

Crispus Attucks CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

605 S Duke Street
York, PA 17401-
717-848-3610

Federal Accountability Designation:	Focus
Schoolwide Status:	Yes
CEO:	Jacqueline Martino-Miller
Date of Local Chartering School Board/PDE Approval:	5/24/2017
Length of Charter:	5 years
Opening Date:	7/1/2017
Grade Level:	12
Hours of Operation:	7:30 AM until 4:30 PM (students: 8:00 AM to 3:00 PM)
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	7
Student/Teacher Ratio:	15:1
Student Waiting List:	11
Attendance Rate/Percentage:	79.90 %
Enrollment:	159
Per Pupil Subsidy:	10260.00
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:	34

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	66.00
Hispanic	76.00
White (Non-Hispanic)	11.00
Multicultural	6.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	0.00	0.00	180.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	986.40

Planning Process

This process began during the 2015 - 2016 school year with a review of our programs by parents, staff, teachers, administration and board of trustees and continued into last school year when we also went through a renewal of our charter. Crispus Attucks YouthBuild Charter School is comprised of various facets of people and programs that emphasize whole student development. The major goals our staff tries to achieve are to take students who have left the realm of academics for various reasons and help them earn their high school diplomas. In addition, through our YouthBuild affiliation, we facilitate service site construction work as a means of rebuilding one's community. Ultimately, we rebuild one's life, one's family, one's community, and one's country. It takes a very caring and dedicated group of individuals to work with our students. Not only are there teachers, but there are case managers, a person whose responsibilities are for student transition, service site staff, personnel responsible for data collection, office staff, and administrators. We formally meet on a weekly basis and informally many times a day to work with each student on an individual basis so that we can meet them where they are and give them the tools they need to be successful. Our staff communicates and works together to ensure that students not only complete the academic and service site component of our program, but find meaningful post-secondary placement upon graduation, whether it is college, technical school, employment, or military. All of our students are individually scheduled based on entrance assessments to best suit their learning needs. We use a Case Manager system to work with students individually to help them with concerns at school and in their lives so they can concentrate more fully on school. The many facets of support each have a vital role to play in the design of our Comprehensive Plan, as we pride ourselves on surrounding our students with the utmost attention and follow-through possible. Likewise, over the past three years we have developed a strong working relationship with the Lincoln Intermediate Unit 12 to provide various professional development and assistance as we work to improve student outcomes. These processes and the regular examination of data, provided the Comprehensive Planning Team the foundational information to do their work in developing our three year comprehensive planning document.

Mission Statement

The mission of Crispus Attucks YouthBuild Charter School is to give high school youth the opportunity to grow emotionally in a supportive learning environment that emphasizes character building and self-value to shape a student's self-confidence for life. Crispus Attucks YouthBuild teaches students well beyond the traditional academic diploma by providing structure and taking into consideration the realities of opportunity youth's living environments to create a personal learning experience that focuses on the young people being served. We instill mental toughness and team building to achieve responsive well-being and life preparedness skills necessary for developing behavior to support sustainable successes from school to adulthood. Students accomplish success through personal achievements and increased

self-esteem through structured learning, including hands-on skills training in technology education and the service sites. We know that trust and safety foster a willingness to learn, grow and inspire the desire to achieve more. At Crispus Attucks YouthBuild, we build character for life.

Vision Statement

Operating under the idea that it takes a community to raise a young person and seeing each high-risk student as an opportunity youth, Crispus Attucks YouthBuild Charter School is committed to moving those in need of help through an important part of their life. We provide supportive direction and skills training to assist and prepare students for a successful, meaningful and fulfilling life beyond what they may know now.

Every student has a personal experience at our school. With our qualified professional team, we work to build a trusting relationship and strong community that each student can feel comfortable within. We know that trust and safety foster a willingness to learn, grow and inspire the desire to achieve more.

We believe that having the confidence to be self-supportive and contribute to a team is essential to a student's transition from adolescence into adulthood. Through technology education and service sites, we give those we work with the additional life skills and training skills necessary to entering the adult world. And with these skills, and introductions to new opportunities, we know we have afforded each student new thinking, confident thinking that will allow them to succeed beyond what they know. With confidence, we uplift.

Shared Values

At Crispus Attucks YouthBuild Charter School we believe in the importance of building personal relationships and character. We believe in being "mentally tough" and working as a community. We believe in that every young person is a leader and has value. They deserve a safe and positive environment in which to learn.

Educational Community

The Crispus Attucks YouthBuild Charter School operates within the city limits of York and is located in the Crispus Attucks Association's (CAA) community center. CAA, our parent organization, provides a multitude of services to support our students and the community. Some of these services include affordable housing, an early learning center for children ages 3 months to 12 years, and a center for employment and training. CAA and our charter school strive to be the Heart of Change in York City and have rehabilitated residential and commercial properties located in the city, making way for businesses and homes for the families we serve. Through the Crispus Attucks YouthBuild Charter School, in particular, students have the opportunity to work on the rehabilitation of low-income housing for residents of York City while also attending academic classes to earn their high school diploma.

The following statistics give a brief glance into the York City population that CAA and the Crispus Attucks YouthBuild Charter School serve:

According to the U.S. Census Bureau's 2015 data, 16.4% of children (under age 18) in York County live in poverty; in contrast, 41.9% of York City children (under age 18) live in poverty. The majority of our students live in the heart of York City and its immediate surrounding areas. Many of these youth are at a high risk for abuse and neglect, behavioral and socio-emotional problems, physical health problems and developmental delays.

In 2015, York County had a total of 1,832 reports of child abuse; of those reported, 156 cases were substantiated. (No data is available for county subdivisions.)

In York City, 74.7% of households (with children under age 18) are headed by a single-parent; 12.4% of all births in York City were to women under age 20. In York County, 5.7% of all births were to women under age 20.

Our students, ranging in age from 17 to 21, are part of these statistics. Our school offers an alternative path for them to earn their high school diploma and to become responsible, productive citizens. Our charter school has been awarded various grants as a result of its efforts, including those from the PA Department of Education.

Board of Trustees

Name	Office	Address	Phone	Email
Louise Doweary	Member	726 Lancaster Ave, York, PA 17403	717-855-8730	lrdowear@yahoo.com
Bonnie Hastings	Member	6199 Hoff Road, Spring Grove, PA 17362	717-225-5754	bhastings@crispusattucks.org
Irene Hudson	President	441 Country Club Road, York, PA 17403	717-815-1482	ihudson@ycp.edu
Gary Lauer	Member	1343 Wellington Drive, York, PA 17408	717-501-2046	glauer3@comcast.net
John	Member	328 Roosevelt	433-690-	jmcelligott@yorkexponential.com

McElligott		Ave, York, PA 1701	5167	
Michael Newsome	Member	2183 Salisbury St, York, PA 17408	717-764- 8686	newsome22michael@gmail.com
Robert Redman	Secretary	166 Dew Drop Rd, York, PA 17402	717-542- 1176	robertredman67@gmail.com
Ashley Ruth	Member	632 N Pershing Ave, York, PA 17404	717-309- 5552	ashleyruth9@gmail.com
Thaddeus Shaw	Member	3441 Lower Glades Road York, PA 17406	717-757- 2814	tshaw@newgrounds3c.com

Board of Trustees Professional Development

All board members receive regular updates for policies and governance through the solicitor via the administration. The board members are scheduled to meet with the school solicitor annually to provide updates and training on new and revised issues pertaining to charter school law.

Governance and Management

The board meets on a monthly basis to address the management of the charter school. The relationship between the charter school and the granting district is largely maintained by the Superintendent and the CEO. Boards are then kept informed via those two entities.

Student Enrollment

Students ages 17-21 complete initial intent to enroll form. Then as in our charter and in the admissions policy, students and parents are interviewed before beginning the Mental Toughness program. Upon its successful completion, students are offered admissions from which time they complete all the required admissions paperwork for enrollment as noted in the following:

Charter School Student Enrollment Notification Form

Parental Registration Statement

Program Entry Form

Parent/Guardian Information/Proof of residency

Birth certificate and photo ID

Home language survey

Emergency contact

Permission to Release Student Information forms

Health history/physical/TB test/Immunizations

Media Release form

Grievance Procedures

Child Rights

Nondiscrimination Statements

Release and Waiver of Liability and Indemnity Agreement

Agreement to attend the construction/service site and related paperwork

Application Acknowledgment

Parent Communication

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

Files uploaded:

- 17-18 Parent Communications Admission.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2014	98	36	11	attendance, dislike school, family issues	0
2015	64	48	3	attendance, dislike school, family issues	0
2016	101	42	5	attendance, dislike school, family issues	0
2017	98	43	4	attendance, dislike school, family issues	0

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014											5		132
2015													116
2016													175
2017													159

Stakeholder Involvement

Name	Role
Jamiel Alexander	Community Representative
Not Applicable	Elementary School Teacher - Regular Education

Not Applicable	Elementary School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Jonathan Ayers	Ed Specialist - Other
Tamika Baker	Business Representative
Craig Eckbold	High School Teacher - Regular Education
Evelynn Eighmey	High School Teacher - Regular Education
Michael Goc	Administrator
Michael Goc	Building Principal
Kemo Grant	Parent
Willie Green	Ed Specialist - Other
Timothy Hoke	High School Teacher - Regular Education
Michael Jefferson	Community Representative
Sue Kanigsberg	Intermediate Unit Staff Member
Tyler Kline	High School Teacher - Regular Education
Melissa Kline	High School Teacher - Regular Education
Jacqueline Martino-Miller	Administrator
Kathy Miles	Parent
Thomas Mokuia	High School Teacher - Special Education
Maureen Putnam	Business Representative
Sara Warren McCoy	High School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary 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
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Elementary Education-Intermediate 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,	Not answered	Not answered

Science and Technical Subjects		
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

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

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

As a charter we most closely resemble a non-credit based dropout prevention program in order for students to achieve their high school diplomas by passing all their classes, Crispus Attucks YouthBuild Charter School does not offer certain classes such as World Language class and Family & Consumer Science, nor the Alternate Academic Content standards. We utilize a more intensive YouthBuild Case Manager services connection program through our YouthBuild model rather than School Counselor standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

We offer an intensive hands-on service site construction component to our studies with a DOL curriculum as a YouthBuild affiliate in line with our charter that offers pre-apprenticeship certification to our students.

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.	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.

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.	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.

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 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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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:

Through on-going staff development, coaching, regular reviews of our programs, and regular assessment of students, we work to ensure student learning is effective.

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.

Students are individually scheduled to meet their academic needs. We have a bi-lingual teaching assistant, a special education teacher, and an ESL teacher who all support our students.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Not Reviewed

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

The school uses the Framework for Teaching to ensure that all teachers are utilizing best practices and delivering aligned curriculum in their classrooms. Likewise, our work with LIU 12 with instructional coaching and professional development helps our teachers promote effective student learning.

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

There is only one principal with the seven teachers to review the lesson plans. Our instructional coaches through LIU 12 focus on the learning/instruction component and offer suggestions as appropriate to the lesson planning.

Responsiveness to Student Needs**Elementary Education-Primary 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.

Elementary Education-Intermediate 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	Not answered

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

We have no gifted students.

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.

Our teachers are hired through a rigorous 3-tiered interview process. All classes are taught by PDE certified teachers who take part in continuous professional development through contracting with LIU 12.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	7.00	7.00	7.00
English	1.00	1.00	1.00
Mathematics	1.00	1.00	1.00
Social Studies	1.00	1.00	1.00
Science	1.00	1.00	1.00
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives			
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Local Assessments

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

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

the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Exams, projects, hands-on (construction), portfolio				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
On-going classroom processes				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
check-ins, visual cues, various writing components				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
progress monitoring				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				X

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

Provide brief explanation of your process for reviewing assessments.

Through our continuing professional development with LIU 12 begun t three years ago, Our staff is receiving formal training and instructional coaching to ensure assessments are on-going and used effectively to promote effective learning. Through peer observations, instructional coaching, and feedback from the principal in regular walk throughs and formal observations, assessments are regularly reviewed and adjusted as needed.

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 internally develop our courses to the Academic Standards and place them as part of our chartering process every five years.

Collection and Dissemination

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

The principal, through the lead teacher, is responsible for assessment data and its distribution. This data is then shared and discussed with staff at weekly staff meetings with plans developed for ensuring effective instruction practices result..

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.

Teachers will adjust their instruction to meet the needs of students and our learning coordinator will assist within the classroom. Students may also be pulled-out to work in the learning coordinator's classroom if needed.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
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Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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.				
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

As a program where students are in academics 18 weeks and on the service site 18 weeks, we work to help students individually restore gaps in their learning, as well as further their learning to help them achieve post-secondary success.

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

Although we do not participate in the statewide testing, our lesson plan objectives are tied to the standards. Students are tested in math and reading pre-, during, and post- with the goal of achieving two additional grade levels of learning by the time they graduate.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Communication to the community and families is done both in English and Spanish. Letters are sent to homes and case managers have conversations with both students and their parents/guardians on a regular basis.

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

Our school does not have a traditional course planning guide as our program is regimented through our charter. With our small population of students (approx. 100 at any one time), press releases are not needed on a regular basis, nor are newsletters with our regular communication with our families, as all important information is on our website including monthly updates of calendar items.

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
School-wide Positive Behavioral Programs				X
Conflict Resolution or Dispute Management				X
Peer Helper Programs				X
Safety and Violence Prevention Curricula				X
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				X
Purchase of Security-related Technology				X
Student, Staff and Visitor Identification Systems				X
Placement of School Resource Officers				
Student Assistance Program Teams and Training				X
Counseling Services Available for all Students				X
Internet Web-based System for the Management of Student Discipline				X

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

As part of a larger community organization that also has other agencies in our building, we do not have School Resource Officers; however, we have employees in the building who are prepared in case of a safety occurrence. We emphasize safety and violence prevention on a regular basis with our students and staff through our SWPBIS training, Mental Toughness programming, and regular safety drills.

Developmental Services

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

Explanation of developmental services:

We continue to work with LIU 12 for incorporating principles of SWPBIS. As we already have systems in place for intervention, we are working to strengthen the data pieces to determine the effectiveness of our work and relationships with our students to reduce incidents of concern.

Diagnostic, Intervention and Referral Services

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

Student Assistance Program				X
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Explanation of diagnostic, intervention and referral services:

As a grade 12 school, we are not required to provide nursing services; however, through our case manager system, students are referred for health interventions at area facilities and agencies as needed.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education				
Case and Care Management				X
Community Liaison				X
Community Services Coordination (Internal or External)				X
Coordinate Plans				X
Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

Explanation of consultation and coordination services:

As a grade 12 school, we are not required to provide nursing services; however, through our case manager system, students are referred for health interventions at area facilities and agencies as needed.

Communication of Educational Opportunities

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

Newsletters				
Press Releases				
School Calendar				X
Student Handbook				X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings				
Individual Screening Results				
Letters to Parents/Guardians				X
Website				
Meetings with Community, Families and Board of Directors				X
Newsletters				
School Calendar				
Student Handbook				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?	NA
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?	No
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
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Description of the responsibilities of the Charter School nurse(s)

As having only a 12th grade program we are not required to have a school nurse on staff.

Food Service Program

Describe unique features of the Charter School meal program

All meals are homecooked by a cook in our early learning center. All meals meet the requirements of the National School Lunch Program.

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:

Our policies, procedures and practices ensure security and safety for our students, staff, and visitors through the implementation of procedures that are regularly rehearsed for various scenarios that include fire (evacuation), active shooter, and adverse weather.

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

DOC 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:

- 17-18 CACS 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.

As a charter school, we do not operate a transportation programs. Sending districts provide transportation for their students including special education students.

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?	No

If necessary, provide further explanation.

As our students are 17-21 years old, day-to-day concerns that may result in an in-school consequence during school hours, we speak directly with the student at that time. Continual concerns of a minor nature will result in the parent/guardian becoming involved. For any major incident, parents/guardians are contacted.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Never

High School Level

- Quarterly

Collaboration for Interventions

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

At Crispus Attucks YouthBuild Charter School, a student's first point of contact is their case manager. Teachers and staff work very closely with our 3 case managers to ensure that students have a support system in place to help with both academic and social needs. Students

meet with their case managers often throughout the week on both a scheduled and as-needed basis.

We meet as an entire staff each Wednesday to discuss the various needs of our students and make adjustments as needed. Through our special education program, regular progress monitoring also ensures another layer of support and intervention as needed.

Community and Parent Engagement

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

Through our Parent Involvement Cafes offered at the beginning of each trimester for parents and community to better understand and work with our students.

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

Early childhood, after-school programs, and workforce development programs are all different facets of our parent organization, the Crispus Attucks organization. Our students have access to all of these programs for both personal and academic use. All parts of the organization work together to optimize student participation and success in each program. Tutoring is available from all our teachers as needed.

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.

As an LEA that only serves high school students we do not have these child find responsibilities of a regular school district.

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	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.

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	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.

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

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.

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

Provide explanation for processes used to ensure Accomplishment.

Because we are a small school, we can pay very close attention to meeting the individual needs of ALL students. Through partnership with LIU 12 we ensure having a strong staff development program to help us meet the needs of our students. In addition, we have a multi-faceted staff that better ensures to meet the needs of all young people who attend our 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
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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
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate 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

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	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district

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

School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

As we are only a grade 12 charter school, our courses are outlined in our charter.

Fiscal Solvency Policies

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

The Charter School follows Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting the Annual Financial Report. The accounting system is maintained on an accrual basis using the Pennsylvania State Chart of Accounts for Pennsylvania's Public Schools. Our school board has adopted the required fiscal policies, as these were reviewed for our charter renewal granted June, 2017.

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 receives the majority of its funding through several grants, contracts with numerous School Districts, various subsidies from the PA Dept of Education, and contributions from the community.

Monthly financial statements are prepared and reviewed by the Business Manager, Finance Committee, Executive Staff and Board of Trustees. In addition, an annual cash flow is prepared and reviewed monthly to ensure that any unbudgeted items can be dealt with promptly. The Charter School has a line of credit with a local bank; however, any draws against the Line of Credit will require approval by the Board of Trustees and will be used only for either capital expenditures or expansion plans for the school. In addition, before any draws are approved, a repayment plan would also be required.

Our school receives a regular audit each school year, and all this was reviewed as part of our charter renewal granted June, 2017.

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
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on 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
Empowers educators to work effectively with parents and community partners.				X

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students				X

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

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

We have had an annual contract over the past several years with LIU 12 for professional development. We are Also, we are fortunate to have a small staff who meet on a weekly basis in an effort to evaluate and adapt to our students needs within the classroom. In addition, the lines of communication are vast, allowing case managers to spend time with teachers and students to make sure the individual needs of students are met.

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

As a charter school, we do not have any gifted students, but we do have regular professional development and instructional coaching to strengthen teaching skills and to work with all the various aspects involved in effective education in Pennsylvania.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/21/2015 Act 126

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

Questions
The LEA has conducted the training on:
9/23/2015 1.5 hours
The LEA plans to conduct the training on approximately:
1/3/2018 We look to complete the required hours on this date through EduPlanet 21

1/4/2021 Complete new cycle

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

Questions

Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are 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.

Unchecked answers

None.

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

Professional development is essential to providing our students a quality education. We are fortunate that we have access to organizations that provide training for our staff such as YouthBuild USA, The Crispus Attucks Organization, and the Lincoln Intermediate Unit (IU 12).

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

This narrative is empty.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Our school has an induction plan in place in which administration works with mentors and mentees to ensure new teachers have all the support they need in the classroom. We have also partnered with LIU 12 for our new teachers to go through their induction program offered to LEAs in LIU 12.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.

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

Our induction program is outlined and followed by administration, mentors, and mentees.

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

Our students do not take the PSSA.

Mentor Characteristics*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Although we are a school of only 7 teachers, each one in his/her own certification area, our schedule and having all common students allows for a strong induction program.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices		X				
Safe and Supportive Schools		X				
Standards			X			
Curriculum			X			
Instruction				X		
Accommodations and Adaptations for diverse learners				X		
Data informed decision making					X	
Materials and Resources for Instruction					X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The administrator leads the formal meetings with the mentors and mentees. They also meet with each staff member separately on a regular basis. The program is centered on our school needs and goals. Also, our participation in the LIU 12's induction program also ensures quality.

Recording Process

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

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

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

Cyber Charter Schools

No policies or procedures have been identified.

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.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

As a charter school, the LEA and school are essentially a single entity, with the CEO, Assistant to the CEO, Principal, and Lead Teacher, meeting on a continuing basis to plan, implement, and review all of our programs. Our mission is clear to ensure that we provide our students the best possible education in accordance with our charter. We, also, will determine to reach out for further assistance, normally with our area I.U., Lincoln I.U. 12, should questions arise of how to best work with our students, especially in terms of professional development.

Provider	Meeting Date	Type of Assistance
LEA Leadership Team	8/8/2016 12:00:00 AM	Review of Title I items for coming school year
LEA Leadership Team	8/16/2016 12:00:00 AM	Semi-Annual Teacher Meeting re Title I and Professional Development
LEA Leadership Team	9/7/2016 12:00:00 AM	Review of Title I Opening School Parent Meeting/Back to School Night
LEA Leadership Team	9/21/2016 12:00:00 AM	Review of Comprehensive Planning Items with entire staff for coordination and focus for school year.
LEA Leadership Team	11/7/2016 12:00:00 AM	Charter Renewal
LEA Leadership Team	11/28/2016 12:00:00 AM	December Parent Meetings
LEA Leadership Team	1/3/2017 12:00:00 AM	Semi-Annual Teacher Meeting re Title I and Professional Development
LEA Leadership Team	2/22/2017 12:00:00 AM	Charter Renewal
LEA Leadership Team	2/28/2017 12:00:00 AM	Upcoming Parents Meeting; Charter Renewal; Upcoming Federal Programs Monitoring Visit
LEA Leadership Team	4/7/2017 12:00:00 AM	Federal Programs Monitoring Visit; Charter Renewal; Professional Development 2017-18
LEA Leadership Team	4/11/2017 12:00:00 AM	Summer Academy; Federal Programs Monitoring Visit; Charter Renewal

LEA Leadership Team	8/9/2017 12:00:00 AM	Planning for remaining Staff Mental Toughness program and incorporation of Charter requirements.
LEA Leadership Team	9/12/2017 12:00:00 AM	Planning for professional development programming, personnel, and DOL grant implementation.
Lincoln I.U. 12	3/20/2017 12:00:00 AM	Professional Development Planning for 2017-2018 School Year

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

In conjunction with our professional development program, mainly through Lincoln I.U. 12, we have continued to work to build strong relationships with our students given that they have mostly failed in previous schools, using the principles of a SWPBS system. We also utilize the Collins Writing Program and continued training for Diverse Learners. All of these programs including the teaching staff. We also meet each Wednesday as an entire staff to discuss strategies to improving student learning.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	No
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal

programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Consolidated Title I and Title II A Application	\$88174.00

State/Local Grant Program	Amount of Grant
PDE Ready to Learn Grant	\$9494.00

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Completion of our curriculum mapping allows us to more systematically review how we may more directly increase student learning.

Accomplishment #2:

We have increased and maintained parental involvement with our Parent Involvement Cafés, Back to School Nights, and special events.

Accomplishment #3:

We have ongoing, themed professional development over multiple school years with LIU 12 to focus on better overcoming the challenges of the youth whom we serve: drop-outs, parental issues, legal troubles, homelessness, and other challenges. Through participation in the PAYS survey, we have a strong understanding of the issues and trauma that they have in their lives: therefore, all our programming, including professional development, keeps our students at the center of our planning and development. In addition to regular professional development for teachers from the Framework for Teaching, Collins Writing Program, Meeting the Needs of Diverse Learners (through building better relationships through the SWPBIS process and for our ELLs), and Promoting a Culture of Learning for teachers, Over the past few years the entire staff also has participated in Mandated Reporter, Suicide Prevention, Substance Abuse & Prevention, Suicide Prevention, and Gangs & Drugs. On-going professional development occurs through workshops, both in person and on-line, and coaching.

Accomplishment #4:

All of our teachers are highly qualified in their content area and maintain their certification requirements under Act 48.

Accomplishment #5:

In order to improve graduation rates, we have increased our efforts to improve student attendance through higher Mental Toughness Expectations and through supportive services, such as working with smaller groups of students are facilitated by staff members and others to develop leadership skills, set goals, and support each other as a small community. Regular recognition of growth, as well as accomplishment, of students is part of our culture. Moreover, our professional development is ultimately designed for us to better work with our students and understand our data so as to create an environment where students want to be, thus improving attendance.

Accomplishment #6:

At the basis of our individual support for student, our school has 3 case managers. They refer socio-emotional services to the students and build relationships with the students' family. They daily greet the students to take attendance and also meet regularly with the students and communicate with their families to work towards minimizing those things outside the school that adversely affect our students. During our weekly staff meetings, they are the ones who are able to share student concerns with the entire staff as well as to facilitate more effective classroom and service site experiences for our students.

Accomplishment #7:

The classroom supervision process includes daily walkthroughs, coaching, peer observation, formal observations, and discussion of various data through our weekly staff meetings to provide regular feedback for instructional improvement.

Accomplishment #8:

We continue to use a variety of data (attendance, grades, Gates-MacGinitie tests, behavior, teacher and staff-developed, certificate attainment, alumni data for employment, education, etc.) to affect procedures, policies, and practices. As we admit students on a trimester basis, we are able to make changes regularly to help students learn more effectively.

Accomplishment #9:

The standard operating procedures for CAYCS are continuously reviewed to ensure that we are providing our students the best opportunities for academic success, as well as development to become productive citizens after they achieve their high school diplomas. Our climate emphasizes continual improvement for the school as a whole and for each individual position.

Accomplishment #10:

Through student participation in the Youth Policy Council, our students continue to have clear expectations for student leadership development and participation in both community service and school activities. Students continue to accumulate money for post-secondary education through our involvement with the AmeriCorps program.

Accomplishment #11:

We have committed to helping our students prepare for post-secondary employment and education through students participating in college and career fairs, tours of post-secondary opportunities, and ASVAB testing. We help students prepare education and employment applications and materials, as well as financial aid paperwork. Through partnerships with the community, students also receive leadership training and experiences, such as mock interviews. Through our technical education curriculum and service site program work, students can achieve pre-apprenticeship certification in HBI-PACT.

Charter School Concerns

Concern #1:

Student graduation is not at the desired level.

2013-2014 Graduation rate 53%.

2014-2015 Graduation rate 38%.

2015-2016 Graduation rate 42%.

2016-2017 Graduation rate 54%

Students enter our school at the beginning of each Trimester after completing Mental Toughness that provides students the framework and expectations to succeed. Mental Toughness begins building the attitudes and skills to motivate students to achieve their high school diploma. As our students have been through more traumatic experiences with less family and community structure and support than the average 12th grader (PAYS 2015) and continue to have these challenges outside of our school, we provide additional supports here (such as our case manager program), but know that outside impacts on our students may be greater than what we can counter here; however, we are motivated to work with one student at a time to help them achieve success.

Graduation is measured in a different way due to the uniqueness of the school program at CAYCS. In order for students to graduate, they must:

- Complete 3 consecutive trimesters by age 21
- Earn grades of 70% or better
- Indicate 2 or more years of growth on academic assessments in reading and math
- Successfully complete the Senior Portfolio and culminating project

Concern #2:

Attendance is not at the desired level. We know that if students attend at least 85% of the time that they will more likely than not graduate. Although, student attendance has been improving over the past few years, we still need to work on this. For 2015-2016 the attendance rate was 74%, and for 2016-2017 80%.

Prioritized Systemic Challenges

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

Aligned Concerns:

Student graduation is not at the desired level.

2013-2014 Graduation rate 53%.

2014-2015 Graduation rate 38%.

2015-2016 Graduation rate 42%.

2016-2017 Graduation rate 54%

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Charter School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Student attendance and graduation rates.

Specific Targets: 2016-2017 Attendance Rate 80%; Graduation Rate 54%. From 2017-2021, increase attendance rate to minimally 81% and graduation rate to 55-65%.

Strategies:

Ensuring Compliance

Description:

In consultation with PDE regional coordinators and those who conducted the audits, as well as LIU 12, we are ensuring that we are complying with requirements. We are also partnered with LIU 12 to ensure that we are participating in the professional development that has the greatest positive impact to promote student success.

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

Through on-going professional development, we will provide our students with the best opportunities to ensure success.

Description:

Professional development has a direct affect on student academic achievement through greater learning in the classroom as well as improving student attendance to motivate students to come to school.

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

Instructional Coaching

Description:

Two to three instructional coaching visits, including walk through, non-evaluative observations, and collaborative conversations to strengthen instructional best practices/

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

Positive Behavioral Intervention Support (PBIS)

Description:

Schoolwide PBIS is an ongoing process utilizing the behavioral support intervention specialist from LIU 12.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement Classroom Strategies that Promote Effective, Engaging Classrooms - delivery

Description:

Through on-going professional development in collaboration with LIU 12 since 2014, we will implement classroom and schoolwide processes that promote student success. An annual professional development contract will be agreed to. Hours per session, number of sessions, and number of participants will vary by specific professional development activity. Example below is based on 2016-17 training through LIU 12 on Student Relationships (based on SWPBIS) that will continue into the 2017-18 in multiyear approach which also includes coaching days for teachers and staff.

Start Date: 7/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Through on-going professional development, we will provide our students with the best opportunities to ensure success.

Implementing Compliance

Description:

Utilizing the Audit reports, we are meeting the specific items of each aspect according to the terms laid out in the audit reports. Likewise, through on-going professional development with LIU 12, we will implement classroom and schoolwide processes to ensure compliance. We will continue our efforts in a multiyear approach through building student relationships (based on SWPBIS) that includes coaching days for teachers and staff.

Start Date: 7/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Ensuring Compliance
- Instructional Coaching

Language & Literacy Professional Development

Description:

In partnership with the LIU 12, we will continue implementation of the Collins Writing Program and Danielson's Framework.

Start Date: 7/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Through on-going professional development, we will provide our students with the best opportunities to ensure success.

Meeting the Needs of Diverse Learners

Description:

Through partnership with the LIU 12, we will continue professional development in culturally responsive practices.

Start Date: 7/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Through on-going professional development, we will provide our students with the best opportunities to ensure success.

PBIS Implementation

Description:

- Team meeting participation
- Collaboration Individual and Team
- On site coaching

Start Date: 6/30/2017 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Positive Behavioral Intervention Support (PBIS)

Instructional Coaching

Description:

- Ongoing instructional conversations through coaching and other means for strengthening learning for diverse learners
- Ongoing instructional conversations through coaching and other means for strengthening instructional best practices and Collins Writing program, and academic vocabulary and other formative assessments
- Ongoing, job embedded instructional conversations through coaching and other means for strengthening special education programming and best practices.

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Through on-going professional development, we will provide our students with the best opportunities to ensure success.
- Instructional Coaching

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Through on-going professional development, we will provide our students with the best opportunities to ensure success.
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Start	End	Title	Description				
7/3/2017	6/30/2021	Implement Classroom Strategies that Promote Effective, Engaging Classrooms - delivery	Through on-going professional development in collaboration with LIU 12 since 2014, we will implement classroom and schoolwide processes that promote student success. An annual professional development contract will be agreed to. Hours per session, number of sessions, and number of participants will vary by specific professional development activity. Example below is based on 2016-17 training through LIU 12 on Student Relationships (based on SWPBIS) that will continue into the 2017-18 in multiyear approach which also includes coaching days for teachers and staff.				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Principal	3.0	2	22	LIU 12	IU	Yes

Knowledge	Utilizing the principles of SWPBIS, each staff member will understand how to better relate with and encourage each student.
Supportive Research	SWPBIS is a research based and best practices model for promoting student management of on task behaviors.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Paraprofessional
Classified Personnel

Grade Levels

High (grades 9-12)

Follow-up Activities

Through our weekly all staff reviews, principles will be reinforced through direct discussion of student encounters.

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey
Classroom Coaching; Student improvement in on task behaviors (less disciplinary write ups)

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students**

Strategy #1: Ensuring Compliance
Strategy #2: Instructional Coaching

Start	End	Title	Description				
7/3/2017	6/30/2021	Implementing Compliance	Utilizing the Audit reports, we are meeting the specifics items of each aspect according to the terms laid out in the audit reports. Likewise, through on-going professional development with LIU 12, we will implement classroom and schoolwide processes to ensure compliance. We will continue our efforts in a multiyear approach through building student relationships (based on SWPBIS) that includes coaching days for teachers and staff.				
	Person Responsible The principal is overseeing this process collaborating with the specific personnel who are responsible for each segment.	SH 1.0	S 4	EP 8	Provider Both in-house (and LIU presenters as needed)	Type IU	App. Yes

Knowledge

This sessions will provide our teachers the working knowledge required and practices to work more effectively with students to ensure compliance.

Supportive Research

SWPBIS is research based and a best practice model that we will use as the framework to ensure compliance.

Designed to Accomplish

For classroom teachers, school counselors and education

Increases the educator's teaching skills based on research on effective practice, with

specialists: attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Classified Personnel	Grade Levels	High (grades 9-12)
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Follow-up Activities	Classroom Coaching; Weekly staff meets to discuss principles and meeting audit requirements.	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. We will receive notice from the respective audit agencies that we have met their requirements.
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LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement

Strategy #1: Through on-going professional development, we will provide our students with the best opportunities to ensure

and the academic growth of all students success.

Start	End	Title	Description				Type	App.
7/3/2017	6/30/2021	Language & Literacy Professional Development	In partnership with the LIU 12, we will continue implementation of the Collins Writing Program and Danielson's Framework.					
	Person Responsible	SH	S	EP	Provider			
	Principal	2.5	4	10	LIU 12	IU	Yes	

- Knowledge**
- Collins Writing Program
 - Danielson's Framework
 - Develop more effective instruction to motivate students

Supportive Research John Collin's Writing research and Charlotte Danielson's research.

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For classroom teachers, school counselors and education specialists:

For school and district Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels High (grades 9-12)
Follow-up Activities	Coaching	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement

Strategy #1: Through on-going professional development, we will provide our students with the best opportunities to ensure

and the academic growth of all students success.

Start	End	Title	Description				Type	App.
7/3/2017	6/30/2021	Meeting the Needs of Diverse Learners	Through partnership with the LIU 12, we will continue professional development in culturally responsive practices.					
	Person Responsible	SH	S	EP	Provider			
	Principal	2.5	4	10	LIU 12	For Profit Company	Yes	

Knowledge	Deliver culturally responsive lessons to our students, as well create classroom and school environment that responds to these needs of all learners.
Supportive Research	NCREST (National Center for Culturally Responsive Educational Systems)
Designed to Accomplish	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Coaching	Evaluation Methods	Participant survey

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

Strategy #1: Through on-going professional development, we will provide our students with the best opportunities to ensure success.

Strategy #2: Instructional Coaching

Start	End	Title	Description
6/30/2017	6/30/2021	Instructional Coaching	<ul style="list-style-type: none"> Ongoing instructional conversations through coaching and other means for

strengthening learning for diverse learners

- Ongoing instructional conversations through coaching and other means for strengthening instructional best practices and Collins Writing program, and academic vocabulary and other formative assessments
- Ongoing, job embedded instructional conversations through coaching and other means for strengthening special education programming and best practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	2.0	2	10	LIU 12	IU	Yes

Knowledge

Through instructional coachings, teachers will be reinforced in their instructional best practices

Supportive Research

Instructional Coaching is an effective avenue for strengthening instructional practices in the classroom.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

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.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	High (grades 9-12)
Follow-up Activities	Post-Conference after the instructional coaching occurs.	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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 Irene Hudson on 10/30/2017

President, Board of Trustees

Affirmed by Jacqueline Martino on 10/31/2017

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 Crispus Attucks CS 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 Irene Hudson on 10/30/2017

President, Board of Trustees

Affirmed by Jacqueline Martino on 10/31/2017

Superintendent/Chief Executive Officer