of this particular school as a news item.

The board will schedule and announce the dates and locations of informational meetings through local media, flyers, and announcements posted all over town. Locations for these flyers will include public bulletin boards including public buildings such as city hall, police department, supermarkets, drug stores, convenience stores, apartment buildings, churches, libraries, bodegas, other consumer commercial outlets and other locations wherever permissible.

Also, immediately upon approval, Facebook sites will be developed; one in English and the other in Spanish. Ocean Academy Charter School has volunteers to help network the social media sites throughout the Lakewood Community. These sites are proactive and will have up-to-date information on all aspects of the recruitment and enrollment process including applications and provide parents with as much information needed concerning the new charter school in town. In addition, Ocean Academy Charter School is planning on setting up a website.

The recruitment/marketing strategies include but not limited to:

- ✚ A direct mail campaign targeted to all families in Lakewood with elementary school age children. We will be engaging a retail marketing firm that specializes in marketing to families with young children.
- ✚ Informational brochures will be distributed at “Downtown” shops (Hispanic grocery stores, hair salons, Laundromats, clothing stores, etc) Brochures will be in English and Spanish.
- ✚ Posters and informational brochures at the local library
- ✚ Informational brochures will be distributed at various local churches. (Spanish and English) Ocean Academy Charter School already has commitments from St. Anthony of Claret and All Saints Episcopal Church for outreach.
- ✚ Depending on costs, Ocean Academy Charter School hopes to buy advertising on WOMB 92.7 FM, a local and well listened to radio station located in the neighboring community of Toms River. And budget providing, perhaps outreach to 101.5 FM.
- ✚ Ocean Academy Charter School will outreach to the Asbury Park Press, Latinos Unidos de NJ, and The Lakewood Scoop to get news articles about the school.
- ✚ Visiting and dropping off informational brochures to local pre-schools, daycare centers, and Head Start.
- ✚ Another avenue, rather unconventional, will be the churches of Lakewood which have cooperated with this founding board for the last three years in community outreach. Founders will address Sunday masses and services (English & Spanish) to advise constituents about the school and how to apply.

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The intent of Ocean Academy Charter School is to blanket the township with notices of the new charter school attracting students from all across Lakewood Township.

6. List the languages in which the school's initial application form will be made available to students along with the methods by which the initial application form may be accessed and submitted (e.g. charter school main office, charter school website, etc.)

All such materials will be in both English and Spanish.

7. After a student has been accepted through the lottery, provide information on the documentation the school will require in order for a student to be officially enrolled at the school. Provide a specific timeline for parents/guardians to submit the required documentation prior to moving to the next person on the waiting list.

Acceptance letters (in English & Spanish) with detailed enrollment instructions will be sent out within seven (7) days after the lottery officially informing parents of the lottery's results and their child's standing. Parents will have one month from the date of the letter to complete the necessary enrollment process which will include proof of residency (sample proof of residency: utility bills, bank statements, drivers license, leases, mortgage statement, etc – only one document necessary), immunization records, transfer card from the public school district, and birth certificate for those entering kindergarten. Ocean Academy Charter School will offer help to any parent that needs guidance in completing the enrollment process and that information will be included in the acceptance letter. In addition, the school will have bi-lingual (Spanish/English) helpers for parents who need help in gathering documentation and filling out forms.

Ocean Academy Charter School will follow-up by phone, email, or postcard with each parent that receives enrollment instructions to see if they require any help with the forms. Ocean Academy Charter School will follow-up again a week prior to the enrollment form due date to be sure that parents/guardians are reminded that the form is due.

If any parent/guardian fails to complete the enrollment process or if the parent/guardian notifies Ocean Academy Charter School that the student will not be attending Ocean Academy Charter School, then potential students will be drawn from the waiting list.

8. Describe how the school will order students on the waiting list.

If the number of applicants exceeds the capacity at any grade level, the school will conduct a random, transparent, public lottery for the applicable grade(s). The first lottery will be held on March 2, 2017. The lottery will meet all the notice requirements of NJ's Open Public Meetings Act. Detailed information regarding the procedures used to conduct the random drawing will be posted on the school's website and Facebook pages (English & Spanish) and will be available to the general public.

New Jersey students who do not live within the district of residence may apply for admission; however, students residing in Lakewood will receive preference in accordance with NJ Charter School Law. In addition, the school will invite an independent party (Attorney, Accountant, or Public Official) to serve as an official observer of the random lottery selection.

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Once a grade level has all of its seats filled through the lottery, a waiting list lottery will be held. The wait list lottery will be held immediately following the seating lottery. Names will be drawn by lottery and placed on the waiting list (for appropriate grade level) in the order in which they were drawn from the lottery.

Ocean Academy Charter School will maintain a waiting list to identify students. This waiting list begins with the close of the annual initial recruitment period and first random selection process, and ends with the close of the subsequent school year. The waiting list will be established based on enrollment demand (seats available for a grade level). Names on the list are used to fill available seats. The waiting list will be divided by:

- ✚ In-district students;
- ✚ Students from non-resident school districts/Boards of Education.

All students applying to Ocean Academy Charter School are expected to be from Lakewood which is the school's district of residence. The founders do not anticipate any non-resident enrollment. However, if the enrollment for any particular year is not within expectations, nonresident students may apply for entrance. A non-resident waiting list will be kept for all non-resident students. The admission criteria and the applicant selection process will be identical to the resident student process.

A log organized by grade and waiting list number will be created by the School Leader, and will include:

- ✚ Waiting list number;
- ✚ Student's and Parent's/Guardian's name;
- ✚ Contact Information: Address, Phone numbers, Email Address
- ✚ Comments

The waiting list is updated each time a family is called and comments are entered based on outcome. During the recruitment periods, Ocean Academy Charter School will notify parents that their child's name remains on the waiting list for enrollment for only the subsequent year.

Describe the school's proposed policies regarding backfilling, both in the middle of the school year and year-to-year.

Note: The backfilling policy refers to the school's policy on filling vacant seats. For example, does the school ever stop accepting students if there are vacant seats in the middle of the school year? The year-to-year backfilling policy focuses on what the school does when a handful of students in non-transition or grades that the school normally does not hold a lottery for, transfer out of the school at the end of the school year. Does the school fill those seats with students for the following school year or does the school have a policy in which those seats are not filled to maximum capacity?

Ocean Academy Charter School will backfill openings by going to the first name on the waiting list for the grade where there is an opening.

When all available spaces in the school are filled, two waiting lists will be kept:

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1. A district of residence or region waiting list; and
2. A non-resident waiting list.

Each list shall be comprised of applicants selected by lottery and listed in the order in which the name was drawn. As space becomes available students will be contacted and offered admission in the order in which their names appear on the list. Students from the district of residence or siblings of existing students shall be offered admission first. Nonresidents shall be offered admission when there are no resident applicants for the space available.

All school waiting lists shall expire annually and all waiting applicants subject to reapplication.

Curriculum and Instruction

1. Describe the school's planned curriculum for all major content areas (English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). Describe whether or not the school will purchase a curriculum for the various content areas or develop curricula internally. If intending to purchase a curriculum, identify the curriculum that will be used by the school, explain the process utilized to identify the curriculum, and provide reasons why the curriculum was chosen. If intending to develop curriculum, explain the process that will be used by the school to develop curriculum and the individuals responsible for developing the curriculum.

Ocean Academy Charter School will cover the New Jersey Core Curriculum Content Standards for the grade-levels that we offer (K-4) and the school will go into extra depth as regards to the Common Core Content Standards: English Language Arts and Mathematics. The Board of Trustees will purchase parts of the curriculum and develop others. The curriculum that is to be developed will be done during the year of preparation by a curriculum consultant, School Leader and the Board of Trustees. Once staff has been hired, those teachers will work with the curriculum consultant during the two week profession development period to adapt the curriculum to their particular discipline. The curricula will be designed to meet all standards and incorporate UDL guidelines.

The principles of UDL and VAKT (as described in Questions 2 & 3 in 'Educational Philosophy and Overview') will be embedded into the curriculum documents to foster understanding and consistency within classrooms and it will be a necessary part of teacher professional development.

English Language Arts (ELA) – The Common Core State Standards set requirements not only for language arts and reading but also for literacy in history/social studies, science, and technical subjects. The ELA grade-level standards set expectations for students in reading, writing, speaking, listening, and language. These standards are organized in two ways:

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- ✚ Anchor Standards: The College and Career Readiness Anchor Standards set broad expectation for what Students should know upon graduation from high school in each of the ELA domains: reading, writing, speaking and listening, and language. These standards outline the central concepts addressed in each domain without the grade-level specifics.
- ✚ By Domain and Grade Level: ELA standards are presented first by domain and then by grade level within the domain. The ELA domains for Reading are literature, informational text, and foundation skills. The ELA domains for writing are speaking and listening, and language.

Strong literature and language art skills are not only the foundation for academic success, but the underpinning for lifelong learning, communication, and career success as well. Our plan is to use the Houghton Mifflin Language Arts program, which has ample materials to draw from and appeal to different learning styles. It integrates the NJ Core Curriculum Standards and will give the teacher a plethora of ideas and resources to draw from.

In anticipation is that our school will have a majority of ELL children, we are proactively planning to introduce “Wilson Foundations” from the beginning. It is a school-based prevention and early intervention supplemental program in basic reading and spelling instruction based on the National Institute of Child Health and Human Development and the National Reading Panel research. It addresses basic skills including print knowledge, alphabet awareness, phonological and phonemic awareness skills, as well as decoding, encoding, and vocabulary. Students can enter the program at various grade and ability levels.

Foundations was chosen because it has been established by several impact and efficacy studies that students using Foundations achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the schools. In particular, studies (evidence of results) have shown that English Language Learners achieve higher gains in literacy skills by using Foundations than other programs, as do some students with special education needs. <http://www.wilsonlanguage.com/wp-content/uploads/2015/04/Foundations-Overview-and-Studies-of-Program-Effectiveness.pdf>

The program is multisensory and focuses on hands-on learning with active participation by students, including the use of puppets. Materials such as manipulatives, student notebooks, word, sound, and syllable cards, and even owl puppets are all used to help teach the curriculum. A Home Support Pack, available in both English and Spanish, is also a key component.

Ocean Academy Charter School is aware that other New Jersey charter schools, specifically Vineland and Bridgeton, with high Hispanic/Latino student populations use the Foundations program and have found it to be successful.

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Through the use of Foundations, Ocean Academy Charter School will identify and support all students.

Mathematics – The Common Core for Mathematics concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. The Mathematic Standards are also organized in two ways: Anchor Standards and Domain & Grade Level Standards.

Math literacy has new meaning for today’s children. It no longer revolves around memorization and recall, but requires a deeper level of comprehension and application. Our research has shown that the Singapore-based Math in Focus curriculum supports the drive to help children understand numeracy, operations, and higher-level math concepts. Math in Focus is aligned to the Common Core State Standards and creates a natural element of differentiation. The program moves learners from the concrete to the pictorial to abstract in solving problems with the goal of allowing students to become more independent.

To reinforce our commitment to differentiated instruction, Math is also broken down into a workshop style model. Students cycle through three different stations: Direct Instruction, Guided Practice, and Independent Practice. This model allows teachers to work with small groups, modify instruction, and create appropriate scaffolds in order to implement intervention as well as enrichment for diverse learners.

The kindergarten math curriculum mindfully focuses on what the Common Core State Standards with set of objects 2) Describing shapes and space. Calendar Math and the Math Workshop will allow teachers to create the foundation for students understand of counting, addition and subtraction, place value, classifying objects, and working with shapes. 21st Century Skills will be gained as students work cooperatively to make sense of problems, reason abstractly, utilize different tools and strategies, and express reason. In addition, we will use supplemental resources to improve math fluency, accuracy, and comprehension. Games will also be used to reinforce and spiral in math concepts.

Science – The science curriculum is based on the New Jersey Core Curriculum Content Standards and covers: Science Practices, Physical Science, Life Science, and Earth Science. All students will engage in science experiences that promote the ability to ask, find, or determine answers to questions derived from natural curiosity about everyday things and occurrences. The underpinning of the standards lies in the premise that science is experienced as an active process in which inquiry is central to learning and in which students engage in observation, inference, and experimentation on an ongoing basis, rather than as an isolated a process. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others in their community and

around the world. They actively develop their understanding of science by identifying their assumptions, using critical and logical thinking, and considering alternative explanations.

Using curriculum developed by Glencoe/McGraw-Hill, the Content Essentials for Science is a standards-based program that blends science content and targeted instruction of essential reading strategies together. These factors are important components of the curriculum and are aligned with the NJ Core Curriculum Content Standards:

- ✚ Builds essential science concepts using concise academic language, graphic organizers, and strong visuals
- ✚ Pre-teaches important vocabulary
- ✚ Provides language-level differentiation
- ✚ Offers a strong technology component that provides animation, interactive activities, photo libraries, visual dictionaries, and video on important science concepts
- ✚ Can be used with any language arts curricula
- ✚ Especially effective with ELL and at-risk students

Social Studies - Ocean Academy Charter School's social studies curriculum is designed to bring excitement to social studies, while addressing all six strands and their associated strands. The utilization of technology and media, combined with a weekly Social Studies newspaper, will bring social studies to life. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Use of the weekly newspaper and media will bring learning to life for each child, provide them with an engaging learning experience that touch the heart and enable students to become critically-thinking, responsible citizens. Social studies will be integrated into reading and drama whenever appropriate.

Visual & Performing Arts - Students will develop the capacity to perceive and respond imaginatively to various forms and works of art, will identify that art can generate personal feelings and that the feeling can be communicated through works of art. Students will have multiple opportunities to participate in all aspects of the arts: dance, music, theater and visual art. The curriculum we have now is aligned to the NJCCS for music, dance, theater, and visual arts.

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Comprehensive Health and Physical Education - The state's Core Curriculum Content Standards requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The mission of our physical education curriculum is to provide an athletic environment that promotes teamwork, sportsmanship, hard work, and self-discipline. Students participate in activities that encourage and enable them to grow physically, mentally, socially, and emotionally. In kindergarten, students play and enjoy games that enhance and improve balance and coordination, spatial awareness, and gross motor skills. Students will be introduced to both individual fitness activities and team sports that will give them the knowledge and skills that will influence life-long healthy behavior. The curriculum for Physical Education will be further developed by the curriculum consultant and Physical Ed teacher.

2. Describe the processes for the ongoing development, improvement, and refinement of the curriculum including the process and procedures that will be used to evaluate whether the curriculum is effective, aligned to state standards, and successfully implemented.

Teachers and school leaders will be responsible for consistently developing, improving and refining curriculum. For ongoing development, teachers and instructional leaders will meet during weekly PLC meeting, to adjust the curriculum based on needs according to pacing and to ensure student achievement. Notes, comments will be made by each grade and teachers will share their successes and challenges assisting each other in the implementation.

Professional Development and team level meetings will serve as time for learning, reflection, and modification to the school-wide curriculum. Changes will be made based on student attainment of the curriculum, professional recommendations, and state requirements.

Assessment of the curriculum is an on-going process based on student assessments and evaluations. Student data (writing samples, reading levels, quarterly benchmarks, MAP assessments, state testing) will consistently be collected and used to evaluate the curriculum. A review of formative and summative assessments will inform improvements and refinements to the curriculum. The use of the OnCourse Information Systems will provide data to be analyzed and reviewed offering clear information to form the basis of any recommendations to be made.

At the end of the school year there are five (5) in-service days which will present the opportunity for teachers and the School Leader to review the curriculum, student achievement, note areas of improvement needed and develop action plans to institute the improvements. In general, Ocean Academy Charter School staff and the School Leader will examine the impact of the curriculum on the student body so that, if necessary, the curriculum can be revised to review teaching and learning processes. Discussion will be centered on:

- ✚ Strengths and weaknesses of the actual program and its implementation
- ✚ Critical information of strategic changes and policy decisions
- ✚ Inputs needed for improved learning and teaching
- ✚ Indicators for monitoring.

Overall the ultimate goal is to ensure that the curriculum is effective in promoting improved quality of student learning.

As Attachment 3b, provide a sample course scope and sequence for math or ELA for one grade which you will serve in your first year of operation. Identify course outcomes and demonstrate alignment with the New Jersey Common Core State Standards and the Universal Design for Learning (UDL).

Attachment 3b in place

3. Describe the pedagogy or instructional methods that will be used to deliver the curriculum model(s).

Instructional methods will be widely varied and student and classroom dependent. The use of UDL principals and differentiated instructional methods will be integral to the educational program and will support the mission of the school to provide a high quality, student centered environment. Teachers will utilize whole group instruction to introduce new concepts to the class. This will include the use of aural, visual and tactile materials in whole group, small group, individual teaching, as well as varied activities to practice and integrate learning and varied assessment materials for the demonstration of successful learning. As students practice, integrate and master new learning teachers will ensure the pathways to achievement are available to every student.

The foundational skills of math and language will be reinforced in a workshop style model which will serve to further differentiate instruction. Students will cycle through three different stations: Direct Instruction, Guided Practice, and Independent Practice. This model allows teachers to work with small groups, modify instruction, and create appropriate scaffolds in order to implement intervention as well as enrichment for diverse learners.

Cooperative learning groups will facilitate social development along with the sharing of knowledge and learning to work as a group. Peer-to-peer teaching and learning is an effective classroom strategy that encourages all students to share.

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Cross curricular use of learning will also be important. Learning centers will include activities that encourage students to apply their knowledge in other areas developing and encouraging critical thinking skills. They will also serve as an invitation to students to delve deeper into topics and expand their knowledge.

4. Describe how the proposed curriculum and instructional methods will support high standards of achievement for students with a wide range of needs, and be accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, students with disabilities, students who enter below grade level, students identified as at-risk, and advanced students who perform significantly above grade level.

The curriculum and instructional methods will be implemented to address the needs of each student in each classroom. The curriculum (as the sample in Attachment 3b) will detail what is to be taught along with the student objectives for the lesson, a variety of instructional activities that students will do - active learning - to achieve the stated objective. These activities will be varied to support achievement for all students in the classroom. This will include the use of manipulatives or other hands on materials, written responses, pictorial representations of learning, vocabulary words from the lesson posted in the classroom to support English Language Learners and provide cross curricular learning. Students will play games in small groups, discuss as a class or in groups, read stories or have stories read to them addressing the topics of the lesson. Learning centers will also provide opportunities for individual and small groups to practice, relearn opportunities, and provide extensions for students who perform above grade level.

Lesson plans will detail all the activities to be used for each lesson. Teachers will ensure that students with IEP's have the interventions they need, students with 504 Plans with the needed modifications, English Language Learners with activities that support their learning needs. The needs of every student will be met through the planning and delivery of lessons targeted to each learner. During Language Art and Math workshops, students are divided into three groups: Direct Instruction, Guided Practice, and Independent Practice. This model allows teachers to divide children into small groups where their instruction can be modified, and gives the teacher time to create appropriate scaffolds in order to implement intervention as well as enrichment for diverse learners.

Academic Performance, Assessment and Program Evaluation

1. Describe how the school will collect baseline data for all entering students. Identify the primary assessments the school will use to assess student learning needs and progress throughout the year and why these were selected for the target population. Explain how these assessments align with the curriculum, performance goals and state standards.

Ocean Academy Charter School will administer the nationally recognized norm referenced MAP Test program for Language Arts Literacy and Mathematics at the beginning of each school year in all appropriate grades including grades not tested in the State Assessments. The results will be entered into the data dashboard for each student to help present a full picture of each student's academic status.

The results of these tests will be examined and analyzed to present a detailed profile of the skills and knowledge of the students entering the school and each grade. This data will be analyzed by grade/class/student to review the curriculum in place and to identify areas of individual/class weaknesses in the areas tested, particularly reading readiness and reading, math readiness and mathematics. This data will be correlated to the Common Core State Standards and will be used to identify areas of challenge presented by grade, class and individual student. This information will be invaluable to help inform instructional decisions to be made by the teachers as they prepare lesson plans and activities. They will be able to construct lessons to address needed content to ensure student comprehension and integration of new knowledge. Areas that are in need of additional instructional time will be highlighted. Content that is well comprehended will also be noted so that teachers will be able to maximize their effectiveness moving learning forward and keeping students interested and engaged.

The Map Assessments are aligned to the Common Core State Standards. The assessments and resulting data reporting are structured to help inform instruction guiding teachers to highlight specifics for each student. It will also contribute to the evaluation of the curriculum at the end of the year and identify professional development needs for teachers. The tests results will identify individual student needs supporting the mission of ensuring each student's academic needs are met.

The assessments administered at the start of each school year will establish baseline results that will assist in the refinement of the curriculum and lesson plans to ensure that all students will have the foundation of knowledge and skills they will need to be successful in the classroom and on future standardized tests, including the Statewide Assessments, and for their long term educational and social growth. These results will also be included in their Personal Learning Plans and data dashboards for each student to help provide guidance on academic targets for the year. The same assessment administered in the beginning of the year will be re-administered in late spring of the school year. Again, results will be examined by grade/class/student and compared to the scores achieved on the initial examination at the start of the school year. Teachers and the School Leader will review the results to analyze and assess the growth of the students and the effectiveness of the curriculum and teaching efforts.

End of year classroom assessment results, the results from the Statewide Assessment Program administered each spring, and the results of the Map Assessments will be compiled and analyzed as part of the Self Assessment of the charter school. The data will be organized to provide a complete review of the charter school in relation to its mission and will be analyzed with a view toward recommendations for improvements/adjustments in the curriculum for the next school year.

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During the school year, Ocean Academy Charter School will use a simple but successful program called “Reteach and Enrich” which was put into place by Mesquite Elementary School in Tucson, Arizona. The program was devised after Mesquite Elementary has been labeled a “Performing” school by the State of Arizona in 2002. The program had a dramatic impact in turnaround in student performance leading to the school attaining the title as an “excelling”, highest ranking, school in 2003. The school has maintained an “excelling” status ever since.

Reteach and Enrich (R&E) is highly replicable; every school in the Vail School District has implemented the program, and it continues to lead to improved student performance. However, there are some essential elements that are keys to making it work.

The goal of the program is to give students the opportunity to master essential skills and knowledge before they move on to the next level.

Each week has defined curricular objectives.

1. Teachers assess students on those objectives at the end of the week.
2. Based on assessment results, teachers assign students to either reteach or enrich sessions for the following week.
3. Beginning the following Monday, students attend either a 30-minute reteach or enrich session every day.
 - Reteach: Teachers reteach objectives using different lessons for students who need additional time for mastery. The teacher whose students performed best on the previous week's assessment teaches that week's reteach students. Students stay with that teacher for the daily half-hour sessions the whole week to minimize transition.
 - Enrich: Teachers expand on objectives for students who have mastered the basics. Students in the enrichment class rotate to a different teacher each day so they can experience varying teaching styles as well as learn with different peers.

Teachers will create their own weekly assessments; this may be done as a part of the weekly professional learning center meetings where teachers will meet and share expertise and work collaboratively to improve teaching skills, student learning skills, and the academic performance of students. The weekly assessment will be short; just five questions on one objective but they provide consistent insight into students' progress so that the teachers can address any needs promptly. This assessment data will be tracked by classroom and by grade. Meetings will be held regularly to review the data and to identify students who are struggling, and to help teachers plan instruction accordingly.

2. Explain how academic progress will be measured and evaluated in terms of:
 - a. the school as a whole
 - b. student cohorts
 - c. individual students

The Performance Frameworks published by the Office of Charter School will provide the basis for measuring and evaluating academic performance. Individual student achievement on the state assessments will be measured in Mathematics and Language Arts

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Literacy based on the framework definitions for Meets Standard, Exceeds Standard, Does Not Meet Standard, and Falls Far Below Standard for both Proficiency and Advanced Proficiency. The results of the state assessments for LAL and Mathematics by grade level will be compared to results of the district of residence and Peer Schools once these are established.

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction and report the data to the school community. Identify the position(s) that will be responsible and involved in the collection and analysis of assessment data.

Ocean Academy Charter School will utilize OnCourse Information System data programs including Student Stats which will allow teachers and administrators to analyze student performance based on data collected. The program will also include the grade book for each class for quick consolidation of information.

Student Stats is a consolidated data collection program for all assessment data including State Assessment Program (PARCC) state test scores, other norm referenced tests (MAP Tests) and teacher-administered test scores. OnCourse also supports the upload of supplemental data and demographics, so that analysis can include indicators LEP, IEP, sports, extracurricular activities, and other items to be determined by the School Leader. OnCourse will empower teachers and administrators to create reports with real time data for each student, each classroom, each grade and the school as whole and other criteria.

Teachers and administrators will be able to analyze data quickly and efficiently. Parent -teacher conferences will be more productive with specific information presented and a Student Learning Plans can be quickly updated and adjusted based on his/her performance. Reviewing the data on a regular basis will help teachers identify struggling students and adjust lesson plans accordingly.

End of year reporting will be streamlined and consistent year to year. The data can be organized in a many combinations to present a thorough academic review of the school and inform the decision making process.

Teachers and administrators will be responsible for the collection and analysis of the data. Teachers will enter all assessment data as collected. The School Leader and teachers will be able to access the data, create reports, and analyze the information on an as needed basis. This should happen frequently as teachers will be utilizing the system to develop lesson plans and make decisions addressing the needs of each student in the class.

4. Explain the policies and standards for promoting and retaining students from one grade to the next. Discuss how and when promotion and graduation requirements will be communicated to parents and students, and include timelines for parental notification of student retentions.

Ocean Academy Charter School Board of Trustees recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Standards for pupil promotion shall be related to the NJ Core Curriculum Content Standards and the Common Core Standards.

Through policy established by the Board of Trustees, the Board shall adopt detailed regulations to govern progress of students through levels K-8. The regulations shall include:

- ✚ Standards of proficiency related to goals and objectives and Standards of attendance, and provision for review of mastery. Therefore, a pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.
- ✚ Timely efforts to help all students achieve acceptable levels of proficiency. Timely notification of parents/guardians when there is a possibility of failure Procedures for parents/guardians to appeal promotion/retention decisions;
- ✚ Procedures for involving parents/guardians in the design of the remedial program and as prescribed in N.J.A.C. 6:28.
- ✚ Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities with an established appeal process.

A written copy of the promotion standards will be a part of the Parent/Student yearly Handbook.

PROMOTION AND RETENTION GUIDELINES

1. The instructional program shall provide for the continuous progress of pupils with an anticipated growth in basic skills achievement of one year at each grade level.
2. Pupils who are achieving one (1) year or more below grade level in basic skills shall receive remedial instruction in the respective deficient skill areas. (Pupils classified as compensatory education students in reading shall receive basic skills instruction by a basic skills teacher.)
3. Quarterly parent/teacher conferences shall be conducted for parents of pupils who are achieving (1) year or more below grade level in any basic skills area. Where appropriate, consideration of retention should be evaluated and discussed with the parents in these meetings.
4. Pupils in kindergarten will be recommended for retention when, in the judgment of the School Leader and Teacher, such retention would provide the greatest benefit for the pupil.
5. Pupils who are achieving one (1) grade level below in reading by the end of the third grade are to be retained for one year unless the School Leader is able to show cause as to why they should not be retained.
6. Those pupils who are achieving one and one-half (1-1/2) grade levels below in reading by the end of the sixth grade are to be retained unless the School Leader is able to show cause as to why they should not be retained.

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7. Those pupils who are achieving two (2) grade levels below in reading by the end of the eighth grade are to be retained unless the School Leader is able to show cause as to why they should not be retained.
8. In addition to the provisions stated in 7 above, students in grades seven and eight who fail two or more major subjects (English, developmental reading, mathematics, social studies, science, or foreign language) for the year are to be retained unless the School Leader is able to show cause as to why they should not be retained.
9. Parents may appeal the retention of an individual pupil. Such appeals shall be made to:
 - (a) School Leader
 - (b) Board of Trustees

Ocean Academy Charter School will hold for all parents, quarterly parent/teacher conferences. If there is any indication that a student is in need of additional help or is falling behind, it will be addressed at these conferences. Open communications between teachers and parents will be an ongoing and not limited to quarterly meetings.

5. Provide, in Attachment 4b, the school's graduation or exit requirements for students. These should clearly set forth what students in the last grade served in the school will know and be able to do.

The last grade offered by Ocean Academy Charter School is 4th grade. Students leaving for the 5th grade should be qualified by the NJ State Standards, which is the cornerstone of the academic program. The assessments of the 5th grade teacher and MAP will be used to determine graduation.

Attachment 4b in place

6. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements. (High school only)

Not Applicable - Ocean Academy Charter School is an Elementary School.

7. Identify and describe any additional mission-specific goals that the school will use to determine academic, financial or organizational success.

Note: These goals are in addition to the indicators detailed in the Performance Framework for academic performance, financial performance, and organizational performance of the school which will be evaluated every year as part of the Annual Report.

To that end, the achievement results for at least 80% the school's students will meet or exceed the Academic Indicators and Measures detailed in the Performance Framework published by the Office of Charter Schools.

The Academic Performance Framework

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Academic success:

1. Ocean Academy Charter School aims to achieve “Exceeds Standard” for Absolute, Comparative, and Growth performances in Language Arts Literacy and Mathematics.
2. The Achievement Gap for minority students attending the school will be less than 10% points below the state average as measured on the state assessments

Organizational success

1. Student attendance will exceed 95%
2. Student return rates year over year will exceed 95%
3. Teacher retention will be over 80% each year
4. The school will maintain full enrollment each year with a waiting list of potential students
5. Parents, when surveyed each year, will express 80% approval rate of the:
 - a. teachers
 - b. curriculum
 - c. student engagement

Financial success is established by law and code and specific details are identified in the Performance Framework. The results of the annual audit will also be another indicator of financial worthiness. It is the expectation that any negative findings will be incidental and will

Special Populations

All charter schools in New Jersey are public schools that enroll students through a lottery process. Therefore, all charter schools must be prepared to enroll students with diverse learning needs including English language learners and students with disabilities.

1. Describe how the charter school will address the needs of students who may be:
 - a. Eligible for special education and related services
 - b. English language learners

Ocean Academy Charter School is committed to serving a student body with multiple risk factors. The school will provide learning experiences designed to engage and challenge all types of learners. Our curriculum, instruction, scheduling, and staffing is designed to ensure that all students receive a high-quality education. This especially includes students who are classified at risk: English Language Learners, Students with Disabilities, and Disadvantaged (Title 1) Students.

The effectiveness of Ocean Academy Charter School in fulfilling its mission depends largely on the capacity of the school’s system to respond to the diverse needs of the students. To that end, the law requires that the Board of Trustees choose an appropriate multidisciplinary team approach for planning and evaluating intervention and referral services.

(N.J.A.C. 6A:16-8)

Public schools and school districts are required to establish and implement a coordinated system (Intervention and Referral Services) in which general education students are served, for the planning and delivery of intervention and referral services that are designed to

1. assist students who are experiencing learning, behavior, or health difficulties and
2. assist staff who have difficulties in addressing students learning, behavior or health needs.

The Intervention and Referral (I&R) process is comprised of a multidisciplinary team whose goal is to support staff in meeting the needs of students who are experiencing learning, behavioral and/or health issues that directly impact on student achievement. Ocean Academy Charter School will be referring to the NJ DOE's Resource Manual for Invention and Referral Services.

<http://www.state.nj.us/education/students/irs/process.pdf>

The I&R core team may consist of the School Leader, the School Counselor, certified school nurse, general and/or special education teacher, and a Child Study Team member. Parents are not included in the core team but are an integral part of the process and need to be included in the development and implementation of all action plans.

The I&R team is the first line of action taken when it is thought that a child is in need of help. Ocean Academy Charter School is committed to providing a full educational opportunity, and a Free and appropriate Public Education (FAPE) to all students with disabilities who qualify for special education services, according to N.J.A.C. 6A:14-1.1.

The school will comply with all federal Child Find requirements and all provisions under the Individuals with Disabilities Act that require the school to have a process in place for identifying, locating, and evaluating students with disabilities.

Students who are identified as having a disability, but are not eligible for special education services under the Individuals with Disabilities Act, may qualify for services under Section 504 of the Rehabilitation Act of 1973. A Section 504 plan will be developed with input of the student's teacher and his/her parents/guardians and may include supports such as any needed modification to lesson plans, test formats, learning and testing arrangements and environments, and length of test administration periods.

Ocean Academy Charter School will be contracting with one of New Jersey's County Educational Services Commission to help with special education services. The Commissions provide single discipline and/or full Child Study Team services. The Commissions maintain a roster of certified, licensed, and experienced staff to meet the professional responsibilities of School Social Worker, Learning Disabilities Teacher/Consultant and School Psychologist. They can also provide additional team members that include Speech Language Specialists, Occupational Therapists, Physical Therapists, Psychiatrists, and Behavior Specialists.

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Ocean Academy Charter School is also committed to appropriately identifying and addressing the needs of students who are English Language Learners. Incoming students who may be designated as English Language Learners will be assessed to determine their current level of proficiency in English. Student will be tested in (grade/age appropriate) Speaking, Listening, Reading, and Writing. This assessment will serve as a guide to determine suitable levels of support.

2. Explain more specifically how the program will identify and meet the learning needs of the student groups identified above. Specify the programs, strategies, and supports that will be provided, including the following:
 - a. Methods for identifying students who may be eligible for special education and related services or English language learner

During the early elementary grade levels, students may demonstrate that they may be a candidate for special education services. There are times when parents pick up that their child is having difficulties and will discuss it with the teacher. This discussion might lead to a formal evaluation that may confirm the child is indeed in need of special education services. And there are times when the classroom teacher may recognize that a child is having learning or behavioral difficulties and will discuss the situation with the school counselor and School Leader to develop a plan to intervene.

Ongoing assessment of student achievement will enable identification that is timely and appropriate. Students will also have the support of a Title 1 or Basic Skills program to receive added instruction time through in-class support.

The student may be referred to the I&R team who will then send the student's parent a written notification for consent to implement an intervention plan addressing the present issues of concern.

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum and ensure academic success

Specific instructional programs will include but not be limited to: Foundations, Basic Skills remediation, Study Island, Speech/Language services.

Ocean Academy Charter School recognizes that the goals of the general curriculum are not essentially different from the goals of special education. The school will follow the guidelines set forth by Nolet & McLaughlin (2000) to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success.

Nolet and McLaughlin (2000) view curriculum access as falling along a continuum. The federal law, Individuals with Disabilities Education Act, starts with the presumption that all students will fully access and succeed in the general curriculum. It is the responsibility of the Individual Education Plan (IEP) team to determine the extent of services (such as specially-designed instruction), supports (such as accommodations and modifications), and ancillary aids (such as assistive technologies) necessary to effect that access for each student.

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Ocean Academy Charter School will adhere to each child's IEP and/or 504 Plan and will address the needs of the school's English Language Learners. The listing below cite some but not all strategies that will be taken to ensure a continuum of services, ensure students' access to the general education curriculum and ensure academic success.

- ✦ Modifications will be made within the context of broadly stated curriculum goals to meet the needs of student with disabilities or English Language Learners
- ✦ Appropriate accommodations will be made in keeping with the student's IEP or 504 in both the general curriculum and in assessments
- ✦ An accommodated student should take the same assessment as his/her peers unless noted otherwise in the student's IEP
- ✦ Assessment systems for student's with IEPs should still align as much as possible with content standards (alternative assessments in accordance with NJ regulations)
- ✦ Ocean Academy Charter School is offering a curriculum that accommodates all learners from the start (differentiated instruction and universal design)
- ✦ No student can be entirely excluded from participation in state and district-wide assessments
- ✦ Modifications to the curriculum for a student with disabilities are only made by the IEP team & that decision will detail the specification of individualized goals, objectives, & benchmarks that can be reasonably accomplished by a student in a year's time – such modifications will necessitate specially-designed instruction
- ✦ During its first year of operation, Ocean Academy Charter School will have at least one teacher with certification in special education
- ✦ The school recognizes that specialized instruction (modified curriculum) requires concentrated collaboration and a clear understanding among the school's team members: School Leader, general educators, special educators, and related services personnel.

Ocean Academy Charter School' goal for English Language Learners is for them to become proficient in English as soon as possible. Our School will use (but not limited to) the following strategies as designed by Audrey L. Heining-Boyton, (Professor of Foreign/Second Language Education at the University of North Carolina at Chapel Hill, School of Education) to help these students achieve English language proficiency as soon as possible:

- ✦ Speak clearly and in standard English
- ✦ Speaking louder does not aid in comprehension
- ✦ Teachers take a position where the student can easily see his/her face when speaking
- ✦ Assign a "buddy" to the ELL student

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- ✦ Learn and properly pronounce the student’s name
 - ✦ Be as visual as possible
 - ✦ A smile is international
 - ✦ Create certain predictable routines in the classroom
 - ✦ Learn as much as possible about the countries represented by students in the class
 - ✦ Keep a student’s linguistic ability in mind when selecting reading assignments
 - ✦ ELL Students can understand more than they are able to produce orally
- c. Plans for monitoring and evaluating the progress and success of students with diverse needs to ensure the attainment of each student’s goals, which may be set forth in an Individualized Education Program (IEP), where applicable

All students with IEPs and 504 Plans will be closely monitored by the classroom teacher and his/her assistant teacher.

The classroom teacher will monitor the progress of students weekly, keeping a record of all time spent and interactions with the student in relations to specifications in the student’s IEP or 504 Plan. The classroom teacher will consult with the Special Education teacher and school counselor in regards to the student’s progress on a monthly basis (or more frequently if needed). If needed, the family of the student will be consulted in regards to further assessment of the IEP or 504 Plan.

As with all students at Ocean Academy Charter School, quarterly progress reports (report cards) will be sent home to parents.

Ocean Academy Charter School intends to contract with a County Educational Services Commission to provide special educational services to the school. If needed, a student’s progress will be reported to the Commissioner for further review with the permission and cooperation of the parent/guardian.

- d. Plans to have qualified and adequate staffing for the anticipated special populations.

For Year 1 of operations, Ocean Academy Charter School will have one teacher with dual certification in elementary education and special education. The Board would like to hire at least one teacher with dual certification in elementary education and Spanish. In addition, The Board would also like our school counselor to be able to understand and communicate in Spanish. The Board of Trustees along with the School Leader will negotiate with a County Educational Services Commission to provide special educational services to the school.

Once the school’s population grows and is better understood, proper adjustments to staffing will be made to meet the needs of the student body.

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School Culture and Family/Community Engagement

1. Describe the culture or ethos of the school. Describe how school culture and climate will be fostered by school leadership, teachers, students, and parents and how stakeholder satisfaction will be measured and publicized.

Ocean Academy Charter School's mission and vision presents a high functioning school which is student centered and anticipates high expectations from the students. The mission presents a foundation of a strong functioning culture and is the essence of the school's core values and beliefs. Everyone associated with the day-to-day school operations must share this sense of purpose and values.

School culture is not tangible but anyone who has visited good schools with a strong proactive culture immediately knows it's there. It's embedded in every aspect of the school – both physically and in attitude.

It takes many elements of a school, working together, to make for a good overall school culture. It is also something that must be worked on every day by all the school's stakeholders (leadership, teachers, students, & parents). Collaboration between all the school's stakeholders is important and communication is a must to make for a good school environment. Proactive messages dealing with various aspects of the school culture (such as respecting each other, working together, listening well, etc) will be publicized throughout the school community by reminder messages from the School Leader, student art work in the hallways, daily reminders by teachers on blackboards, and other avenues of written and oral communications.

A strong functioning culture, centered at the school and radiating out to parents and students, will reflect in the student's academic and social development. Ocean Academy Charter School pledges to have a very strong and proactive outreach program with the parents in our school. The school's belief of high expectations and a love for life-long learning will be passed on to the parents so that the school culture will be holistic for our students. This positive energy will translate into students' believing in themselves and wanting to do the best that they can in achieving good grades.

An important method in measuring school culture is assessing schools with standards and metrics that include the full range of social and academic factors that make for a good school. These factors include but are not limited to;

- A safe & caring environment where all students feel welcomed and valued
- Where students have a sense of ownership of their school
- Proficiency on standardized testing
- Where all students in every classroom are supported and challenged to do their best
- A rich, rigorous, and engaging curriculum
- A powerful pedagogy for teaching
- Rules & Policies that hold all school member accountable to high standards of learning and behavior
- A professional culture of excellence & ethics
- An atmosphere of respect and caring

Assessing or measuring school culture is an ongoing process that includes everyone in the school community. Surveys regarding school culture will be taken by the School Leader on a periodic basis.

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2. Provide a clear plan for how the school will establish a school culture and norms consistent with the school's mission, educational philosophy, and educational program from the first day of the school's operation.

Ocean Academy Charter School will use Professional Learning Communities for teachers, the board of trustees, and other staff to actively engage in the school culture. This will play a very big part in our in-service days before the start of school. Employees will learn that working together toward a shared mission is just as important as the mission itself.

Building the school culture is ongoing and never ending. There will be various types of team building and professional development in supporting the school's mission and vision statements. Leadership will always be looking for new and creative ways to enhance the school culture that is consistent with our mission, vision, educational philosophy and program.

Intense and continuous communications will be used to engage our parents in the school's culture. Ocean Academy Charter School will welcome parents and view them as partners in the school's mission. School personnel will work very hard in getting parents engaged in the school by making them feel welcomed, respected, and a part of the school community.

3. Describe the philosophy of student discipline that supports the school mission and model and how the school will address student discipline issues. Discuss how parents will be informed of the school discipline policy.

The philosophy of the Founding Board is that a successful instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, displayed in the behavior of students. An orderly and well disciplined environment will help Ocean Academy Charter School students to achieve the school's goals and objectives of a high quality and student-centered education in a safe, nurturing, and challenging academic environment.

The code of student conduct will foster the health, safety, social, and emotional well being of our elementary students. It will establish and support the maintenance of civil, safe, secure, supportive, and disciplined school environments which are all conducive to learning and will promote achievement of high academic standards.

Ocean Academy Charter School will adopt a code of student conduct that is consistent with the New Jersey educational laws and regulations and consistent with our school's mission, goals, and objectives.

The code of conduct will address many purposes, including, but not limited to:

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- Preventing problem behaviors,
- Setting up parameters for the intervention and remediation of student problem behaviors and
- Establishing parameters for school responses to violations of the code of conduct.

The code of conduct will include a description of comprehensive behavioral supports that promote positive student development and will take into account the students' abilities to fulfill the behavioral expectations established by the school's Founders in regards to our Mission and Vision statements.

The code of conduct will specify forbidden behaviors and the consequences for violating these school rules. The code will also establish standards, policies and procedures for positive student development.

The parents will be informed of the school's discipline policy through the student handbook and the school website.

4. Provide, as Attachment 5b, the school discipline policy, which should include the following:
 - a. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior
 - b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively in accordance with N.J.S.A. 18A:37 and N.J.A.C. 6A:16
 - c. Information on the provision of alternative education programs pursuant to N.J.A.C. 6A:16-9.1
 - d. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings in accordance with N.J.A.C. 6A:14
 - e. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

School Discipline Policy – Attachment 5b in place

5. Describe how the school will engage parents. Explain the plan for building family-school partnerships that support learning and encourage parental involvement.

Ocean Academy Charter School will be working hard to engage parents in the school community and to build a family – school partnership.

Schools which are successful in engaging parents start by going beyond narrow and/or traditional rules of involvement. Ocean Academy Charter School's proactive agenda starts with a firm belief that student success is a shared interest of both the school and parents. Ocean Academy Charter School will view and treat parents as partners.

Ocean Academy Charter School will start each year with a "Back to School" night for parents/guardians. At that time, an announcement will be made asking for parent/guardian volunteers to serve on the Board of Trustees. A follow-up letter will be sent to all parents/guardians regarding this request with details on how to submit their name for board candidacy.

There will be four parent/teacher conferences scheduled during the school year – one for each marking period. These parent/teacher conferences will be held in late afternoons and evenings to make it easier for working parents to attend. The school will

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also offer flexibility with such conferences and if a parent needs to have a conference during the day, appropriate arrangements will be made to accommodate the parent.

The school will encourage parents to attend governing board meetings and there will be open invitations to parents to serve on various committees. Such committees may be for fundraising, organizing field trips, helping to bring in special assemblies and other areas to help make the school a better place.

The school will use a variety of methods for communications. There will be a monthly school news letter. There will be reminders and alerts sent by way of phone, text, and email.

Most of the students will be Title 1 students; thus, most likely Ocean Academy Charter School will receive the federal funds necessary to set up a “parent resource center”. The center will contain informational materials both in English and Spanish issued by the US Department of Education. All of these materials contain information important to parents and to help engage them in their child’s education and school.

In between the parent/teacher conferences, teachers will be making calls to parents just to let them know how things are going.

Parent and Teacher communications will be encouraged to create a dialogue and share information regarding their child.

Ocean Academy Charter School would like to start a P.T.A. or P.T.O. in our school. We hope to get this started at our first Back to School night. In addition, parents/guardians will be encouraged to volunteer for various services and events at the school.

The Puerto Rican Civic Association of Central NJ is planning on presenting various informational programs to parents during the school year. This will help to create an even stronger bond with parents.

6. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

Currently, the Founders of First Ocean Academy Charter School are and have been identifying potential community partnerships that will be beneficial to the school and the school community.

There are no other charter schools in Ocean County where Lakewood is located. So our Founding Board members have a job in not only recruiting potential partners but also in explaining what a charter school is, how it operates, and how various entities can share valuable services in a partnership relationship with the school. Overall, our Founders have found there to be great interest and support for an alternative public school in Lakewood.

Ken Seda, Founder and President of the Puerto Rican Civic Association, has been actively involved in providing various services to Lakewood public school parents for several years. The Association’s members will offer volunteer services to the school in ways of student recruitment and translating services.

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St. Anthony Claret Parish of Lakewood has been a very active supporter of our charter school. Rev. Bou has allowed our Founders to speak at Mass advising the parishioners about the charter school and has allowed our petitioners to gather signatures after Mass. Ocean Academy Charter School has collected over 900 signatures alone from St. Anthony's. St. Anthony's is the largest and fastest growing church in Lakewood and the overwhelming majority of its parishioners are Hispanic/Latino families whose children attend Lakewood Public Schools. St. Anthony's will also serve as an informational base for Ocean Academy Charter School to network for prospective applicants.

Grand Bank of Hamilton, NJ has reviewed the preliminary financials included in Phase 2 of the Charter School application process with the understanding that these are not the final budgets but are indicative of the planned financial expenditures needed to prepare the school to open in September 2017. Grand Bank is prepared to give an \$180,000 line of credit with an 18 month term to First Ocean Academy Charter School for start-up costs.

All Saints Episcopal Church of is also in support of our charter school. In addition, The Church is centrally located in downtown Lakewood and will be, along with St. Anthony's, one of the informational locations for student recruitment.

Include, as Attachment 6b, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

All Community support documents, including the petition drive, were presented in Phase 1 of the 2016 application cycle. Attachment 6b gives a listing of the documentation presented.

Professional Development

1. Discuss the core components of professional development and how these components will support the mission and effective implementation of the educational program. Define who will be responsible for professional development. Discuss the extent to which professional development will be conducted internally at the school, by the education service provider/replicating entity (if applicable), or externally and the extent to which it will be individualized or uniform for each teacher.

The core components of the professional development program will focus on improving teacher effectiveness in the classroom and providing them with the tools and strategies they need to help all students achieve academic success. Reviewing the curriculum, teaching and learning materials will be a central focus. Included in this are specifics presented regarding lesson development and the incorporation of UDL strategies and differentiated pathways to learning and student assessment. Teachers will understand that these elements are critical to the success of the students and assessing their effectiveness as teachers in a diverse learning environment.

At Ocean Academy Charter School the classrooms will have a curriculum plan, textbooks, learning centers, technology, and a plethora of other stimuli to facilitate student

learning. In spite of those things, the most critical element is still the teacher. Armed with this knowledge, professional development for our teachers becomes the overall most important thing we can do to help students learn. Therefore great emphasis will be placed on professional development that is relevant to student learning and teaching strategies which are relevant to the 21st century student needs.

1. Weekly:

- Collaborative Learning Communities will be formed with both department and grade level personnel. Teachers will meet weekly, to organize lesson plans, problem solve, and make sure each class of each grade is staying on target. School leader will facilitate meeting after school.
- School wide staff meetings will ensure everyone is up to date with the calendar, state information is shared and school personnel are working together as a cohesive unit.

2. Monthly:

- Professional Development will take place monthly as scheduled on the calendar. This time will provide opportunity for CEU's to be earned in such topics as Using Data, Curriculum Enhancement, Differentiating Instruction, etc.

3. Yearly:

- Before school begins, the staff will have two weeks of professional development the first year and one week in subsequent years. This time will be used for:
 - i. Developing professional learning communities, helping our teachers to share knowledge and learn from others. Collaboration with others is vital to the development of a new school.
 - ii. Curriculum
 - iii. Learning how to use data to drive instruction.
- During the school year teachers will be encouraged, and given the opportunity, to take workshops and seminars that will strengthen their teaching abilities

Ben Johnson, author, administrator, and educator once said, “The best professional development will occur with your colleagues about your students and in your school. It isn't about "attending" professional development, it is about working with fellow teachers in seeking answers, doing research, and finding what you need to help your students, now-- that is worthwhile professional development.” Collaboration and communication, combined with instruction where necessary, will be the backbone of our professional development.

2. Provide, in Attachment 7b, a schedule and explanation of professional development that will take place prior to school opening. Provide details of topics to be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Attachment 7b in place.

3. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and how such time will typically be used.

The professional development program includes eighteen (18) days for the first year. Nine full days before the school opens will be devoted to professional development. During the school year there will be an additional two full days and two half days devoted to professional development topics that will be developed based on identified needs of the teachers and students. Additionally there will be two days at the end of the school year that will be used to de-brief the teachers, discuss the success and challenges of the school year, the curriculum and teaching materials and to make recommendations for improvements or changes.

In total the professional development program will entail One Hundred and thirty-two (132) hours of training/information for the teachers to utilize in their classrooms.

In addition, common planning and collaboration time (Collaborative Learning Communities) will happen one day each week for at least one hour. Teachers from each grade will meet to review the weeks' curriculum and lessons and assist each other when presented with class challenges. The School Leader will circulate through the groups offering insights, suggestions and ideas or scheduling additional time with individual or groups of teachers.

