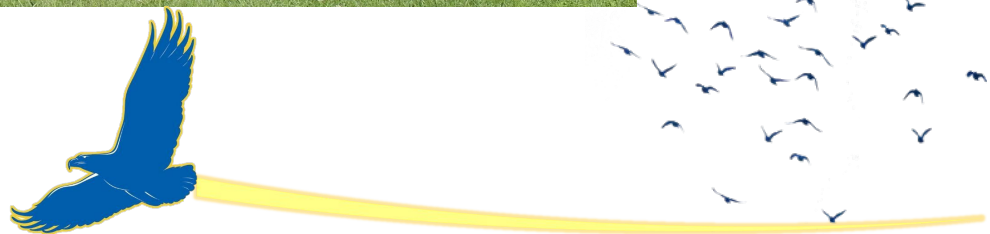


2501 Main St., Pittsburgh, PA 15235  
Phone: 412.793.6471 | Fax: 412.793.6473  
[www.phcharter.org](http://www.phcharter.org) | [info@phcharter.org](mailto:info@phcharter.org)  
Principal: Tamara Allen -Thomas



# Enrollment/Demographics



**2017-2018**

**Enrollment**

***(As of June 2018)***

386 students

**2018-2019**

**Projected Enrollment**

***(As of June 2018)***

417 students



# Character - The way we distinguish ourselves as individual leaders

## C.A.R.E.

**Glows:** C.A.R.E Values Posters in each classroom and Monthly Lessons are implemented. We have implemented Student of the Month for students who demonstrate C.A.R.E Values Traits for each month. Students are being recognized in the front of the building on a poster which spotlights the students each month who have received the award.

**Grows:** Continue with Monthly Activity Logs to track Monthly Lessons and reach our goal of 80% participation by classroom teachers. We want to re-implement the Staff Member of the Month by sending out a monthly survey where staff can choose two staff members who have demonstrated the C.A.R.E Value Traits of the Month. These Staff Members will be recognized at the first staff meeting of the month.

**Goal Reflection:** We did not meet our goal of 80% of teachers completing the monthly activity log. We had a rate of 67% completion. Our plan to improve our completion rate is to make the monthly activity log electronic which will make access to the log easier for all staff members and create a more organized way to track participation.

**Next steps:** Continue with Monthly C.A.R.E Value lessons and Monthly Activity Logs. Re-establish the Staff Member of the Month

**Goal:** By May 2018, Teachers will incorporate C.A.R.E Values through the implementation of weekly lessons with 80% completion rate through a monthly activity log..



# Character - The way we distinguish ourselves as individual leaders

## SCHOOL DEVELOPMENT

### **Glow:**

- Created Syllabi for Induction Program
- Created Induction Binder & Powerpoint
- Created PHCSE Evaluation Tool
- Email ready to send out to Level II mentors

### **Goal Reflection:**

- 93% of staff participated in a staff survey on professional development for the 2017-2018 school year.
  - Glows:
    - PD opportunities were relevant and applicable
    - Culturally Responsive Teaching Practices Introduction

### **Next Steps:**

- Ensure emails are sent out over the summer to interested level II mentors
  - Create mentor and mentee pairings
- Place dates on school calendar for the Induction Program
- Finalize PHCSE Evaluation tool to share with staff
- Create Induction Binders for level I and new staff members

### **Activities/Projects/Events:**

- Implement revamped Induction Program during the 2018-2019 school year
- Share PHCS Evaluation Tool with staff during PD

## **Goal:**

- Provide quality professional development that will impact teacher growth and retention, measured by teacher surveys by the end of 2017-2018 school year.



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

## **Academic Achievement**

Data:

- STAR Math - grew 11.7% schoolwide
- STAR Reading - grew 6.6% schoolwide
- CDT Math - grew 14.5% schoolwide
- CDT Reading - grew 10.5% schoolwide
- CDT Science - grew 2.2% schoolwide

Goal Reflection:

- Academic Achievement goal was met in Math and ELA schoolwide

Grows:

- Academic Achievement goal was not met in Science schoolwide
  - Next Step: Possible mid-year CDT Science testing to monitor student progress

**Goal: Over the next five years, students will demonstrate 3-5% increase in proficiency each school year in Reading, Math, Science, Writing according to the PSSA assessment, STAR data, and standard based curriculum assessments.**



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

## **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 teacher can use with ease to increase student learning.
- Students are progress monitored between testing windows as needed.

## Renaissance STAR Testing



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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 #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
Kindergarten	6%	9%	6%	9%	70%	+22%
# of Students	3	4	3	4	33	+10



# Academics

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

Academic Achievement

## STAR Reading Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
1st Grade	2%	10%	12%	48%	27%	+25%
# of Students	1	4	5	20	12	+7
2nd Grade	5%	17%	9%	63%	5%	+19%
# of Students	2	7	4	27	2	+7



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Academic Achievement

## STAR Reading Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
3rd Grade	19%	34%	13%	28%	6%	-1%
# of Students	9	16	6	13	3	-1
4th Grade	13%	13%	13%	46%	15%	+5%
# of Students	6	6	6	21	7	+3



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Academic Achievement

## STAR Reading Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
5th Grade	15%	17%	28%	35%	4%	+10%
# of Students	7	8	13	16	2	+4
6th Grade	44%	21%	6%	29%	0%	+0%
# of Students	21	10	3	14	0	+0



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Academic Achievement

## STAR Reading Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
7th Grade	10%	24%	31%	31%	3%	-9%
# of Students	3	7	9	9	1	-3
8th Grade						
# of Students						



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Academic Achievement

## STAR Math Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
1st Grade	0%	0%	24%	64%	12%	+20%
# of Students	0	0	10	27	5	+8
2nd Grade	7%	9%	49%	28%	7%	+7%
# of Students	3	4	21	12	3	+2 <sub>13</sub>



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

Academic Achievement

## STAR Math Data Benchmark #3

STAR Rubric  PSSA Equivalence	Urgent Intervention  Below Basic	Intervention  Below Basic	On Watch  Basic	Benchmark  Proficient	Advanced	Growth (increase of green between fall and spring)
3rd Grade	9%	13%	36%	32%	11%	0%
# of Students	4	6	17	15	5	+0
4th Grade	7%	9%	26%	33%	26%	+10%
# of Students	3	4	12	15	12	+5 <sub>14</sub>



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Academic Achievement

## STAR Math Data Benchmark #3

STAR Rubric	Urgent Intervention	Intervention	On Watch	Benchmark	Advanced	Growth (increase of green between fall and spring)
PSSA Equivalence	Below Basic	Below Basic	Basic	Proficient	Advanced	
5th Grade	9%	11%	37%	35%	9%	+14%
# of Students	4	5	17	16	4	+6
6th Grade	17%	10%	43%	29%	2%	+2%
# of Students	8	5	20	14	1	+1 <sub>15</sub>



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

Academic Achievement

## STAR Math Data Benchmark #3

STAR Rubric	<b>Urgent Intervention</b>	<b>Intervention</b>	<b>On Watch</b>	<b>Benchmark</b>	<b>Advanced</b>	<b>Growth</b> (increase of green between fall and spring)
PSSA Equivalence	<b>Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	
7th Grade	13%	10%	27%	43%	7%	+37%
# of Students	4	3	8	13	2	+11



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## Classroom Diagnostic Tools (CDT)

**Why are we using this assessment tool at PHCSE?**

The Classroom Diagnostic Tools (CDT):

- is a set of online assessments divided by content area
- designed to provide diagnostic information in order to guide instruction and intervention
- assists educators in identifying student academic strengths and areas in need of improvement
- integrated in the Standards Aligned System (SAS)
- provides links to classroom resources
- helps identify and provide suggestions for “next steps” in student academic development



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## **Classroom Diagnostic Tools (CDT)**

### **Details of the Assessment**

The Classroom Diagnostic Tools (CDT):

- is free
- is available to students in grades 3 through high school
- delivered as an online assessment in a Computer Adaptive Test format
- consists of multiple-choice items
- can be administered up to five times per year
- provides real-time reporting
- links student results to curriculum resources in SAS



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## CDT Testing

### When do students take a CDT test?

- Students are conferencing with their teachers and making goals and plans for growth after each testing session.
- In the 2017-2018 school year, students in grades 3-8 will take the CDT tests three times.

	Fall	Winter	Spring
Testing Sessions	X	X	X



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## Literacy CDT Spring Test Data

Academic Achievement

Grade Level	# of Students On and Above (%)	# of Students Below (%)	Total # of Students	Average Growth (+40 school wide)	Growth (increase of # of student on and above grade level between fall and spring)
3	10 (22%)	37 (78%)	44	62	7
4	28 ( 60%)	18 (40%)	46	77	11
5	17 (38%)	27 (62%)	44	38	2
6	7 (16%)	37 (84%)	43	-12	-4
7	10 (33%)	20 (67%)	30	35	5



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## Math CDT Spring Test Data

Academic Achievement

Grade Level	# of Students On and Above (%)	# of Students Below (%)	Total # of Students	Average Growth (+82 school wide)	Growth (increase of # of student on and above grade level between fall and spring)
3	14 (32%)	30 (68%)	44	143	12
4	21 (46%)	25 (54%)	46	114	13
5	6 (15%)	34 (85%)	40	29	2
6	4 (10%)	34 (90%)	38	71	3
7	2 (7%)	28 (93%)	30	55	1



# Academics

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## SPP, ESSA, and Future Ready

### Accountability Indicators for Annual Meaningful Differentiation

- Percent Proficient and Advanced on PSSA/PASA/Keystone Exams
- Meeting Annual Growth Expectations (PVAAS)
- English Language Proficiency
- Graduation Rate
- Chronic Absenteeism (state-selected indicator)
- Career Standards Benchmark (state-selected indicator)



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

- **Future Ready PA Index: Career Standards Benchmark**
- **All PHCSE 5th and 8th graders met the Career Standards Benchmark for the 2017-2018 school year.**
- Grade 5: By the end of grade 5, the student has a career portfolio containing six or more pieces of evidence collected in the K-5 grade band that validate that all four strands of the CEW Standards have been addressed.
- Grade 8: By the end grade 8, the student has a career portfolio containing the K-5 grade band evidence and an additional six pieces of evidence collected in the 6-8 grade band that validate all four strands of the CEW Standards have been addressed. One of the pieces of evidence for the 6-8 grade band must be the student's individualized career plan.



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

## Olweus Updates

August 23, 2018: Training for committee members who haven't been fully trained and booster training for returning committee members

The OBPC (Olweus Bullying Prevention Committee) consists of nine staff members who have received 16 hours of training in order to successfully implement the Olweus Anti-Bullying Program, with fidelity.

### Olweus Committee Members:

Mishelle Rayburg - Coordinator/Trainer, Nina Tortorice - Primary Academy Co-Chair, Dana Wood - Intermediate Academy Co-Chair, Kailey Tritt - Prep Academy Co-Chair, Katie Dunbar, Alissa Padovano, Jessica Zuk, Michele Aron, Lauren Kopczynski

August 2018 PD: All school staff will receive annual booster training prior to the start of the school year. The trainings are designed to review the program, help staff to implement the program schoolwide, and teach staff how to deal with bullying issues amongst students.



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

## Olweus Updates:

August 2018 PD: All school staff will receive annual booster training prior to the start of the school year. The trainings are designed to review the program, help staff to implement the program schoolwide, and teach staff how to deal with bullying issues among students.

Eric Johnson will return in September

Tentative third week of the month

Tuesday: Move 2 Stand (M2S) Students ALL day 7th and 8th Graders

Thursday: 6th Grade ALL day

6th grade student selection of newest M2S students

Walk-A-Thon: Saturday, September 22

OBPC is working with the Wellness Committee, PBIS, and administration for the Back to School event

### **OBPC Goals for the 2018 - 2019 school year:**

To reduce existing bullying problems among students.

To prevent the development of new bullying problems.

To achieve better peer-peer and peer-staff relations at school.

To create a culturally responsive learning environment.

To provide students with tools and resources needed to successfully overcome a bullying situation as the bully, the victim, and the bystander.



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

## Parent Choice

### Glows:

- Completion of Parent/Communication Survey
- Results of Parent/Communication Survey were very encouraging
- **Met our goal for at least a 10% increase of parent communication on skyward.**
- Planned and hosted our Thank You volunteer breakfast in May 2018.

### Grows:

- Continue to push for skyward communication
- Continue to brainstorm ways in which to get parents more involved in school activities.

### Next steps:

- Increase PTA enrollment by October 31, 2018, by specifically targeting and inspiring kindergarten parents through consistent communication.

**GOAL:** 80% of Families will complete Family Communication Survey by October 1, 2017. Parent Choice Committee will compile and analyze data by November 1, 2017



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

## MicroSociety

Kindergarten - 5th Grade

Goal Reflection:

- 83% of our MicroSociety's ventures and agencies (15 out of 18) were able to find a partnership with a local business.
  - MicroSociety's ventures and agencies took field trips to visit their partnering business.
    - Each venture or agency toured the local business and prepared questions to ask of the local business and increased their knowledge of the specific business field
      - Some Partnering Businesses are:
        - TriState Capital Bank, Mad Science Lab of Pittsburgh, Kiln N'Time, Barnes and Noble, Michael's, JoAnn Fabrics, L.A. Fitness, Penn Hills Municipality and more.
- Some elected positions were voted on for the 2018-2019 school year
  - President - Mahayla Houston - 3rd Grade
  - Vice President - Mariah Gardenhire
  - Speaker of the House - Kennedee Mitchell, Rumble
- Congratulations to the winners and all of the candidates for running a competitive campaign!

**GOAL:** To have at least 10% of ventures to gain a partnership with a local business/agency/or company by May 2018. Provide students with the tools and resources to become an Entrepreneur with a concentration in career readiness.



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

## **Soaring in Stream (SIS) After School Program**

Currently:

- Enrollment is 71. Completed all necessary administrative requirements on time.
- Completed parent, teacher, and student surveys.
  - All shared that academics should be improved
- Enrollment packets for 2018-2019 school year ready before August.

Grows:

- Average attendance is 50. Students are enjoying the program.
  - ScienceFlix and PSSA Prep books are being used for curriculum.
  - Drums, Dance, Martial arts, Spanish, STEAM, character development is being offered.

Grows:

- Improve enrollment to 100.
- Improve academic rigor.
- Ensure consistent staff, parent engagement, assessments, community partnerships



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

**Soaring in Stream (SIS) Summer School Program**

Currently:

- Enrollment is 48.
- Location is Garden City Methodist Church
- Planned four educational field trips for the summer.

Glow:

- Daily attendance thus far is 32

Grows:

- Community partnerships, program policies



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

## Student Government Association

We would like to thank the Board for their support this year!

Raised **\$602.90** from fundraising

Had the first ever Prep Academy Spring Fling that was very successful - 61 students attended

8th grade would like to thank all personnel who contributed to the success of their gradation. It was a great graduation ceremony. Job well done.

100% of 8th graders completed business plans.

## The first ever Shark Tank raised \$2,250

- Connected with Timothy Jones, a renowned entrepreneur
- Sharks included: Wayne Jones, Bruce Schaffer, Debra Hickman, Anne McGuirk and Derrick Tillman
- The Mistress of Ceremony was Cassandra Brently from Nazareth College and Career Prep
- The guest school was Steel Valley
- 36 student presenters

Introduced the School to makerspace equipment such as

- Selfie Booth, sublimation printer, and heat presses
- The 360 degree camera was early in the year.