

Tidioute Community CS

**Charter School Plan**

07/01/2020 - 06/30/2023

# Charter School Profile

---

## Demographics

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

Federal Accountability Designation:	none
Schoolwide Status:	No
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:	296
Per Pupil Subsidy:	\$11,523/Reg. Ed. \$25,227/Sp. Ed.
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	55.70 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	63

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	10.00
Black (Non-Hispanic)	2.00
Hispanic	4.00
White (Non-Hispanic)	267.00
Multicultural	13.00

## 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

## Planning Process

Planning for the update began during the 2018-2019 school year. Membership on the planning team was updated to include new administrators, new Board members, new community members and new teaching staff. All were introduced the Comprehensive Planning requirements through after school group sessions. These sessions were used to update the Planning Committee, Professional Development, Safe and Supportive Schools, and Special Education sections of the current plan.

The charter school CEO, assistant principals, special education director, and assistant to the CEO continued to meet to review all sections of the original plan and assess whether targets and goals were met, need further actions, or have been completed to satisfaction. Materials have been shared with the entire board and school staff throughout the school year and subsequent summer. Planning committee were selected to participate in creating the new plan for the charter school.

The during the summer and current school year meetings have been scheduled 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

Name	Office	Address	Phone	Email
Ivorie Fors	Secretary	241 Main St., Tidioute, PA 16351	814-484-3550	ifors@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
Ray Jones	Member	241 Main St., Tidioute, PA 16351	814-484-3550	rjones@tidioutecharter.com
Corey Nicholson	Member	241 Main St. Tidioute, PA 16351	814-484-3550	cnicholson@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

## **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. During the 2018-2019 school year all members of the Board of Trustees completed the PDE Charter School Trustee Training program including Ethics, Open Meetings and Regulations, Fiscal Management, Governance, Instruction and Academic Programs, Operations, and Personnel. 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 professional development activities throughout the plan term. 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 spring semester of each 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 of 305 has existed throughout the term of the current charter. The renewal process is currently taking place during the 2019-2020 school year.

## **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:**

- TCCS Enrollment Packet.pdf

**Registration Policy**

Registration Policy

*DOCX file uploaded.*

**Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)

*DOCX file uploaded.*

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
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,	10



				another state, dropped out, or unknown	
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
2015	300	305	0	Moved to another LEA, another state, dropped out, or unknown	2
2016	301	300	0	Moved to another LEA, another state, dropped out, or unknown	4
2017	305	305	0	Moved to another LEA, another state, dropped out, or unknown	0
2018	303	302	1	Moved to another LEA, another state, dropped out, or unknown	1

### 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
2015	15	25	25	30	33	26	20	20	29	26	25	23	16
2016	23	17	23	20	30	30	25	24	18	32	21	23	21
2017	27	27	14	25	23	31	29	32	24	22	35	21	22
2018	27	28	25	13	19	24	30	32	32	21	17	30	21

## Stakeholder Involvement

Name	Role
Douglas Allen	Building Principal
Heather Cass	Community Representative
Ryan Guerra	Elementary School Teacher - Regular Education
James Guerra	Business Representative
Ryan Guerra	Administrator
Mike Heenan	Board Member
Jaime Hicks	Elementary School Teacher - Regular Education
Jen Leofsky	Ed Specialist - Nutrition Service Specialist
John Linden	Community Representative
Marjorie Manning	Parent
Dave Manning	High School Teacher - Regular Education
Katie McGraw	Parent
Kelly McKean	High School Teacher - Special Education
Maggie McMahon	Special Education Director/Specialist
Lita Sahli	Elementary School Teacher - Special Education
Susan Shiley	Ed Specialist - School Nurse
Antony Shirey	Instructional Technology Director/Specialist
Ryan Steffan	Administrator
Ryan Steffan	Middle School Teacher - Regular Education
Laura Trost	Ed Specialist - Other
Christy Valentine	Middle School Teacher - Regular Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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→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	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished

PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	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. 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	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Throughout the last four years, all staff have have engaged in a curriculum project to align instruction, assessment, resources, and maps with the PA Academic Standards. These have been completed for all standard areas and courses.

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

### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

#### Processes used to ensure Accomplishment:

Throughout the last four years, all staff have have engaged in a curriculum project to align instruction, assessment, resources, and maps with the PA Academic Standards. These have been completed for all standard areas and courses.

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

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

#### Processes used to ensure Accomplishment:

Throughout the last four years, all staff have have engaged in a curriculum project to align instruction, assessment, resources, and maps with the PA Academic Standards. These have been completed for all standard areas and courses.

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

## High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

### Processes used to ensure Accomplishment:

Throughout the last four years, all staff have have engaged in a curriculum project to align instruction, assessment, resources, and maps with the PA Academic Standards. These have been completed for all standard areas and courses.

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

## *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*

#### *Checked Answers*

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

#### *Unchecked Answers*



- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The CEO/Principal, Assistant Principals, and Special Education Supervisor conduct two formal observations for all staff with Level I certificates and one formal observation for all staff with Level II certificates during the school year. They also complete the annual teacher evaluation in May/June.

CEO/Principal, Assistant Principals, and Special education Supervisor conduct 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 there are no department supervisors nor coaches. The school has added a Special Education Supervisor and two half-time Assistant Principals to support the CEO.

### ***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**

<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

Charter schools do not provide gifted education programs.

### **Middle 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

Charter schools do not provide gifted education programs.

### **High School 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

.Charter schools do not provide gifted education programs.

### ***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.

Tidioute Community Charter School uses three advertising sources to advertise for teacher - professional employees when hiring. Indeed, PA Educator.net, and at times...Teaching In PA .net. Advertisements have been placed in the Warren Times Observer, Warren,PA and the Forest Press, Tionesta,PA.for non certified employee openings.

The interview process requires three face to face interviews of candidates with the Principal/CEO, the two Assistant Principals, Assistant to the CEO and the Director Of Special Education.

All interviewees are asked a set of formal questions that provides for consistency of interviews.

Interviewers complete a point sheet for each candidate and the group attempts to reach consensus on the best candidate to recommend he TCCS Board.

All candidates for employment must complete a mandated set of four security clearances, obtain a school employment physical, and must present an application, resume, and two letters of reference.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 20/21</b>	<b>SY 21/22</b>	<b>SY 22/23</b>
Total Courses	29.00	29.00	29.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	5.00	5.00	5.00

Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00
--	-------	-------	-------

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	X
Career Education and Work		X	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: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score

established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

*Unchecked answers*

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

## *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
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>
Teacher Quiz		X	X	X

### **Diagnostic Assessments**

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

## *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review	X	X	X	
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>EEl</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	X	X
Coaching/Mentoring	X	X	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.*

### ***Screening, Evaluating and Programming for Gifted Students***

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

There is no gifted program at TCCS.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Not Applicable

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

Not Applicable

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Not Applicable

### ***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:

### *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>EEl</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

*DOCX 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:

- Certificate of Liability Insurance.pdf

### Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation for the charter school students is provided through the Warren County, Forest County, and Titusville School Districts 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

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes

Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in 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

*DOCX 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 four days per week 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. The charter school also works in conjunction with the borough council to collaboratively plan activities that support workforce development. Continuing education classes are also offered to support workforce development. The charter school works cooperatively with I.U.'s 5 and 6 to support early intervention programs.

### *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 half 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

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.*

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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**

<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.*

### ***SAS Incorporation***

**Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms

Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

TCCS does not provide any Alternate Content standards, nor use the American School Counselor standards.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

TCCS does not provide any Alternate Content standards, nor use the American School Counselor standards.

### **Middle Level**

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of

	district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

TCCS does not provide any Alternate Content standards, nor use the American School Counselor standards.

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "



TCCS does not provide any Alternate Content standards, nor use the American School Counselor standards.

### *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.

#### Policy 620 Allowability of Costs

Describes how grant funds are to be expended.

#### Policy 621 Cash Management

Deals with federal grant expenditures.

#### Policy 622 Procurement

Describes thresholds for purchasing, quoting and bidding procedures.

#### Policy 624 Conflict of Interest

### *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's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</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's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
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 six days of training and learning activities throughout 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.

### *Professional Development*

#### **Tidioute Community CS Professional Development**

<b>Title:</b>	Data Interpretation Process
<b>Description</b>	Educators learn to use effective formative assessment practices, create a strong data culture, apply data to support student learning, and more by using MAP and DIBELS assessments.
<b>Person Responsible</b>	Title 1 Staff
<b>Start Date:</b>	9/1/2019
<b>End Date:</b>	6/30/2022
<b>Proposed Cost/Funding:</b>	Start Year End Year <sup>Cost</sup> <sub>t</sub> Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction
<b>Hours Per Session</b>	2
<b># of Sessions:</b>	3
<b># of Participants Per Session:</b>	7
<b>Provider:</b>	TCCS Staff/Other Professionals
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	With DIBELS, teachers learn about indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. This knowledge helps in identifying children experiencing difficulty in acquisition of basic early literacy skills.

	Teachers learn to use MAP data to identify growth targets and set goals for students and classrooms thus focusing instructional planning
<b>Research &amp; Best Practices Base:</b>	<p>Initial research on DIBELS was conducted at the University of Oregon in the late 1980's. Since then an ongoing series of studies has documented reliability and validity of the measures as well as their sensitivity to student change.</p> <p>NWEA in constructing MAP assessments uses anonymous assessment data from over ten million students to create national norms. Educators compare their students performance against norms to evaluate programs and improve instruction.</p>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>● Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>● Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>● Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>● Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>● Series of Workshops</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>● Classroom teachers</li> <li>● Other educational specialists</li> </ul>

<b>Grade Levels:</b>	<ul style="list-style-type: none"><li>● Elementary - Primary (preK - grade 1)</li><li>● Elementary - Intermediate (grades 2-5)</li><li>● Middle (grades 6-8)</li></ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>● Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>● Analysis of student work, with administrator and/or peers</li><li>● Creating lessons to meet varied student learning styles</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>● Student PSSA data</li><li>● Standardized student assessment data other than the PSSA</li></ul>

## Tidioute Community CS Professional Development

<b>Title:</b>	Handle With Care								
<b>Description</b>	<p>The Handle With Care Behavior Management System helps school staff create classrooms that are emotionally safe, physically safe and personally empowering for each individual involved.</p> <p>Teachers focus on tension reduction, preventative actions to decrease need for physical interventions, skillful and appropriate interventions, and creating an atmosphere of physical and psychological safety in the classroom.</p>								
<b>Person Responsible</b>	Special Education Supervisor								
<b>Start Date:</b>	7/1/2019								
<b>End Date:</b>	6/30/2022								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Start Year</th> <th style="width: 15%;">End Year</th> <th style="width: 15%;">Cos t</th> <th style="width: 55%;">Funding Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Start Year	End Year	Cos t	Funding Source				
Start Year	End Year	Cos t	Funding Source						
<b>Program Area(s):</b>	Professional Education, Special Education, Student Services								
<b>Hours Per Session</b>	1								
<b># of Sessions:</b>	6								
<b># of Participants Per Session:</b>	15								
<b>Provider:</b>	TCCS Staff/Other Professionals								
<b>Provider Type:</b>	School Entity								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Teachers and staff gain both knowledge and skill in deescalating inappropriate student behavior with non-confrontational actions in their classrooms.								
<b>Research &amp; Best Practices Base:</b>	<p>The Handle With Care program is in compliance with the the:</p> <ul style="list-style-type: none"> <li>● Children's Health Care Act of 2000</li> <li>● Health and Human Services Department Appeals Board rulings</li> </ul>								

	<ul style="list-style-type: none"> <li>● Centers for Medicare and Medicaid Services regulations</li> <li>● Federal case law</li> <li>● Americans With Disabilities Act</li> <li>● No Child Left Behind Act</li> <li>● Section 504 of the Rehabilitation Act of 1973</li> <li>● Individuals With Disabilities Education Improvement Act</li> <li>● Public Health Service Act</li> </ul> <p>and various others.</p>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>● Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>● Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>● Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>● Series of Workshops</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>● Classroom teachers</li> <li>● Paraprofessional</li> <li>● New Staff</li> <li>● Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>● Elementary - Primary (preK - grade 1)</li> <li>● Elementary - Intermediate (grades 2-5)</li> <li>● Middle (grades 6-8)</li> <li>● High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	



	<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li></ul>

## Tidioute Community CS Professional Development

<b>Title:</b>	Safe Schools Training								
<b>Description</b>	<p>All charter school staff undergo the following trainings and records of completions are maintained in personnel files.</p> <ul style="list-style-type: none"> <li>● PA Act 71 Youth Suicide: Awareness &amp; Prevention Staff</li> <li>● PA Act 126, 2 Pennsylvania-specific Act 126 Courses: x Part 1: Child Abuse Recognition &amp; Mandatory Reporting x Part 2: Educator Discipline Act &amp; Sexual Misconduct</li> <li>● PA Act 195 Medication Administration: Epinephrine Auto-Injectors</li> <li>● FERPA: Confidentiality of Records</li> <li>● Title IX Sexual Harassment Course</li> <li>● AEDs; CPR; First Aid; Heat Illness Prevention; Sport Supervision &amp; Safety; Student Drug &amp; Alcohol Abuse</li> <li>● PIAA - Coaching Training (First Aid Coursework)</li> <li>● Various others as required.</li> </ul>								
<b>Person Responsible</b>	CEO/Team								
<b>Start Date:</b>	7/1/2019								
<b>End Date:</b>	6/30/2022								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Start Year</th> <th style="width: 20%;">End Year</th> <th style="width: 20%; text-align: center;">Cost</th> <th style="width: 40%;">Funding Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source				
Start Year	End Year	Cost	Funding Source						
<b>Program Area(s):</b>	Teacher Induction, Special Education, Student Services								
<b>Hours Per Session</b>	2								
<b># of Sessions:</b>	15								
<b># of Participants Per Session:</b>	15								
<b>Provider:</b>	TCCS Staff/Other Professionals, PDE, IU, For Profit Company								
<b>Provider Type:</b>	PA Department of Education, School Entity, IU, For Profit Company								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Safety training in multiple areas in conjunction with mandated compliance for Safe Schools.								

<b>Research &amp; Best Practices Base:</b>	National authors and companies provide materials for all mandated trainings.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Online-Asynchronous</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Discuss and practice various steps and activities to assure both knowledge and compliance,</li> </ul>

<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Staff meetings with colleagues and parents to assess success with activities.</li></ul>
----------------------------	---

**Tidioute Community CS  
Professional Development**

<b>Title:</b>	IEP and Section 504 Compliance
<b>Description</b>	Teachers and staff will review required components for all IEP and Section 505 implementation plans.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date:</b>	7/1/2019
<b>End Date:</b>	6/30/2022
<b>Proposed Cost/Funding:</b>	Start Year End Year <sup>Cost</sup> <sub>t</sub> Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services
<b>Hours Per Session</b>	2
<b># of Sessions:</b>	6
<b># of Participants Per Session:</b>	7
<b>Provider:</b>	TCCS Staff/Other Professionals
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	<p>Charter school teachers and staff review and discuss the IEP process for provision of services for the education of students who are disabled and require special education services and/or accommodations.</p> <p>Teachers and staff also review service plans covered by Section 504 whereby a student does not qualify for special education services under IDEA.</p>
<b>Research &amp; Best Practices Base:</b>	

	The basis for learning activities is grounded in the Americans With Disabilities Act, Individuals With Disabilities Education Act, the Pennsylvania Department of Special Education, and various chapters of the PA Public School Code.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>● Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>● Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>● Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>● Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>● Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>● Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>● Series of Workshops</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>● Classroom teachers</li> <li>● Principals / Asst. Principals</li> <li>● Supt / Ast Supts / CEO / Ex Dir</li> <li>● School counselors</li> <li>● Paraprofessional</li> <li>● New Staff</li> <li>● Other educational specialists</li> </ul>

	<ul style="list-style-type: none"> <li>● Parents</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>● Elementary - Primary (preK - grade 1)</li> <li>● Elementary - Intermediate (grades 2-5)</li> <li>● Middle (grades 6-8)</li> <li>● High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>● Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>● Analysis of student work, with administrator and/or peers</li> <li>● Creating lessons to meet varied student learning styles</li> <li>● Peer-to-peer lesson discussion</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>● Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>● Classroom student assessment data</li> <li>● Review of written reports summarizing instructional activity</li> </ul>

**Tidioute Community CS  
Professional Development**

<b>Title:</b>	Teacher Supervision/Observation
<b>Description</b>	Teachers will engage with supervisors to update and review the knowledge base to conduct formal and informal observations measured by research supported best practice. Danielson's 'Framework for Teaching' will serve as the basis for collaborative reflections of the observational data to focus the efforts of the teacher on a professional development plan to improve instructional practices and student achievement.
<b>Person Responsible</b>	CEO/Team
<b>Start Date:</b>	10/8/2018
<b>End Date:</b>	6/30/2022
<b>Proposed Cost/Funding:</b>	Start Year End Year <sup>Cost</sup> <sub>t</sub> Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Educational Technology
<b>Hours Per Session</b>	2
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	25
<b>Provider:</b>	TCCS Staff/Other Professionals
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Professional employees will gain knowledge to work collaboratively with the supervisor to fully understand and implement the model into their classrooms. The teacher will learn to review , self-reflect,plan, set instructional goals, and measure progress toward student achievement.



<b>Research &amp; Best Practices Base:</b>	The Danielson Model has been adopted by the Pennsylvania Department of Education and serves as the basis for the adopted Teacher effectiveness Model.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>● Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>● Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>● Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>● Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>● Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>● LEA Whole Group Presentation</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>● Classroom teachers</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>● Elementary - Primary (preK - grade 1)</li> <li>● Elementary - Intermediate (grades 2-5)</li> <li>● Middle (grades 6-8)</li> </ul>

	<ul style="list-style-type: none"><li>• High (grades 9-12)</li></ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li></ul>

## Tidioute Community CS Professional Development

<b>Title:</b>	PSSA/Keystone Exam Training								
<b>Description</b>	Throughout each school year professional staff will undergo training to increase their understanding of student and school performance related to the attainment of proficiency of the academic standards. Staff will deepen their understanding of anchors and eligible content, PSSA and Keystone individual and group score reports, and performance level descriptors and cut scores. These activities will inform curriculum decisions and instructional strategies in each classroom.								
<b>Person Responsible</b>	CEO/Team								
<b>Start Date:</b>	7/1/2019								
<b>End Date:</b>	6/30/2022								
<b>Proposed Cost/Funding:</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Start Year</th> <th style="width: 20%;">End Year</th> <th style="width: 20%; text-align: center;">Cost</th> <th style="width: 40%;">Funding Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source				
Start Year	End Year	Cost	Funding Source						
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education								
<b>Hours Per Session</b>	2								
<b># of Sessions:</b>	6								
<b># of Participants Per Session:</b>	15								
<b>Provider:</b>	TCCS Staff/Other Professionals, Intermediate Unit Staff								
<b>Provider Type:</b>	IU								
<b>PDE Approved:</b>	No								
<b>Knowledge Gain:</b>	Training will be used to assist teachers in identifying students who may need additional educational opportunities. Group and school scores will provide information to make better curriculum and instructional plans and decisions.								
<b>Research &amp; Best Practices Base:</b>	The training activities will conform to the requirements of the Chapter 4 curriculum regulations and guidance provided by the Pennsylvania Department of Education.								
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>● Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> </ul>								

	<ul style="list-style-type: none"> <li>● Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>● Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>● Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>● Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>● Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>● LEA Whole Group Presentation</li> <li>● Series of Workshops</li> <li>● Department Focused Presentation</li> <li>● Professional Learning Communities</li> <li>● Offsite Conferences</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>● Classroom teachers</li> <li>● Supt / Ast Supts / CEO / Ex Dir</li> <li>● New Staff</li> <li>● Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>● Elementary - Primary (preK - grade 1)</li> <li>● Elementary - Intermediate (grades 2-5)</li> <li>● Middle (grades 6-8)</li> </ul>

	<ul style="list-style-type: none"> <li>● High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>● Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>● Analysis of student work, with administrator and/or peers</li> <li>● Creating lessons to meet varied student learning styles</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>● Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>● Student PSSA data</li> <li>● Standardized student assessment data other than the PSSA</li> <li>● Classroom student assessment data</li> </ul>

**Tidioute Community CS  
Professional Development**

<b>Title:</b>	Social Skill Development
<b>Description</b>	Teachers and support staff will be provided training opportunities to develop intervention skills to reduce student conflict and aggressive behaviors and create positive outcomes through social skills development.
<b>Person Responsible</b>	CEO/Team
<b>Start Date:</b>	7/1/2019
<b>End Date:</b>	6/30/2022
<b>Proposed Cost/Funding:</b>	Start Year End Year <sup>Cost</sup> <sub>t</sub> Funding Source
<b>Program Area(s):</b>	Special Education, Student Services
<b>Hours Per Session</b>	3
<b># of Sessions:</b>	6
<b># of Participants Per Session:</b>	15
<b>Provider:</b>	Perseus House, Inc
<b>Provider Type:</b>	Non-profit Organization
<b>PDE Approved:</b>	No
<b>Knowledge Gain:</b>	Staff will learn and develop strategies to turn social difficulties with students into learning opportunities and assist students in overcoming self-defeating behaviors.
<b>Research &amp; Best Practices Base:</b>	The programs being used have been developed by social scientists from Syracuse University and accepted as an intervention practice throughout the U.S. and world.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• Department Focused Presentation</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• New Staff</li> <li>• Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and</li> </ul>

	standards, classroom environment, instructional delivery and professionalism.
--	---

### ***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:
8/20/2018 First Training
8/21/2018 Subsequent Training
10/8/2018 Subsequent Training
The LEA plans to conduct the required training on approximately:
2/18/2019 Continued Training
4/5/2019 Continued 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:



8/20/2018 First Training
8/21/2018 Subsequent Training
10/8/2018 Subsequent Training
The LEA plans to conduct the training on approximate ly:
2/18/2019 Continued Training
4/5/2019 Continued 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:
8/20/2018 First Training
8/21/2018 Subsequent Training
10/8/2018 Subsequent Training
The LEA plans to conduct the training on approximate ly:
2/18/2019 Continued Training

## *Strategies Ensuring Fidelity*

### *Checked answers*

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

### *Unchecked answers*

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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 six (6) 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*

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

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

*Unchecked answers*

*None.*

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

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 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***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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).

*Unchecked answers*

*None.*

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

NA

### ***Mentor Characteristics***

*Checked answers*

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



a c t i c e a n d C o n d u c t f o r E d u c a t o r s					
A s s e s s m e n t s	X	X			
B e s t I n s t r u c t i o		X	X	X	



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

Identify the procedures for monitoring and evaluating the Induction program.

All mentor-mentee meetings are documented through checklists and artifact review. 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)*Checked answers*

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

*Unchecked answers*

*None.*



# Assurances

---

## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-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

---

## Charter School Accomplishments

### Accomplishment #1:

---

The PSSA results for elementary English Language Arts have shown increasing student performance for the previous three years.

### Accomplishment #2:

---

Elementary student attendance has been consistently over 90%.

Secondary student attendance has been consistently over 85%.

### Accomplishment #3:

---

The access to the various technology tools (software and hardware) 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 #4:

---

98.6% of students have exceeded the Career Performance Benchmark standard.

### Accomplishment #5:

---

Charter school students with an IEP are integrated into regular classrooms 80% or more of the time.

c

## Charter School Concerns

### Concern #1:

---

Performance on the Biology Keystone exam has been less than proficient for the previous years 2016-2019.

### Concern #2:

---

Performance on the Algebra Keystone exam has been less than proficient for the previous years 2016 - 2019.

### Concern #3:

---

Although growth on the Literature Keystone has been shown, the overall performance for the previous years 2016-2019 has been less than proficient.

#### Concern #4:

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

- As previously identified, Keystone Exam Scores are less than proficient.

#### Concern #5:

Performance Levels on both English Language Arts PSSA and Mathematics PSSA for the years 2016-2019 are comparable to surrounding schools but remain lower than statewide performance levels.

#### Concern #6:

Classroom lesson and instruction planning must be directly aligned with the Standards Aligned System (SAS). Planning will include evidence-based strategies that support the goal of meeting students' learning needs.

## 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 Biology Keystone exam has been less than proficient for the previous years 2016-2019.

Performance on the Algebra Keystone exam has been less than proficient for the previous years 2016 - 2019.

Although growth on the Literature Keystone has been shown, the overall performance for the previous years 2016-2019 has been less than proficient.

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

- As previously identified, Keystone Exam Scores are less than proficient.
- 

Performance Levels on both English Language Arts PSSA and Mathematics PSSA for the years 2016-2019 are comparable to surrounding schools but remain lower than statewide performance levels.

---

Classroom lesson and instruction planning must be directly aligned with the Standards Aligned System (SAS). Planning will include evidence-based strategies that support the goal of meeting students' learning needs.

**Systemic Challenge #2** (*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:**

Performance on the Biology Keystone exam has been less than proficient for the previous years 2016-2019.

---

Performance on the Algebra Keystone exam has been less than proficient for the previous years 2016 - 2019.

---

Although growth on the Literature Keystone has been shown, the overall performance for the previous years 2016-2019 has been less than proficient.

---

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

- As previously identified, Keystone Exam Scores are less than proficient.
-



Performance Levels on both English Language Arts PSSA and Mathematics PSSA for the years 2016-2019 are comparable to surrounding schools but remain lower than statewide performance levels.

**Systemic Challenge #3** (*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.

# Charter School Level Plan

---

## 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:

*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

*Character and Social Skill Building Programs - Social Skills Training*

**Description:**

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching school children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

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

### *Teaching Strategies to Engage Students Using Technology*

**Description:**

The use of multi-media including vivid images, video, and instantaneous information along with appropriate use of social media, games and gaming, among others make students more eager to engage and learn in the classroom.

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

### *Integration of Standards Aligned System (SAS) Resources and Lessons*

**Description:**

SAS is a comprehensive, research based resource that relates directly to the needs identified. Assessments, lesson formats, and instructional strategies will enhance student opportunity to reach their desired performance.

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

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

#### *Feedback to Students on Targeted Assessment Data*

**Description:**

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

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

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

### *Develop Instructional Strategies Based on MAPS Assessment Data*

**Description:**

Content teachers will develop specific instructional targets based on data provided by the MAPS assessments.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

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

### *SAS Integration*

**Description:**

Teachers will integrate specific units and lesson plans from the Materials and Resources area of the Standards Aligned system (SAS) into their daily instruction. Integration will be related directly to needs based on individual student assessment results.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:** None selected

### *Professional Development on Improving Language and Literacy Acquisition for all students.*

**Description:**

Through the curriculum revision process, TCCS professional staff will ensure that there is both alignment and consistency with the PDE Standards by including necessary

skills for language and literacy acquisition. All instructional staff will gain knowledge and develop stronger skills to assist students whose performance is less than proficient. More specifically, teachers will use writing, vocabulary development, graphic organizers, note-taking, and comprehension development in their lesson planning and classroom instruction.

Evidence to support this step will consist of maintenance of professional development agendas, sign-in sheets, increase in classroom use of language and literacy development instructional strategies and skills across curriculum, use of data from PSSA, Keystone, and MAPS assessments, and professional staff meetings to review and discuss success.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

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

*Professional Development to Address the Teaching of Diverse Learners in an Inclusive Setting*

**Description:**

TCCS professional staff will participate in workshops that focus on the diversity of learners in the school population, i.e., ethnicity, poverty, special needs, among others. The professional development workshops will include providing tools and resources for staff to use and implement in their regular classroom instruction and activities.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Character and Social Skill Building Programs - Social Skills Training

*Professional Development on Use of Technology Teaching Strategies*

**Description:**

Teachers will be trained to integrate instructional strategies when using technology that are causal to higher level thinking, asking probing questions, and lesson engagement.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:** None selected

**Goal #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.

**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, PVAAS Results

Specific Targets: Students will show growth on academic targets as measured through PVAAS results

**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

### *Teaching Strategies to Engage Students Using Technology*

**Description:**

The use of multi-media including vivid images, video, and instantaneous information along with appropriate use of social media, games and gaming, among others make students more eager to engage and learn in the classroom.

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

### *Integration of Standards Aligned System (SAS) Resources and Lessons*

**Description:**

SAS is a comprehensive, research based resource that relates directly to the needs identified. Assessments, lesson formats, and instructional strategies will enhance student opportunity to reach their desired performance.

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

### ***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 Instructional Strategies Based on MAPS Assessment Data*

**Description:**

Content teachers will develop specific instructional targets based on data provided by the MAPS assessments.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

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

### *Professional Development on Improving Language and Literacy Acquisition for all students.*

**Description:**

Through the curriculum revision process, TCCS professional staff will ensure that there is both alignment and consistency with the PDE Standards by including necessary skills for language and literacy acquisition. All instructional staff will gain knowledge and develop stronger skills to assist students who performance is less than proficient. More specifically, teachers will use writing, vocabulary development, graphic organizers, note-taking, and comprehension development in their lesson planning and classroom instruction.

Evidence to support this step will consist of maintenance of professional development agendas, sign-in sheets, increase in classroom use of language and literacy development instructional strategies and skills across curriculum, use of data from PSSA, Keystone, and MAPS assessments, and professional staff meetings to review and discuss success.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**



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

### *Professional Development to Address the Teaching of Diverse Learners in an Inclusive Setting*

**Description:**

TCCS professional staff will participate in workshops that focus on the diversity of learners in the school population, i.e., ethnicity, poverty, special needs, among others. The professional development workshops will include providing tools and resources for staff to use and implement in their regular classroom instruction and activities.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

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

### *SAS Integration*

**Description:**

Teachers will integrate specific units and lesson plans from the Materials and Resources area of the Standards Aligned system (SAS) into their daily instruction. Integration will be related directly to needs based on individual student assessment results.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:** None selected

### *Professional Development on Use of Technology Teaching Strategies*

**Description:**

Teachers will be trained to integrate instructional strategies when using technology that are causal to higher level thinking, asking probing questions, and lesson engagement.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:** None selected

**Goal #3:** 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: Title II and Title IV Professional Development application.

Specific Targets: Integration of SAS usage into classroom planning.

***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

*Character and Social Skill Building Programs - Social Skills Training*

**Description:**

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching school children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

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

### *Integration of Standards Aligned System (SAS) Resources and Lessons*

**Description:**

SAS is a comprehensive, research based resource that relates directly to the needs identified. Assessments, lesson formats, and instructional strategies will enhance student opportunity to reach their desired performance.

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

### ***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:**

- Character and Social Skill Building Programs - Social Skills Training
- Integration of Standards Aligned System (SAS) Resources and Lessons

### *Develop Instructional Strategies Based on MAPS Assessment Data*

**Description:**

Content teachers will develop specific instructional targets based on data provided by the MAPS assessments.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Integration of Standards Aligned System (SAS) Resources and Lessons

*SAS Integration*

**Description:**

Teachers will integrate specific units and lesson plans from the Materials and Resources area of the Standards Aligned system (SAS) into their daily instruction. Integration will be related directly to needs based on individual student assessment results.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Integration of Standards Aligned System (SAS) Resources and Lessons

*Professional Development on Improving Language and Literacy Acquisition for all students.*

**Description:**

Through the curriculum revision process, TCCS professional staff will ensure that there is both alignment and consistency with the PDE Standards by including necessary skills for language and literacy acquisition. All instructional staff will gain knowledge and develop stronger skills to assist students who performance is less than proficient. More specifically, teachers will use writing, vocabulary development, graphic organizers, note-taking, and comprehension development in their lesson planning and classroom instruction.

Evidence to support this step will consist of maintenance of professional development agendas, sign-in sheets, increase in classroom use of language and literacy development instructional strategies and skills across curriculum, use of data from PSSA, Keystone, and MAPS assessments, and professional staff meetings to review and discuss success.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Character and Social Skill Building Programs - Social Skills Training
- Integration of Standards Aligned System (SAS) Resources and Lessons

*Professional Development to Address the Teaching of Diverse Learners in an Inclusive Setting*

**Description:**

TCCS professional staff will participate in workshops that focus on the diversity of learners in the school population, i.e., ethnicity, poverty, special needs, among others. The professional development workshops will include providing tools and resources for staff to use and implement in their regular classroom instruction and activities.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Character and Social Skill Building Programs - Social Skills Training
- Integration of Standards Aligned System (SAS) Resources and Lessons

*Professional Development on Use of Technology Teaching Strategies*

**Description:**

Teachers will be trained to integrate instructional strategies when using technology that are causal to higher level thinking, asking probing questions, and lesson engagement.

**Start Date:** 7/1/2020    **End Date:** 6/30/2023

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

**Supported Strategies:**

- Integration of Standards Aligned System (SAS) Resources and Lessons