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Annual Report



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Atlantis
Charter School

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Introduction to School

<i>Atlantis Charter School</i>			
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 (07/27/2022)	1275
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (07/27/2022)	568
Final Number of Instructional Days during the 2021-2022 School Year	182		
School Hours	7:30 am-3:30 pm Monday-Friday	Age of School as of 2021-2022 School Year	27 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.

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. This allows us to build upon the cornerstones first envisioned by our founders. Atlantis has graduated our fifth graduating class and is proud to report that 98% 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 civil 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. The academies currently include:

- Business and Entrepreneurship
- STEM (Science, Technology, Engineering, Math)

- 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 Innovative Pathways designation from DESE. Examples of the growth of our academies include that for the first time this year, our STEM academy developed and launched our very own school-based industry with the advent of the ACS Print Shop where students 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 athletic memorabilia, and small holiday gifts. 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.

Another example of our academies flourishing, is the creation of a senior podcast series by our Arts, Culture and Design Academy that focuses on what to expect throughout the final year of high school. Senior class students and ACS staff are guests and topics include post-secondary preparation, financial aid, standardized test preparation, and time management. Our Arts Academy has also taken on the 7-12 Yearbook as part of the initiative to implement school-based industry. Students are responsible for all facets of the Yearbook which include graphic design, photographing, editing, and all aspects of compilation in conjunction with our yearbook partner company.

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 in a panel presentation.

Atlantis's connection to its community is 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 by, among other things, 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), 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 presents 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.

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 (94.5% for 2021, versus 87.3% in Fall River Public Schools; 94.1% for 2020, versus 92.5% in Fall River Public Schools; 93.6% for 2019, versus 92.4% in Fall River Public Schools; 93.9% for 2018, versus 92.1% in Fall River Public Schools; 94.0% for 2017, versus 91.5% in Fall River Public Schools).

Date Submitted	Amendment Requested	Pending or Approved?
	Not Applicable	

Access and Equity: Discipline Data

2020-21 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	1313	2			
English Learner	198	0			
Economically Disadvantaged	710	2			
Students with Disabilities	189	2			
High Needs	850	2			

Female	681	1			
Male	632	1			
American Indian or Alaska Native	1				
Asian	28	0			
African American/Black	71	0			
Hispanic/Latino	199	0			
Multi-race, Non-Hispanic/Latino	53	0			
Native Hawaiian or Pacific Islander	1				
White	960	2			

When Atlantis compares itself to our sending district, Atlantis has a higher rate of In-School Suspensions for all students (7.5% versus 1.1%) but a lower rate of Out-of-School Suspensions for all students (1.7% versus 5.4%). In 2019-2020, Atlantis did not have any emergency removals. Although Atlantis has higher suspension rates among subgroups, we continue to work diligently to address student behavior through our major Restorative Practice school-wide initiative.

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 healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals and groups accountable
- Address the needs of the school

Atlantis has partnered with Suffolk University’s Center for Restorative Justice to provide 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 can be used as 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.

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.)
Keeping/Destruction of IEP records	Phone meetings, documents shared	Jessica Lee, Special Education Director	Diman Regional Vocational HS	Both Atlantis and Diman benefited from the collaboration of information and instilled better policies and procedures around special education record keeping
Preparing for TFM process/Civil rights	Phone meetings, virtual meetings, documents shared	Jessica Lee, Special Education Director	Special Education listserv and Charter School Office listserv	Districts benefited from procedures on how to best prepare for TFM visit. Atlantis disseminated best practices on staff professional development in the area of civil rights
Restorative Practice Initiative	Phone meetings, virtual meetings, documents shared	Gabriela Birmingham, K-12 DL	Fall River Public Schools, Diman, Argosy	Best practices shared on Tier 1 of RP and how Atlantis is incorporating circles at our K-6 & 7-12 level. Schools were able to take information on Tier 1 and adapt to their school environment with the hope of building stronger sense of community
Menstrual equity	City Wide Task Force virtual meetings, e-mail	Gabriela Birmingham, K-12 DL	Fall River Public Schools, Diman, Argosy,	ACS was able to get free 1-year supply of menstrual products for students through funding from MASS Now and shared process for other schools to also get products to make available for students in school restrooms.
Finance	Phone calls	Linda Celona, Business Manager	Foxborough Regional Charter School	Best practices shared around federal grants to better support student needs being met
Athletic fields	Sharing of ACS football/soccer fields	Chad Gormly, Athletics Director	Bishop Connolly, Westport High School	ACS partnered with area schools on the use of athletic fields, supporting student athletes throughout our region

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.)
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 represented on Chamber of Commerce Education Committee	Exchange of school practices and procedures, particularly in the areas of SEL and early college
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.	Presented SOA and ESSER funding and expenditure plan to area stakeholders to serve as model for transparency.
School Policies	Virtual meetings- Chairperson of Gateway City Charter Alliance	Robert Beatty, Executive Director	Charter Schools that are a part of the Gateway City Charter Alliance	Exchange of school practices around instructional learning and SE supports in the virtual setting
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 pandemic along with coordination/sharing of community resources

Academic Program Success**Student Performance**

Please see the school's Department School Report Card located at <http://reportcards.doe.mass.edu/2021/04910550>

Atlantis believes that the core indicators of the State's Accountability System are representative of student performance at the school. However, in addition, the school uses STAR as its benchmark assessment system. The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2020-2021 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

Program Delivery

Curriculum: All schools across the state were faced with the unprecedented challenge of returning to in-person learning after a year of mostly virtual learning due to Covid-19. Atlantis, like all schools, faced many challenges that included gaps in student performance along with students facing significant social-emotional and behavioral issues due to the impact of the pandemic. Atlantis is extremely proud of the high-quality academic programming provided to our students, K-12, while also still navigating the significant impact the pandemic continued to have on our school community throughout the course of the school year.

Throughout the 2021-22 school year, Atlantis continued to implement a quarterly scope and sequence document 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 receive 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 2021-22 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, knowing that this was going to be critical as welcomed students back to in-person. 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: The onset of the pandemic fast tracked Atlantis' Chromebook initiative. Prior to the start of the 2020 school year, Atlantis invested CARES funds, along with operating school budget funds, to provide every student, K-12, with a new school issued device. Students in grades K and 1 received tablets, while students in grades 2-12 received Chromebooks. In addition, all staff, including teachers, paraprofessionals, and support staff received new school issued laptops. Atlantis continued this 1 to 1 Chromebook ratio for the 2021-22 school year and will continue to do so in the future. Another support that Atlantis continued this school year to ensure all students had access to the curriculum was providing families, who were experiencing financial hardship, internet access by providing hot spots and special internet provider programs at no cost to families. These measures allowed the students to have equitable access to technology, and in turn, the curriculum.

Although this school year saw our community go back to in-person learning, some of the technology learning structures and tools that were utilized during the pandemic continued to serve an important role in the learning of our students. Our full-time technology integration specialist, who was added in the summer of 2020, continued to be invaluable this past school year for our school. The addition of this student/family/staff facing position to the IT department continued to be instrumental through:

- 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 daily 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 own device
- Collaborating with the school leadership team to ensure systems for technology were in place to support learning and growth.

Atlantis continued the use of the Google Suite for Education as our online learning platform. Google Classroom was instrumental this year in allowing our students to continue to access the curriculum during absences. All teachers post the daily assignments on Google classroom so students could readily know and have access to the work that was missed.

The 2021-22 school year saw Atlantis shift from a Response to Intervention (RtI) framework to the state sponsored Multi-Tiered System of Supports (MTSS) model. The shift to the MTSS framework was made to proactively address the academic and behavioral needs of our students as much as possible. Because early assessment and intervention is a cornerstone of the MTSS model, the goal of our instructional staff was to identify and provide targeted support as quickly as possible. The MTSS model also played a key role in identifying and reinforcing interventions and strategies teachers can use in the classroom that are just best practices as opposed to an accommodation or modification that requires a student to be on a plan. Because we knew we were going to see students coming in with various learning challenges and gaps due to the impact of the pandemic, it was important that we provided our teachers with targeted professional development around the MTSS model which was done at the start of the school year and also throughout the course of the year. The Student Support Team (SST) for each grade level met weekly to discuss students of concern and interventions to best assist each student. In addition, Atlantis also added a full time ELL teacher and a special education teacher to help provide services to identified students.

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 catch 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 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).

Instruction: 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 was 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 was implemented this year. This model focused on themes and teaching skills through hands-on learning. This interdisciplinary centers model also allows for greater cross content connections in academic learning for students. In addition, grade 3 began also implementing the Foundations program, a research based systematic program, that provides critical foundation skills in phonics, vocabulary, and reading fluency. Prior to this year, Atlantis had been using Foundations in grades K-2 with success, and each year we have been expanding the program. In grades 4-6, Literacy and Math skills are a focus. This year students were broken down into small groups and skill clinics were implemented where reteaching and addressing grade level gaps were a focus. Atlantis continues to invest heavily 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 from this year 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 was a big focus on students challenging themselves and doing away with certain criteria that often-prevented students from taking an honors or AP level course. In the 2021-22 school year, we had more students than ever before take honors and AP level courses. In grades 7-12, Advisory became 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.

In grades 7 & 8 this year, 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 implementing specific interventions to help support grade level performance. Grades 7 and 8 also saw the advent of additional specials and greater student selection of these specials. All students had Gym and Health embedded in their schedule and then were able to choose from a rotation of specials which included Music, Theater Arts, and STEM. 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 where they needed extra help.

Online resources also played a significant role in engaging students and supplementing the direct instruction in the classroom. Peardeck is an online tool that supported increased student engagement with teachers, and other students in the classroom, in addition to helping teachers get real time formative assessment data on student understanding. In addition, the Upper School utilized the digital platform Actively Learn to further promote student engagement, use of critical thinking skills, and deeper understanding and learning. Teachers have access to a comprehensive bank of texts to support their content specific standards. This tool also allows teachers to upload their own text for instructional purposes and increased student skill building. In addition, Atlantis uses Edgenuity, a standards based online resource, offering a full curriculum with a comprehensive high school course selection. Edgenuity was used to support students taking additional course electives independently due to scheduling needs or courses not currently offered in current programming. Edgenuity was also used to support our credit recovery program and help students stay on track for graduation. At the Upper School, weekly SST meetings assisted in identifying students that were struggling academically, social-emotionally, or both. Intervention plans would be put into place utilizing all available school resources.

Atlantis continues to use STAR assessments as our formal district wide benchmark assessment tool. All students took STAR in the fall, winter, and spring. STAR was also used to progress monitor with some students as a way to ensure additional services were appropriately supporting student need. Teams then analyzed student data at each interval level to ensure that appropriate interventions were being utilized to assist students and address learning needs. This year, Atlantis also began using 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. Atlantis found that the information gleaned from DESSA was particularly helpful given the significant increase in social emotional issues that we saw from our student population this school year.

Atlantis continued to hold Parent/Teacher conferences, K-12, this school year. Due to the large parent turnout for virtual conferences last year during the pandemic, along with survey results asking the school to continue with virtual conferences, the decision was made to continue with virtual parent-teacher conferences this year. Atlantis held virtual parent-teacher conferences after the second quarter and we once again saw a very positive parent turnout. In particular, there was a significant increase in parents attending from the high school, where traditionally parent numbers trailed grades K-8. were held virtually this year due to the high parent turnout. Historically, parent/teacher conferences occurred in person after the first and third quarters. The school will 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 special education teachers and paraprofessionals, ELL teachers, Title I teachers and paraprofessionals, 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 contracted with 2 outside professional experts in Conscious Discipline practices.

During the 2021-22 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 wanted to continue 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 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 among our students.

Program Assessment: 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 Title I 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.

Students in grades K-9 also are administered the Benchmark Assessment System (BAS). The BAS helps to determine student's independent and instructional reading levels. Based on BAS data, teachers are able to make informed decisions that connect assessment to instruction.

This year, Atlantis also began using 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 found that the information gleaned from DESSA was particularly helpful given the significant increase in social emotional issues that we saw from our student population this school year. It was also helpful in identifying additional resources, including staffing, for the school for the following school year. Parents were given letters on their child's DESSA and follow up family discussions and meetings were had to address concerns.

Physical Safety/Health: While all communities across the state were significantly impacted by Covid, the Fall River community was one of the many hard-hit communities in terms of transmission and high positivity rates. In addition, data supported that Fall River was one of the communities in the state with the lowest vaccination rates. Atlantis worked very hard throughout the course of the year to use health data, along with official medical and health guidance put forth by state and federal agencies, to make policies and decisions that were safe and in the best interest of our community as we returned to in-person learning.

Atlantis did the following to maximize health and safety this year:

- Atlantis strictly enforced the mask policy when the state mandate was in place. After the mandate was lifted, Atlantis supported all students and staff who wanted to continue to use a mask. Atlantis provided masks for staff and students free of charge for the entire school year. In addition, beginning after the holiday break, Atlantis provided KN95 masks for all staff who wanted them, free of charge
- All staff were required to complete a health attestation form prior to coming to work each day for the first half of the school year. This monitored by the Human Resources Department
- Separate entry and exit building doors were designated to maximize social distancing and appropriate flow of traffic

- A maximum of 2 individuals were allowed in the elevator at one time
- Students were required to wash or sanitize their hands prior to lunch in the cafeteria each day
- The school continued to utilize as much social distancing as possible in classrooms
- All classrooms were equipped with ample supply of hand sanitizer, disinfectant wipes, and gloves
- Students were provided with individual school supplies/instructional resources to eliminate need to share
- When weather permitted, teachers were encouraged to use the outdoors during the school day
- The custodial staff cleaned and disinfected the school building each day. The school had invested in 4 new electrostatic sprayers the year prior and those continued to be used daily. Particular attention was paid to high contact surface areas such as door handles, railings, bathrooms, etc. and those areas were cleaned multiple times a day.
- Atlantis brought in a contracted cleaning company to help support the cleaning and sanitation of the building in addition to the internal custodial staff in place.
- Atlantis participated in the state's Test & Stay program and utilized it with fidelity. The program was instrumental in testing staff and students on site and identifying individuals who were positive as proactively as possible
- Atlantis held 3 Covid vaccination clinics on site throughout the course of the year to get as many individuals vaccinated as possible. The vaccination clinics were open to eligible students, all staff, and members of the community
- Atlantis consistently advertised and promoted vaccination clinics in the local area so families were aware of where they could get vaccinated and boosted
- Starting after the Holiday break and through the end of the year, Atlantis provided free Covid testing kits on site to all staff who wanted them

Plan to accelerate learning: Atlantis recognizes the importance of building in interventions to support student learning and success for the 2022-23 school year. As such the school is implementing the following:

- Construction of 20 modular classrooms on-site to support having smaller class sizes and building capacity to accommodate more content options and growing staff will be complete. Grades 3 through 6 will occupy this new building at the start of school. This will provide much needed space to address the district's growing needs.
- We will continue to keep smaller class sizes in grades K-3 to address the learning needs of our students
- Two staff members will be assigned to each classroom to build consistency, allow for differentiation in learning techniques and styles, provide intervention, and address academic gaps
- The school will 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 support
- Intervention/student support blocks built in to student schedules to address literacy and math gaps
- 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 provide explicit professional development training to administrators and teachers on Tier 1 community building practices in the Restorative Practice Model
- Utilization of morning circle and Advisory to explicitly build "school family" culture
- 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
- Creation of "cool down" and sensory spaces to address social emotional and prevent situations from escalating

- Utilization of DESSA assessment tool to address social-emotional concerns
- Social-emotional curriculum explicitly imbedded at the start of school to address student issues from pandemic, i.e. depression, anxiety, social skills, potential trauma
- 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
- High school guidance department holding more evening parent information/education sessions on the post-secondary process and how the school can best support families in the process
- Hiring of a pool of substitute teachers to proactively address continued impact from the pandemic related to attendance
- Hiring of 2 full time Writing teachers in grades 7 and 8
- Additional Writing block imbedded in grade 7 and 8 schedule
- Hiring of 1 additional K-6 full time special education teacher
- Hiring of 1 additional K-6 full time ELL teacher
- Hiring of 1 full time Math and 1 Literacy interventionist position to strategically address the learning gaps of our neediest students
- Hiring of a full-time behavioral specialist who is also trained as a school psychologist and will perform assessments

Organizational Viability

Complaints

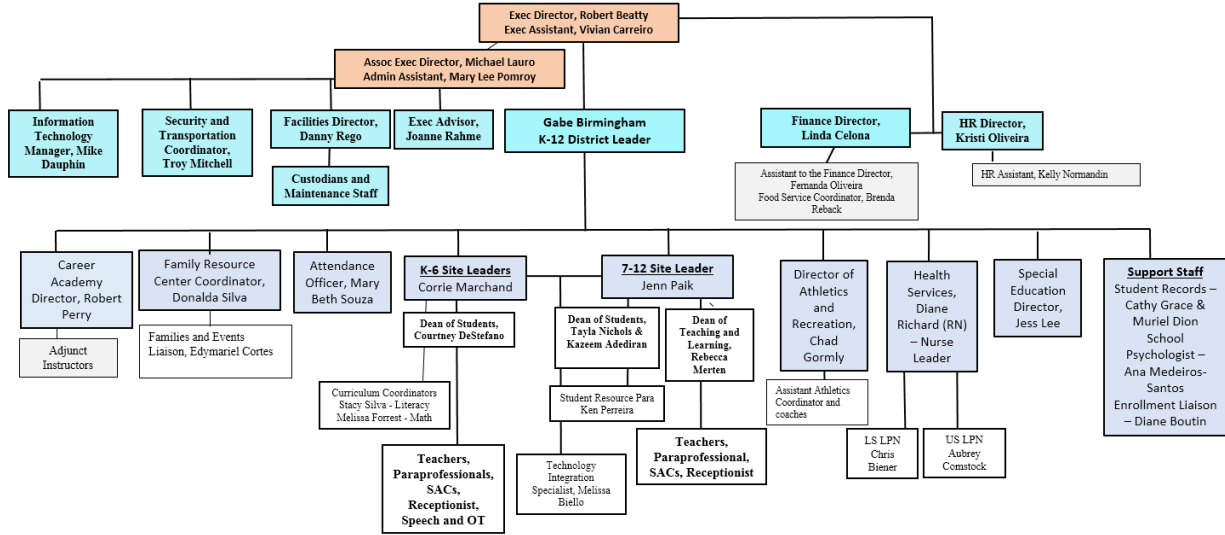
There were no complaints received by the Board of Trustees during the 2021-2022 school year.

School Systems and Leadership

The school leadership consists of an Executive Director and Assistant Executive Director whose functions have shifted to community outreach, capital campaigning, and formulating and sustaining community and higher education partnerships with our career academy model. The K-12 District Leader maintains oversight over daily operations in the school. 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 Dean 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 Dean 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 2022 BALANCE SHEET:		
STATEMENT of NET ASSETS		
ASSETS		
Current Assets		
	Cash	4,896,869.52
	Accounts Receivable	80,536.59
	Other Current Assets	282,893.55
	Total Current Assets	5,260,299.66
	Fixed Assets, net	37,105,219.36
	Other Assets	515,990.01
	TOTAL ASSETS	42,881,509.03
LIABILITIES & EQUITY		
Liabilities		
	Accounts Payable	188,105.58
	Accrued Expenses	1,621,819.33
	Payroll Liabilities	(2,076.10)
	Other Current Liabilities	164,040.28
	Capital Leases	156,023.63
	Deferred Income	-
	Total Liabilities	2,127,912.72
Long Term Liabilities		
	Loan Payable	24,149,634.28
	Total Long Term Liabilities	24,149,634.28
Equity		
	Fixed Asset Investment	10,615,379.00
	Board-Restricted Assets	24,688.07
	Unrestricted Net Assets	5,963,894.96
	Total Equity	16,603,962.03
	Total Liabilities and Equity	42,881,509.03

FY 2022 INCOME STATEMENT:			
UNAUDITED STATEMENT of REVENUES, EXPENSES AND CHANGES in NET ASSETS			
Income			
	Per Pupil Tuition	18,374,981.00	
	Federal and State Entitlements	5,717,120.53	
	In-Kind Revenue- MTRS	3,217,937.00	**
	Food Service Income	783,543.28	
	Grants & Fundraising	246,845.30	
	Student Activities	-	
	Family Learning & Extended Care	48,290.00	
	Rental Income	32,690.00	
	Interest Income	2,987.28	
	Miscellaneous Income	40,782.75	
	Total Income	28,465,177.14	
Expense			
	Salaries, Benefits, Taxes	17,636,593.01	
	Activities and Programs	720,671.73	
	Plant and Facilities	1,110,908.30	
	Food Service Expenses	594,162.53	
	Operations	1,273,516.79	
	Family Learning & Extended Care	32,901.54	
	Other Expenses including Depreciation	2,559,310.26	
	Total Expense	23,928,064.16	
	Net Income	4,537,112.98	

FY 2023 Approved School Budget		Fiscal Year 2022	Fiscal Year 2023
Income			
Per Pupil Tuition		18,642,335.00	20,789,273.44
Federal and State Entitlements		5,642,780.00	1,313,890.00
Food Service Income		542,663.00	696,280.07
Grants and Fundraising		158,000.00	270,000.00
Family Learning & Extended Care		5,000.00	45,000.00
Rental Income		10,000.00	35,000.00
Interest Income		3,500.00	2,160.65
Miscellaneous Income		20,000.00	23,000.00
Total Income		25,024,278.00	23,174,604.16
Expense			
Salaries, Benefits, Taxes		14,540,000.00	17,057,098.72
Activities and Programs		660,547.00	765,522.00
Facilities		947,518.00	849,819.96
Food Service Expenses		542,663.00	590,720.83
Operations		1,367,099.00	1,749,931.31
Family Learning & Extended Care		28,500.00	82,300.00
Depreciation and Amortization		1,585,949.00	1,094,408.33
Fund Raising		-	-
Capitalized Technology & Equipment		4,194,327.00	150,000.00
Building Financing Costs		19,500.00	19,500.00
New Building Interest		1,103,743.00	791,516.11
New Athletic Field Interest		34,432.00	23,786.90
Total Expense		25,024,278.00	23,174,604.16
** FY '21 Number; report not released by MTRS			

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2021 submission	1325
Number of students upon which FY21 budget tuition line is based	1300
Number of expected students for FY21 first day of school	1258
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:

- 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.

Lower School 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	Replace Business Office stairs	Completed			Budgeted capital improvement item		8/1/11	\$3,680.00
Project	Pave courtyard near Library	Completed	Spring 2012	\$6,000.00	Budgeted capital improvement item		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	Summer 2012	\$45,000.00	Budgeted capital improvement item			
Project	General roof repairs	On Going	Spring 2012	\$10,000.00	Budgeted capital improvement item			
Project	Replace circulation pump	Completed			Budgeted capital improvement item		11/14/11	\$2,000.00
Project	Repave front parking lot w/ curb stones	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			
Project	New side walks - front of school	On Going	Summer 2012	\$4,000.00	Budgeted capital improvement item			
Project	Resurface playground hard top	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Plumbing fixture replacement	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			

	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 emergency lighting upgrade	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Phase 1 - Basement - Drop ceiling upgrades	On Going	Summer 2012	\$5,000.00	Budgeted capital improvement item			
Project	Piping leaks - all floors	On Going	Summer 2012	\$10,000.00	Budgeted capital improvement item			
Project	Phase 1 Window replacement - basement	On Going	Summer 2012	\$60,000.00	Budgeted capital improvement item			
Project	Computers, Wireless, Network Storage & Virtual Server			\$63,000.00	Budgeted capital improvement item		10/21/11	\$10,448.00
Project	Telephone System			\$33,000.00	Budgeted capital improvement item		10/21/12	\$38,379.30
				TOTAL YEAR 1	\$266,000.00			

Lower School 2012 - 2013

Project	Phase 2 Repair Bay Windows	If sealing project 2012 is successful replacement will be unnecessary	Summer 2013	\$50,000.00	Budgeted capital improvement item			
Project	General roof repairs	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			
Project	Plumbing fixture replacement	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			
Project	Phase 2 - First Floor emergency lighting upgrade	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
Project	Phase 2 Window replacement - First Floor	On Going	Summer 2013	\$60,000.00	Budgeted capital improvement item			
Project	Piping leaks - all floors	On Going	Summer 2013	\$10,000.00	Budgeted capital improvement item			

	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	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
	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	On Going	Summer 2013	\$5,000.00	Budgeted capital improvement item			
				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	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
	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 3 Window replacement - Second Floor	On Going	Summer 2014	\$60,000.00	Budgeted capital improvement item			
	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	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
	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 3 - Second Floor emergency lighting upgrade	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
	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	Reseal parking lot, courtyard and playground	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
	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 - Playground equipment replacement/upgrade	On Going	Summer 2014	\$15,000.00	Budgeted capital improvement item			
	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 - Upgrade electrical service basement/first floor	On Going	Summer 2014	\$50,000.00	Budgeted capital improvement item			
	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 3 - Second Floor - Drop ceiling upgrades	On Going	Summer 2014	\$5,000.00	Budgeted capital improvement item			
				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	On Going	Summer 2015	\$10,000.00	Budgeted capital improvement item			
Project	Phase 4 - Third Floor emergency lighting upgrade	On Going	Summer 2015	\$5,000.00	Budgeted capital improvement item			
Project	Phase 4 Window replacement - Third Floor	On Going	Summer 2015	\$60,000.00	Budgeted capital improvement item			
Project	Phase 2 - Playground equipment replacement/upgrade	On Going	Summer 2015	\$15,000.00	Budgeted capital improvement item			
Project	Phase 2 - Upgrade electrical service second/third floors	On Going	Summer 2015	\$50,000.00	Budgeted capital improvement item			
Project	Third Floor - Drop ceiling upgrades	On Going	Summer 2015	\$5,000.00	Budgeted capital improvement item			
				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 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			Budgeted capital improvement item		7/12/11	\$14,020.00

	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	Resurface/repair parking lots	On Going	Summer 2012		Budgeted capital improvement item			

	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 Central Air - Grade 5	On Going	Summer 2012	\$30,000.00	Budgeted capital improvement item			

	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 – lower level	On going	Summer 2012	\$60,000.00	Budgeted capital improvement item			

	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 – Paint exterior woodwork	On Going	Summer 2012	\$35,000.00	Budgeted capital improvement item			

	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 - Roof replacement	On Going	Summer 2012	\$300,000.00	Budgeted capital improvement item			

	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 - Replace Gutters/Spouts	On Going	Summer 2012	\$50,000.00	Budgeted capital improvement item			

	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	Network Storage & Wireless Connectivity	On Going			Budgeted capital improvement item		10/21/2012	\$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	On Going			Budgeted capital improvement item		10/21/2012/	\$38,379.70

	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	Rebuild steam traps (offices/classrooms) basement & first floor	On Going	Summer 2012	\$4,000.00	Budgeted capital improvement item			
			TOTAL YEAR 1	\$479,000.00				
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	On going	Summer 2013	\$60,000.00	Budgeted capital improvement item			

	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 - Roof replacement	On Going	Summer 2013	\$300,000.00	Budgeted capital improvement item			

	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 – Paint exterior woodwork	On Going	Summer 2013	\$25,000.00	Budgeted capital improvement item			

	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 - Replace Gutters/Spouts	On Going	Spring 2013	\$50,000.00	Budgeted capital improvement item			

	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	Rebuild steam traps (offices/classrooms) second/third floors	On Going	Spring 2013	\$5,000.00	Budgeted capital improvement item			

	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 - Improve cold water sending system for bathrooms	On Going	Spring 2013	\$10,000.00	Budgeted capital improvement item			
			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	On going	Summer 2014	\$60,000.00	Budgeted capital improvement item			

	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 3 - Roof replacement	On Going	Summer 2014	\$300,000.00	Budgeted capital improvement item			

	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	Rebuild steam traps (offices/classrooms) fourth floor	On Going	Summer 2014	\$2,500.00	Budgeted capital improvement item			

	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 - Improve cold water sending system for bathrooms	On Going	Summer 2014	\$10,000.00	Budgeted capital improvement item			
			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		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	On going	Summer 2015	\$60,000.00	Budgeted capital improvement item			
	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	On Going	Summer 2015	\$300,000.00	Budgeted capital improvement item			
			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		Budgeted capital improvement item		6/30/17	\$12,186.00
			TOTAL YEAR 5	\$0.00				
Upper School 2017 - 2018 - Closed as a School; used as an Administration Building								
			GRAND TOTAL	\$1,681,500.00				

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			\$24,667.50
Project	Hiring of a Civil Engineer	On Going	Winter 2014	\$75,000.00	Budgeted capital improvement item			\$10,575.20
Project	Hiring of an Architect	On Going	Spring 2014	\$100,000.00	Budgeted capital improvement item			
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		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		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								
			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		August, 2019	\$65,867.26
Project	Baseball Field	In Process	Sometime during FY '20	\$648,654.00	Budgeted capital improvement item		January, 2021	\$648,654.00
Project	Lighting in Parking Lot	Completed	September, 2019	\$12,914.40	Funded through loan for new school		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		March, 2021	\$52,332.00
Project	Boiler Replacement - Administration Building Park Street	Completed	May, 2021	\$49,388.00	General Operating Budget		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	In Process	October, 2021	\$4,100,000.00	ESSER II and ESSER III		On Going	
			TOTAL YEAR 7	\$4,100,000.00				

GRAND TOTAL \$25,829,155.66

APPENDIX A

Accountability Plan Evidence 2021-2022

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, is making progress toward meeting, or has not met the measure, and provide data or other evidence supporting the statement. Evidence should reflect performance during the 2019-2020 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. 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

	2021-2022 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>Making progress</p>	<p>We did reach our target response from families with 30% 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> <ol style="list-style-type: none"> 1. 70% 2. 81% 3. 80% <p>Atlantis is committed to achieving these measures through the school’s Restorative Practice initiative and teacher professional development.</p>
<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>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 Hispanic, white and Asian families. Our African-American students represent 9.3% of our student population and 5% of families identifying as African American responded to the family survey. Atlantis will continue to utilize the Family Community Resource</p>

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		Center to engage with families to help support all families feeling like their voice is important.
Objective (for KDE 2): Atlantis Charter School will provide individualized academic and social /emotional supports for each student.		
<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 	Making progress	<p>We did reach our target response of families responding to the end of year survey, with 30% 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. 78% 2. 85% <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>	Met	Atlantis met this measure by having 96.2% of teaching staff achieve a 3 or higher on this standard.
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.		
<p>Measure: Each year, at least 90% of Atlantis graduates will be accepted at 2- or 4-year colleges or universities.</p>	Met	Atlantis met this measure by having 95% of its graduating class accepted to 2- or 4-year colleges or universities. This year, Atlantis had 73 graduates, 69 that will continue on to post-secondary education, 2 students that will be entering the workforce, 1 student entering the military, and 1 student moving out of the country
<p>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.</p>	Met	Atlantis met this measure by having 65 of its 72 graduates or 90% of its graduating class pass all Career Academy coursework with a minimum of grade of 70.

*Add rows as necessary

Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>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</p>		
<p>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.</p>	<p>Met</p>	<p>Atlantis engaged with Fall River Public Schools and other area local schools in the City-Wide Task Force. In addition to schools, the task force is also heavily comprised of social service organizations 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. A significant focus of the city-wide task force this year was geared toward helping students and families deal with the continued impacts of Covid 19. Atlantis disseminated practices in this forum related to being a CEP school district in terms of our students having access to free meals along with disseminating information on social emotional supports which includes the Conscious Discipline program. The school provided several free workshops on Conscious Discipline for families that were open to the public. Atlantis also worked with the MASS NOW organization and Fall River Menstrual Product Distribution Program to provide free feminine hygiene products to all students.</p>
<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>	<p>Met</p>	<p>Atlantis collaborated with FRPS to disseminate best practices related to Restorative Practice and Atlantis’s immersion in the Tier 1 phase.</p>

*Add/remove rows as necessary

Appendix B

Recruitment Plan

2022 – 2023

School Name: Atlantis Charter School

2021-2022 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 developed a 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 7.9 percentage points from 2018 to 2022 in our English Language Learners population. Atlantis is 6.1 percentage points higher than the statewide average. At Atlantis, 23% of this year's incoming students qualified for ELL services; 39% 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 foreign language newspapers, 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 20.9 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 6.9 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 2021-2022 academic school year, approximately 13.1% 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 2022-2023:

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 – 2022-2023 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: 12.0%</p> <p>GNT percentage: 16.9%</p> <p>CI percentage: 17.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" 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. Atlantis’s population of special education students is increasing at primary school entry points. Continued Strategies: Atlantis’s population of students with disabilities currently falls below the state average by 6.9 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. 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 2021-2022 academic school year, approximately 8.9% of our newly incoming students received special education services. New/Enhanced Strategies: Special Education Director participates in state and regional charter school special education meetings where best practices are shared and brings back any new recruitment strategies. Atlantis co-sponsors award winning Conscious Discipline workshops, open to all parents in the Fall River community. Atlantis has expanded its recruitment strategies to include advertisements on billboards, public city buses, local Portuguese television channel and radio. In addition, Atlantis has sent informational material to local homeless shelters, community support agencies, and youth court. In addition, Atlantis will make a concerted effort to advertise open houses in our digital advertisements in our high visibility areas in the city. 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: 17.1%</p> <p>GNT percentage: 14.0%</p> <p>CI percentage: 15.3%</p> <p>The school is <u>above</u> GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <hr/> <p style="text-align: center;">(c) 2022-2023 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: 64.7%</p> <p>GNT percentage: 58.2%</p> <p>CI percentage: 74.7%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <hr/> <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 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 style="text-align: center;">(e) Continued 2021-2022 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, internships, community supports, and online learning. 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 adjustment counselor 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 2021-2022 Strategies</p> <p>Atlantis had one student who dropped out. Atlantis made significant efforts to prevent the student from dropping out but both the student and the family 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 align="center">(g) Continued 2021-2022 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>

Appendix B1 Retention Plan 2022 – 2023

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.

2021-2022 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: 92%
 High needs students: 90%
 Low income students: 90%
 Special education students: 86%

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

- A full- time K-12 School Attendance Officer
- Addition of a full-time School Adjustment Counselor, bringing total for district to 7
- Addition of ELL and Special Education teachers to address student learning needs brought on by impact of Covid
- School wide Restorative Practice initiative that includes specialized staff professional development from Suffolk University's Restorative Practice Center
- Successfully increasing parent involvement through monthly parent meetings facilitated by the school's Family and Community Resource Center as well as our SEPAC and ELPAC.
- Improving communication at the school through the redesign of the school's website, the integration of social media, and producing online and smartphone app parent access to student information, including grades and attendance.
- Transitioning application, registration and re-enrollment process to a fully electronic process
- Co-teaching classrooms that pair a regular education teacher with a special education teacher.
- 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.
- PBIS model that stresses the importance of positive interventions, incentives, and restorative practices.
- 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.

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

Retention Plan – 2022-2023 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: 14.3% Third Quartile: 19.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-2022 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.</p>
	<p>(c) 2022-2023 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>(a) CHART data</p> <p>School percentage: 7.8% Third Quartile: 15.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-2022 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>

Retention Plan – 2022-2023 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	<p style="text-align: center;">(c) 2022-2023 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 EIs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 10.2% Third Quartile: 13.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 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> <p style="text-align: center;">(c) 2022-2023 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 2021-2022 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> <p>Maintain increased parent communication through website, online “parent portal” access to student grades and other info, and integrated “app” for parent smartphones.</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <p>Continued Strategies: Staff-student mentoring program, identifying student needs through MTSS model, after-school tutoring, after-school enrichment clubs, athletics, community youth resources, online learning options.</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2021-2022 Strategies</p> <p>Atlantis had three 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 Dean of Students, phone calls, attempts at e-mail communication and phone communication, referral to Youth Court Services,</p>

Retention Plan – 2022-2023 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	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 2021-2022 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	6.2
Asian	2.0
Hispanic	15.5
Native American	0.1
White	71.7
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	4.4
Selected Populations	% of School
First Language not English	29.7
English Language Learner	17.1
Students with Disabilities	12.0
High Needs	72.5
Economically Disadvantaged	64.7

Administrative roster for the 2021-22 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	7/1/09	N/A

Administrative roster for the 2021-22 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	the school’s relationship with the outside community at large, including media and funders.		
Michael Lauro, Associate Executive Director	The Associate Executive Director is appointed by the Executive Director. Responsibilities include Strategic Planning, School Policy and Procedures, Fundraising, and has responsibility and accountability in support to the District’s Annual Budget and the District’s Board of Directors.	8/30/2010	06/30/2022
Gabriela Birmingham, K-12 District Leader	The K-12 District Leader is hired by 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, 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.	8/21/06 (started as teacher)	N/A
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

Administrative roster for the 2021-22 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
Rebecca Merten, 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.	08/06/18	N/A
Leak Russell, 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 effective instructional program with clear programmatic transitions between grade levels.	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	7/01/19	N/A

Administrative roster for the 2021-22 school year			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
	absence of the Principal, the Dean of Students may assume responsibility of that school site.		
Jessica Lee, Director of Special Education	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. 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.	8/31/00 (started as Special Education Teacher)	N/A
Ellyssa Czajkowski, 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.	12/13/19(started as teacher)	6/30/22
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	N/A
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

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	96	13	13	5 - Accepted position with another K-12 School District 4 - Discharge - Performance 2 - Career Change outside of education 6 - Personal 1 - Medical 2 - Working Conditions, Management 1 - COVID 1 - Reason Unknown 2 - Relocation out of state 1 - Commute 1 - Career Advancement
Other Staff	147	20	4	2 - Retirement 2 - Working Conditions 6 - Personal 4 - Accepted another job outside of education 2 - Relocation 2 - Abandoned job 2 - Medical 1 - Discharge, Performance 1 - Job Assignment 1 - Temporary Assignment 1 - Career Advancement

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	6
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2021-2022 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: 04/17 Expiration: 04/23
Patrick Long	Vice-President	Partners Insurance Group	2	3 yrs Election: 09/15 Expiration: 09/21
Robert Collins	Treasurer	BankFive	1	3 yrs Election: 08/18 Expiration: 08/21
Tara Menard	Secretary	Growth Point Coaching	2	3 yrs Election: 06/17 Expiration: 06/22
Robert Shaker	Member	PACE Management	2	3 yrs Election: 04/17 Expiration: 04/23
John Gonet	Member	Partners Insurance Group	1	3 yrs Election: 06/20 Expiration: 06/23
David Hutchinson	Member	BayCoast Bank	1	3 yrs Election: 04/22 Expiration: 04/25
Brittany Schmidt	Member	BankFive	1	3 yrs Election: 01/22 Expiration: 01/25

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Wednesday, July 27, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, August 31, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, September 28, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, October 26, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, November 30, 2022 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, January 25, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, February 15, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, March 29, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, April 26, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, May 31, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721
Wednesday, June 21, 2023 at 5:15 PM	991 Jefferson Street, Fall River, MA 02721

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	July 27, 2022 at 4:15 PM August 31, 2022 at 4:15 PM September 28, 2022 at 4:15 PM October 26, 2022 at 4:15 PM November 30, 2022 at 4:15 PM January 25, 2023 at 4:15 PM February 15, 2023 at 4:15 PM March 29, 2023 at 4:15 PM April 26, 2023 at 4:15 PM May 31, 2023 at 4:15 PM June 21, 2023 at 4:15 PM	991 Jefferson Street Fall River, MA 02721

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.

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Matthew F. Burke	mburke@bevlegal.com	No Change
Charter School Leader	Robert L. Beatty	robert.beatty@atlantiscs.org	No Change
Assistant Charter School Leader	Michael P. Lauro	michael.lauro@atlantiscs.org	No Change
Special Education Director	Jessica Lee	jgard@atlantiscs.org	No Change
MCAS Test Coordinator	Jessica Lee	jgard@atlantiscs.org	No Change
SIMS Coordinator	Vivian Carreiro	vcarr@atlantiscs.org	No Change
English Learner Program Coordinator	Ellyssa Czajkowski	Ellyssa.czajkowski@atlantiscs.org	No Change
School Business Official	Robert L. Beatty	robert.beatty@atlantiscs.org	No Change
SIMS Contact	Vivian Carreiro	vcarr@atlantiscs.org	No Change
Admissions and Enrollment Coordinator	Diane Boutin	dbout@atlantiscs.org	No Change

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	2022-2023 School Year Date(s)
Student Application Deadline	February 1, 2023
Lottery	Grades K-12: March 1, 2023