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Principal: Tamara Allen -Thomas
CEO: Wayne Jones



Enrollment

November 2018

404 Students

63 Special Education Students

District of Residence Breakdown

Duquesne SD - 1
East Allegheny SD - 4
Gateway SD - 14
McKeesport SD - 1
New Kensington - Arnold SD - 4
Penn Hills SD - 306
Pittsburgh Public SD - 35
Plum Boro SD - 5
Wilkinsburg SD - 13
Woodland Hills SD - 21





Character - The way we distinguish ourselves as individual leaders

C.A.R.E. Values

Goal: Ensures that all students and staff understand and practice the C.A.R.E Values which guide our instruction, student behavior, and expectations of our school.

Next steps:

- Continue to implement monthly lessons which will occur on Fridays. Each month will incorporate a Character Trait and Cultural Focus.
- Student of the Month and Staff Member of the Month will begin January 2019.

Grows:

- Friday lessons have been rolled out and are being utilized in each classroom.
- Student of the Month and Staff Member of the Month have been established.
- Student and Staff Award will begin January 2019.

Grows:

- Create a checklist for documenting 80% participation of Friday Lessons.
- Create and implement a quarterly character survey electronically for all grade levels.

Goal: PHCSE will facilitate the Educational Process by emphasizing positive individual growth through Community Meetings with an 80% participation rate.

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Character - The way we distinguish ourselves as individual leaders

WELLNESS COMMITTEE

Goal: Encourages the mental and physical health of students, families, and staff through the promotion of positive behaviors that will allow individuals to achieve their maximum state of well-being.

Next Steps:

- Complete request for \$1000 mini-grant through Alliance for a Healthier Generation
- Begin to implement action plan for Alliance for a Healthier Generation School Health Index.
- Start Staff/Student Wellness Challenge in January 2019

Grows:

- Completed new Alliance for a Healthier Generation School Health Program Index.
- Completed action plan identifying specific areas in need of improvement in order to increase compliance with Alliance for a Healthier Generation assessment criteria.
- Completed first Staff Wellness Challenge (Biggest Loser Weight Loss Competition) and started second Challenge (Professional Quality of Life Staff Satisfaction Survey).

Grows:

- PHCSE is currently 69% compliant with new School Health Index. Work to achieve 80% by May 2019.
- Increase Family/Community Involvement in improving School Health Index. Meet with PCC 1/9/19.

Goal: PHCSE will facilitate the Educational Process by emphasizing positive individual growth through Community Meetings with an 80% participation rate.

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Character - The way we distinguish ourselves as individual leaders

Olweus Anti-Bullying Program

Goal: Improve student leadership and peer relations to make school a safer, more positive place for students to learn and develop.

Next steps:

- Continue to implement weekly Community Meeting lessons held every Tuesday and Thursday
 - Lessons are provided to all staff via shared pacing guide
- Review data from Implementation Survey
- Eric Johnson visit January 2019
- Begin discussing plans for March Against

Grows:

- Olweus lessons have been taught consistently throughout the building.
- Grade-Band meetings have been held to guide, advise, and share student/staff successes.
- Move 2 Stand student committee and staff committee have been established and meetings are underway

Grows:

- All teaching staff to complete and return monthly activity logs
- Create a checklist for documenting 80% of Community Meeting participation

Goal: PHCSE will facilitate the Educational Process by emphasizing positive individual growth through Community Meetings with an 80% participation rate.

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Academics -The way we become problem solvers, critical thinkers, and lifelong learners

Academic Achievement

Grows:

- Student Work Protocol - Math - Completion in November - Structured staff discussions based upon PSSA standards, increased rigor, and instructional strategies to improve teacher instruction and student preparation
- Teacher - Student Data Chats

Grows:

- Student Work Protocol Display checklist - needs developed by Academic Growth members

Next steps:

- Student Work Protocol - ELA - Grade K - 3 Short Answer Responses & Grades 4-8 Text Dependent Analysis (TDA) type of questions

GOAL: Over the next 5 years, students will demonstrate 3-5% increase in proficiency each school year in Reading, Math, and Science according to the PSSA, STAR, and CDT data.

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Enrichment

Goal: By April 2019, 80% of enrichment scholars will attend and present their achievements made throughout the enrichment program to their families and community.

Next steps: Concluding the first session for enrichment, reviewing the students who are currently in the program, and possibly adding new students.

Glows: Enrichment has been occurring every week due to having our specialists teach it. The Prep Academy students are registered to compete in a robotics competition in February.

Grows: Determine ways to provide enrichment for students in all grades in the regular education classroom. The enrichment committee meets monthly and is still determining the most effective way to implement these strategies in classrooms.

GOAL: Over the next 5 years, students will demonstrate 3-5% increase in proficiency each school year in Reading, Math, and Science according to the PSSA, STAR, and CDT data.



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School Development

Goal: School Development will have new teachers participate in the 2018-2019 Induction Program which will focus on self-reflection in order to increase academic rigor through completing 90% of tasks outlined in the syllabus by June 2019.

Next steps:

- Induction Program End of Quarter Celebration
- Distribution of End of Quarter Exit Ticket (Mentors & Mentees)
- Continuation of Quarter 2 Syllabus Requirements

Glows:

- 100% participation in the program completing Quarter 1 requirements
- Consistency of induction program meetings
 - Met to discuss Quarter 2 requirements

Grows:

- Reviewing data from the exit tickets upon completion
- Creating any changes to the Induction program per any suggestions from the mentors and mentees

GOAL: Over the next 5 years, students will demonstrate 3-5% increase in proficiency each school year in Reading, Math, and Science according

to the PSSA, STAR, and CDT data.



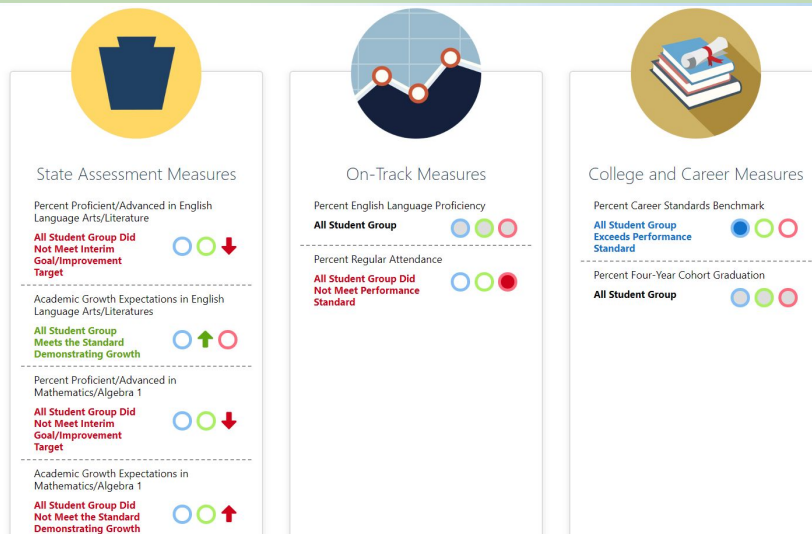
Overview of Future Ready

Academic Growth

- The Future Ready PA Index is a collection of school progress measures related to school and success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond.
 - State Assessment Measures
 - Proficient or Advanced on PSSAs
 - Meeting Annual Growth Expectations (PVAAS)
 - Advanced on PSSAs
 - On Track Measures
 - English Language Proficiency
 - Regular Attendance
 - Early Indicators of Success
 - 3rd Grade Reading
 - 7th Grade Math
 - College and Career Readiness
 - Career Standards Benchmark



Overview of Future Ready





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Renaissance STAR Testing

Why are we using this assessment tool at PHCSE?

Renaissance STAR assessments provide achievement and growth data needed for screening, progress monitoring, and guiding instruction.

- Test is given in a 45 minute period with immediate valid results.
- Students use Accelerated Math 2.0 and Accelerated Reader to get additional practice in these content areas beginning at their independent level, which is found through a STAR test.
- Gives teachers data immediately to guide instruction.
 - Provides grouped, leveled reports of skills that Instructional Support Teachers (ISTs) and Classroom teachers can use with ease to increase student learning.
- Students are progress monitored between testing windows as needed.

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When do students take a STAR test?

- In the fall, winter, and spring testing window, grades K-8 take the STAR test(s).
- Teachers may choose to progress monitor or retest a student to check for understanding or growth in a skill or concept throughout the year.

Grades	Fall	Winter	Spring
K-8	X	X	X

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Academic Achievement

STAR Early Literacy Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
Kindergarten	9%	15%	11%	11%	55%	
# of Students	4	7	5	5	26	

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Academic Achievement

STAR Reading Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
1st Grade	4%	0%	33%	49%	13%	
# of Students	2	0	15	22	6	
2nd Grade	6%	25%	6%	58%	4%	
# of Students	3	12	3	28	2	

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Academic Achievement

STAR Reading Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
3rd Grade	23%	21%	21%	35%	0%	
# of Students	11	10	10	17	0	
4th Grade	17%	29%	6%	44%	4%	
# of Students	8	14	3	21	2	



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Academic Achievement

STAR Reading Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
5th Grade	16%	20%	16%	38%	10%	
# of Students	8	10	8	19	5	
6th Grade	23%	35%	12%	28%	2%	
# of Students	10	15	5	12	1	



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Academic Achievement

STAR Reading Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
7th Grade	17%	17%	25%	42%	0%	
# of Students	8	8	12	20	0	
8th Grade	15%	21%	27%	36%	0%	
# of Students	5	7	9	12	0	

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Academic Achievement

STAR Math Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
1st Grade	2%	11%	31%	47%	9%	
# of Students	1	5	14	21	4	
2nd Grade	8%	17%	31%	40%	4%	
# of Students	4	8	15	19	2	

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Academic Achievement

STAR Math Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
3rd Grade	2%	19%	48%	27%	4%	
# of Students	1	9	23	13	2	
4th Grade	4%	6%	45%	36%	9%	
# of Students	2	3	21	17	4	19



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Academic Achievement

STAR Math Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
5th Grade	4%	20%	40%	30%	6%	
# of Students	2	10	20	15	3	
6th Grade	2%	30%	49%	16%	2%	
# of Students	1	13	21	7	1	20



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Academic Achievement

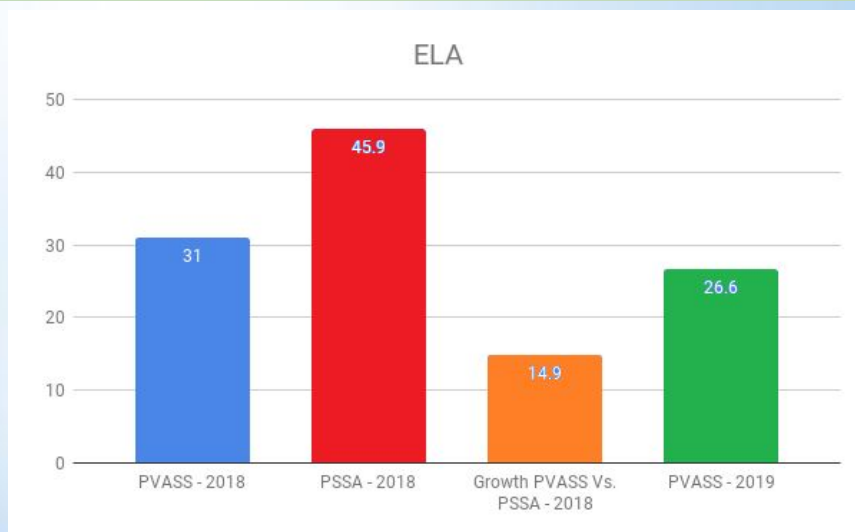
STAR Math Data Benchmark #2

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and winter)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
7th Grade	18%	8%	59%	14%	0%	
# of Students	9	4	29	7	0	
8th Grade	15%	27%	48%	9%	0%	
# of Students	5	9	16	3	0	21



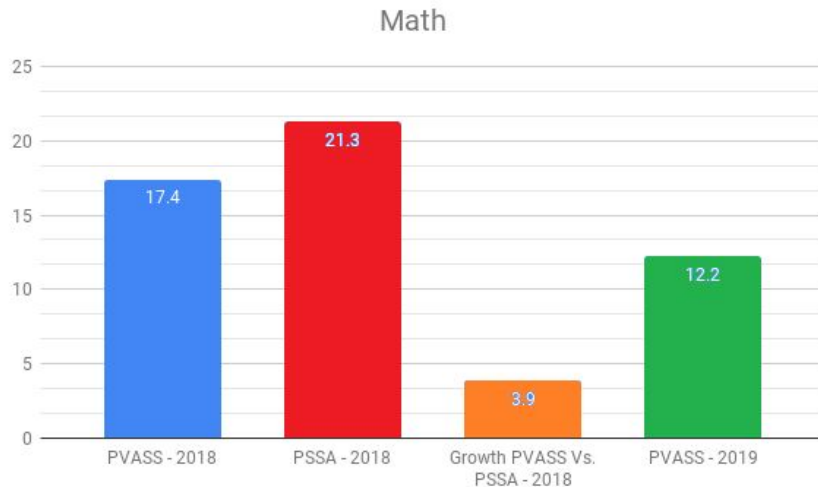
PSSA Prediction

Academic Achievement





PSSA Prediction



Strategies for ELA

- **Reading Interventions:** Literacy coach pulls small groups of K-2 students throughout the day five days a week. With these interventions our goal is to have all students entering the Intermediate Academy at the appropriate reading level.
 - **Foundations** (phonics based intervention)
 - **Fountas and Pinnell Leveled Literacy Intervention** (intensive comprehensive literacy intervention)
 - With these interventions our goal is to have all students entering the Intermediate Academy at the appropriate reading level.
- **Text Dependent Analysis (TDA)**
 - Teachers have attended professional development about strategies to teach students how to properly respond to a text dependent analysis writing prompt.
 - Students are given weekly opportunities to practice responding to TDAs.
- **Collins Writing Program:** Equips our teachers with writing strategies designed to help students understand and remember content they read.
 - Students keep weekly writing journals using Collins Writing procedures.
 - Students respond to Collins Writing designed prompts weekly as well.
- **Mentoring Program** for new ELA teachers.
- **Progress monitoring** of students throughout the school year.
- **Analysis of test data**, so teachers are aware of current students' strengths and weaknesses and can adjust instruction accordingly.
- Use of **PSSA terminology**, **item samplers** and **Coach Practice Books** in daily classroom instruction.
- Inform parents of **PSSA testing expectations** and **strategies**.



Strategies for Math

- **Math Interventions:** Math coach pulls small groups of 3rd-8th grade students.
 - The groups are made using PVAAS, PSSA, current grades, and teacher recommendations.
 - During the small groups we review any misconceptions they may have and practice new skills they are currently learning in class.
- **Math Journals**
 - Every student is to complete at least one math journal per month
 - The journal questions are created from SAS (Standards Aligned System). All questions are former PSSA type written response type questions.
- **Students Work Protocol**
 - The teachers had students take and grade a SAS question based on a PSSA style rubric.
- **Mentoring Program**
 - New math teachers meet with their mentor weekly and math coach daily.
- **Progress monitoring**
 - Students progress is monitored throughout the school year using formal and informal assessment.
- **Analysis of test data**
 - Teachers are aware of current students' strengths and weaknesses and can adjust instruction accordingly.
- Use of **PSSA terminology, work walls, item samplers (SAS),** and **Coach Practice Books** in daily classroom instruction.
- Inform parents of **PSSA testing expectations** and **strategies.**

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Relationships - The way we talk to, behave toward, and work with each other to become leaders

Parent Choice

Goal 1: PHCSE will encourage a positive community atmosphere through ongoing parent involvement by demonstrating the attributes of C.A.R.E, as well as, engaging in PTA events by June 14, 2019.

Next Step

- Discussion with the PTA regarding Title 1 Family Night/Art Show
- Holiday Party scheduled for 12/21/18. Coordinate with the PTA regarding party donations.

Glow

- Parent nominations have started and continued around the attributes of C.A.R.E. Since September, one parent from primary, intermediate, and prep academy has been recognized on the monthly newsletter.
- The PTA generously donated to the Ronald McDonald Toy Drive.
- The PTA is in the process of adding two new items to the spirit store (smelly pens and car decals).

Grows

- The same parents consistently volunteer; it would be beneficial to have new parents become involved.
- The spirit store could provide different options for students other than previous items of school spirit

Goal: PHCSE staff and scholars will encourage leadership by exemplifying behaviors in the "Essential 25" as measured quarterly with an increase of 3-5% House Points.

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Relationships - The way we talk to, behave toward, and work with each other to become leaders

PBIS

Establish a positive climate in which appropriate behavior is the norm and positive and respectful relationships are valued by both staff and students.

Next Steps

- Our school will receive a walkthrough from PBIS representatives in order to complete and confirm that we have indeed reached fidelity. We are currently preparing for this visit by making sure that all staff have required information in the classrooms and that we are all speaking a common language.

Glow:

- PBIS rewards / feather cart is going well.
- The monthly incentive went well.

Grows:

- Still have some staff members that are not rewarding points to students through the app
- All staff must continue to work on a common language for the students

Goal: PHCSE staff and scholars will encourage leadership by exemplifying behaviors in the “Essential 25” as measured quarterly with an increase of 3-5% House Points.

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Relationships - The way we talk to, behave toward, and work with each other to become leaders

House System

PHCSE scholars and staff will create a family-like culture through the encouragement of positive behavior and improved academics by helping to increase positive social interaction.

Next Steps:

- *Create a time for the houses to meet together in the second quarter
- *Begin planning a field trip for Quarter 2's House party

Glow: Most staff members have been giving house points and using the language of the Essential 25. Our house parties took place on December 13 and 14.

Grows: Specialists are still not giving points consistently. Mrs. Brown has printed the QR codes for their classes, in hopes that it will be easier for them to give points.

Goal: PHCSE staff and scholars will encourage leadership by exemplifying behaviors in the “Essential 25” as measured quarterly with an increase of 3-5% House Points.

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Entrepreneurs - The way we organize, manage and assume the risk of a business or enterprise

Entrepreneurial Development

Provide students with a real-world experience-based learning environment centered around project and inquiry-based learning pertaining to the entrepreneurial mindset.

Next steps:

- Raise \$5,000 for in sponsorships for Shark Tank, May 31, 2019.
- Follow up with local entrepreneurs from summit regarding partnership and mentoring opportunities by December 21, 2018
- Have 85 students matched with adoptee by March 2019.

Glows:

- Event was greatly executed. Twenty-five guests in attendance at Entrepreneurial Summit.

Grows:

- Re: Entrepreneurial Summit: Consider spreading out guest speakers with about 5 minutes to speak instead of 10 minutes.

Goal: Our goal is to gain and maintain 5 community partners that will support our Entrepreneurial program by mentoring and/or providing feedback to scholars 4 times a year.

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Entrepreneurs -The way we organize, manage and assume the risk of a business or enterprise

Entrepreneurial Development

Provide students with a real-world experience-based learning environment centered around project and inquiry-based learning pertaining to the entrepreneurial mindset.

Entrepreneurial Development Committee

Vision and Mission of Committee

- The focus is to grow our brand. Focus on our innovative approach and what makes us different.
 - Connecting with community stakeholders at our business meeting at Griff's Cafe (date TBD).
 - Engaging the community in supporting Shark Tank which will be held on May 31, 2019.
 - Raise \$5,000 in sponsorships
 - Leaders to adopt our entrepreneurial students

Goal: Our goal is to gain and maintain 5 community partners that will support our Entrepreneurial program by mentoring and/or providing feedback to scholars 4 times a year.

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Entrepreneurs -The way we organize, manage and assume the risk of a business or enterprise

MicroSociety

Implement MicroSociety concepts into the K-6 classrooms.

Next steps: The next steps for the MicroSociety committee is:

- Get ventures/agencies to be prepared for shopping to start in January
- MicroSociety training to be done by Suzanne January 8-11, 2019

Grows:

- Ventures/agencies have been opened since November 30 and running smoothly
- Long-term partners from last year are willing to continue this year
- Nine new ventures/agencies for the 2018-2019 school year

Grows:

- To make long-term partners with our ventures/agencies
- To have our new businesses be successful

Goal: Our goal is to gain and maintain 5 community partners that will support our Entrepreneurial program by mentoring and/or providing feedback to scholars 4 times a year.

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Entrepreneurs -The way we organize, manage and assume the risk of a business or enterprise

Equity

Increase opportunity and justice within school practices.

Next steps: The Equity Committee's next steps are:

- Finalize equity survey
- Administer equity survey to faculty and staff
- Analyze results of the survey
- Create Equity statement

Grows: The Equity Committee membership has grown by 150%, going from two to five members, with the possibility of more members joining. These numbers do not include administration participation.

Grows: Ongoing equity training and implementation.

Goal: Our goal is to gain and maintain 5 community partners that will support our Entrepreneurial program by mentoring and/or providing feedback to scholars 4 times a year.

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