

Penn Hills Charter School for Entrepreneurship

Charter School Plan

07/01/2014 - 06/30/2017

Charter School Profile

Demographics

200 Penn School Drive
Verona, PA 15147
(412)793-6471

AYP Status:	None
CEO:	Tamara Allen
Date of Local Chartering School Board/PDE Approval:	7/1/2011
Length of Charter:	5
Opening Date:	8/24/2011
Grade Level:	K-5
Hours of Operation:	8:00-4:00
Percentage of Certified Staff:	82.00 %
Total Instructional Staff:	23
Student/Teacher Ratio:	15:1
Student Waiting List:	91
Attendance Rate/Percentage:	93.00 %
Enrollment:	278
Per Pupil Subsidy:	10634.96
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:	45

Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	2.00
Black (Non-Hispanic)	198.00
Hispanic	0.00
White (Non-Hispanic)	56.00
Multicultural	21.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	192.00	192.00	0.00	0.00

Instructional Hours	0.00	0.00	1248.00	1248.00	0.00	0.00
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Planning Process

The strategic plan was derived from the charter and the needs of the school. The school leadership worked with the board to develop and implement a strategic plan for the school. The meetings occurred during board meetings and executive sessions. Progress is shared on a monthly basis by participants involved in the strategic planning process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Tamara Allen	Principal	Member	Board
William Tracey	Assistant Principal	Member	School
Becky Brennan	Board	Member	Board
Carolyn Davis	Regional Director	Member	Board

Goals, Strategies and Activities

ACADEMIC ACHIEVEMENT

Establish – Goals
<p>1. Standards Aligned Curriculum Map</p> <p>A standards aligned curriculum map provides students, families, and teachers with an overview of the skills and topics that should be mastered at each grade-level. Supports:</p> <ul style="list-style-type: none"> • curriculum mapping • Curriculum Coordinator

- Common Planning Time
- PowerSchool
- Quarterly Parent Meetings

1. **Standards Aligned Assessments**

The maps provide the steps for the journey, but assessments ensure that the steps are being followed. The assessments help staff gauge if students have mastered the content and determine if re-teaching, enrichment or interventions need to occur. Supports:

- STAR Renaissance
- DRA
- Assessments from Reading, Math & Science Series
- Quarterly Parent Meetings
- PowerSchool
- EducationCity/Study Island

1. **Effective Data Collection**

The data from the assessments needs to be collected, analyzed, and acted on. At the beginning of the school year, staff will develop learning plans for all students and grade-level goals. Staff will have multiple data points to determine student growth. In addition, data walls will be created in the building and in classrooms. Monthly data chats will occur with all staff as a group and individually. Supports:

- Multiple Data Point Collections
- Student Learning Plans
- Data Chats
- Data Walls
- RTI
- Grade Level Data Trends

1. **Effective Instructional Practices**

The maps and data will be used to inform instructional practices. All staff will be focused on student

growth by incorporating effective instructional practices.

- Imagine Academic Framework
- Professional Development
- Response to Intervention

Evaluate - Indicators of Success

1. Standards Aligned Curriculum

We demonstrate integrity by aligning taught, supported, assessed and learned curriculum. The effective implementation of the standards aligned curriculum will be determined through lesson plans, use of resources and materials (Journeys, Everyday Math, Asset & Science Fusion) instruction, and student performance on assessments.

1. Standards Aligned Assessments

The effective implementation of standards aligned assessments will be determined through student participation in assessments.

1. Effective Data Collection

We demonstrate justice by using data to determine need. The effective implementation of data collection will be determined by learning plans for students, data walls in the classroom, participation in data chats by staff, and using data.

1. Effective Instructional Practices

We demonstrate fun by varying instructional practices. The effective implementation of instructional practices will be determined through routine teacher observation, routine meetings with teacher, bi-yearly teacher evaluations using PDE forms and Danielson Framework, and student performance on assessments.

SAFE & SUPPORTIVE SCHOOLS

Establish – Goals

1. **Positive Behavior Plan**

Our school-wide positive behavior plan focuses on rules, routines and procedures, community building, parent communication, and celebrating students for making positive choices. The goal is to provide a positive culture throughout the building and in classrooms. Supports:

- Positive Behavior Plan
- Micro Behavior Charts
- CHAMPS
- Classroom Rules
- Social Worker
- Classroom Meetings
- Student Planners
- Task Forces/Committee

1. **Olweus Bullying Prevention**

The Olweus Bullying Prevention program provides staff with the tools to intervene when bullying occurs, support students who are being bullied, and work with students are acting as bullies. Supports:

- Olweus Team
- Professional Development
- Bullying Prevention Rules

1. **Focus on Attendance**

To help students to develop academically, emotionally, and socially, students need to attend school. Student attendance will be tracked and monitored. Plans will be established to work with families that are struggling with attendance.

- PowerSchool
- Social Worker
- Child Study/RTI

- Attendance Awards

Evaluate - Indicators of Success

1. Positive Behavior Plan

The effective implementation of the Positive Behavior Plan will be determined by participation in community meetings, decrease in the number of office referrals and the increase in on task behavior.

2. Olweus Bullying Prevention

The effective implementation of Olweus will be determined by participation in community meetings, decrease in the number of bullying situations, and increase in positive behavior.

1. Focus on Attendance

The effective implementation of an attendance focus will be determined by a decrease in the number of absences and tardies.

HUMAN & RESOURCE DEVELOPMENT
Development

Economic Sustainability & School

Establish – Goals

1. Focus on Development as Professional

The goal is to help all staff to develop as professionals. Staff will be provide with various professional development opportunities including focus on the Danielson Framework, instructional practices, data-driven decision making, and effective classroom management. In addition, staff will create their own growth and learning plans. This year we will focus on the professional learning communities that are aligned with the academic framework and the lesson/unit plan framework. Supports:

- Danielson Framework
- Joy at Work Book
- Academic Framework

- University Partnerships
- Imagine Representatives
- Professional Development
- Books & Resources
- Professional Learning Communities
- Framework for Unit Planning

1. Focus on Observation & Evaluation

Teachers will be frequently observed by school leadership, peers, and Imagine representatives. The goal is to provide teachers with feedback and support. All teachers will be evaluated twice – in the fall and spring. The observation in the fall will help guide the development of the growth and learning plans.

Supports:

- Danielson Framework
- Academic Framework

1. Focus on Data-Driven Decision Making

All decision made in terms of curriculum and instruction, purchases and expenses, budgeting, and staffing will be guided and informed by data. The goal is to be an informed decision-maker. Supports:

- PDE Evaluation Form
- Student Assessments
- Curriculum Audit
- Budget

Evaluate - Indicators of Success

1. Focus on Development as Professional

The effective implementation and focus on development as professional will be reflected in observations, evaluations, and growth and learning plan. In addition, it will be reflected in student learning and gains.

1. Focus on Observation & Evaluation

The effective implementation of observation and evaluation will be determined by the frequency of

observations and evaluations, the meetings that occur with leadership, and growth in teachers.

1. **Focus on Data-Driven Decision Making**

The focus on data-driven decision making will be determined by the use of data, research, and input from various stakeholders in how decisions are made.

Mission Statement

Our mission is to provide children in the Penn Hills and surrounding communities with a world-class education that will not only prepare them academically but develop informed, responsible world citizens, creative problem solvers, and effective communicators for lives of leadership, accomplishment, and exemplary character. We believe that children of all cultures and abilities can learn and be challenged to reach their highest potential.

Vision Statement

Our vision is for every student to reach his or her full potential and discover the pathways for lifelong success.

Shared Values

As a part of the Imagine Schools family, the school embraces Six Measures of Excellence that include Academic Growth, Character Development, Economic Sustainability, Parent Choice, School Development and Shared Values. Everything we undertake is guided by our shared values of integrity, justice and fun. Integrity means that every employee is responsible for the organization's results both locally and nationally. Justice requires that all stakeholders treat each as a special and unique individual. Fun means creating a joyful environment where each staff member has decision-making responsibilities and in which all stakeholders work together for meaningful teaching and learning.

Educational Community

Educational Community

The Penn Hills Charter School of Entrepreneurship is located in Verona, PA. The school serves students from Penn Hills School District, Pittsburgh Public School District, and several surrounding districts. As of the census of 2000, there were 46,809 people, 19,490 households, and 13,272 families residing in the Penn Hills area. The population density was 2,460.1 people per square mile (949.7/km²). There were 20,355 housing units at an average density of 1,069.8/sq mi (413.0/km²). The racial makeup of the

township was 73.58% White, 24.24% African American, 0.13% Native American, 0.54% Asian, 0.01% Pacific Islander, 0.34% from other races, and 1.15% multi-racial. There were 19,490 households out of which 26.3% had children under the age of 18 living with them. The per capita income for the township was \$20,161. About 5.6% of families and 7.5% of the population were below the poverty line, including 10.8% of those under age 18 and 6.2% of those age 65 or over.

The Penn Hills School District (PHSD) is a [public school](#) district located in suburban [Pittsburgh](#), serving the community of [Penn Hills](#), which is about 10 miles east of Downtown Pittsburgh. The district is one of the largest suburban school districts around Pittsburgh. The [Pennsylvania Department of Education](#) projects a 500 student decline in enrollment by school year 2014 to an enrollment of 4200 students. In 2009, Penn Hills School District was ranked 475th out of the 497 ranked Pennsylvania School Districts by the Pittsburgh Business Times 2010. The ranking was based on student academic performance as demonstrated in 3 years of [PSSAs](#) on: reading, writing, math, and one year in science. In 2008, the district ranked 474th out of 498 and in 2007, the district ranked 464th of 501 school districts for student academic achievement.

Community members from Penn Hills felt there was a need for educational choice within the community. The members worked with Imagine Schools to found Penn Hills Charter School. IPHCS opened in August 2011 for grades K-2 and will ultimately grow to the 8th grade, at the rate of one grade per year. The school now serves 340 students. The school adopted the MicroSociety Model. The *MicroSociety*® program is a cutting-edge elementary and middle school model through which students apply academic skills as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, floating teachers, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. The *MicroSociety* program has helped dozens of schools dramatically increase student motivation, improve discipline, meet high academic standards and boost test scores and attendance.

Board of Trustees

Name	Office	Address	Phone	Email
Becky Brennan	Secretary	200 Penn School Drive	412-793-6471	iphboard@imagin eschools.com
Qiana Buckner	Vice President	200 Penn School Drive, Verona, PA 15147	(412) 793-6471	iphboard@imagin eschools.com
David Burton	Treasurer	200 Penn School Drive Verona PA 15147	4127936471	iphboard@imagin eschools.com
Bernice Martin	President	200 Penn School Drive, Verona, PA 15147	(412) 793-6471	iphboard@imagin eschools.com

Jose Rodriguez	Member	200 Penn School Drive	412-793-6471	iphboard@imagine schools.com
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Board of Trustees Professional Development

Professional development for the board will consist of board retreats with other regional board members. Professional development will be conducted by an independent consultant, representatives from Imagine Schools, and legal services. The topics will focus on governance, legal issues, board development and recruitment, and school performance profile. Board members are encouraged to attend the national charter school conference.

Governance and Management

As a public school, the Penn Hills Charter School of Entrepreneurship will ultimately be responsible to the PA State School Board and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the administrative staff and establishing a reporting relationship between the Board and the administrative staff. The board will be responsible for ensuring that the school operates in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability.

The overall responsibilities of the Board members will include:

- Establishing a strategic school improvement plan to clearly articulate mission, purpose, aims and education program of the charter school and the business goals that the principal and Imagine Schools will be held accountable for achieving.
- Monitoring the overall performance of the school to ascertain the extent to which student achievement and other goals for improving the school are being attained, including efficient management of the school's business and financial operations.
- Reviewing bylaws for the Board and overall policy for the school.
- Approving annual and long-term budgets of anticipated income and expenditures for the school, and ensuring that the annual financial audit and other required reports are prepared and filed.
- Selecting a highly qualified principal, with input from Imagine Schools, to operate the school.

- Approving and maintaining an operating agreement with the educational service provider, Imagine Schools, Inc.
- Supervising and evaluating Imagine Schools, Inc. and the principal in performance of their respective duties and obligations.
- Assisting fundraising efforts to secure supplemental resources for school development initiatives and special projects.
- Ensuring that the school is in compliance with all local, state and federal laws to which it is to be held accountable.
- Monitoring regular reports on the results of the education program and monthly financial reports.
- Filing all annual reports and audits as required to the Penn Hills Public Schools, and to state and federal authorities.
- Preparing written records of attendance at and minutes of Board meeting
- Seeking opportunities to partner with Penn Hills School District
- Communicating with Penn Hills School District

The Board will maintain Executive, Finance, Education, and Nominating Committees to effectively govern the school. All committee meetings will be advertised and open to the public as required by the Sunshine Act. Members of these committees will be expected to meet as necessary during the school year to conduct business. The roles and responsibilities of these committees are:

Executive Committee: The Executive Committee will be comprised of the officers of the Board, including the president, vice-president, secretary, treasurer, and legal counsel. The committee will: supervise the principal and the contract with Imagine Schools to operate the school; establish and monitor annual school budgets; ensure all reports and audits are prepared and filed; establish and monitor Board bylaws and school policy; possess and exercise the powers of the Board in the management of the affairs and property of the corporation during the intervals between Board meetings, report all of its actions and recommendations to the Board at its next meeting, and make provisions to establish and monitor the school's strategic plan.

Finance Committee: The Finance Committee will review budgets initially prepared by staff and prepare the necessary documents for presentation to the Board. It will, also, working with the staff, design financial reports for the Executive Committee and Board that are accurate, timely, and meaningful. The Finance Committee will also recommend the selection of an auditor, and work with the school business manager and the auditor to produce the annual audit. It will also review the terms and conditions of major grants and contracts.

Education Committee: The Education Committee will monitor the results of the school's education program, giving special focus to whether the goals for student achievement defined in the School Excellence Plan are being achieved, review and recommend revisions to the curriculum of the school as necessary, and build and maintain relationships between the school and appropriate organizations to establish innovative educational programming.

Nominating Committee: The Nominating Committee will prepare a slate of candidates for election as directors and officers of the corporation using the criteria stated above. The president will appoint the members of this committee in consultation with the Board.

Student Enrollment

Our school will be open to all students on a space-as-available, first-come-first-serve basis within each grade. The school will not discriminate on any basis, including intellectual ability, measures of achievement or aptitude, athletic ability, disability, English language proficiency, race, creed, gender, sexual orientation, national origin, religion, or ancestry. The reader will note that disability is in our non-discrimination admission criteria attesting to our understanding that we will not exclude enrollment to any student because that student has a disability, an Individual Education Plan (IEP), or a Section 504 Plan, except if by municipal preference and lottery as described below.

There will be no admission requirements, and no tests of any sort will be given to determine whether admission is granted. Admissions preference will be given to all students who reside within the School District of Penn Hills and no preference will be given to any particular residence(s) within the city limits. In accordance with Pennsylvania's Charter School Law, we will give preference to students of parents/guardians who have been actively involved with the development of our charter school and to siblings of students already enrolled in the school.

Our charter school will enroll all students who submit a timely application, unless the number of applications exceeds the capacity of the grade level or building. In this case, students shall be accepted using a random selection process described in below with certain exceptions. These exceptions are that enrollment preference shall be given to: pupils returning to our charter school in the second or any subsequent year of operation; pupils residing in the school district in which the charter school is located; and siblings of pupils already enrolled in the building. As stated above, we will also reserve a percent of open seats in a given year for student transfers under the Penn Hills Public Schools No Child Left Behind choice transfer program, if we are required to do so.

Our enrollment period begins in November and ends in February, with a lottery taking place in March, if it is necessary. In the event that parent/guardian applications enroll more students in a particular grade than there are spaces, all of the applications for that grade will be entered into a random drawing using the processes defined in the next paragraph.

As stated earlier, preference will be given to students who reside in the Township of Penn Hills. When the total number of city students enrolling in our charter school exceeds the spaces available, we will conduct a lottery for these city students to determine who will become enrolled in the school. When the total number of city students enrolled does not exceed the spaces available in our school, we will enroll non-city students to take the remaining seats. When the number of non-city students enrolling is more than there are spaces for them, a lottery will be held for the non-city students to determine which of them will become enrolled in the school.

If a lottery becomes necessary, all applicants whose names are in the pool will be assigned a number in the order they are drawn. Students will be assigned to their grade in numerical order, according to the numbers assigned. The number of spaces open in any given grade will be determined by subtracting the total number of spaces available minus the number of spaces already taken, given the exceptions cited above.

A waiting list will be developed for those students who are not fortunate enough to be able to enroll in our school, using the numbers they were assigned in the lottery. This list will be used to fill vacancies that occur in oversubscribed grades. The waiting list will be maintained from the date of the lottery until the end of the school year. Any applicants received after the lottery will be added to the waiting list and receive the next number on the list. If a student should decline a vacancy, their name will be removed from the waiting list, and the next student in line will be contacted.

Should our charter school need to conduct a lottery, it will follow all legal requirements. The lottery will be conducted at our school, in the late day or early evening at a time when members of the Board of Trustees, parents, community leaders and members of community organizations can be present. The time and place of the lottery will be widely advertised and it will be slated as a public event to which all stakeholders are welcome. The principal shall appoint the school office manager to preside over the drawing, the results of which shall be duly recorded by electronic means with all stakeholders present.

Parent Communication

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

Files uploaded:

- Open Enrollment Letter.docx

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOCX 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
2011	236	223	0	Moved to new school, moved to new district	2

				or transportation issues	
2012	316	328	0	Moved to new school, moved to new district, transportation issues, or changes in school	2
2013	347	327	0	Moved to new school, moved to new district, transportation issues or changes in school	18

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

S c h o o l Y e a r	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	76				95			76			48	52	0000000000
2012											91	95	666000000000
2011													9963740000000000

Planning Committee

Name	Role
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Tamara Allen	Administrator
Heather Bowser	Middle School Teacher - Regular Education
Becky Brennan	Parent
David Brock	Community Representative
Shona Brown	Middle School Teacher - Regular Education
Laurie Bush	Instructional Coach/Mentor Librarian
Heather Clark	Ed Specialist - School Psychologist
Carolyn Davis	Community Representative
Bernice Martin	Board Member
Megan Mathieu	Ed Specialist - Instructional Technology
Mr. Perry	Business Representative
Darlene Shook	Parent
Stephanie Todd	Business Representative
William Tracey	Administrator
Justin Trainer	High School Teacher - Regular Education
Sara Victor	Elementary School Teacher - Special Education
Jessica Zuk	Elementary School Teacher - Regular Education
Kara Zupancic	High School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Our school is currently K-4. In terms of mapping, we focused on the core subjects related to elementary education such as Common Core.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered

Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

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.	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:

IPH staff were provided with curriculum map for major subjects that included courses to be covered, skills to be achieved, content to be covered, and the amount of instruction time devoted to those areas. The master schedule was designed to ensure sufficient time was provided for core subjects to cover content.

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

IPH is in the process of implementing standards aligned assessments to ensure skills and standards are being met. This information will be used to develop the relationship between courses and standards.

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.	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:

IPH is in the process of implementing standards aligned assessments to ensure skills and standards are being met. This information will be used to develop the relationship between courses and standards.

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

This narrative is empty.

Middle 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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Not answered

studies to be achieved by all students are identified for each subject area.	
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

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.

IPH teachers are required to meet goals and modifications provided in IEPs. In addition, IPH highly encourages teachers to differentiate and modify to meet all student needs. Teachers are provided with suggestions and recommendation, including:

Differentiation Options

a. **Readiness:**

activities are not only designed to prepare students for the content in the lesson, but, also a good revisit activity after the **Progress Check** has identified students experiencing difficulty.

b. **Enrichment:**

students are given access to the enrichment box when they have completed work with understanding. The box may include but is not limited to projects, Name Collection Boxes, Blank Math Boxes...

c. **Extra Practice:**

students may work on a variety of activities in the centers or in a small support group either a teacher or Aide.

d. **ELL Support:**

the teacher has the availability of a **Multilingual Handbook** that incorporates lessons specific to meet the challenges presented in a multilingual classroom. Each lesson has a brief lesson summary, vocabulary list, and an example or illustration to provide the ELL student with an overview.

e. **Sp**

ec

ial Education Support:

teacher accessibility to the **Assessment Handbook** provides them with unit-specific suggestions for modifying the written assessment and for implementing and adjusting the difficulty of **Open Response** problem. Students must have easy access to manipulative.

f. **M**

ath Word Bank:

students can develop a vocabulary handbook with math definitions in their own words as well as sample work.

P

r

oven Differentiation Strategies

a. **F**

r

a

m

ing the Lesson:

Lesson introductions set the stage and support learning by mentally preparing children for the content of the lesson and by activating prior knowledge.

b. **P**

r

roviding Wait Time:

Teachers are encouraged to allow time for children to think and process information before eliciting answers to questions posed.

c. **M**

aking Connections to Everyday Life:

Lessons offer regular opportunities to build on children's everyday life by helping them make connections between common experiences and new mathematics concepts.

d. **M**

Modeling Concretely:

Everyday Mathematics lessons frequently include the use of manipulatives. Modeling concretely makes math accessible for children and deepens understanding.

e. **M**

Modeling Visually:

Because classrooms tend to be highly verbal places, visual representations can help children make sense of the flow of words around them.

f. **M**

Modeling Physically:

Lessons also suggest ways to have children demonstrate concepts and skills with gestures or movements.

g. **P**

r

Providing Organizational Tools:

Lessons provide a variety of tools to help children organize their thinking. Using diagrams, tables, charts, and graphs improves student learning.

h. **Engaging Children in Discussing Math:**

Lessons often suggest discussion prompts or questions and emphasize sharing and comparing solution strategies. This type of "math talk" involves not only what is done, but also why it is done,

i. and why it is correct or incorrect. Also, journal pages prompt children to explain

j. their thinking, which offers opportunities to access mathematical thinking.

k. **Su**

m

m

Summarizing the Lesson:

Lesson summaries offer children a chance to bring closure to the lesson, reflect on the concepts and skills they have learned, and pose questions they may still have.

Instruction

Instructional Strategies

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

- Instructional Coaching

Regular Lesson Plan Review

- Administrators

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

Frequent classroom observation and walk-throughs is a goal of the administration. Multiple walk-throughs occur during the week and observations occur on a weekly basis. Lesson plans are submitted on a weekly basis and are reviewed by administration on a weekly basis.

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.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms

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

IPH has been working to implement a gifted program; however, full implementation has not occurred.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.	Full Implementation

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

IHP has been working to implement a gifted program; however, full implementation has not occurred.

Middle Level

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

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

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.

IPH focuses on recruiting highly qualified staff. The process begins with creating robust job descriptions that specify the skills of ideal candidates. Positions are posted on the IPH website, through the local newspapers, and universities. All resumes are vetted to ensure that

candidates minimum requirements - bachelor's degree from PDE approved university or college, have appropriate content area certification, and at least 2 years experience. Potential candidates have multiple interviews with administration and staff. Top candidates must demonstrate a lesson as part of the hiring process.

Assessments

Local Graduation Requirements

Course Completion	SY 14/15	SY 15/16	SY 16/17
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X				X
Civics and Government		X				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	X	X	X	X
PA Core Standards: Mathematics		X	X	X	X	X
Economics		X				X
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				X
Health, Safety and Physical Education	X					

History		X				
Science and Technology and Engineering Education		X	X			
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				X
World Language						

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:

- 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.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Stanford 10	X	X		
PSSA		X		

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Acuity	X	X		
Teacher Created Materials	X	X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Everyday Math Assessments	X	X		
Harcourt Journeys Assessments	X	X		
Teacher Created Materials	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
DRA (Development Reading Assessment)	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				

LEA Administration Review	X	X		
Building Supervisor Review		X		
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review	X	X		
Teacher Peer Review	X	X		

Provide brief explanation of your process for reviewing assessments.

LEA reviews data monthly through data chats and informal meetings with teachers.
 Building supervisor also conducts walk throughs with peer reviews through mentoring program.
 Curriculum Coordinator and Building Supervisor complete walk throughs.

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.

We use STAR assessments that are given quarterly.

Collection and Dissemination

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

When an assessment is given the data is available immediately because the assessment is electronically.

Teachers and LEA are able to view the data immediately and generate reports.

The Curriculum coordinator and Imagine education specialist as well as the administration generate and review reports.

Reports are broken down by grade level and individual teacher

Information is presented to staff, school board.

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.

Information from the assessment is broken down by mastery of skills.

Reports are generated based on their proficiency level.

Once the area of need is identified then teachers are able to tailor instruction for individual students.

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		

Provide brief explanation of the process for incorporating selected strategies.

Our assessment data is reported out by anchor and eligible content according to PA Core standards. Reports identify the proficiency level of each students individually and by cohorts

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

none reported

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

All the above strategies are sent home monthly, at the beginning of the school year or weekly. Press releases are handled by our marketing team.

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

All strategies are used

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

The school does not have a peer helper program or a placement of school resource officer. However, the school has a student to student tutoring program in which upper grade students work with students in the lower grades.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X		
Attendance Monitoring	X	X		
Behavior Management Programs	X	X		
Bullying Prevention	X			
Career Awareness	X	X		

Career Development/Planning				
Coaching/Mentoring	X	X		
Compliance with Health Requirements -i.e., Immunization	X	X		
Emergency and Disaster Preparedness	X	X		
Guidance Curriculum				
Health and Wellness Curriculum	X	X		
Health Screenings	X	X		
Individual Student Planning	X	X		
Nutrition				
Orientation/Transition				
RTII/MTSS				
Wellness/Health Appraisal				
Child Study Team using Response to Intervention Model	X	X		

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	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				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X		
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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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				
Truancy Coordination	X	X		

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings	X	X		
Letters to Parents/Guardians	X	X		
Local Media Reports				
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				
Student Handbook	X	X		

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	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				
Newsletters				
School Calendar				
Student Handbook	X	X		

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 responsibilities of the Charter School Nurse is: Demonstrate medical knowledge and skills in nursing under Article XIV of the Public School Code; Demonstrate knowledge of child and adolescent development; Establish goals for nursing program appropriate to the setting and the students served; Demonstrate knowledge of government, community and district regulations and resources, Plan the nursing program for both individuals and groups of students intergrated with the regular school program; Develop a plan to evaluate the nursing program; Establish a culture for health and wellness; Follow health protocols and procedures; Supervise health services; Administer medications to students as recommended by the PA Department of

Education; Use counseling techniques in individual and classroom programs; Promotes wellness through classes or classroom presentations; Manage emergency situations; Collaborate with teachers to develop specialized educational programs and services for students with diverse medical needs; Reflect on practice; Maintain health records in accordance with policy and submit in a timely manner; Communicate with families; Participate in a professional learning community; Engage in professional development and Show professionalism.

Food Service Program

Describe unique features of the Charter School meal program

100% free and reduced lunch and healthy snacks. Wellness policy that provides us with a representative that brings in samples of healthy food choices.

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:

Fire drills are conducted monthly. Evacuation plan presented to staff. Memorandum of Understanding with local police department.

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:

- BB&T Insurance.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 for all students is provided by the school district where the student lives. The requirement for free transportation for regular education and special education students is the verification of their address.

Free Transportation Eligibility Requirements

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

No file has been 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	Yes

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?	
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.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Never

High School Level

- Never

Collaboration for Interventions

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

Classroom teacher and Instructional support teachers work collaboratively during common planning time to develop plans for students based on local assessment (STAR), and classroom assessments. This progress is monitored monthly during data chats.

Community and Parent Engagement

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

The Board of Trustees' promotes community and parent engagement by sponsoring and hosting meetings that include the public.

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

The LEA does not have a community coordinator. The school leaders and curriculum coordinator plan after school tutoring for 3rd-5th grade students. There is an intervention program throughout the school day for all students.

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.

The LEA does not have a preschool or pre-Kindergarten program. The LEA coordinates with local preschool and pre-kindergarten programs in the community to present information about the school and it's programs that include children with disabilities. LEA provides an open house tour, kindergarten screening, student information forms and kindergarten resources to provide a smooth transition from the home setting and early childhood or educational settings.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered
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Provide explanation for processes used to ensure Accomplishment.

There is no middle school program at the school.

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

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

There is no High School program at the school.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary 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	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate 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	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

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.

Policies and procedures to monitor the fiscal solvency include: Budget Planning, Timeline and Process for Amendment. The school's board of trustees will approve the annual budget. The fiscal year will be from July 1 to June 30th. Each year a preliminary budget will be presented to the Board for the ensuing school year at the April Board meeting.

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 Charter school uses Mas500(a Sage Product) as its accounting system for all budgeting, accounting, and reporting. The accounting system uses a chart of accounts that is aligned with the Pennsylvania Department of Education Chart of Accounts and Generally Accepted Accounting Principles.

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		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on	X	X		

effective practice research, with attention given to interventions for gifted students.				
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		
Empowers educators to work effectively with parents and community partners.	X	X		

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

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

To ensure that each one of the selected areas above are addressed we will conduct monthly meetings that will provide opportunity and reflection in the following areas:

- 1) Leadership meetings which consist of teachers, administration and support staff to make decisions concerning curriculum, instruction as well as common core standards.
- 2) Response to Intervention or Child Study team meets monthly to discuss interventions for struggling students. A professional development is conducted at the beginning of the year to inform staff of the progress and steps in recommending students.
- 3) Monthly meetings with staff to revisit goals of our school excellence plan to make revisions.
- 4) Monthly data chats to discuss student growth and struggles followed by next steps for moving our scholars forward.
- 5) Quarterly assessments are conducted and results shared with staff and stakeholders.
- 6) Informal and formal observations are conducted to provide support for staff on the effectiveness of teaching and learning.

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

We currently do not have middle or high school students

Strategies Ensuring Fidelity

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

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

- 1) Monthly data chats are conducted to ensure that priorities are identified for areas of concern.
- 2) Professional development is determined by the needs assessment taken at the beginning of the school year.
- 3) Professional development is aligned to the strategies outlined in the book entitled "Classroom Instruction That Works."
- 4) Informal, formal observations and walk throughs are conducted weekly to ensure fidelity.
- 5) Clear expectations are given and presented to staff monthly that align with the needs assessment.

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

IPH is in the process of developing an implementation evaluation as well as systemic process to determine the quality of professional development.

Induction Program

- 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.

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

The Induction/Mentoring Program is designed to be intensive-there will be numerous observations, discussions, reflections and professional development associated with the program. The purpose of the 3 year program is to provide teachers who are new to the profession and new to Imagine Schools with the opportunity to reflect on their practice and craft. The backbone of the Induction/Mentoring Program is the 4E Process - Establish, Equip, Engage, and Evaluate. The observations will integrate the Establish, Equip, and Engage components. The discussion and reflections will integrate the Evaluate component.

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

N/A

Needs of Inductees

- 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).

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

Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced teachers/specialist, meeting weekly with the mentor, meeting with other inductees to discuss experiences, attending professional development and evaluating the program. It is also recommended that inductees maintain a journal to develop the practice of reflective teaching.

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

The inductees complete a reflection that is a component of the portfolio maintained by the inductee and mentor.

Mentor Characteristics

- 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.

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

Mentors play an extremely critical role in the Induction/Mentoring Program. The mentors were selected very carefully using the following criteria:

Level and type of certification, Years of experience, Prior mentor experience, Willing to serve as a mentor, Open to sharing ideas and resources, Supportive, Good communication skills, Diplomatic, Trustworthy, Availability, Expertise in both content and process, Professional competency, Accessible to beginning teacher and Similar teaching assignment.

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

N/A

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

If necessary, provide further explanation.

The Induction/Mentoring Program is 3 year program: Year 1 includes: Induction Orientation(14 hours total) Mentees will participate in two full day sessions tht will provide an orientation to the Code of Professional Practice and Conduct for Educators (22 Pa. Code 235), Academic Excellence Framework, MicroSociety, Imagine Schools Focus Strategies, curricular materials, school procedures and 32 observations and reflections. Year 2 includes:20 observations, reflections and journal. Year 3 iincludes: 16 observations, reflections and journal.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction program will be evaluated annually and revised as needed. The evaluation will include input from all participants related to the achievement of the program goals, objectives and competencies. The procedures for evaluating and monitoring the induction program will include: Participant surveys; Pre-observations by school administrator and induction team; Post-observation by school administrator and induction team.

The record keep process for the participation and completion of the program will be: Video & comments - Teachscape; Induction and Mentor Binder that includes: Description, Overview, Timeline and Mentor/Mentee response forms.

Response Forms

Include: Mentee Pre-Evaluation Form- Prior to the start of the induction program, each mentee/inductee will complete a self-reflection form with their mentor. The form will help inductees identify areas of strength, challenges and areas for growth. Observation Forms - Each week the inductee and mentor will complete the observation form. The observation forms includes teacher and student evidence, notes, questions and topics for discussion. Discussion Form- The discussion section is located on the back of each observation form. It documents teacher and student evidence observed, areas of strength, areas of growth, a plan, timeline and comments. Decision Making Process- In the mentoring program, mentors and mentees will collaborate on planning lessons, behavior modification, classroom management and other areas of need using the 4E Process.

Recording Process

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

- 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.

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:

In the spring of 2013, IPH students in 3rd grade took the PSSA for the first time. Approximately 69% of our students scored proficient or advanced in reading and math.

Accomplishment #2:

For the 2012-2013 school, on average our students made a year or more growth in math based on Stanford 10 growth measures.

Accomplishment #3:

For the 2012-2013 school, on average our students made a years growth in reading based on Stanford 10 growth measures.

Accomplishment #4:

Lack of Standards Aligned Assessments

For the past two years, assessments have not been reviewed for alignment to standards. The school has lacked the resources to determine if students are mastering standards and skills.

Accomplishment #5:

Lack of Standards Aligned Curriculum

For the past two years, the supported curriculum (Everyday Math and Harcourt Journeys) have been utilized as the curriculum. IPH needs to develop and implement a curriculum that is aligned with state standards.

Charter School Concerns

Concern #1:

A school wide assesment that will provide data to allow teachers to differentiate math and reading instruction.

Prioritized Systemic Challenges

No prioritized systemic challenges have been identified.

Charter School Level Plan

Action Plans

Goal #1: 80% of students will achieve proficiency on STAR and curriculum assessments in reading and math.

Indicators of Effectiveness:

Type: Interim

Data Source: STAR assessment, curriculum assessments

Specific Targets: Students will meet the 80% proficiency on reading and math STAR assessment

Strategies:

Star Assessments

Description:

The STAR assessments will be administered and analysed 4 times during the school year. The data from the assessments will be collected, analysed and acted upon. At the beginning of the school year staff will develop learning plans for all students and grade level goals. Teacher will use multiple data points to determine student growth. Staff will have multiple data points to determine student growth. In addition, data walls will be created in the building and in classrooms. Monthly data chats will occur with will staff as a group and individually. Parent- student conferences will occur quarterly to improve student learning using the student success plans and teacher data binders.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Using Standards Aligned Assessments

Description:

The maps provide the steps for the journey, but assessments ensure that the steps are being followed. The assessments help staff gauge if students have mastered the content and determine if re-teaching, enrichment or interventions need to occur.

Start Date: 8/25/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Star Assessments

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Penn Hills Charter School for Entrepreneurship.

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Becky Brennan on 11/22/2014

President, Board of Trustees

Affirmed by Carolyn Davis on 11/20/2014

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Penn Hills Charter School for Entrepreneurship assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at:

<http://www.ethics.state.pa.us/>

Affirmed by Becky Brennan on 11/22/2014

President, Board of Trustees

Affirmed by Carolyn Davis on 11/20/2014

Superintendent/Chief Executive Officer