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Annual Report



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Atlantis
Charter School

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Introduction to School

Atlantis Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Fall River
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Not Applicable
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1378	Enrollment as of (07/19/2023)	1279
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	186	Students on Waitlist as of (07/19/2023)	444
Final Number of Instructional Days during the 2022-2023 School Year	185		
School Hours	7:30 am-3:30 pm Monday-Friday	Age of School as of 2022-2023 School Year	28 years
<p>Mission Statement</p> <p>The mission of the Atlantis Charter School is to provide an education second to none, yielding academic excellence and life-long learning skills.</p> <p>Atlantis Charter School, an independent public school, provides an educational choice to the families of Greater Fall River by offering our students a solid academic foundation on which to build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best research-based practices in education to meet the needs of our student population. It is our intent to become a model of educational excellence.</p>			

School performance and program implementation

Faithfulness to the Charter

Mission and Key Design Elements

Atlantis Charter School was founded in 1995 to provide meaningful education reform to the children and families of Greater Fall River. A dedicated coalition of educators, community activists, and business and civic leaders envisioned a school that would be student-focused, would provide “wrap-around” services to families, would build lasting ties to the community, and, ultimately, would produce life-long learners—many of whom would stay in the Greater Fall River area and contribute to social betterment and economic development.

The central themes of Atlantis’s founding charter remain the most powerful guiding elements of its current operation. The school has undergone six successful charter renewals. Within this time, Atlantis continues to operate under a vision and mission that promotes and nurtures equity and efficacy for an “all students first” agenda that is focused on 21st century skills and that meets the needs of diverse learners. Our student-centered culture is nurtured within a framework of meaningful school and educator accountability. We engage students to be successful lifelong learners, and we measure our progress along the way.

Atlantis remains steadfast in its mission: to provide an education second to none, yielding academic excellence and life-long learning skills. As a part of that mission, we provide an educational choice to the families of Greater Fall River that offers students a solid academic foundation on which to build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best researched based practices in education to meet the needs of our student population. It is our intent to become a model of educational excellence.

Likewise, our vision statement reflects a commitment to cultivating a diverse, equitable, and inclusive school community. We are U.N.I.T.E.D in creating a welcoming learning environment for students, staff and families of all races, genders, ethnicities, religions, abilities, sexual orientation, nationalities, and other identifications. Atlantis is dedicated to continuous growth in pursuit of fulfilling this vision.

As now a K-12 district, Atlantis is in a unique position to see a student through their educational career, from Kindergarten through senior graduation—a vision first articulated by our founders. Atlantis has graduated our sixth graduating class and is proud to report that 81% of our graduates were accepted into two and four-year colleges and universities. As part of our high school expansion, Atlantis embarked on the NEASC high school accreditation process during the 2016-2017 school year. Atlantis received official high school NEASC accreditation in June 2018. We continue to be proud to share that Atlantis Charter School remains one of only three charter high schools in the state of Massachusetts to be NEASC accredited.

Through the NEASC process, Atlantis reviewed and refined the school’s core values, which help define the standards we hold ourselves accountable to. These values have been adopted by our entire school, K-12. Atlantis Charter School is UNITED. Through these values and beliefs, students develop both a sense of humanity and civic responsibility.

Unwavering	We will persevere against all adversity
Noble	We have honor and respect for all
Integrity	We adhere to ACS values at all times

Trustworthy	We are responsible and accountable for our actions
Excellence	We always strive to do our best
Daring	We dare ourselves to be great and powerful beyond measure

One of Atlantis Charter School’s unique features is our career academy model. In 2017, Atlantis launched five (5) ground-breaking career academies designed to prepare an educated 21st century workforce and drive economic development. The high school academy program, which was strategically designed in collaboration with industry and higher-education partners, serves as the school’s organizational and operational career development platform. Students can choose to study a desired career path, engage in hands-on instruction, and gain exposure to real-life work environments. Our career academies include:

- Business and Entrepreneurship
- STEM
- Arts, Culture and Design
- Teacher Development and Social Services
- Medical

Our academies continue to grow and expand, and again, we are pleased to report that 4 of our academies (Business, STEM, Arts & Culture, and Medical) have received the Innovation Career Pathways designation from the Department of Elementary and Secondary Education (DESE).

In the 2022-23 school year, we are proud to share that Atlantis was recognized by DESE as one of the most comprehensive IP programs in the state and a model for other schools receiving IP designation. In November of 2022, we were spotlighted by DESE, in particular for 3 components of our Career Academy:

1. Atlantis was awarded \$75,000 in grant support funding
2. Atlantis’ has developed curriculum with advanced coursework that is up to date with current labor markets. This also includes curricula around “soft” and technical skills in specific Pathways.
3. Atlantis has created work-based opportunities for our students that connect school to career. This includes introducing students to industry partners, offering internship opportunities, and creating industries within ACS.

Along with this accolade from the state, our Career Academy Director was nominated by DESE’s Innovative Pathway Lead to be a Peer Ambassador for the state. The responsibilities of this position included our Career Academy Director conducting information sessions around IP programming for other school districts throughout the 2022-23 school year.

Expanding further on Atlantis’ advanced course work, there were a number of highlights in the school year. These include:

- All 12th grade students were Osha 10 certified across all academies
- The Medical Academy added Visiblebody, an online platform that highlights the human body in 3D. Visiblebody played a critical role in advancing content and curriculum in our Medical Academy and Anatomy courses.
- The Business Academy added the Precision Exam certification for Business Concepts
- The Teaching & Social Service Academy expanded its course work in the areas of diversity, equity, and inclusion through the use of the Everfi platform

- The STEM Academy will be implementing, for the first time in 2023-23, a Project Lead The Way (PLTW) Engineering course. Our STEM lead teacher underwent professional development this past school year to prepare for implementation in 2023-24.
- 7 students in the High School Senior Educator Internship Program (HSSEIP), a program designed for aspiring educators, completed over 100 hours of paid internship in a classroom setting.
- 1 student completed the Urban Youth Collaborative Internship Program. This program is designed to support students in the social service industry. This same student was later hired as a full-time employee upon completion of the program.

Another example of continued development in our academies is the growth of our own school-based industry—the ACS Print Shop. The ACS Print shop began in the 2021-22 school year and it provides an opportunity for students to design, engineer and manufacture products for sale. The acquisition of key manufacturing equipment such as 3D printers, laser cutters, and project engineering software have made it possible for our students to make products that include door tags, hallway passes, ACS memorabilia, key chains, and other high-interest student items. There has been cross academy collaboration with our print shop that involves the Business Academy students assisting with the marketing of the print shop and its products along with the Arts, Culture & Design Academy assisting with the graphics involved in marketing. The development of the print shop has not only provided extraordinary hands-on learning for many of our academy students but it has had a positive impact on our school culture. Students are able to take an active part in promoting a sense of school pride while working collaboratively with their peers.

In another example of the implementation of school-based industry, students in the Arts Academy have taken on the full production of the school's yearbook. Students are responsible for all facets of the yearbook including graphic design, photography, editing, and all aspects of compilation in conjunction with our yearbook production company.

Students in grades 10-12 had the opportunity to participate in 15 college campus visits throughout the school year. Atlantis recognizes the importance of exposing all our students to various post-secondary institutions in order to provide them with educated options about their future. Students were able to visit a combination of public and private institutions with varying fields of study.

Additional work-based opportunities that also engaged the school community included the school's first "Open Studio Night- A Celebration of Culture and Creativity". Open Studio Night featured artwork, classwork, and live performances by students in an open studio style format. This evening allowed students to showcase their creative talents and communicate their educational journey. Staff, family members, and the community were able to enjoy this amazing evening of talent.

11th and 12 grade students also participated in the Credit for Life Fair put on at the school. The Credit for Life fair is an interactive program where students play the role of adult and are assigned professions and annual salaries. Then, working within a budget based on monthly "income," students are expected to navigate the many expenses that come with day to day living. Students get hands-on experience making decisions that involve living within a budget.

Finally, all 12th grade seniors participated in a capstone project in their respective academy. Seniors have a degree of autonomy in selecting their capstone project, which is designed to encompass the comprehensive knowledge they have learned in their academy classes with their own individual passions and interests. The capstone project is rooted in research and problem-solving methods and ends with each student presenting to a panel of reviewers.

Atlantis's connection to its community remains strong. Atlantis embraces the responsibility we have as a public-school system to be a driving force of civic engagement and economic development in our

community. Unlike the dynamics between many charter schools and their sending district, Atlantis has built a very positive and reciprocal relationship with the Fall River Public Schools, as indicated historically through joint professional development, dissemination initiatives, joint task force participation, and joint grant applications. The school has also developed strong connections to local businesses that provide both volunteerism and donation support (including Northeast Capital Management, BankFive, Cordeiro Insurance, BayCoast Bank, First Bristol Corporation, SRTA Bus Company, and Tremblay’s Bus Company, among others), and non-profit organizations that provide various partnerships to better serve children and families in Greater Fall River (including the Boys and Girls Club of Fall River, Junior Achievement, Teach For America, United Way of Greater Fall River, Citizens for Citizens Food Bank, and MassHire). In addition, the school continues to grow and strengthen partnerships with local businesses as we look to expand our senior internship program.

In keeping with the school’s commitment to being a full-fledged partner with the community we serve, and in an effort to provide the greatest impact possible, Atlantis “backfills” available seats in every grade level up through 11th grade. Although receiving students who enter Atlantis in the later grades—particularly at the high school level—at times present with more academic and behavioral challenges, we believe we meet our mission and vision by serving the greatest number of students and families possible. The school has chosen not to backfill seats in the 12th grade as a result of an analysis that suggested the short timeframe between enrollment and scheduled graduation would place an unreasonable burden on new 12th graders to complete all requirements.

Atlantis’s Family and Community Resource Center (FCRC)—first introduced in the school’s 1995 charter application—remains a cornerstone of our school. The goal of the FCRC is to engage families as partners in their child’s education through family and community engagement activities throughout the course of the school year, providing wrap-around wellness services, providing translation and interpreting services, and facilitating monthly parent meetings. Atlantis believes it is critical that all families feel welcome within the school community and feel that they are given opportunities to be true partners in their child’s education.

Governance at Atlantis Charter School remains rooted in a healthy delineation between governance and management, a focus on results using real-time data, a commitment to adapt to the needs of the students and school community, and a pledge to support continual improvement. The systems and practices that the Board of Trustees has institutionalized reflect these commitments. The school and board have developed standard reporting mechanisms for finance (monthly balance sheet and income statement review), academics, facilities, and development, among other duties.

Atlantis has maintained its commitment to balance the reasonable and meaningful use of assessment (and the resulting data) with engaging, student-focused instruction that incorporates the arts, community service, experiential and portfolio-based learning, and internships and externships, among other approaches.

Lastly, the school’s commitment to support “equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment” is reflected in the academic achievement of students, the positive feedback from parents, and, among other indicators, the low attrition rate, the high stability rate and the high sustained attendance rate among all Atlantis students, as noted below:

2022: 90.6% for ACS versus 87.6% in Fall River Public Schools
2021: 94.5% versus 87.3%
2020: 94.1% versus 92.5%
2019: 93.6% versus 92.4%

2018: 93.9% versus 92.1%

Date Submitted	Amendment Requested	Pending or Approved?
06/13/23	Accountability Plan 2020-2025	Approved

Access and Equity: Discipline Data

2021-22 Student Discipline					
http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04910000					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1316	136	10.0	2.1	0.5
English Learner	230	21	8.7	2.2	0.0
Economically Disadvantaged	904	105	11.2	2.8	0.7
Students with Disabilities	201	31	14.9	6.5	1.5
High Needs	998	115	11.1	2.5	0.6
Female	707	54	7.4	1.4	0.3
Male	608	82	13.2	3.0	0.7
American Indian or Alaska Native	1				
Asian	26	1			
African American/Black	81	14	17.3	3.7	0.0
Hispanic/Latino	212	17	7.5	1.4	0.5
Multi-race, Non-Hispanic/Latino	61	4			
Native Hawaiian or Pacific Islander	1				
White	934	99	10.3	2.4	0.5

When Atlantis compares itself to our sending district, Atlantis has a higher rate of In-School Suspensions for all students (10% versus 2.7%) but a lower rate of Out-of-School Suspensions for all students (2.1% versus 8.5%). Although Atlantis has higher in-school suspension rates among subgroups, we continue to work diligently to address student behavior through our major Restorative Practice school-wide initiative. Atlantis began our Restorative Practice initiative in 2021-22 and completed year 2 implementation this past school year.

Atlantis is committed to ensuring that all discipline practices are equitable and non-racist across the district. We also recognize the overall importance of our restorative practice initiative on our school culture and how critical it is to instill a sense of community and belonging among our students and

families. A truly effective restorative practice program in schools takes years to build and implement. When done effectively, and with the appropriate professional development, restorative practices serve to:

- Build school community and sense of school pride
- Increase healthy communication skills between all stakeholders
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior in schools
- Intrinsically motivate students to make positive choices
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals and groups appropriately accountable

Atlantis has partnered with Suffolk University's Center for Restorative Justice to provide ongoing professional development to our entire school staff and administrators. Atlantis is currently in the Tier 1 phase of the restorative practice initiative, which is community building. This phase is extremely important as it is the cornerstone for the practice. Without each student feeling a sense of belonging in our community, there is nothing to restore to. A major component of the tier 1 community building process is the use of community circle practice. Community circles are a tool to teach social skills such as listening, respect, and problem solving. Circles provide a forum for each individual to speak, listen, and be heard in a safe atmosphere. Circles can be used to both celebrate students and discuss difficult issues.

Atlantis is committed to the Restorative Practice initiative as a means to ensure diversity, equity, and inclusion in our school community. Atlantis is committed to keeping students in the classroom, reducing suspensions, and creating a culture where students feel a sense of pride and also accountability to their school community. Our restorative practice initiative has a multi-year implementation structure with a district wide strategic implementation plan. This district wide strategic plan encompasses aspects of both school culture and instruction and curriculum.

Dissemination Efforts

Using the table below, provide evidence of how the school has *shared innovative models for replication and best practices to other public schools in the district where the charter school is located* during the 2019-2020 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate. Please do not leave any cells blank.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
SEPAC	Phone and virtual meetings	Jessica Lee, Special Education Director	Charter School Special Education Directors participating in meeting and all Directors via the Jamboard	Created a listserv and jamboard to share resources, policies, and procedures
Special education students and MCAS graduation requirements	E-mail, phone meetings, documents shared	Jessica Lee, Special Education Director	Diman Vocational High School	Shared best practices regarding students who do not meet graduation requirements due to MCAS
Restorative Practice Initiative	virtual meetings, e-mail, documents shared	Gabriela Birmingham, K-12 DL	Schools in Teach for America's Southcoast region	ACS shared Tier 1 community building practices and implementation of Advisory that has supported Restorative Practice initiative. Schools were able to take information and incorporate in their own community.
In-School Social Emotional Supports	City Wide Task Force virtual meetings, e-mail, documents shared	Gabriela Birmingham, K-12 DL	Fall River Public Schools, Diman, Argosy	Best Practices shared around SEL curriculum, start-up of emotional regulation spaces, Mentoring program, use of circles, and SAC support
Innovative Pathway programming	Virtual meetings	Robert Perry, Career Academy Director	Schools participating in DESE's Innovation Pathway professional development sessions	Best practices shared around grant proposals and funding, advanced coursework, and work-based learning opportunities

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Athletic fields	Sharing of ACS football/soccer fields	Chad Gormly, Athletics Director	Bishop Connolly, Westport High School, Diman	ACS partnered with area schools on the use of athletic fields, supporting student athletes throughout our region
General education policy and practice, including early college and SEL	Virtual and in-person meetings through Chamber of Commerce Education Committee	Robert Beatty, Executive Director	Southcoast schools, businesses, nonprofits, and colleges/universities represented on the Chamber of Commerce Education Committee	Exchange of school practices and procedures, particularly in the areas of SEL and early college. Development of business community relationships that support student school-to-career programming.
Community engagement and transparency regarding SOA, ESSER, and related funding	Virtual and in-person meetings of the OneSouthcoast Chamber of Commerce and its education committee	Robert Beatty, Executive Director	Representatives from local businesses, government, K-12 education, and higher education.	Continued open dialogue regarding SOA and ESSER funding to serve as a model for transparency among community stakeholders.
School Policies	Virtual meetings with ACS ED serving as Chairperson of the Gateway City Charter Alliance	Robert Beatty, Executive Director	Charter Schools that are a part of the Gateway City Charter Alliance	Exchange of practices encompassing the whole of school management—from instruction and operations to governance and public relations.
Instructional practices and community resources	Virtual Meetings	Robert Beatty, Executive Director	Charter schools in the Mass Charter Public School Association	Collaboration of best instructional practices during and after the pandemic along with coordination/sharing of community resources
School leadership methods and guidance	Virtual and in-person meetings	Robert Beatty, Executive Director	Massachusetts charter school leaders	ACS ED serves as an informal mentor to new EDs leading MA charters. Topics encompass the whole of school management.

Academic Program Success**Student Performance**

Please see the school's Department School Report Card located at <https://reportcards.doe.mass.edu/2022/DistrictReportcard/04910000>

Atlantis believes that the core indicators of the State's Accountability System are representative of student performance at the school. The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2021-2022 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

2019 Official Accountability Report – Atlantis Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Moderate progress toward targets
Progress toward improvement targets	30%
Accountability percentile	32

In addition to the MCAS, Atlantis uses STAR Assessments as its benchmark assessment system. Star Reading and Star Math assessments assist in the screening and progress monitoring of student mastery of learning standards, and the assessments are highly rated for screening and progress monitoring by the National Center on Intensive Intervention.

Among the general trends that the school has noticed, STAR Reading data tells us that while over 50% of our first and second grade students are scoring in the proficient or above proficient categories, after 2nd grade, there is a progressive decline in the percentage of students scoring in the proficient or above proficient categories. Based off of this data, and state-wide performance data, the district is implementing a rigorous new literacy curriculum, Wit & Wisdom, to address the grade level literacy gaps.

STAR Math data shows that more than 50% of students in grades 2,3, and 5 are scoring in the proficient or above proficiency category. There is a decline in 4th grade Math scores and fewer than 50% of students in grades 6-12 are scoring at or above the proficient category. In addition to the Eureka Math curriculum, the district is implementing Fishtank math curriculum to address the math gaps, along with implementing additional math intervention classes for all 7th and 8th grade students.

The school disaggregates STAR testing results by grade level, but due to small sample sizes of other subgroups within grade levels, the school is typically unable to disaggregate results further in a statistically meaningful way.

Program Delivery

Curriculum: Atlantis, like many schools, continues to face the residual effects of the pandemic, including gaps in student performance along with significant student social-emotional and behavioral issues. Atlantis is extremely proud of the high-quality academic programming currently provided to our students, K-12, while also still navigating the significant impact the pandemic continues to have on our school community.

Throughout the 2022-23 school year, Atlantis continued to implement a quarterly scope and sequence adapted from the Understanding by Design Framework. The scope and sequence incorporates unit plans, including essential questions, end of unit performance task and performance criteria, grade/content standards with aligned assessment items broken down into knowledge and skills, sequence of topics and objectives and objectives. Teachers update their Scope and Sequence on a quarterly basis and instructional school leaders provide feedback for continuous improvement. Teachers are further required to complete weekly action plans. Weekly lesson plans contain daily learning objectives aligned to standards and the teacher's instructional plan to move through the lesson cycle, which includes direct instruction, guided practice, independent practice, how support staff are being utilized to help students, and formative assessment.

All teachers received professional development in completing and revising aligned and meaningful Scope & Sequence and weekly action documents at the start of the school year. Teachers have access to continual support and feedback from grade and content team leads, Lower Site Math and Literacy coordinators, Upper Site Dean of Teaching & Learning, and Principals throughout the course of the school year. In the 2022-23 school year, there were professional development sessions focused on aligning instructional practices and the importance of sustaining student engagement in the classroom. A specific focus area of professional development sessions was developing more effective formative assessments that allow teachers to efficiently and accurately assess student mastery during and after each lesson and to appropriately target gaps in understanding. In addition, each week grade level and content teams worked closely to collaborate on examining samples of student work in order for teachers to align on what they were looking for in terms of students meeting expectations or being below or above.

Access to Academic Program: Atlantis currently has a 1 to 1 Chromebook to student ratio and will continue to implement a one to one device policy in the future. Atlantis continues to ensure all students have access to the curriculum by providing families who experience financial hardship with internet access through hot spots and special internet provider programs at no cost to the families. These measures allowed the students to have equitable access to technology, and in turn, the curriculum.

The full-time technology integration specialist continues to provide critical support to our students and families by:

- Helping to identify and provide professional development for teachers in various software and online instructional programs
- Assisting teachers with the actual integration of technology in the classrooms
- Having weekly help/training sessions with students and families to address technology related concerns
- Having daily Chromebook sign in and sign out times for students who either forgot, misplaced, or had damage to their school issue device
- Collaborating with the school leadership team to ensure systems for technology are in place to support learning and growth.

Atlantis utilizes the state sponsored Multi-Tiered System of Supports (MTSS) model. Under the MTSS framework, our teachers, support staff, and administration work to address the academic and behavioral needs of our students as proactively as possible. Because early assessment and intervention is a cornerstone of the MTSS model, the goal of our instructional staff is to identify and provide targeted support as quickly as possible. Teachers and support staff receive targeted professional development at the start of the school year, and ongoing throughout the year, in identifying and reinforcing interventions and strategies in the classroom that are considered best practices as opposed to an accommodation or modification that requires a student to be on a plan. The Student Support Team (SST) for each grade

level meets weekly across the district to discuss students of concern and develop interventions to best assist each student. SST meetings use a data driven approach that includes academic, behavioral, and attendance data to identify areas of concern and specific interventions. Time is always given to implement interventions and concrete follow-up is planned in order to effectively monitor progress. Students who are not making effective progress are referred to testing as needed.

This year saw the completion of our new modular classroom structure called the Annex. Students in grades 3-6 moved into our new 20 classroom structure directly across from our Lower School. This much needed additional classroom space allowed for students across the district to have increased quality instruction. The additional space allowed for increased small group instruction and additional space for our students receiving services in special education and ELL.

Atlantis has dedicated special education and ELL departments, respectively, that are fully staffed to provide services to students who require additional educational supports.

Atlantis has a school wide attendance team consisting of the K-12 Attendance Officer, respective Principal, Dean of Student, School Adjustment Counselor, teacher, and nurse as needed. The K-12 Attendance Officer pro-actively monitors attendance for all students across the district to identify and address any attendance concerns early. The K-12 Attendance Officer holds family meetings as soon as attendance concerns arise so the school can put in the supports needed to get our students to school each day and on time. SST meetings also help to proactively identify attendance issues. For those students that continuously struggle with attendance or chronic absenteeism, the K-12 Attendance Officer coordinates the supports and interventions to put in place for each student and or family. This may include sessions with the school adjustment counselor, outside therapy, student group sessions, support with transportation needs, supportive home visits, and wellness checks by the Attendance Officer and/or School Resource Officer (SRO).

Atlantis provides transportation options to all students, K-12, at no cost to families. For our K-6 students, transportation is provided through a bussing company that provides pick-up and drop-off from 3 different convenient local park locations directly to campus. For students in grades 7-12, SRTA provides arrival and dismissal transportation directly to and from campus. Students are given a monthly bus pass, at no cost, that is able to be used throughout the city at any time.

Instruction and Program Assessment: In order to support best practices and instruction, Atlantis imbeds daily grade level common planning time in grades K-8, and content team time at the high school, that meets weekly. This year a significant focus continued to be placed on ensuring instruction was reaching all learners and that learning gaps were identified and interventions put in place. At the K-6 level, and specifically with grades 1 and 2, a center based interdisciplinary model continued to be implemented. This model focuses on themes and teaching skills through hands-on learning. These interdisciplinary centers model also allows for greater cross content connections in academic learning for students. In addition, we continue to implement the Foundations program in grades K-3. Foundations is a research based systematic program that provides critical foundation skills in phonics, vocabulary, and reading fluency. In grades 4-6, Literacy and Math skills are a focus. Students are broken down into small groups and skill clinics are implemented where reteaching of specific skills and grade level gaps are a focus. Atlantis continues to invest in online instructional resources to support and supplement the direct instruction in the classroom. These resources include Eureka Math workbook sets, Foundations workbooks, Lexia Core 5 program, and Symphony Math program. Teachers are continuously analyzing data from student performance to know where additional instructional help is needed. For example, data collected shows that there is a direct correlation between classrooms with the highest usage of Lexia and classrooms that have the biggest growth in student reading levels.

At the Upper School, and particularly the high school, there continues to be a significant focus on expanding higher level coursework and removing criteria that creates barriers for students to take honors or AP level course work. In the 2022-23 school year, data for the second consecutive year, showed that we had more students than ever before take honors and AP level courses. In grades 7-12, Advisory is an important component of the schedule. Advisory occurred once a week for all students. Advisory was rooted in circle practice, a main focus of Tier 1 restorative practices. Historical data has consistently shown that students, particularly older students at the high school level, have higher academic performance when they feel a sense of belonging at their school and that adults are invested in them. Therefore, our Advisory period was seen as an important investment in not only supporting students from a social-emotional perspective but also from a place of higher student engagement and in turn higher academic student performance. Advisory was also used as a forum for students to communicate with their Advisor regarding their academic progress, career interests, and post-secondary plans.

In grades 7 & 8, all students had an additional period once a week that was devoted to Math and Literacy support. The focus was on addressing student learning needs and gaps and implementing specific interventions to help support grade level performance. At the high school level, students in need had an intervention period in their schedule. This period allowed them to get the additional instructional help in the content area of need.

Atlantis uses Edgenuity, a standards-based online resource, which offers a full curriculum with a comprehensive high school course selection. Edgenuity is used to support students taking additional course electives independently due to scheduling needs or courses not currently offered in current programming. Edgenuity is also used to support our credit recovery program in the summer to ensure students stay on track for graduation. It is also used to support students who, for documented medical reasons, are not able to access the curriculum in-person for a certain period of time.

Atlantis continues to utilize STAR as our formal district wide assessment tool. STAR is a standards-based computer adaptive assessment which students take three times per year which measures reading comprehension and math skills, monitors student achievement and growth, and tracks understanding of focus skills aligned to MA learning standards. Our students this year took STAR in the fall, winter, and spring. Data from the three assessment periods were analyzed by all instructional staff and administration and was used to identify students getting intervention support, targeted small and whole group instruction for underperforming standards, individual student goal setting, and grade level goal setting. Teachers and administration closely evaluate data to help guide decisions on student supports, including staffing, and to ensure that appropriate interventions are being utilized to assist students and achieve grade level proficiency.

Atlantis also uses the Devereux Student Strength Assessment (DESSA) with students across the district, K-8. DESSA assesses 8 emotional and social competencies and is intended to help educators plan instruction, document student strengths and areas of need, inform progress monitoring, help put in place appropriate supports for students, and evaluate outcomes. Students took DESSA 3 times over the course of the year. Atlantis uses the data gleaned from DESSA to inform social emotional interventions and programming for students. It has also been helpful in identifying staffing needs for students. Parents are given letters on their child's DESSA scores and follow up family discussions and meetings are held to address concerns.

Atlantis continues to hold an annual Parent/Teacher conference, K-12, as an important communication tool between home and family. Atlantis offers the option of either in-person or virtual conferences. Post pandemic, data supported that many families wanted the option of a virtual conference. That, in combination with increased attendance, propelled the school to continue to hold virtual parent/teacher conferences as a way to support increased family engagement.

Support for Diverse Learners: Atlantis has many staffing resources to assist diverse learners including paraprofessionals, special education teachers and paraprofessionals, ELL teachers, interventionists, seven full-time school adjustment counselors, a full-time school psychologist, 1 full-time speech therapist and 1 assistant, a full-time occupational therapist, contracted physical therapy services and three full-time school nurses. In addition, Atlantis contracts with 2 outside professional expert consultants in the area of Conscious Discipline practices.

During the 2022-23 school year, the above staff worked diligently to ensure that high quality services were being provided to our students. Special education and ELL teachers in particular, collaborated heavily with content teachers to ensure that instruction, assignments, and assessments met the needs of all learners in the classroom. IEP meetings were conducted both virtually and in person. Families were given the option of the format they preferred and the vast majority of families continue to want to hold IEP meetings virtually. Virtual meetings continued to help with family communication and increased family engagement. IEP and other related documents were signed through DigiSign, an electronic signing tool meeting all state and federal guidelines and confidentiality standards.

The Conscious Discipline program was used throughout the district this year. Conscious Discipline is a social emotional learning program that supports first teaching adults about self-regulation and self-control so that adults can then teach and implement with children. It teaches adults to be conscious of what they are saying and doing and what behaviors we are modeling. The goal is to build healthy and strong connections between educators and students and improve self-regulation skills among our students.

As part of our Restorative Practice initiative, and also Social Emotional Learning programming, both the Lower School and Upper School implemented the use of “cool down” spaces. At the Lower School this designated space is called the Regulation Station and at the Upper School the designated space is called the Oasis Room. The development and implementation of these spaces in the district is rooted in data and best practices. These designated spaces in the building are designed for students who are experiencing emotional or behavioral dysregulation. These spaces have trained staff on hand to help students regulate their emotions and help them access positive coping skills so they can make healthy choices in school. Students stay in these spaces for short periods of time with the goal of transitioning back to the classroom. In addition to students building important skills in emotion regulation, the goal is to minimize disruption of learning to all students and decrease the use of disciplinary consequences.

Plan to accelerate learning: Atlantis recognizes the importance of building in programming and interventions to support student learning and success for the 2023-24 school year. As such the school is implementing the following:

- Atlantis will continue to provide explicit professional development training to administrators and teachers on Tier 1 community building practices in the Restorative Practice Model
- Atlantis will be in the Tier 1 phase of the Restorative Practice Model and will implement structures and activities that build school/classroom community while decreasing punitive discipline measures
- Atlantis will continue to work to build an inclusive school community where students of all races, ethnic backgrounds, nationalities, and sexual orientation feel represented in our curriculum resources, activities, bulletin boards, and across all phases of school programming
- Atlantis will continue to utilize the MTSS model to proactively provide academic, social-emotional, and behavioral interventions to all students in need of support
- Weekly SST meetings will be held to identify students who need additional academic, behavioral and/or emotional support
- Atlantis is shifting to an online platform through PowerSchool called CHALK that will electronically house scope and sequences and action plans

- Atlantis was awarded a state literacy grant and will fully implement a new literacy initiative in grades K-8, utilizing the nationally recognized Wit & Wisdom literacy curriculum
- Students in grades 4-6 will receive additional math support utilizing the Fishtank curriculum resource
- Students in grades 7 & 8 will have a new weekly Math Foundations class designed to specifically address individual skills gaps in math
- Intervention/student support blocks will be built in to student schedules to address literacy and math needs
- Atlantis will conduct quarterly data review meetings that look at student performance, discipline practices, and attendance to ensure that we are engaging in policies and practices that are anti-racist and equitable across the district. Meetings will be used to address student need and adjust practices and policies
- Atlantis will continue to develop the use of our cool down rooms to better equip students with emotional regulation skills
- Utilization of DESSA assessment tool to address social-emotional concerns
- External contractual partnership with experts in Conscious Discipline to bring best practices to our classrooms. Partnership includes on site coaching, observations in classroom, professional development meetings with teachers and administration, and direct work with students when appropriate
- Grade 6 will hold all day Health clinics for grade 6 students where important comprehensive health information will be given
- High school guidance department will hold more evening parent information/education sessions on the post-secondary process and how the school can best support families
- Hiring of a pool of substitute teachers to proactively address staffing needs
- Hiring of 2 Math Foundations instructors
- Hiring of 1 additional K-6 full time special education teacher
- Hiring of 1 additional K-6 full time ELL teacher
- Hiring of an additional 7-12 Dean of Students and Learning which will allow content specialization between Math/Science and Humanities

Organizational Viability

Complaints

There were no complaints received by the Board of Trustees during the 2022-2023 school year.

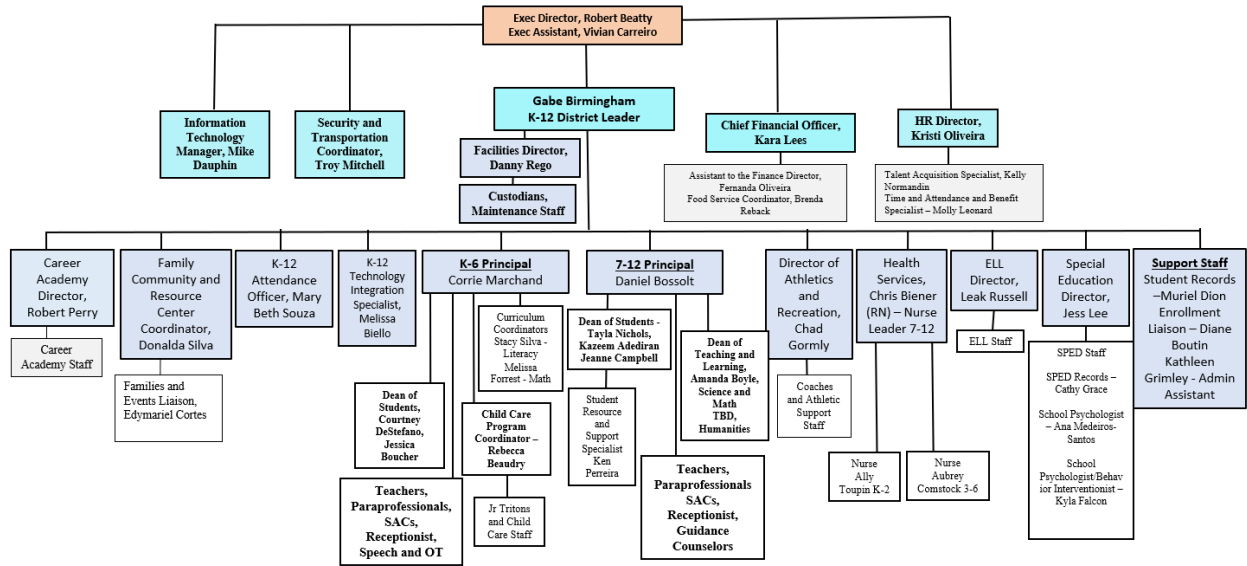
School Systems and Leadership

The school leadership consists of an Executive Director whose functions have shifted to community outreach, charter school advocacy, capital campaigning, and grant funding. The K-12 District Leader maintains oversight over daily operations in the school district. The district is separated into two buildings, K-6 (Lower School) and 7-12 (Upper School). The Lower School contains a Principal who oversees academic instruction and daily operations as well as supervises two Deans of Students who are the point administrators on the school's Restorative Practice initiative, along with school culture, student recognition programs and activities, classroom management, and discipline. The Lower School also has a Math and Literacy Coordinator. These positions are non-evaluative and support curriculum alignment and instructional coaching. The Upper School contains a Principal who oversees the daily operations of 7-12, as well as directly supervises the Dean of Teaching & Learning who is responsible for curriculum and instructional coaching. In addition, there are three Deans of Students who oversee the school's Restorative Practice initiative, along with school culture, student recognition programs and activities, classroom management, and discipline. The Special Education Director oversees all special education staff, meetings, services, and compliance related to special education for grades K-12. In addition, the

ELL Director oversees all ELL staff, meetings, services, assessment and testing and compliance related to ELL for grades K-12.

Organizational Chart

Atlantis Organizational Chart



V. Financial Reports

FY 2023 BALANCE SHEET:		
STATEMENT of NET ASSETS		
ASSETS		
Current Assets		
	Cash	5,324,970.15
	Accounts Receivable	196,524.49
	Other Current Assets	494,306.68
	Total Current Assets	6,015,801.32
	Fixed Assets, net	35,645,762.36
	Other Assets	2,320.00
	TOTAL ASSETS	41,663,883.68
LIABILITIES & EQUITY		
Liabilities		
	Accounts Payable	447,758.02
	Accrued Expenses	1,393,839.86
	Payroll Liabilities	5,700.61
	Other Current Liabilities	202,955.28
	Current portion of Lease Payable	365,948.27
	Current portion of Loan Payable	807,059.89
	Deferred Income	3,000.00
	Total Liabilities	3,226,261.93
Long Term Liabilities		
	Lease Payable	157,396.67
	Loan Payable	19,688,841.43
	Total Long Term Liabilities	19,846,238.10
Equity		
	Fixed Asset Investment	14,626,516.10
	Board-Restricted Assets	15,735.00
	Unrestricted Net Assets	3,949,132.55
	Total Equity	18,591,383.65
	Total Liabilities and Equity	41,663,883.68

FY 2023 INCOME STATEMENT:			
UNAUDITED STATEMENT of REVENUES, EXPENSES AND CHANGES in NET ASSETS			
Income			
	Per Pupil Tuition	21,149,564.00	
	Federal and State Entitlements	1,402,272.45	
	In-Kind Revenue- MTRS	1,673,198.00	**
	Food Service Income	931,114.51	
	Grants & Fundraising	45,668.00	
	Family Learning & Extended Care	74,843.00	
	Rental Income	24,615.00	
	Interest Income	16,495.93	
	Miscellaneous Income	54,357.45	
	Transfer from Atlantis Educational Foun	1,206,974.50	
	Total Income	26,579,102.84	
Expense			
	Salaries, Benefits, Taxes	17,808,542.02	
	Activities and Programs	1,012,035.02	
	Plant and Facilities	1,014,845.84	
	Food Service Expenses	759,873.86	
	Operations	1,478,796.55	
	Family Learning & Extended Care	37,924.80	
	Other Expenses including Depreciation	3,008,526.54	
	Total Expense	25,120,544.63	
	Net Income	1,458,558.21	

FY 2024 Approved School Budget		Fiscal Year 2023	Fiscal Year 2024
Income			
	Per Pupil Tuition	20,789,273.44	22,838,149.00
	Federal and State Entitlements	1,313,890.00	1,241,377.00
	Food Service Income	696,280.07	875,075.00
	Grants and Fundraising	270,000.00	221,000.00
	Family Learning & Extended Care	45,000.00	63,000.00
	Rental Income	35,000.00	35,000.00
	Interest Income	2,160.65	14,500.00
	Miscellaneous Income	23,000.00	35,000.00
Total Income		23,174,604.16	25,323,101.00
Expense			
	Salaries, Benefits, Taxes	17,057,098.72	18,333,282.91
	Activities and Programs	765,522.00	848,474.00
	Facilities	849,819.96	951,059.89
	Food Service Expenses	590,720.83	875,075.00
	Operations	1,749,931.31	2,140,129.23
	Family Learning & Extended Care	82,300.00	86,000.00
	Depreciation and Amortization	1,094,408.33	1,173,008.16
	Fund Raising	-	-
	Capitalized Technology & Equipment	150,000.00	150,000.00
	Building Financing Costs	19,500.00	19,500.00
	New Building Interest	791,516.11	730,507.76
	New Athletic Field Interest	23,786.90	16,064.05
Total Expense		23,174,604.16	25,323,101.00
** FY '24 Number; report not released by MTRS			

The Atlantis Charter School Board of Trustees voted to approve the FY24 budget on June 21, 2023.

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	1300
Number of students upon which FY24 budget tuition line is based	1284
Number of expected students for FY24 first day of school	1300
Please explain any variances: <i>(Since March, 5 students informed us that they were not returning. Registrations of new students weren't completed for the first day of school.</i>	

Capital Plan

For each identified capital project, the capital plan should include:

A description of the project;

The current status of the project;

The current estimated schedule for the completion of the project;

The current estimated cost for the project;

Information on how the school plans to finance the project; and

Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.

Lower School - Was a Rental Property - 2011 - 2012								
Project	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Replace Business Office stairs	Completed			Budgeted capital improvement item	No	8/1/11	\$3,680.00
Project	Pave courtyard near Library	Completed	Spring 2012	\$6,000.00	Budgeted capital improvement item	No	10/4/2014	\$5,000.00
Project	Phase 1 - Repair Bay Windows	Engineering survey has been completed. Request for bid document in works for January 2012 release Working never done	Summer 2012	\$45,000.00	Budgeted capital improvement item	No		
Project	General roof repairs	On Going Working never done	Spring 2012	\$10,000.00	Budgeted capital improvement item	No		
Project	Replace circulation pump	Completed	Fall 2011		Budgeted capital improvement item	No	11/14/11	\$2,000.00
Project	Repave front parking lot w/ curb stones	Work never done	Summer 2012	\$10,000.00	Budgeted capital improvement item	No		
Project	Newside walks - front of school	Work never done	Summer 2012	\$4,000.00	Budgeted capital improvement item	No		
Project	Resurface playground hard top	Work never done	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Plumbing fixture replacement	Work never done	Summer 2012	\$10,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Basement emergency lighting upgrade	Work never done	Summer 2012	\$5,000.00	Budgeted capital improvement item	No		

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Basement - Drop ceiling upgrades	Work never done	Summer 2012	\$5,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Piping leaks - all floors	Work never done	Summer 2012	\$10,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 Window replacement - basement	Work never done	Summer 2012	\$60,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Computers, Wireless, Network Storage & Virtual	Completed	Fall 2011	\$63,000.00	Budgeted capital improvement item	No	10/21/11	\$10,448.00
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Telephone System			\$33,000.00	Budgeted capital improvement item	No	10/21/12	\$38,379.30
			TOTAL YEAR 1	\$266,000.00				
Lower School 2012 - 2013								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 Repair Bay Windows	Work never done	Summer 2013	\$50,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	General roof repairs	Work never done	Summer 2013	\$10,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Plumbing fixture replacement	Work never done	Summer 2013	\$10,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 - First Floor emergency lighting upgrade	Work never done	Summer 2013	\$5,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 2 Window replacement - First Floor	Work never done	Summer 2013	\$60,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Piping leaks - all floors	Work never done	Summer 2013	\$10,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 1 - Resurface Pews, wood flooring and replace carpeting - Arts Center	Work never done	Summer 2013	\$5,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	First Floor - Drop ceiling upgrades	Work never done	Summer 2013	\$5,000.00	Budgeted capital improvement item	No		
			TOTAL YEAR 2	\$155,000.00				

Lower School 2013 - 2014

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Plumbing fixture replacement	Work never done	Summer 2014	\$10,000.00	Budgeted capital improvement item	No		
Project	Phase 3 Window replacement - Second Floor	Work never done	Summer 2014	\$60,000.00	Budgeted capital improvement item	No		
Project	Piping leaks - all floors	Work never done	Summer 2014	\$10,000.00	Budgeted capital improvement item	No		
Project	Phase 3 - Second Floor emergency lighting upgrade	Work never done	Summer 2014	\$5,000.00	Budgeted capital improvement item	No		
Project	Reseal parking lot, courtyard and playground	Work never done	Summer 2014	\$5,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Playground equipment replacement/upgrade	Work never done	Summer 2014	\$15,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Upgrade electrical service basement/first floor	Work never done	Summer 2014	\$50,000.00	Budgeted capital improvement item	No		
Project	Phase 3 - Second Floor - Drop ceiling upgrades	Work never done	Summer 2014	\$5,000.00	Budgeted capital improvement item	No		
			TOTAL YEAR 3	\$160,000.00				

Lower School 2014 - 2015

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Plumbing fixture replacement	Work never done	Summer 2015	\$10,000.00	Budgeted capital improvement item	No		
Project	Phase 4 - Third Floor emergency lighting upgrade	Work never done	Summer 2015	\$5,000.00	Budgeted capital improvement item	No		
Project	Phase 4 Window replacement - Third Floor	Work never done	Summer 2015	\$60,000.00	Budgeted capital improvement item	No		
Project	Phase 2 - Playground equipment replacement/upgrade	Work never done	Summer 2015	\$15,000.00	Budgeted capital improvement item	No		
Project	Phase 2 - Upgrade electrical service second/third floors	Work never done	Summer 2015	\$50,000.00	Budgeted capital improvement item	No		
Project	Third Floor - Drop ceiling upgrades	Work never done	Summer 2015	\$5,000.00	Budgeted capital improvement item	No		
			TOTAL YEAR 4	\$145,000.00				

Lower School 2017 - 2018 - Closed in February

			GRAND TOTAL	\$726,000.00				
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For each identified capital project, the capital plan should include:								
1	A description of the project;							
2	The current status of the project;							
3	The current estimated schedule for the completion of the project;							
4	The current estimated cost for the project;							
5	Information on how the school plans to finance the project; and							
6	Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.							

Upper School Rented from AEF - 2011 - 2012

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Repair fire escape	Completed		\$15,000.00	Budgeted capital improvement item	No	7/12/11	\$14,020.00
Project	Resurface/repair parking lots	Work never done	Summer 2012	\$25,000.00	Budgeted capital improvement item	No		
Project	Install Central Air - Grade 5	Work never done	Summer 2012	\$30,000.00	Budgeted capital improvement item	No		
Project	Install energy efficient windows – lower level	Work never done	Summer 2012	\$60,000.00	Budgeted capital improvement item	No		
Project	Phase 1 – Paint exterior woodwork	Work never done	Summer 2012	\$35,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Roof replacement	Work never done	Summer 2012	\$300,000.00	Budgeted capital improvement item			
Project	Phase 1 - Replace Gutters/Spouts	Work never done	Summer 2012	\$50,000.00	Budgeted capital improvement item	No		
Project	Network Storage & Wireless Connectivity	Completed	Fall 2012		Budgeted capital improvement item	No	10/21/2012	\$10,448.00
Project	Telephone System	Completed	Fall 2012		Budgeted capital improvement item	No	10/21/2012	\$38,379.70
Project	Rebuild steam traps (offices/classrooms) basement & first floor	Work never done	Summer 2012	\$4,000.00	Budgeted capital improvement item	No		
			TOTAL YEAR 1	\$519,000.00				

Upper School 2012 - 2013

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – First floor	Work never done	Summer 2013	\$60,000.00	Budgeted capital improvement item	No		
Project	Phase 2 - Roof replacement	Work never done	Summer 2013	\$300,000.00	Budgeted capital improvement item	No		
Project	Phase 1 – Paint exterior woodwork	Work never done	Summer 2013	\$25,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Replace Gutters/Spouts	Work never done	Spring 2013	\$50,000.00	Budgeted capital improvement item	No		
Project	Rebuild steam traps (offices/classrooms) second/third floors	Work never done	Spring 2013	\$5,000.00	Budgeted capital improvement item	No		
Project	Phase 1 - Improve cold water sending system for bathrooms	Work never done	Spring 2013	\$10,000.00	Budgeted capital improvement item	No		
TOTAL YEAR 2				\$450,000.00				

Upper School 2013 - 2014

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – second floor	Work never done	Summer 2014	\$60,000.00	Budgeted capital improvement item	No		
Project	Phase 3 - Roof replacement	Work never done	Summer 2014	\$300,000.00	Budgeted capital improvement item	No		
Project	Rebuild steam traps (offices/classrooms) fourth floor	Work never done	Summer 2014	\$2,500.00	Budgeted capital improvement item	No		
Project	Phase 2 - Improve cold water sending system for bathrooms	Work never done	Summer 2014	\$10,000.00	Budgeted capital improvement item	No		
TOTAL YEAR 3				\$372,500.00				

Upper School 2014 - 2015								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Replace water circulation holding tank - heating system	Completed	Summer 2015	\$20,000.00	Budgeted capital improvement item	No	6/19/15	\$17,500.00
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Install energy efficient windows – Third floor	Work never done	Summer 2015	\$60,000.00	Budgeted capital improvement item	No		
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Phase 4 - Roof replacement	Work never done	Summer 2015	\$300,000.00	Budgeted capital improvement item	No		
			TOTAL YEAR 4	\$380,000.00				
Upper School 2015 - 2016								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	No Projects							
			TOTAL YEAR 5	\$0.00				
Upper School 2016 - 2017								
	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Repair fire escape	Completed	Summer 2017	\$14,500.00	Budgeted capital improvement item	No	6/30/17	\$12,186.00
			TOTAL YEAR 5	\$14,500.00				
Upper School 2017 - 2018 - Closed as a School; used as an Administration Building								
			GRAND TOTAL	\$1,736,000.00				

For each identified capital project, the capital plan should include:								
1	A description of the project;							
2	The current status of the project;							
3	The current estimated schedule for the completion of the project;							
4	The current estimated cost for the project;							
5	Information on how the school plans to finance the project; and							
6	Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended.							

District School 2014 - 2015

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Hiring an OPM for Building Project	On Going	Fall 2014	\$20,000.00	Budgeted capital improvement item	No		\$24,667.50
Project	Hiring of a Civil Engineer	On Going	Winter 2014	\$75,000.00	Budgeted capital improvement item	No		\$10,575.20
Project	Hiring of an Architect	On Going	Spring 2014	\$100,000.00	Budgeted capital improvement item	No		
TOTAL YEAR 1				\$195,000.00				

District School 2015 - 2017

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Hired a Contractor to Build New School, work has begun in the Fall 2016.	On Going	Sometime in the early part of 2018	\$25,000,000.00	Budgeted capital improvement item	No	Spring, 2018	Payment for projects, bids for Civil Engineer, etc.
TOTAL YEAR 2				\$25,000,000.00				

District School 2017 - 2018

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Building of New Facilities for Grade K - 12	Completed February, 2018	Completed 2018	\$0.00	Budgeted capital improvement item	No	February, 2018	\$30,268,551.16
TOTAL YEAR 3				\$0.00				

District School 2018 - 2019

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	None							
TOTAL YEAR 4				\$0.00				

District School 2019 - 2020

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Air Conditioning for Gym	Completed	August, 2019	\$65,867.26	Funded through loan for new school	No	August, 2019	\$65,867.26
Project	Baseball Field	On Going	Sometime during FY '20	\$648,654.00	Budgeted capital improvement item	No	January, 2021	\$648,654.00
Project	Lighting in Parking Lot	Completed	September, 2019	\$12,914.40	Funded through loan for new school	No	October, 2019	\$19,180.00
			TOTAL YEAR 5	\$727,435.66				

District School 2020 - 2021

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Air Filter Added due to COVID	Completed	July, 2021	\$52,332.00	General Operating Budget	No	March, 2021	\$52,332.00
Project	Boiler Replacement - Administration Building Park Street	Completed	May, 2021	\$49,388.00	General Operating Budget	No	May, 2021	\$49,388.00
			TOTAL YEAR 6	\$101,720.00				

District School 2021 - 2022

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Modular Classrooms including but not limited to site work, utilities, internet connectivity	Completed	October, 2021	\$4,100,000.00	ESSER II and ESSER III	No	On Going	\$4,920,825.30
			TOTAL YEAR 7	\$4,100,000.00				

District School 2022 - 2023

	Description of the project:	Current status of the project:	The current estimated schedule for the completion of the project:	The current estimated cost for the project:	Information on how the school plans to finance the project:	Capital project reserve account:	Completion Date:	Total Cost:
Project	Softball Field	Completed	Spring 2023	\$375,000.00	General Operating Budget	No	January, 2023	\$274,332.97
Project	Roof Drains Modular Building	Completed	Spring 2023	\$120,000.00	General Operating Budget	No	January, 2023	\$119,934.67
Project	Modular Classrooms including but not limited to site work, utilities, internet connectivity	Completed	Spring 2023	\$328,456.79	General Operating Budget	No	January, 2023	\$328,456.79
			TOTAL YEAR 8	\$823,456.79				
			Total of Estimate Cost for the Project	\$30,947,612.45				
							Actual Amount Spent	\$31,861,939.55

APPENDIX A

Accountability Plan Evidence 2022-2023

In the template below, list each objective and measure contained in the school’s **current and approved** Accountability Plan. For each listed measure, state whether the school has **met, or has not met** the measure and provide data or other evidence supporting the statement. Evidence or data reported should reflect what the school reported it would collect in its Accountability Plan and performance during the 2022-23 school year. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please do not leave any performance or evidence cells blank, and do not write partially met in the performance column. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term.

Please remember the target audience is the general public, so avoid using jargon or acronyms when providing evidence. If needed, attach any additional evidence to explain performance after this template as a part of Appendix A.

Faithfulness to Charter

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)						
Objective (for KDE 1): Atlantis Charter School will foster a student- and family-centered culture that nurtures lifelong learning by engaging families in meaningful collaboration.								
<p>Measure: Each year, at least 25% of Atlantis families will respond to the school’s end-of-year parent survey by June 30th. Of those, at least 90% of respondents will answer “agree” or “strongly agree” to each of the following statements:</p> <ol style="list-style-type: none"> 1. My child’s teachers have created positive relationships with my family. 2. My child is accepted as a valued member of their school community. 3. My child’s teachers have high behavioral and academic expectations for all students. 	<p>Not Met. Making progress.</p>	<p>We did reach our target response from families with 26% of our Atlantis families responding to the end of year parent survey. However, we did not meet the target response of 90% that “agree” or “strongly agree” to the statements. The data is as follows:</p> <table style="margin-left: 20px;"> <tr> <td>1.</td> <td>73%</td> </tr> <tr> <td>2.</td> <td>82%</td> </tr> <tr> <td>3.</td> <td>77%</td> </tr> </table> <p>Atlantis is committed to achieving these measures through the school’s Restorative Practice initiative and teacher professional development.</p>	1.	73%	2.	82%	3.	77%
1.	73%							
2.	82%							
3.	77%							
<p>Measure: Each year, the total number of responses to the end-of-year parent survey will reflect the demographic makeup of the school with respect to race.</p>	<p>Not Met. Making progress.</p>	<p>The total number of responses to the parent survey did reflect the demographic make-up of our school with respect to race with our white, Asian and American Indian or Alaska Native, and two or more races families. Our Hispanic</p>						

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>students represent 18% of our student population and 11% of families identifying as Hispanic responded to the family survey. Our African American families represent 7% of our student population and 3.6% of families identifying as African American responded to the family survey. Atlantis will continue to utilize the Family Community Resource Center to engage with families to help support all families feeling like their voice is important.</p>
<p>Objective (for KDE 2): Atlantis Charter School will provide individualized academic and social /emotional supports for each student.</p>		
<p>Measure: Each year, at least 25% of Atlantis families will respond to the school’s end-of-year parent survey by June 30th. Of those, at least 90% of respondents will answer “agree” or “strongly agree” to each of the following statements:</p> <ol style="list-style-type: none"> 1. ACS meets the social, developmental, and emotional needs of my child 2. Teachers understand my child’s individual needs 	<p>Not Met. Making progress.</p>	<p>We did reach our target response of families responding to the end of year survey, with 26% of families responding. We did not meet the target response of 90% of families responding “strongly agree” or “agree” to the two statements. The data is as follows:</p> <ol style="list-style-type: none"> 1. 76% 2. 75% <p>Atlantis is committed to achieving these measures through the school’s Restorative Practice initiative and continued teacher development.</p>
<p>Measure: At least 80% of teaching staff beyond their first year of teaching will achieve a 3-out-of-4 or higher on Standard II: Teaching All Students, Indicator II-A: Instruction, Element 3: Meeting Diverse Needs. A score of 3 (“proficient”) is defined as: “Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities and English learners.”</p>	<p>Met</p>	<p>Atlantis met this measure by having 81.25% of teaching staff achieve a 3 or higher on this standard.</p>

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective (for KDE 3): Atlantis Charter School will prepare graduates for post-secondary success by pairing a college-preparatory program with a Career Academy that is founded in, and relies on, collaboration with regional businesses, nonprofits, colleges, and universities.		
Measure: Each year, at least 90% of Atlantis graduates will be accepted at 2- or 4-year colleges or universities.	Not Met	Atlantis had 81% of its graduating class accepted to 2- or 4-year colleges or universities. This year, Atlantis had 77 graduates, 60 that will continue on to post-secondary education, 3 students attending apprenticeship programs, 5 students attending trade school, 5 students that will be entering the workforce, 1 student entering the military, and 3 students with unknown plans.
Measure: Each year, at least 75% of Atlantis graduates will achieve passing grades (70 or above) in all Career Academy coursework, including an internship at a partner organization or comparable capstone project.	Met	Atlantis met this measure by having 96% of its graduating class pass all Career Academy coursework during Semester 1 and 91% of its graduating class pass all Career Academy coursework with a minimum of grade of 70 during Semester 2.

*Add rows as necessary

Dissemination

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Atlantis Charter School will support collaboration throughout our region and state among schools and other community partners, including nonprofits, businesses, and state/municipal entities		
Measure: Atlantis will disseminate practices, expertise, and other resources related to topics such as instruction or organizational viability with community partners to improve conditions for area children and families.	Met	Atlantis continued to engage with other area schools and social service agencies who provide direct resources and services to families in the community. These resources include mental health, safe and affordable housing, where and how to get food, where and how to get access to medical care, daycare, after-school care, feminine hygiene care and reproductive care. Atlantis shared practices related to being a CEP school district for universal free meals. Through its participation on the

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		OneSouthCoast Chamber of Commerce Education Committee, Atlantis facilitated greater coordination and interaction among schools, social service agencies, and local industry.
<p>Measure: Atlantis will participate in collaborative efforts with Fall River Public Schools and other MA school districts to disseminate best practices regarding instruction and organizational viability.</p>	Met	Through its participation in the OneSouthCoast Chamber of Commerce Education Committee, Atlantis is part of a region-wide program of meetings and site visits that allow education leaders access to local industry partners and, on alternating site visits, allow industry partners access to local school districts. The committee’s focus is on better preparing local students for local careers by creating K-12 programming in partnership with local industry that provides hands-on experience.

*Add/remove rows as necessary

Appendix B

Recruitment Plan

2023 – 2024

School Name: Atlantis Charter School

2022-2023 Implementation Summary:

Atlantis utilized several different methods of outreach in its Recruitment Plan targeting students based on school-age demographics. These efforts resulted in better outreach to home-schooled students, students outside of the traditional public-school system, and minority groups.

The school increased its dissemination of promotional material to community resource centers, doctors' offices, and similar family "high traffic" areas throughout the city. This includes the Boys and Girls Club, The YMCA, the Fall River Family Resource Center, Youth Court, and the local parks. The school also continued its partnership with a local coalition of social workers, therapists, and community outreach specialists to promote the school's ability to serve (and success at serving) at-risk populations. The school increased digital and print advertisements in the Fall River Herald and made a concerted effort to use social media to promote the positive student and family activities happening at Atlantis throughout the course of the school year.

Though the school's overall percentages of certain demographic groups continue to be reported below the sending district, it is important to note that Atlantis is a large charter school with exceptionally high retention (low attrition), so overall percentages will take time to reflect the efforts described herein.

That said, it is equally important to note that at the school's entry points—primarily Kindergarten and at the high school level—we see increases in targeted demographic groups as a result of our recruitment efforts. Over time, we expect that our population will be fully demographically comparable to the local district.

Atlantis has seen an increase of 6.7 percentage points from 2019 to 2022 in our English Language Learners population. Atlantis is 5.1 percentage points higher than the statewide average. At Atlantis, 27% of this year's incoming students qualified for ELL services; 14.7% had never attended school in the United States before joining us. Atlantis has made a concerted effort to recruit diverse families through recruitment and lottery advertisements in local area newspapers where English is not the primary language, conducting informational segments in the local non-English public service television station, translated promotional and/or recruitment material that is distributed throughout highly populated family agencies and organizations, interpreters available at open houses, parent-teacher conferences, parent meetings and school and community engagement events as well as through the translation of school documents when parents indicate any need for translation services.

Atlantis's economically disadvantaged population is currently 19.1 percentage points above the statewide average. Atlantis has utilized several different methods of outreach to ensure that we are recruiting students from this subgroup, including the dissemination of promotional material at local pre-

schools, Boys & Girls Club, YMCA, public city buses, homeless shelters, community support agencies, and youth court.

Atlantis’s population of students with disabilities currently falls below the state average by 4.3 percentage points. Atlantis continues to engage recruitment strategies such as sharing of promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve children that qualify for special education services. The special education director participates in several local and state meetings where special education best practices are disseminated, including recruitment and those practices are implemented at Atlantis. Atlantis also hosts several Open Houses a year where the special education director is present to answer any questions or concerns that parents may have regarding special education services at Atlantis. Atlantis is also a member of the MassPAC at the Federation for Children with Special Needs, which we collaborate with on best practices involving recruitment. In the 2022-2023 academic school year, approximately 21.3% of our newly incoming students received special education services.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2023-2024:

Atlantis Charter School employs the following activities in its efforts to recruit a diverse student population. Though this list is not all-inclusive, it does list the major initiatives undertaken.

1. Dissemination of promotional material throughout area daycare providers and community resource agencies (school is a member of city-wide partnership on Early Childhood Development/Education and FR City-Wide Task Force).
2. Informational and lottery advertisements in area English and non-English speaking newspapers.
3. Information segments in local Portuguese public service television station
4. Outreach activities designed to give back to community and build awareness of school.
5. Word of mouth of current parents
6. Participation in community-wide educational initiatives/activities
7. Open House events
8. Informational/educational outreach in various forms of social media
9. Radio
10. School website
11. Updated school brochure
12. Billboard advertisements
13. Digital and print advertisements in the Fall River Herald
14. Advertisements on SRTA public city busses
15. Digital advertisements in high visibility areas within the city
16. Promotional mailings
17. Student supervised podcasts

Recruitment Plan – 2023-2024 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>GNT percentage: 16.8%</p> <p>CI percentage: 16.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2022-2023 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>Atlantis’s population of special education students is increasing at primary school entry points.</p> <p>Continued Strategies: Atlantis’s population of students with disabilities currently falls below the state average by 4.3 percentage points. Atlantis’s highest-yield recruitment strategies include (1) sharing promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve children that qualify for special education services; and (2) hosting several Open Houses a year where the special education director is present to answer any questions or concerns that parents may have regarding special education services at Atlantis. In the 2022-2023 academic school year, approximately 21.3% of our newly incoming students received special education services. Atlantis will reinforce these efforts.</p> <p>Atlantis is also a member of the MassPAC at the Federation for Children with Special Needs, which we collaborate with on best practices involving recruitment.</p> <p>New/Enhanced Strategies: Atlantis provides shadowing opportunities for all special education students and families as a means of recruitment and to ensure that all families feel welcome and have questions answered.</p> <p>The Special Education Director will continue to work closely with the Student Enrollment Liaison to ensure any potential special education families have questions answered about services provided. Atlantis will continue to partner with the Fall River Public Schools in offering various special education workshops to parents. Atlantis holds special education parent meetings with current families where recruitment strategies are discussed in terms of how to best engage new special education families.</p>
Limited English-proficient students/English learners	

<p>(a) CHART data</p> <p>School percentage: 17.2%</p> <p>GNT percentage: 17.1%</p> <p>CI percentage: 17.1%</p> <p>The school is <u>above</u> GNT percentages and CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school provides recruitment materials in the district’s most prevalent languages: Portuguese, Spanish, and Crioulo. The Family Community Resource Center currently employs two staff members who provide interpreter and translation services in any language requested by families, and particularly Spanish, Portuguese, Crioulo, and Khmer. The school also contracts with an outside interpreter and translation agency to provide interpreter and document translation services to all parents who have expressed a need. Atlantis will continue to offer evening English classes to parents who would like to participate. The school will continue to advertise in local foreign language publications. The school will also continue to participate in foreign language on-air radio and television segments promoting the school. All school application materials are made available in the family’s needed language. The school translates all recruitment materials in Spanish and Portuguese. The school will continue to send materials in multiple languages and will share promotional materials with other area providers of service to diverse families, including the Boys and Girls Club, Citizens for Citizens, the Children’s Advocacy Center, Fall River Children’s Museum, United Way of Greater Fall River, and Fall River Public Schools. The school will continue to make all school documents and materials available in the needed languages at any family’s request.</p>
	<p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 61.4%</p> <p>GNT percentage: 60.1%</p> <p>CI percentage: 72.7%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school will continue to partner with other area providers to recruit students who are likely to qualify for free or reduced lunch, including the Boys and Girls Club, Citizens for Citizens, the Children’s Advocacy Center, Fall River Children’s Museum, United Way of Greater Fall River, and Fall River Public Schools. Atlantis will provide homeless shelters in the local community with informational materials about the school including First Step Inn, as well as providing materials to Early Intervention programs, including The Boyd Center and local pediatrician’s offices. Atlantis applied for, and received, the Community Eligibility Provision, which allows all students to receive free lunch.</p>
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	<p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>We are a designated Community Eligibility Provision school. All of our students are eligible for free breakfast and lunch. The SIMS coordinator runs direct certification through virtual Gateway for the first 4 months of school and then subsequently on a monthly basis through the remainder of the school year.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2022-2023 Strategies</p> <p>In alignment with the school’s Accountability Plan, dissemination of the school’s best practice initiatives will serve to advertise the school’s expertise in serving students who are sub-proficient. Other school promotional material will advertise the school’s success at increasing student achievement.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2022-2023 Strategies</p> <p>Atlantis is committed to supporting the “whole child” and puts forth relentless efforts to engage students in school, which includes parent engagement efforts, athletics, the arts, student internships, community support services, and online credit recovery options. Atlantis believes that these efforts best serve students at risk of dropping out of school. Atlantis’ promotional efforts, and engagement with area youth and community service agencies and providers, highlights these efforts. Atlantis also provides our students with strong social/emotional supports including a staff/student mentor program and a strong and well-staffed in-house counseling department and academic guidance department. Atlantis added a full-time school psychologist who also serves as a behavior specialist and several special education and ELL staff to address the increased needs of our student population. Atlantis utilizes Edgenuity, an online course curriculum, to assist with at-risk students and meeting the goal of 100% of students graduating high school. Atlantis has also developed a high school credit recovery program.</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2022-2023 Strategies</p> <p>Atlantis had two students who dropped out. Atlantis made significant efforts to prevent the students from dropping out but both the students and the families were unresponsive with communication to the school for the majority of the school year. Strategies used to prevent dropout included intense counseling services by the guidance and counseling department, many meetings with the families at the start of the school year followed by numerous attempts to schedule meetings when truancy was occurring, home visits by SRO and Attendance Officer, phone calls, attempts at e-mail communication and phone communication, referral to Youth Court Services, identifying internal credit recovery options, identifying online course opportunities to complete graduation requirements, and referrals to local community support agencies.</p>

<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-2023 Strategies</p> <p>Atlantis continues to engage recruitment strategies such as sharing promotional materials with daycares, physicians, Early Intervention, social workers, and other community support agencies who serve a diverse range of student learners. Atlantis also hosts several Open Houses a year where the special education director and administration is present to answer any questions or concerns that parents may have regarding special education services at Atlantis or services for other diverse learners. Atlantis utilizes digital advertising in high-visibility areas across the city to attract a diverse population of students. Atlantis continues to engage in advertising through public SRTA transportation and billboards.</p>
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Appendix B1 Retention Plan 2023 – 2024

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-2023 Retention Plan.

2022-2023 Implementation Summary:

Atlantis sustains high retention (low attrition) among all of its students and among targeted demographic groups. The school set a very aggressive goal of 90% retention in the aggregate and among all subgroups. Retention among targeted groups was as follows:

ELL students: 95.2%
 High needs students: 91.7%
 Low income students: 91.6%
 Special education students: 92.7%

Atlantis implements a number of strategies to sustain high retention, including:

- A full- time K-12 School Attendance Officer
- A total of 7 full time school adjustment counselors
- 2 full time school psychologists
- A K-2 behavioral intervention support specialist
- A full complement of special education and ELL staff
- 2 full time guidance counselors that support all aspects of the college application process
- School wide Restorative Practice initiative that includes specialized staff professional development from Suffolk University’s Restorative Practice Center
- Successful parent involvement through monthly parent meetings facilitated by the school’s Family and Community Resource Center as well as our SEPAC and ELPAC.
- School wide family communication system that involves e-mail, texts, and calls
- All school to home communication translated in the families identified preferred language
- An application, registration and re-enrollment process that is electronic
- Co-teaching classrooms that pair a regular education teacher with a special education teacher.
- Intervention and small group instruction to support student learning needs
- School mentoring program.
- Strong tiered intervention protocols and practices for academics, behavior, and SEL.
- ELL program that utilizes best practices and SEI best practice strategies in all classrooms.
- FCRC model that utilizes wrap-around services for families.
- Social/emotional curriculum to help reach the needs of all students, not just those in crisis.
- Collaboration with outside agencies to help support the needs of all students in school, including providing teacher professional development for classrooms and parent strategies at home.
- Parents strongly encouraged to be active in students’ learning, including embedded parent teacher conferences where interpreting services provided for all families in need.
- Expansion of athletic programs and extra-curricular clubs as healthy outlets for students and means of promoting school engagement.

- Creation of student leadership task force empowering students to address issues that are important to them at school.
- Increased student surveys that ask for input on school matters, including the remote learning process.
- Home visits conducted by SRO and Dean of Students when appropriate to support student attendance

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2023-2024 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 7.3%</p> <p>Third Quartile: 16.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Continued Strategies: Ongoing teacher training in co-teaching between special education and regular education teachers. Ongoing teacher professional development in special education best practices. Ongoing staff development on school wide restorative practice initiative. Leverage social media and other outlets to promote co-teaching model and high-quality services at Atlantis.</p>
	<p>(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 4.8% Third Quartile: 17.0%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>Continued Strategies: Within the year, the school will continue to expand and improve its translation services and will continue to advertise in local non-English speaking language publications the school will also continue to participate in Portuguese on-air radio and television segments promoting the school. The school will continue to engage a mail house to send materials in multiple languages and will share promotional materials with other area providers of service to diverse speaking language families. While the school will seek to make all materials available in multiple languages at any family’s request, the school will ensure, specifically, that materials are translated into Spanish and Portuguese.</p> <hr/> <p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No Els were enrolled during the 2022-2023 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 8.4% Third Quartile: 14.8%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Continued Strategies: Maintain “wrap-around” services for students, including dental and vision care, in-school financial supports for families, including hardship and holiday donations. Improve identification of families qualifying for free and reduced lunch</p> <hr/> <p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022-2023 Strategies</p> <p>Continued Strategies: After-school tutoring program, summer academic enrichment program, staff-student mentoring program, implementation of interventions addressed through MTSS model, online course offerings, academic enrichment blocks in school.</p>

	Maintain increased parent communication through website, online “parent portal” access to student grades and other info, and integrated “app” for parent smartphones.
<u>Students at risk of dropping out of school</u>	(e) Continued 2022-2023 Strategies Continued Strategies: Staff-student mentoring program, identifying student needs through MTSS model, after-school tutoring, after-school enrichment clubs, athletics, community youth resources, mental health resources, online learning options.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2022-2023 Strategies Atlantis had two students who dropped out. Atlantis made significant efforts to prevent the students from dropping out but both the students and the families were unresponsive with communication to the school for the majority of the school year. Strategies used to prevent dropout included intense counseling services by the guidance and counseling department, multiple meetings with the families at the start of the school year followed by numerous attempts to schedule meetings when truancy was occurring, home visits by SRO and Attendance Officer, phone calls, attempts at e-mail communication and phone communication, referral to Youth Court Services, identifying online course opportunities to complete graduation requirements, and referrals to local community support agencies.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2022-2023 Strategies The school will maintain and refine existing retention strategies, and will add new strategies as needed.

Appendix C

School and Student Data Tables

Student demographic information can be found on the Department’s website at:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04910000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	6.3
Asian	2.0
Hispanic	17.8
Native American	0.0
White	67.7
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	6.0

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Selected Populations	% of School
First Language not English	30.5
English Language Learner	17.2
Low-Income	61.4
Students with Disabilities	15.1
High Needs	71.0

Administrative roster for the 2022-23 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
Robert L. Beatty, Executive Director	The executive director is selected by the Board of Trustees and serves as its officer. He implements the vision of Atlantis Charter School and articulates it for all stakeholders and constituents of the community. He is responsible for all long-range planning, as well as for finances, plant development and utilization, and for the school’s relationship with the outside community at large, including media and funders.	7/1/09	N/A
Gabriela Birmingham, K-12 District Leader	The K-12 District Leader is hired by the Executive Director. This position is responsible for all day to day operations of the school district. Responsibilities include: reviews and approves plans for the management and control of all K-12 programming and planned outputs, budget and budget spending, labor utilization and efficiency, scheduling, material efficiency, teaching and learning, student services, community and parental engagement, professional development and training, along with evaluation and accountability of all teachers and staff.	7/1/14 (started as a Student Adjustment Counselor in Aug 2001)	N/A
Corrie Marchand, K-6 Principal	The Principal is hired by the K-12 District Leader to manage daily oversight of the K-6 site which includes student performance and assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Principal provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication, coaches team members, and evaluates instructional staff.	8/21/06 (started as teacher)	N/A
Courtney DeStefano, K-6 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s Restorative Practice initiative, school culture, student recognition programs and activities, classroom management, discipline, and helps support student safety. The Dean of Students provides guidance,	8/21/06 (started as teacher)	N/A

Administrative roster for the 2022-23 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of the Principal, the Dean of Students may assume responsibility of that school site.		
Jessica Boucher, K-6 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s Restorative Practice initiative, school culture, student recognition programs and activities, classroom management, discipline and helps support student safety. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of the Principal, the Dean of Students may assume responsibility of that school site.	8/18/14 (started as School Adjustment Counselor)	N/A
Rebecca Merten, 7-12 Interim Principal	The Principal is hired by the K-12 District Leader to manage daily oversight of student performance and assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Principal provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication coaches team members, and evaluates instructional staff.	08/06/18	11/30/2022
Cassandra Devine, 7-12 Principal	The Principal is hired by the K-12 District Leader to manage daily oversight of student performance and assist specific grade levels in planning, executing, and tracking differentiated instruction and intervention focused on both academic and social development. The Principal provides guidance, direction, and leadership to staff and coordinates team logistics, ensures team is working toward established goals, provides clear and concise communication coaches team members, and evaluates instructional staff.	07/01/2022	03/24/2023
Hilary Filkins, 7-12 Dean of Teaching & Learning	The Dean of Teaching and Learning provides leadership in the development, implementation, and coordination of Atlantis Charter School’s instructional program. The Dean of Teaching and Learning also ensures educators are supported in developing clear learning standards, instructional objectives and formative and summative assessments. The Dean of Teaching and Learning, in conjunction with the site leader, is responsible for coordinating a highly	12/05/2022	06/30/2023

Administrative roster for the 2022-23 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	effective instructional program with clear programmatic transitions between grade levels.		
Leak Russell, 7-ELL Director	The Director of ELL is hired by the K-12 District Leader and is responsible for compliance of all ELL services and policies for the district. The Director of ELL is also responsible for the coaching and evaluating of all ELL staff, coordination of ACCESS testing, family outreach and communication when appropriate, and maintaining accurate student records.	08/13/18	N/A
Jeanne Benoit, 7-8 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s Restorative Practice initiative, school culture, student recognition programs and activities, classroom management, discipline and helps support student safety. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of the Principal, the Dean of Students may assume responsibility of that school site.	12/12/06 (started as a Paraprofessional)	N/A
Tayla Nichols, 11-12 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s Restorative Practice initiative, school culture, student recognition programs and activities, classroom management, discipline and helps support student safety. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of the Principal, the Dean of Students may assume responsibility of that school site.	11/02/15 (started as School Adjustment Counselor	N/A
Kazeem O. Adediran, 9-10 Dean of Students	The Dean of Students is hired by the K-12 District Leader to manage oversight of the school’s Restorative Practice initiative, school culture, student recognition programs and activities, classroom management, discipline and helps support student safety. The Dean of Students provides guidance, direction and leadership to staff around building classroom environments that execute positive classroom management. In the absence of the Principal, the Dean of Students may assume responsibility of that school site.	7/01/19	N/A
Jessica Lee, Director of	The Director of Special Education is hired by the K-12 District Leader and is responsible for compliance of all special education services and policies for the district.	8/31/00 (started as Special	N/A

Administrative roster for the 2022-23 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
Special Education	The Director of Special Education is also responsible for the coaching and evaluating of all special education staff, chairing IEP meetings, family outreach and communication when appropriate, and coordination of MCAS for the district.	Education Teacher)	
Linda Celona, Finance Director	The finance director manages all accounting, payroll, purchasing and procurement, assists in the preparation of the annual budget and prepares required federal and state financial reports.	8/23/10	05/01/2023
Kara Lees, Chief Financial Office	The chief financial officer manages all accounting, payroll, purchasing and procurement, assists in the preparation of the annual budget and prepares required federal and state financial reports.	05/01/2023	NA
Kristi Oliveira, Human Resources Director	The human resources director supervises all personnel operations and employee health and welfare benefits, performs technical duties related to classified employment issues and assists in planning, analyzing and maintaining best employment practices.	12/10/07	N/A
Robert Perry, Career Academy Director	The Career Academy Director is hired by the K-12 District Leader and is responsible for the oversight of the Career Academy program. This includes observation, coaching and evaluating of all Career Academy staff, coordinating the student internship program, managing all Academy grants, and building and sustaining partnerships with community and higher education stakeholders.	08/24/2020	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR				
	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	99	8	10	2-Non-Renewal 1-Position Eliminated 3-Higher Salary 2-Career Change 1-Commute 1-Career Advancement
Other Staff	174	20	4	1-Working Conditions 1-Attending School 2-Career Advancement

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Matthew F. Burke	President	Attorney	2	3 yrs Election: 10/17 Expiration: 10/23
Patrick Long	Vice-President	Partners Insurance Group	1	3 yrs Election: 12/22 Expiration: 12/25
David Hutchinson	Secretary	BayCoast Bank	1	3 yrs Election: 03/22 Expiration: 03/25
Robert Collins	Treasurer	BankFive	2	3 yrs Election: 08/18 Expiration: 08/24
Robert Shaker	Member	PACE Management	2	3 yrs Election: 10/17 Expiration: 10/23
John Gonet	Member	Partners Insurance Group	2	3 yrs Election: 07/20 Expiration: 07/26
Brittany Schmidt	Member	BankFive	1	3 yrs Election: 01/22 Expiration: 01/25

Board meetings posted at: <https://www.atlantiscs.org/about-us/governance/>

Appendix D

Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and **please input all of the key positions listed below**. Your directory administrator can contact Lee DeLorenzo at LeeE.DeLorenzo@mass.gov or 781-338-3227 for assistance.

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details: <http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
991 Jefferson Street Fall River, MA 02721	February 2018 - present

Enrollment

“Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1. Every charter school shall conclude its principal enrollment process no later than March 15 of each year” (603 CMR 1.05 (3)(c)).

Action	2023-2024 School Year Date(s)
Student Application Deadline	February 1, 2024
Lottery	Grades K-12: March 5, 2024

Appendix E: Conditions, Complaints, and Attachments

Conditions *(if applicable)*

☐ Complete the table below. If the school is operating with conditions, either with or without a designation of probationary status, please list each condition and summarize the school’s efforts in 2022-23 to address the concern that resulted in the condition.

Please note: If the school is operating with a condition requiring the school to submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific strategies for residents of the school’s charter region, please briefly describe those strategies here to report on the condition. This is in addition the requirements to submit Appendix B: Recruitment and Retention Plan. Add or remove rows as needed.

Efforts to Address Concerns Resulting in Conditions
Condition
Sample: By December 31, 2025, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none"> Not applicable
Condition
Sample: Beginning August 1, 2023, the school must submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school’s charter region. These strategies must be designed to increase enrollment from within the school’s charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school’s total population.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none"> Not applicable

Complaints

☐ Summarize any written complaints received by the board of trustees during 2022-23, pursuant to the state’s charter school regulations, 603 CMR 1.09. The summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved. If the board of trustees did not receive any written complaints during 2022-23, please state that here.

The ACS Board of Trustees did not receive any written complaints during 2022-23.

Attachments *(if applicable)*

X For schools operating with conditions related to academic performance, schools whose accountability percentile in 2022 was 33 or lower, and schools without an accountability percentile in 2022, please attach the tables or visuals the school used to analyze overall student performance outcomes, specifically for non-statewide results. See *Criterion 5: Student Performance* for further instructions about what to include. For alternative charter schools and other charter schools that use non-statewide assessments as measures in your Accountability Plans, please reference *Appendix A: Accountability Plan Evidence 2022-23* as appropriate. It is not necessary to present the same information both here and in *Appendix A*.

A sample report from the Atlantis Charter School’s STAR testing protocol is as follows. Atlantis grade level teams, instructional leaders, and executive administration use current year and longitudinal STAR testing data to progress monitor and plan instruction.

School		Grade											
Atlantis Charter School		4th											
School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students		
			Number	%	Number	%	Number	%	Number	%			
2022-2023 School Year	4		14	13%	13	12%	17	16%	65	60%	109		
2021-2022 School Year	3		16	15%	18	17%	20	19%	52	49%	106		
2020 - 2021	2		4	4%	18	18%	12	12%	65	66%	99		