

Helen Thackston Charter School

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

625 East Philadelphia Street
 York, PA 17403
 (717)846-6160

Federal Accountability Designation:	none
Schoolwide Status:	Not Provided
CEO:	Carlos Lopez
Date of Local Chartering School Board/PDE Approval:	2/1/2014
Length of Charter:	5 years
Opening Date:	8/19/2009
Grade Level:	6-12
Hours of Operation:	7:45 AM - 3:00 PM
Percentage of Certified Staff:	91.00 %
Total Instructional Staff:	32
Student/Teacher Ratio:	22:1
Student Waiting List:	10
Attendance Rate/Percentage:	90.00 %
Enrollment:	513
Per Pupil Subsidy:	\$11873
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	108

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	167.00
Hispanic	275.00
White (Non-Hispanic)	29.00
Multicultural	31.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	183.00	183.00	183.00
Instructional Hours	0.00	0.00	0.00	1294.45	1294.45	1294.45

Planning Process

Helen Thackston Charter School participated in the Comprehensive Planning process during the month of May. The process was led by Dr. Sue Kanigsberg, Assistant Director of Educational Services (Lincoln Intermediate Unit 12). Participating on the planning committee were: the CEO, Mr. Carlos Lopez, the Assistant Business Manager and HR Administrator, Director of Technology, Principal, Master Coaches and staff. The team met on the following dates:

May 4, 2017, to update EDNA and to assign planning leader status to a variety of personnel.

May 11, 2017, to draft the Comp Plan.

Mission Statement

The mission of Helen Thackston Charter School is to provide a challenging, enriching and meaningful curriculum that educates, nurtures and respects the individual student and the diverse community of learners in an environment which is safe and conducive to learning. It is our belief that the ultimate ability of our students to achieve success lies in the commitment of the school and community working together to create an environment that promotes academic excellence, civic responsibility, character development, leadership, and confidence, as well as a love of and appreciation for learning.

Vision Statement

The vision of Helen Thackston Charter School will build a school where students are given the opportunity to develop, learn, and achieve in an environment that encourages everyone to reach their highest potential.

Shared Values

Helen Thackston Charter School values:

- Respect
- Courage
- Wisdom
- Integrity
- Responsibility

- Compassion
- Justice
- Hope

Educational Community

The school is situated on the corner of Philadelphia Street and Ridge Avenue in York, Pennsylvania. Helen Thackston Charter School partners with 32 different community-based organizations. The charter is authorized by the School District of the City of York and is an urban charter school. The charter's attendance zone is York City-wide. The school serves students in grades 6-12. The schools approximately 503 students and employs 67 staff members. The charter was issued in 2009 and has been renewed every 5 years since that date.

Central, Eastern, Dallastown, West York, Red Lion send students to Helen Thackston Charter School.

Board of Trustees

Name	Office	Address	Phone	Email
Nacole Gaines	Member	625 East Philadelphia Street York, PA	7178466160	nacolegaines@gmail.com
Marcia Glover	Member	625 East Philadelphia Street York, PA	7178466160	mglover@counseltrust.com
Frank Hawkins	Vice President	625 E. Philadelphia St	7178466160	fhawk316@hughes.com
Lisa Kennedy	Member	625 East Philadelphia Street York, PA	7178466160	lkennedy@lincolncharterpa.com
Danyiell Newman	President	625 E. Philadelphia St	7178466160	danyielln@aol.com
Robert Safran	Member	625 East Philadelphia Street York,	7178466160	rsafran@gumpp.com

		PA		
Keila Sanchez	Member	625 East Philadelphia Street York, PA	7178466160	keijta@comcast.net

Board of Trustees Professional Development

Professional Development was provided to the board of trustees during the 2015-2016 and 2016-2017 school years. Mr. Carlos Lopez, was contracted to provide the service to the board. The professional development consisted of: Multiple times to plan and discuss policies and procedures, strategic debt reduction planning, budget assumption process, state of the school reporting, evaluation of the CEO and Principal, establishment of goals for the CEO & Principal, effective board practices, board contributions to the community, school restructuring process, and responses to the auditor general's report.

Nacole Gaines, Danyiell Newman, Lisa Kennedy, Keila Sanchez and Frank Hawkins attend the trainings. Marcia Glover attended several of the sessions as well.

Governance and Management

The board of directors is organized in sub-committees. The sub-committees include: personnel/employee relations, facilities, building and grounds, discipline, student attendance, budget/finance, negotiations, food services, community and outreach, and homeland security/technology. Students always present their accomplishments relating to academic expectations. A student representative (grade 11) attends the committee meeting and represents the student body.

Student Enrollment

Helen Thackston Charter School provides families with a variety of resources to support the enrollment, registration, language needs and health history for their child. Each document is maintained in the main office and in the office of the CEO. Routine updates are made to the documents annually. Policies and procedures are reviewed annually and updated on an as needed basis. Upon registration, Non-English speaking students (Spanish) are provided registration documents in their native language. Non-English speaking registrants are provided registration documents through Transact or other translation community-based organizations.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- 19-Amended-Enrollment-Application.pdf

Registration Policy

Registration Policy

*PDF file uploaded.***Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.***Student Enrollment History****Enrollment History—Part I**

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2016	560	513	0	attendance at new school, return to home school, attend cyber school, home school, expulsion	16
2017	582	499	3	attendance at new school, return to home school, attend cyber school, home school, expulsion	26

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2016	0	0	0	0	0	0	83	73	86	129	73	68	48
2017	0	0	0	0	0	0	71	81	83	106	107	70	64

Stakeholder Involvement

Name	Role
Melissa Achuff-Miller	Building Principal
Sam Casale	High School Teacher - Regular Education
Michael Devaney	Business Representative
Joseph Fiorani	High School Teacher - Regular Education
Ed Foller	Community Representative
AnneMae Foller	Community Representative
Samantha Howard	Parent
Sue Kanigsberg	Intermediate Unit Staff Member
Wallace Kelly	Parent
Sarah Kern	Elementary School Teacher - Regular Education
Megan Kirszenbaum	Administrator
Tracy Landis	Middle School Teacher - Special Education
Eric Landis	Ed Specialist - School Psychologist
Carlos Lopez	Administrator
Michelle Marmo	Ed Specialist - School Counselor
Samatha Queen	Parent
Marcus Richardson	Instructional Technology Director/Specialist
Vincent Scotto	Elementary School Teacher - Regular Education
Brian Shorts	Middle School Teacher - Regular Education
Diapaye Toe	Business Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Accomplished
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Needs Improvement
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Accomplished	Needs Improvement

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

More specific mapping and alignment are needed to allow the principal to confirm that these curricula are optimized for instructional use.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
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Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Needs Improvement
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Developing
School Climate	Accomplished	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Needs Improvement
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Needs Improvement
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- History

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- History

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

HTCS does not serve Elementary.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

HTCS does not serve Elementary.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

NA

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Middle Level

Curriculum Characteristics	Status
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The principal and instructional coach oversaw the development and completion of planned courses.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The principal and instructional coach oversaw the development and completion of planned courses.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Special Education students receive individualized instruction. Rate and pace are addressed, opportunities for differentiation and accommodations are in place, adjustments are made to address individual learning opportunities are also addressed. Retake opportunities are in place for all special education students. Extended time, small group testing, class notes provided prior to lecture are provided. Special Education case managers assist with assignment completion and progress monitoring.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Teachers are expected to have a lesson plan for 1 week at a time. Plans are available in the classroom. Walkthrough occurs on a regular basis. Each teacher is observed and evaluated. In 2016-2017, all staff was observed. Domain specific artifacts will be collected for future observational data.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Recruiting occurs through PA Educator. On average approx. 20 applicants are screened and typically 3-4 candidates are interviewed for each available opening. Some "second interviews" occur and candidates are asked to teach a lesson. Certifications are reviewed and references are checked.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical	5.00	5.00	5.00

Education			
Electives	2.50	2.50	2.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X		X		
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X	X	X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education	X	X			X	
History		X				
Science and Technology and Engineering Education		X				X
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language				X		X

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSAs, KEYSTONES, Finals, ACCESS		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Embedded Assessments, Portfolios		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Check in check out, readiness activity, exit ticket out the door, 3-2-1, quiz, short answer response, KaHOOT, unit assessments		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
WAPT		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review		X	X	X
Building Supervisor Review		X	X	X
Department Supervisor Review		X	X	X
Professional Learning Community Review		X	X	X
Instructional Coach Review		X	X	X
Teacher Peer Review		X	X	X

Provide brief explanation of your process for reviewing assessments.

All local assessments, with the exception of teacher-made assessments, are vetted by the school principal and her leadership team. There are 5 educators in the school who assist the instructional staff by providing opportunities for improving instruction through the identification

of effective instructional strategies, not only in classroom management but in the improvement of student academic performance.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The Edmentum, online assessments, allow for every aspect of the curricula to be analyzed and downloaded at the push of a button. Educators meet in instructional team meetings at least every other week. Monthly, teachers by department, meet to share data.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Helen Thackston teachers are instructed to use small group instruction to differentiate instruction of the core. If students are showing a single skill gap they are placed in a language arts or math remediation program. Through the benchmark assessments, teachers can monitor academic gain of these skills.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.			X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.			X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.			X	X

Instructional practices modified or adapted to increase student mastery.			X	X
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Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides		X	X	X
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings				
Letters to Parents/Guardians		X	X	X
Local Media Reports				
Website				
Meetings with Community, Families and School Board		X	X	X
Mass Phone Calls/Emails/Letters		X	X	X
Newsletters				
Press Releases				
School Calendar				
Student Handbook				
IEP conferences		X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are distributed to students and their parents within 1 month for all state assessment. A standard letter is provided. The information is provided in multiple languages.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Efforts will be made to post results to a variety of social media platforms.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement		X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management				X
Peer Helper Programs		X	X	X
Safety and Violence Prevention Curricula		X	X	X
Student Codes of Conduct		X	X	X
Comprehensive School Safety and Violence Prevention Plans		X	X	X
Purchase of Security-related Technology		X	X	X
Student, Staff and Visitor Identification Systems		X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students		X	X	X
Internet Web-based System for the Management of Student Discipline		X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

SWBIS will be implemented following staff training during the summer of 2017. There is not a formal conflict resolution program but the school does have a student judicial review panel. There is no school resource officer. HTCS is looking into SAP training for the 2017-18 school year.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling		X	X	X
Attendance Monitoring		X	X	X
Behavior Management Programs		X	X	X
Bullying Prevention		X	X	X
Career Awareness		X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring		X	X	X
Compliance with Health Requirements -i.e., Immunization		X	X	X
Emergency and Disaster Preparedness		X	X	X
Guidance Curriculum		X	X	
Health and Wellness Curriculum		X	X	X
Health Screenings		X	X	X
Individual Student Planning		X	X	X
Nutrition		X	X	X
Orientation/Transition				X
RTII/MTSS		X	X	X

Wellness/Health Appraisal		X	X	X
Penn State Partnership - college signing day		X	X	X
Graduation Project				X
Patriot Orientation Day for incoming 6th and 9th graders				

Explanation of developmental services:

HTCS has social, emotional, and academic counseling services. There is an in-school psychologist and plans have been made to employ a social worker.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications			X	X
Administration of Medication			X	X
Assessment of Academic Skills/Aptitude for Learning			X	X
Assessment/Progress Monitoring			X	X
Casework			X	X
Crisis Response/Management/Intervention			X	X
Individual Counseling			X	X
Intervention for Actual or Potential Health Problems			X	X
Placement into Appropriate Programs			X	X
Small Group Counseling-Coping with life situations			X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development			X	X
Special Education Evaluation			X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

If a student is thought to need referral services, first the student's case is studied through a Child Study Team. The Child Study Team has not been working seamlessly and it is recommended that a multi-disciplinary team meeting occur prior to any referrals and will subsequently continue throughout the case study and referral process.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education			X	X
Case and Care Management			X	X
Community Liaison			X	X
Community Services Coordination (Internal or External)			X	X
Coordinate Plans			X	X

Coordination with Families (Learning or Behavioral)			X	X
Home/Family Communication			X	X
Managing Chronic Health Problems			X	X
Managing IEP and 504 Plans			X	X
Referral to Community Agencies			X	X
Staff Development			X	X
Strengthening Relationships Between School Personnel, Parents and Communities			X	X
System Support			X	X
Truancy Coordination			X	X

Explanation of consultation and coordination services:

IEPs are handled through the Special Ed department. Chapter 15/504 service agreements are monitored through the school counseling services. The school psychologist is available to draft and make revisions to new and existing service agreements. Student Attendance Improvement Plans (SAIPs) are monitored through the Attendance Monitor. Students who require support through community agencies are recommended and monitored by the school psychologist and school counselors. The school nurse monitors medically fragile students through Individual Health Plans.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites			X	X
Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X
Website			X	X
Meetings with Community, Families and Board of Directors			X	X
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases				
School Calendar			X	X
Student Handbook			X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings			X	X
Individual Screening Results			X	X
Letters to Parents/Guardians			X	X

Website				
Meetings with Community, Families and Board of Directors			X	X
Newsletters			X	X
School Calendar				
Student Handbook				

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

The nurse is unlicensed and is on-site at HTCS every day from 7:30 am to 4:00 PM. In addition, HTCS partners with York Academy Regional Charter School for RN services.

Food Service Program

Describe unique features of the Charter School meal program

Breakfast and lunch is provided for all students. The school has 100% free lunch.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

HTCS has security cameras positioned both internally and externally. Handheld metal detectors are scheduled to be purchased in the future. Student bookbags are searched prior to entry into the school. There are 4 hall monitors.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Insurance Coverage.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and

suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation through Rabbit Transit is provided if the student resides within 2 miles of the school. Students' home districts are responsible for providing transportation to HTCS.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

PDF file uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

The Student Code of Conduct has existed for several years and revision is recommended to improve readability and to make the document more parent-friendly. In addition, the Student Code of Conduct may need to be targeted to the Puerto Rican/Dominican dialects.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

HTCS employs two instructional coaches in addition to two assistant principals and a principal. Students take a benchmark assessment through Plato. Students who perform below proficiency receive remediation, after-school tutoring and participate in a homework club.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Family engagement activities occur throughout the school year. To ensure that our parents and students are accessing city, county and community resources, a Parent & Community Coordinator is employed full-time during the school year. This individual is responsible for reaching out to families in an effort to provide social and academic supports.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

HTCS plans to implement after-school clubs (i.e. boys and girls basketball, robotics, cheerleading, homework club, etc.) Saturday suspensions are being used to reduce the amount of out of school suspensions. These Saturday Suspensions will begin in August 2017.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

HTCS does not have preschool programs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

HTCS does not serve elementary.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curricula for all grade 6 subjects has been aligned to the PA Core for ELA, Math and Science and Social Studies curriculum is aligned to the PA Academic Content Standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curricula for all grade 7-8 subjects has been aligned to the PA Core for ELA, Math and Science and Social Studies curriculum is aligned to the PA Academic Content Standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curricula for all grade 9-12 subjects has been aligned to the PA Core for ELA, Math and Science and Social Studies curriculum is aligned to the PA Academic Content Standards.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable

English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The HTCS Board of Trustees has hired an outside business management company that provides monthly financial reports. In addition, the Board of Trustees is required to hire an external auditor to audit all school finances on an annual basis.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The HTCS uses Quickbooks as a comprehensive accounting system.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.		X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.		X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.		X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.		X	X	X
Empowers educators to work effectively with parents and community partners.		X	X	X

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,		X	X	X

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.		X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.		X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		X	X	X
Instructs the leader in managing resources for effective results.		X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Professional Development is to be a focus for the next 3 years. Teachers and administrators will hone their skills to optimize instructional best practices and delivery of an effective instructional program.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Currently, school leaders are not afforded ample opportunity throughout the school year to engage in professional development to strength and expand their repertoire of instructional best practices. Moving forward, monthly activities and professional development opportunities will be provided.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
1/23/2015 Pennsylvania Family Support Alliance
2/20/2015 Pennsylvania Child Welfare Resource Center
4/15/2015 Pennsylvania Child Welfare Resource Center
The LEA plans to conduct the required training on approximately:
8/22/2017

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/22/2017 PAIU Suicide Prevention Training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/22/2017 PAIU Suicide Prevention Training

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

A needs assessment must occur in the future so that professional development activities can be aligned to school and individual teacher needs. For Special Education, a needs assessment was conducted (November 2016) and revealed that HTCS needs to train on differentiated instruction, progress monitoring, cooperative learning/team teaching, modifying multi-level

curriculum and SDIs. Trainings on Positive Behavior Supports and intervention planning are also needed.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

HTCS does not have a system in place to monitor and/or validate whether or not professional development providers have met the needs of the school personnel.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The plan is to give the inductees an overview of the mission, vision and shared values of the school. Participants will meet monthly to participate in ongoing orientation activities which would afford the inductees insight and knowledge of the following topics: observational review, professionalism, teaching in an urban setting (poverty walk), grading, technology, parent

inclusion, PSSA security measures, ACT 48 and continuing education, year in review and the induction ceremony and celebration.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The principal monitors the requirements of the PA New Teacher Induction Plan for HTCS. Professional Development on Understanding the urban student, Differentiated Instruction, Grading Practices, knowing the neighborhood, understanding policies and procedures of the

school, technology competencies, attendance are topics that are needed to be addressed through the induction program.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are limited due to the experience levels of the staff. Occasionally, multiple inductees would be paired with a single mentor which has not been most effective. The school is exploring other options to provide the induction experience i.e. IU12's Virtual Induction Experience.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X		X			X
Assessments	X	X	X	X	X	X

Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools		X	X	X	X	
Standards	X					
Curriculum	X					
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X		X	X		
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction		X		X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Act 48 sign in sheets are made available at each training sessions.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the

development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))

- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Separation of the course catalog and the program guide. Now a 6-6 Program Guide and a 9-12 Course Catalogue with clear Homeland Security Pathways.

Accomplishment #2:

Established the position of Athletic Director and participated in PIAA Boys Basketball.

Accomplishment #3:

Robotics Club, Girl's Basketball and Volleyball clubs added

Accomplishment #4:

32 Homeland Security Partnerships

Accomplishment #5:

Revamped the 2017-2018 Internship Program

Accomplishment #6:

3D Lab (ZSpace) purchased with Title I funds

Accomplishment #7:

Re-established Summer School Program

Accomplishment #8:

Elected Student Representative to the Board

Accomplishment #9:

Hosted Block Party, Spring Concert, Saturday Athletic Banquet, Hershey Park Behavioral Trip

Charter School Concerns

Concern #1:

Excessive rental agreement

Concern #2:

We have an increasing EL population and the curriculum is limited in addressing all the EL needs.

Concern #3:

State assessment data shows a need for marked improvement in ELA, math and science.

Concern #4:

Over 1% for school suspensions.

Concern #5:

Higher rate of recidivism for suspensions.

Concern #6:

Increased need for technology resources and training.

Concern #7:

Professional development has been a lesser priority but will take on a greater priority/focus for the future.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

State assessment data shows a need for marked improvement in ELA, math and science.

Over 1% for school suspensions.

Higher rate of recidivism for suspensions.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Higher rate of recidivism for suspensions.

Professional development has been a lesser priority but will take on a greater priority/focus for the future.

Systemic Challenge #3 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

We have an increasing EL population and the curriculum is limited in addressing all the EL needs.

Systemic Challenge #4 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

Excessive rental agreement

Increased need for technology resources and training.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA ELA 2015-2016 Data

Specific Targets: Grade 6 - 32.9% to 38.5%, Grade 7 - 17% to 23.9%, Grade 8 - 20.6 to 27.2%

Type: Annual

Data Source: Keystone Lit 2015-2016 Data

Specific Targets: Literature 22.5% to 27.5%

Type: Annual

Data Source: Keystone Biology 2015-2016 Data

Specific Targets: Biology 3.9% 11.9%

Type: Annual

Data Source: Keystone Algebra I 2015-2016 Data

Specific Targets: Algebra I 7.5% to 15.2%

Type: Annual

Data Source: Attendance Data

Specific Targets: Increase school attendance data from 86% in 2015-2016 to 90.8% in 2016-2017 and 92% in 2017-2018

Type: Annual

Data Source: Graduation Rate

Specific Targets: 2014-2015 59.62% to 2015-2016 83% 2016-2017 90% 2017-2018 91%

Type: Annual

Data Source: Suspension Data 2016-2017

Specific Targets: 2016-2017 Junior Academy (grades 6-8) 25 repeat offenders, 2016-2017 Senior Academy (grades 9-12) 30 offenders, 2017-2018 Junior Academy 15 repeat offenders and 20 repeat offenders.

Type: Annual

Data Source: PSSA Math 2015-2016 Data

Specific Targets: Grade 6 - 4.3% to 12.3%, Grade 7 - 11.9% to 19.2%, Grade 8 - 5.5 to 13.3%

Type: Annual

Data Source: PSSA Science Grade 8 2015-2016 Data

Specific Targets: Grade 8 24.7% to 31%

Strategies:

Substantial Professional Development

Description:

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teachers and leaders will meet monthly to discuss summative assessments, and benchmark assessments (Plato/Accucess) and diagnostic tests. Accucess is based on a measurement scale that corresponds to the PLATO curriculum's

instructional curriculum, enabling the individual administration of assessment items that extend beyond a single grade level—from elementary school to high school. The Curriculum Score that Accucess yields upon completion of the assessment is directly correlated with the curriculum scope and sequence. Through its adaptive process Accucess places a student in the PLATO curriculum and subsequently assigns the appropriate learning path for that individual.

SAS Alignment: Assessment, Instruction

Leadership Conversations

Description:

Leadership conversations are planned, goal-directed conversations on critical topics in addition to daily team planning meetings from 3:15- 4:00 PM between a teacher and a small group of students (extended learning opportunities). Although leadership and instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

Every Tuesday we will meet as leaders to discuss the critical components of school improvement. These meetings will be 1-hour meetings and will focus on attendance, discipline, academic progress, and career pathway progress.

SAS Alignment: Instruction

*Empowering Students***Description:**

Students will become partners in their own education planning.

SAS Alignment: None selected

*Implementation Steps:**Monitor Daily Attendance Through Power School***Description:**

The Office Manager/Attendance Monitor will record daily attendance through Power School. Reports will be generated on a monthly basis or as needed.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Monitor Academic Progress

Description:

On a quarterly basis, data will be pulled and reported on students who failed a course (below the 60%).

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Staff Development on Meeting the Needs of Diverse Learners

Description:

Instructional coaches will receive training on increasing student engagement that will help teachers become more effective in instructional strategies and evidence-based classroom management. This training may include; Webb's Depth of Knowledge, Gardner's Multiple Intelligences, Marzano's Effective Classroom Strategies, Danielson's Framework for Effective Teaching, Harry Wong's Best Instructional Practices. Trainings will occur on approximately 24 days for approximately 7 hours per session with some being half days as well.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Leadership Conversations

Student Portfolio

Description:

Student portfolios will include work that reflects that the teachers have shared information with the students on Depths of Knowledge (i.e. identification of the DOK level for different types of questions); students will understand their strengths with regards to Multiple Intelligences; students will participate in a multi-disciplinary project and demonstrate their knowledge in a presentation to their peers; character education will be evidenced in each student portfolio.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Empowering Students

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Walk-through Data

Specific Targets: Using a 3 max point rubric (0,1,2,3), 70% of the teacher will score a 2 or better on the rubric during walkthrough supervision.

Type: Annual

Data Source: Annual Evaluation

Specific Targets: Using a 3 max point rubric (0,1,2,3), 70% of the teacher will score a 2 or better on the rubric during walkthrough supervision.

Strategies:

Instructional Coaching

Description:

Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Classroom Learning Walks

Description:

At least 2 times weekly, instructional coaches and/or assistant principal and/or principal will conduct classroom learning walks;

- Big Ideas
- Essential Questions
- Teacher Monitoring & Movement Around the Classroom
- Teacher Attire
- Classroom Setup
- Engaged Students
- Cooperative learning partner and/or group work
- Students explaining their work
- Hands-on Activities
- Concepts
- Competencies
- Subject Area Academic Vocabulary
- Alignment of planning with instruction
- Lesson plan format
- Use of formative assessment
- Emphasis on student writing
- Appropriate level of rigor

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Model Exemplary Performance Skills

Description:

Walkthroughs criteria will be re-introduced and reviewed with all staff. Instructional coaches will model exemplary skills.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Instructional Coaching
- Classroom Learning Walks

Monday Professional Development Instructional Focus Days Paired with Tuesday Data Dialogue (Language & Literacy Acquisition)

Description:

Each Monday, the administration and/or the instructional coach will plan and lead customized professional learning opportunities on an instructional focus aligned with annual goals. These meetings occur from 3:15 - 4:00 PM every Monday.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Data Wall (DDD) Data Dialogue Den

Description:

A space in the school will be designated to house the data wall. A table and chairs will be added to the space to provide an optimal space for data discussions and to preview and review the current school data. Transparency is key!

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):**Supported Strategies:**

- Instructional Coaching
- Classroom Learning Walks

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Science Curriculum

Specific Targets: The Grade 6-12 Science and Biology curriculum will be mapped and aligned to the PA Academic Content Standards and the Biology Keystone.

Strategies:*Curriculum Mapping***Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved

test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Map and Align the Science & Biology Curriculum

Description:

The Instructional Coaches will map the science grade 5-8 curricula and the Biology Curriculum (grade 9).

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Goal #4: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Technology Budget

Specific Targets: Increase student technology access from 50% (approx. 244 devices) to 70% (approx. 350 devices).

Strategies:

Technology and Student Achievement

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Purchase Teacher Devices

Description:

All instructional staff will receive a "new" laptop during the 2017-2018 school year.

Start Date: 6/30/2017 **End Date:** 6/29/2018

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Upgrade Servers

Description:

Currently, HTCS runs 12 servers. The organization will gather bids from local vendors.

Start Date: 6/30/2017 **End Date:** 8/31/2017

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement