

Tidioute Community CS

**Charter School Plan**

07/01/2016 - 06/30/2019

# Charter School Profile

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## Demographics

241 Main St  
Tidioute, PA 16351  
(814)484-3550

AYP Status:	None
CEO:	Douglas Allen
Date of Local Chartering School Board/PDE Approval:	2/14/2005
Length of Charter:	5 Years
Opening Date:	8/23/2005
Grade Level:	K4-12
Hours of Operation:	8:00 am - 3:11 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	31
Student/Teacher Ratio:	10:1
Student Waiting List:	37
Attendance Rate/Percentage:	92.80 %
Enrollment:	308
Per Pupil Subsidy:	\$8,857/Reg. Ed. \$20,542/Sp. Ed.
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	59.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	61

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	1.00
Hispanic	2.00
White (Non-Hispanic)	303.00
Multicultural	2.00

## Instructional Days and Hours

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

Instructional Hours	0.00	0.00	1122.00	1122.00	1122.00	1122.00
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## Planning Process

Planning began during the 2013-2014 school year by introducing the Comprehensive Planning requirements to the charter school board and staff. The off-line planning document was used to acclimate each group to the component parts of the plan.

The charter school CEO attended a PDE training for I.U. 5 schools in the summer of 2014. Materials were shared with the entire board and school staff during the fall of 2014. Planning committee members volunteered and were selected to participate in creating the plan for the charter school.

The school year was used to review and evaluate previous planning documents, policies, procedures, curriculum documents, data, and finally the PSSA, Keystone, emetric, attendance information, and other pertinent data sources. The planning committee used the comprehensive planning process to complete the needs assessment including accomplishments, concerns, challenges, action plan development, and implementation steps to finalize the planning document.

## Mission Statement

The mission of the Tidioute Community Charter School is the development of the mind, soul, and physical well-being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that will result in a world class education in a small town environment.

## Vision Statement

The vision of the Tidioute Community Charter school centers on its view of education, the aim of education, and the implementation of its curriculum. The expectations of the philosophy and mission lie in seven curricular goals:

1. Fluent and effective communicators who listen, view, read, and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing, speaking, and listening and communicate mathematically and artistically.
2. Collaborative individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
3. Critical thinkers who understand and apply a core body of knowledge and skills to new tasks; who identify problems, use strategies to approach problems, and apply mathematical, logical, and creative reasoning to solve problems and make appropriate decisions.

4. Technological practitioners who use advanced technologies, including but not limited to computers, to create, access, integrate, and use information to communicate, reason, make decisions, and solve complex problems in a variety of contexts.

5. Resourceful learners who create positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.

6. Quality producers who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology.

7. Responsible citizens who demonstrate motivation and skills necessary to persevere and make wise decisions which respect healthful living, interdependence, and ethical behavior that contributes to society.

## Shared Values

We will continue development and growth as teachers, administrators, specialists, and support staff.

We will work collaboratively at all times to solve problems.

We will hold ourselves to a high standard of professionalism in our interaction with students, parents, community, and peers.

In partnership with parents, students, and community, we will provide a safe, welcome, and caring environment where education is valued.

We will strive for continuous improvement through an attitude of wholesome discontent with the status quo.

We will provide a world-class educational experience for our students characterized by a rigorous curriculum, quality instruction, creativity, and continuous improvement.

We will establish high expectations and provide support for our students in their intellectual, physical, social, and emotional development.

We will promote and nurture pride in our school community while recognizing the individuality and spirit of our diverse population.

We will recognize and value each student for his or her unique combination of strengths and weaknesses and work within the context of our school's curriculum to prepare each student for high school and beyond.

We will conscientiously, consistently, and professionally supervise students, model well-disciplined behavior, and promote positive habits.

We will provide classrooms that are engaging, fun, and relatable so that students and teachers are able to learn and teach.

We will allow teachers and parents to have a voice in the decisions made regarding the school community.

We will keep the TCCS community clean and attractive to reflect pride in our school and surrounding environment.

We will hold a commitment that will inform, educate, and support shared values of our school.

We will display mutual support and respect of others.

## **Educational Community**

The Tidioute Community Charter School is located in Tidioute, a borough in Warren County, Pennsylvania. This borough is very rural and located on the Allegheny River. The population of the borough is near 800 with the surrounding townships significantly less.

The median income for households is approximately \$30,000 per year. Nearly 60% of the families with children qualify for free or reduced lunches.

The fiscal status of the charter school is strong. Close supervision of revenues and expenditures has created sufficient reserves so the educational program can provide appropriate opportunity for students.

The students served are predominantly white, with 80% living within the Warren County School District. The other 20% of the students come to the charter school from the Forest County School District, the Titusville Area School District, and the Corry Area School District.

The community is rich in outdoor recreational opportunities. Tidioute is home to the Pennsylvania State Fishing Tournament, which is hosted during the last full weekend of September. The school and its students are an integral part of this event. Tidioute is also home to the WWII Reenactment of The Bridge at Remagen, a battle that took place in 1945. It takes place using the Tidioute Bridge over the Allegheny River and through the borough itself. This event happens the first weekend in August yearly.

The Tidioute Community Charter school serves approximately 300 students annually. Approximately 20% of the students have an IEP to guide their instruction. Students have access to many technologies including computers, internet access, Smart Boards in classrooms, I-pads, on-line classes, college classes

offered for rural students, a library, and a myriad of other resources to support their education. Students are involved in many community activities, environmental activities, out-door learning activities, and service work opportunities. The community shows strong support for the school and its students.

## Board of Trustees

<b>Name</b>	<b>Office</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Ivorie Fors	Secretary	241 Main St., Tidioute, PA 16351	814-484-3550	ifors@tidioutecharter.com
Jim Guerra	Vice President	241 Main St., Tidioute, PA 16351	814-484-3550	jguerra@tidioutecharter.com
Al Haney	President	241 Main St., Tidioute, PA 16351	814-484-3550	ahaney@tidioutecharter.com
Mike Heenan	Member	241 Main St., Tidioute, PA 16351	814-484-3550	mheenan@tidioutecharter.com
John Weaver	Member	241 Main St., Tidioute, PA 16351	814-484-3550	jweaver@tidioutecharter.com
Ronnie Weller	Treasurer	241 Main St., Tidioute, PA 16351	814-484-3550	rweller@tidioutecharter.com
Jim Ziegler	Member	241 Main St., Tidioute, PA 16351	814-484-3550	jziegler@tidioutecharter.com

## Board of Trustees Professional Development

The members of the Tidioute Community Charter School Board of Trustees have engaged in various professional development activities including the Sunshine Law, board committee functions, legal obligations, budget and finance, personnel requirements, facility regulations, and special education regulations. The Board solicitor, CEO, Intermediate Unit staff, and outside consultants including a business manager of a school district, a curriculum specialist, and an architect, provided the professional development throughout the year. The Board functions with a committee structure so certain topics were directed at specific committee members. The aforementioned topics were generally provided for all members of the board.

## Governance and Management

The Board of Trustees of the Tidioute Community Charter School makes every effort to maintain an amicable relationship with the Warren County School District Board of Directors. During the 2014-2015 school year the Warren County superintendent and a team of staff members visited the charter school to review curriculum, finances, special education, facility, and other topics as a part of oversight and as a precursor to charter renewal. An enrollment cap proved to be a point of contention. The Tidioute trustees ultimately accepted an enrollment cap and the charter was renewed for an additional five years.

## Student Enrollment

Tidioute Community Charter School will accept applicants on a first come first served basis. Enrolling children will be at least 4 years 0 months old for the K4 program as of the first day of the school term or 5 years 0 months old for K5 as of August 31 of the current school term. Students who turn 21 during the school term are entitled to finish that school term.

A parent or guardian shall furnish proof of age with an original birth certificate; baptismal certificate; copy of the record of the baptism - notarized or duly certified and showing the date of birth; notarized statement from the parents or other relative indicating the date of birth ; a valid passport; a prior school record indicating the date of birth upon submission of the Enrollment Agreement and Enrollment Notification Form.

A parent or guardian shall furnish immunization records, proof of residency, and a parent registration statement upon submission of the Enrollment Agreement and Enrollment Notification Form.

### Parent Communication

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

#### Files uploaded:

- enrollment\_agreement.pdf
- Letter of interest.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	313	308	0	Moved to another LEA, another state, dropped out or unknown	2
2013	297	303	1	Moved to another LEA, another state, dropped out or unknown	6
2012	295	293	0	Moved to another LEA, another state, dropped out, or unknown	8
2011	285	277	0	Moved to another LEA, another state, dropped out, or unknown	10
2010	279	236	3	Moved to another LEA, another state, dropped out, or unknown	4
2009	285	280	0	Moved to another LEA, another state, dropped out, or unknown	3



### 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	25	24	24	31	26	19	19	34	25	21	25	17	13
2013	20	24	28	23	18	14	28	27	22	27	19	13	17
2012	18	28	24	19	17	23	28	25	31	22	13	16	14
2011	26	21	16	16	19	30	19	29	21	22	17	17	15
2010	20	12	19	20	32	16	28	20	18	18	14	14	30

### Planning Committee

Name	Role
Sara Aliello	High School Teacher - Regular Education
Douglas Allen	Administrator
Heather Cass	Parent
Sandra Fehlman	Middle School Teacher - Regular Education
Lou Fratrich	High School Teacher - Regular Education
Ryan Guerra	Elementary School Teacher - Regular Education
Mike Heenan	Business Representative
Kathleen Johnson	Administrator
John Linden	Community Representative
Maureen Macafoose	Ed Specialist - Nutrition Service Specialist
Marjorie Manning	Community Representative
Dave Manning	Elementary School Teacher - Regular Education
Maggie McMahon	High School Teacher - Special Education
Kari Selfridge	Parent
Susan Shiley	Ed Specialist - School Nurse
Anthony Shirey	Instructional Technology Director/Specialist
Amanda Slattery	Elementary School Teacher - Special Education
Ryan Steffan	Middle School Teacher - Regular Education
Ronnie Weller	Business Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
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
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

TCCS has not developed standards nor alignment in the areas of Alternate Academic Content. There is no association with the American School Counselor for Students. To date, no students have been identified to need English Language Proficiency curriculum.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
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	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

TCCS has not developed standards nor alignment for any Alternate Academic Content. There is no association with the American School Counselor Association for Students. To date, no students have been identified who need English Language Proficiency curriculum.

### Middle Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
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	Non Existent	Non Existent

Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

TCCS has not developed standards nor alignment for any Alternate Academic Content. There is no association with the American School Counselor Association. To date, no students have been identified who need English Language Proficiency curriculum.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
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	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

TCCS has not developed standards nor alignment for any Alternate Academic Content Standards. There is no association with the American School Counselor Association. To date, no students have been identified who need English Language Proficiency curriculum.

### *Adaptations*

#### **Elementary Education-Primary Level**

*No standards have been identified for this content area.*

#### **Elementary Education-Intermediate Level**

*No standards have been identified for this content area.*

### **Middle Level**

*No standards have been identified for this content area.*

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

*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**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
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.	Developing

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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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**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

*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**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### ***Modification and Accommodations***

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

*This narrative is empty.*

## **Instruction**

### ***Instructional Strategies***

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

#### **Regular Lesson Plan Review**

- Administrators

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

The CEO/Principal conducts one formal observation during the school year and completes the annual teacher evaluation in May/June.

CEO/Principal conducts multiple informal classroom walk-throughs during the year. Peer support is provided through the induction program.

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

Given the small size of the school and that there is only one administrator(CEO/Principal), there are no department supervisors nor coaches.

### ***Responsiveness to Student Needs***

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
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

There are no identified gifted students in the school at this time.

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	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

There are no identified gifted students in the school at this time.

### Middle 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

There are no identified gifted students in the school at this time.

### 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

There are no identified gifted students in the school at this time.

### ***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.

*This narrative is empty.*

### **Assessments**

#### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses	9.00	9.00	9.00
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	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

#### ***Local Assessments***

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

### *Graduation Requirement Specifics*

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

- 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.

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
Keystone Exams				X
Project Based Assessment				X
Graduation Project				X
Mid semester and final exams			X	X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
End of unit assessment	X	X	X	X
Classroom Diagnostic Tools		X	X	X
End of Quarter Assessment			X	X
Oral Assessment	X	X	X	X
Credit Recovery				X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools		X	X	X
Teacher Quiz		X	X	X
Iowa's	X	X		
Stanford 10				X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X	X		

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

CEO meets monthly with a curriculum committee comprised of teacher representatives and Board members to discuss and analyze curriculum, assessment, and instructional issues. CEO meets with individual classroom teachers to discuss and analyze student grades and assessment data.

### *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.

*This narrative is empty.*

### *Collection and Dissemination*

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

At the beginning of each school year there are five days of professional development. Time is allocated to present, discuss, and analyze the previous year's summative data and to plan intervention and instructional strategies where deficiencies are seen. Throughout the school year, the CEO and teachers have staff meetings, and other professional development meetings to address assessment data.

### *Data Informed Instruction*

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

At the elementary and middle levels, teachers meet with students to review their strengths and needs. Instruction is differentiated to address specific student areas of need. IEP teams review what instructional strategies and data to assist identified students to increase their achievement. The reading specialist targets those students with deficiencies in reading scores. At the high school level, students who have not scored at a proficient level have an individual program built for them based specifically on individual needs and are provided teacher support to improve achievement.

Conferences are held throughout the year to provide feedback to parents and to provide them with their student results and strategies to assist in improvement.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X

Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Staff meetings are held with teachers and teams to assist with incorporation.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

The CEO/Principal and school staff provides current information to parents, students, board members, teachers and others via direct mail, the school website, board meetings, parent meetings, staff meetings, and professional development meetings throughout the school year. This is to ensure that all stakeholders have knowledge about student performance.

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

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

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

The charter school does not have resource officers.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring			X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X

Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

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

### ***Communication of Student Health Needs***

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X



### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

The charter school nurse is responsible for assuring compliance with all health and safety regulations as required by the departments of education and health. The nurse is responsible for screenings, record keeping, creating health plans, communication with parents and other health professionals regarding health and wellness issues, participation on teams to support student needs, and making clinical decisions to meet student and staff needs.

### *Food Service Program*

Describe unique features of the Charter School meal program

The charter school participates in the National School Lunch Program. It provides both a breakfast and lunch program. All meals prepared conform to guidelines of the National School Lunch Program to ensure that students receive well balanced nutrition while in school.

### *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:

TCCS is committed to a safe, secure, and welcoming school setting. The environment is respectful and caring. The school has provided a Student Handbook to all parents and students. This handbook describes expectations, policies, and consequences to assist with maintaining appropriate school behavior. The school is equipped with security cameras, and is locked during the day requiring a buzzer system for entry. There is an emergency plan and regular drills to assure both students and staff know what is expected during any emergency.

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

#### **Wellness Policy**

The school wellness policy

*PDF file uploaded.*

#### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*PDF file uploaded.*

### ***Current School Insurance Coverage Policies and Programs***

#### **Current Insurance Accord**

The school's current Insurance Accord

*PDF file uploaded.*

#### **Certificate of Liability**

The school's Certificate of Liability

*PDF file uploaded.*

#### **Insurance Coverage Details**

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

#### **Files uploaded:**

- Insurance Policies.pdf

### ***Transportation***

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

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

Transportation for the charter school students is provided through the Warren County School District and their providers. Charter school staff work directly with providers to establish rosters for each route. Based on student IEP's, specialized transportation may be required, such as a van, lift vehicle, or other to meet student needs. Once the IEP team determines transportation requirements, the school staff works closely with the provider to ensure any accommodation. Transportation to the charter school is provided to any student living within a ten mile radius of the school.

### **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***

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

Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes
--	-----

If necessary, provide further explanation.

*This narrative is empty.*

#### **Code of Student Conduct**

The school's Code of Student Conduct

*DOC file uploaded.*

### ***Frequency of Communication***

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### ***Collaboration for Interventions***

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

Classroom teachers are the first to recognize situations or issues that affect learning opportunities for each student. They actively engage with other internal professional staff, support staff, professionals from outside agencies, and community agencies to ensure that supports are available for each student.

### ***Community and Parent Engagement***

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

The Board of Trustees actively seeks input from parents and other community members regarding efforts to provide a program that supports students in the pursuit of their educational goals. Regular communication via monthly meetings, the school website, and monthly

newsletters enhances the opportunity for the community to be involved and apprised of school matters.

### *Community Coordination*

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

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

The charter school provides an after school tutoring program daily for elementary aged students and when needed for secondary students. For secondary students there are athletic and other school sponsored clubs and activities that students can participate.

### *Preschool Agency Coordination*

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

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

The charter school provides a full day K-4 program to assist students and families make the transition to regular school. Students who may have a disability are provided accommodations and services to assure physical and programmatic access.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

*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**

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

Provide explanation for processes used to ensure Accomplishment.

*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**

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

Provide explanation for processes used to ensure Accomplishment.

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

Provide explanation for processes used to ensure Accomplishment.

*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.*

### SAS Incorporation

#### Elementary Education-Primary Level

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

	district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% 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
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "



The focus on using SAS materials has been where PSSA and Keystone exams are required. This rich source of resources will be expected to be used in other content areas.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in

	less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% 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	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The focus on using SAS materials has been where PSSA and Keystone exams are required. These resources will be expected to be used in other content areas.

### Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% 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	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The focus on using SAS materials has been in the areas where PSSA and Kestone exams are required. Materials will be expected to be used in other content areas.

### **High School Level**

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% 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	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The focus on using SAS materials has been in the areas where PSSA and Keystone exams are required. Materials will be expected to be used in other content areas.

### *Fiscal Solvency Policies*

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

The Tidioute Charter School has enacted fiscal policies that reflect the Board's objectives for the education of children at the school. This requires a continuous review of financial requirements of the school.

Policy 602: Budget Planning

- Evaluate Education Program
- Long range plan for annual maintenance and replacement of facilities and equipment
- Projected budget of expenditures and revenues.
- Estimate of annual school enrollment.

Policy 603: Budget Preparation

The CEO will set general priorities for expenditures for staff, current programs, new programs, technology, equipment and supplies, and any others to maintain current programs.

When presented for review the budget shall contain:

- Estimated revenue and expenditures for each financial category for the previous fiscal year.
- Estimated revenue and expenditures in each financial category for the upcoming fiscal year.
- amount of surplus anticipated at the end of the current fiscal year.
- Explanation of each item of expense proposed.

#### Policy 619: Audit

The Board shall employ an independent auditor, who shall be a certified public accountant, to audit the finances of the school in accordance with generally accepted audit principles.

### *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 Tidioute Community Charter uses the CSIU fund accounting application for all accounting needs. This fund application is a comprehensive package offering tools for all-inclusive tracking, storing, reporting of fund accounting data, accounts receivable, accounts payable, purchase orders, and budget preparation. Major features and characteristics include:

#### **Comprehensive Record Keeping**

- Adopts PA account code format
- Provides accountability with generally accepted accounting principles (GAAP) and the requirements of Handbook II including full accrual accounting.
- Allows line item budgeting
- Allows access to multiple years of financial data and provides work-ahead capabilities
- Supports unlimited fund and checking accounts.

#### **Data Manipulation Tools**

- Provides controls for encumbrances and invoice payment activity.

- Enables automatic updating of receipt and expenditure accounts from other financial, tax, and personal applications.
- Provides transfer functions to assist with beginning of the new fiscal year.
- Includes budget, transfer, and check reconciliation capabilities.

### Assorted Reports

- User defined flex reports
- Checks and accompanying reports for multiple checking accounts
- Detailed and summary reports of transaction history.
- 1099 forms and multiple vendor activity reports and labels.
- Final expenditure reports by program.
- Annual financial merge and annual budget merge with PDE database format.

## Professional Education

### Characteristics

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	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	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan	X	X	X	X

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

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

TCCS provides five days of training and learning activities prior to the start of each school year. In addition, individual teachers and staff attend professional development programs and activities throughout the year that are provided by the Intermediate Unit and other professional organizations.

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

TCCS does not provide a gifted program.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/18/2014 First Training
The LEA plans to conduct the required training on approximately:
10/9/2015 Second Training

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.

<b>Questions</b>
The LEA has conducted the training on:
8/28/2015 First training



The LEA plans to conduct the training on approximately:
10/9/2015 Second training
2/15/2016 Third training

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

<b>Questions</b>
The LEA has conducted the training on:
8/28/2015 First Training
The LEA plans to conduct the training on approximately:
10/9/2015 Second training
2/15/2016 Third Training

### *Strategies Ensuring Fidelity*

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

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

TCCS professional development addresses needs based on the school population, results of assessment data, and mandated requirements that will enhance each professional's knowledge and skill. Prior to the beginning of each school year five (5) days are set aside to train, update, and add to teacher's knowledge base.

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

TCCS does not have a formal system to validate provider capacity. With a small professional staff, reliance is heavily weighted toward I.U., PDE, and company providers for staff training.

### *Induction Program*

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

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

The TCCS Induction Program is designed to help new teachers/specialists develop specific competencies leading to outstanding performance. This is a planned program for new employees is spread over a three-year period of time. Each inductee is guided by a mentor who has demonstrated successful teaching experiences, demonstrates competency in instruction, planning, management and assessment. Activities are delivered through scheduled inservice days and 18 planned mentor-mentee meetings that address both school specific expectations and mentee defined needs. All activities are tracked with checklists and portfolios.

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

NA

### *Needs of Inductees*

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

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

The mentee and mentor develop an annual plan to assure that topics are addressed. Mentees are expected to create a portfolio of their selected topics to be approved by the CEO.

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

NA

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

When seeking mentors the aforementioned characteristics are paramount to a successful induction program. Mentor selection is guided by experience in the charter school, leadership characteristics and willingness to assist new staff.

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

Due to the limited size of the professional staff, it is difficult at times to match certifications and schedules when selecting and assigning mentors to new teachers. Every effort is made to provide for compatibility.

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

All mentor-mentee meetings are documented through checklists and portfolios. On-going discussions are held to discuss and evaluate progress.

### *Recording Process*

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

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

# Assurances

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## 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.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

The PSSA results in Elementary Reading show consistently high performance for the three previous years 2012 - 2014.

### Accomplishment #2:

The PSSA results for Math in the middle level show consistently high performance for the three previous years 2012 -2014.

### Accomplishment #3:

The PSSA results for Math in the elementary grades have shown consistently high performance for the previous three years 2012- 2014.

### Accomplishment #4:

The PSSA results for elementary reading have shown consistently high performance for the previous three years 2012 - 2014.

### Accomplishment #5:

Grade eight writing has shown significant growth from the 2012 assessment to the 2014 assessment.

### Accomplishment #6:

K-12 attendance has been consistently over 90%.

### Accomplishment #7:

The access to and implementation of technology in the school is excellent.

- Over 200 laptop computers available
- Over 90 Ipads available
- Over 25 Smartboards
- LEA has 50 - 100 megabytes access available

### Accomplishment #8:

Grade four science has shown consistently high performance for the previous three years 2012 - 2014.

## Charter School Concerns

### Concern #1:

Performance on the Algebra Keystone exam has been consistently below proficient for the three previous years 2012 - 2014.

### Concern #2:

Performance on the Biology Keystone exam has been less than proficient for the three previous years 2012-2014.

### Concern #3:

Although growth on the Literature Keystone has been shown, the overall performance for the previous three years has been less than proficient.

### Concern #4:

The overall School Performance Profile Building Level Academic Score is less than the desired threshold of 70.

- SAT/ACT indicator of academic achievement is at 14
- As previously identified, Keystone Exam Scores are less than proficient.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

Performance on the Algebra Keystone exam has been consistently below proficient for the three previous years 2012 - 2014.

Performance on the Biology Keystone exam has been less than proficient for the three previous years 2012-2014.

Although growth on the Literature Keystone has been shown, the overall performance for the previous three years has been less than proficient.

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The overall School Performance Profile Building Level Academic Score is less than the desired threshold of 70.

- SAT/ACT indicator of academic achievement is at 14
- As previously identified, Keystone Exam Scores are less than proficient.

**Systemic Challenge #2** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Systemic Challenge #3** (*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:**

Performance on the Algebra Keystone exam has been consistently below proficient for the three previous years 2012 - 2014.

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Performance on the Biology Keystone exam has been less than proficient for the three previous years 2012-2014.

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Although growth on the Literature Keystone has been shown, the overall performance for the previous three years has been less than proficient.

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The overall School Performance Profile Building Level Academic Score is less than the desired threshold of 70.

- SAT/ACT indicator of academic achievement is at 14
- As previously identified, Keystone Exam Scores are less than proficient.

**Systemic Challenge #4** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

Performance on the Algebra Keystone exam has been consistently below proficient for the three previous years 2012 - 2014.

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Performance on the Biology Keystone exam has been less than proficient for the three previous years 2012-2014.

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Although growth on the Literature Keystone has been shown, the overall performance for the previous three years has been less than proficient.

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The overall School Performance Profile Building Level Academic Score is less than the desired threshold of 70.

- SAT/ACT indicator of academic achievement is at 14
- As previously identified, Keystone Exam Scores are less than proficient.

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

**Aligned Concerns:**

The overall School Performance Profile Building Level Academic Score is less than the desired threshold of 70.

- SAT/ACT indicator of academic achievement is at 14
- As previously identified, Keystone Exam Scores are less than proficient.

**Systemic Challenge #6** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Related Challenges:

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

### Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile, PSSA results, Keystone Test results

Specific Targets: Classroom and charter school assessments will be included in curriculum documents for each teacher.

### Strategies:

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

### *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

### *Online Learning Opportunities*

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

**SAS Alignment:** Instruction, Materials & Resources

### **Implementation Steps:**

#### *Feedback to Students From Faculty Teams*

**Description:**

Faculty team leaders will meet with groups of students to review data from the School Performance Profile, PSSA tests, and Keystone tests to assist them with establishing learning goals.

**Start Date:** 7/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Instructional Conversations

### *Develop Assessment Outline*

#### **Description:**

Content teachers will develop a calendar for critical assessment concepts to be shared with other teachers, parents, and students.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Instructional Conversations

### *SAS Integration*

#### **Description:**

Teachers will integrate Big Ideas and Essential Questions into instruction so students can demonstrate comprehension and deeper understanding of critical concepts.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Instructional Conversations

### *On-Line Blended Learning Opportunities*



**Description:**

Students will be afforded opportunity to complete some requirements on-line in conjunction with regular classroom content or separately from regular classroom where deemed most appropriate based on progress analysis.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Online Learning Opportunities

**Goal #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

**Related Challenges:**

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School performance profile, pssa results, keystone test results

Specific Targets: The building level academic score will be at least 70 or higher.  
Content area scores will individually be 70 or higher.

**Strategies:**

## *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

### *Feedback to Faculty Teams from all Data Sources*

**Description:**

Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.

**Start Date:** 7/1/2016      **End Date:** 6/30/2019

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

**Supported Strategies:**

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

- Instructional Conversations

*Feedback to faculty teams from all data sources.*

**Description:**

Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

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

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

**Related Challenges:**

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School performance profile, pssa, results, keystone test results.

Specific Targets: The building level academic score will be at least 70 or higher. The content area scores will individually be 70 or higher.

Type: Annual

Data Source: Curriculum documents

Specific Targets: The documents will contain specific content and assessments that align with the pssa and keystone tests.

### ***Strategies:***

#### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### ***Implementation Steps:***

#### *Rewrite and Align Curriculum Guides*

**Description:**

The school will realign curriculum to meet the PA Core and other standards. The charter school will have updated curriculum maps and aligned assessments.

**Start Date:** 7/1/2016      **End Date:** 6/30/2019

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

**Supported Strategies:**

- Curriculum Mapping

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

**Related Challenges:**

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile, PSSA Results, Keystone assessment Results

Specific Targets: Building Level Academic Score will be at least 70 or higher. Content area scores will be at least 70 or higher.

**Strategies:**

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

### *Feedback to Faculty Teams from all Data Sources*

**Description:**

Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

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

### *Develop Assessment Outline*

**Description:**

Content teachers will develop a calendar for critical assessment concepts to be shared with other teachers, parents, and students.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

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

# Appendix: Professional Development Implementation

## Step Details

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<b>LEA Goals Addressed:</b>	<p><b>#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</b></p> <p><b>#2 Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.</b></p>	<p><b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #2: Instructional Conversations</b></p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/30/2019	Feedback to Faculty Teams from all Data Sources	Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.	CEO and Faculty Team Leaders	4	3	30	CEO and Faculty Team Leaders	School Entity	No

**Knowledge** All faculty will fully comprehend the annual assessment data and other SPP data.

**Supportive Research** Aligns with SAS resources and research.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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.

Empowers educators to work effectively with parents and community partners.

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.

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.

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

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation

**Participant Roles**

Classroom teachers  
 Supt / Ast Supts / CEO / Ex  
 Dir  
 New Staff  
 Other educational specialists  
 Parents

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)



<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Portfolio</p>
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**LEA Goals Addressed:** #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

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

**Strategy #2: Instructional Conversations**

Start	End	Title	Description	Provider	Type	App.
7/1/2016	6/30/2019	Feedback to faculty teams from all data sources.	Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.	CEO and Faculty Team Leaders.	School Entity	No
		<b>Person Responsible</b> CEO and Faculty Team Leaders.				
		<b>SH</b> <b>S</b> <b>EP</b> 4        3        30				

**Knowledge** All faculty will fully comprehend the annual assessment data and other SPP data.

**Supportive Research** Aligns with SAS resources and research.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- 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.
- Empowers educators to work effectively with parents and community partners.

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.
- 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
- School Whole Group Presentation
- Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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	Other educational specialists Parents	
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Portfolio</p>

**LEA Goals Addressed:**

**#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**

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

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title	Description
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7/1/2016	6/30/2019	Feedback to Faculty Teams from all Data Sources				Provide analyzed data from PSSA, Keystone, and SPP content areas during the annual Professional Development Days prior to school opening.		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		CEO and Faculty Team Leaders	4	3	30	CEO and Faculty Team Leaders	School Entity	No

**Knowledge**

All faculty will fully comprehend the annual assessment data and other SPP data.

**Supportive Research**

Aligns with SAS resources and research.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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.

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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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Supt / Ast Supts / CEO / Ex Dir New Staff Other educational specialists Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio

# Charter School Level Affirmations

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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 Al Haney on 10/9/2015**

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*President, Board of Trustees*

**Affirmed by Douglas Allen on 10/9/2015**

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*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 Tidioute Community 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 Al Haney on 10/9/2015**

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*President, Board of Trustees*

**Affirmed by Douglas Allen on 10/9/2015**

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*Superintendent/Chief Executive Officer*