

Folk Arts-Cultural Treasures CS

**Charter School Plan**

07/01/2018 - 06/30/2021

# Charter School Profile

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## Demographics

1023 Callowhill St  
Philadelphia, PA 19123  
(215)569-2600

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Ellen Somekawa
Date of Local Chartering School Board/PDE Approval:	5/11/2015
Length of Charter:	5 years
Opening Date:	9/6/2005
Grade Level:	K-8
Hours of Operation:	7:30 am - 4:00 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	32
Student/Teacher Ratio:	15:1
Student Waiting List:	761
Attendance Rate/Percentage:	97.50 %
Enrollment:	484
Per Pupil Subsidy:	\$10555.61
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	63.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	77

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	339.00
Black (Non-Hispanic)	68.00
Hispanic	21.00
White (Non-Hispanic)	20.00
Multicultural	36.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	166.00	173.00	173.00	0.00
Instructional Hours	0.00	0.00	946.00	986.00	1006.00	0.00

## Planning Process

FACTS' Administrative Council, with the Executive Director and the Principal at the lead, is the core planning body for the Comprehensive Planning Process. The Administrative Council meets weekly and is comprised of the Executive Director, Principal, Associate Director, Director of School Culture, Director of Finance, Special Education Supervisor, and Non-Instructional Coordinator. The Comprehensive Planning Process and the Implementation and Action Plan phases are built into the agenda of this standing committee. The Administrative Council takes primary responsibility for aspects of the planning process involving gathering and presenting data, engaging board members about governance related questions and overall school climate and culture questions.

The Comprehensive Planning Process intersects with and will inform the organization's Strategic Plan which is led by the Board of Trustees. FACTS is working under the guidance of its 2016-2020 Strategic Plan. FACTS' Schoolwide Title 1 Plan also intersects with, informs, and is informed by this Comprehensive Planning Process.

The Curriculum Council which meets every other week also participates in the Planning Process. The Curriculum Council, under the leadership of the Principal takes primary responsibility for assessing our development of curriculum, standards, and assessment, as well as using data to discuss paths to improvement. Curriculum Council membership includes classroom teachers from diverse grade levels and disciplines as well as Coordinators such as the Middle School, ESOL, Social Studies, Literacy, Math, Science, and Folk Arts Coordinators. The Special Education Supervisor and Principal also participate. The Curriculum Council is structured to coordinate and systematize the processes by which curriculum and pedagogical decisions are made. Schoolwide concerns are prioritized and then made the focus of Curriculum Council research, deliberation, and action.

Representatives from the parent, community, businesses, and community partners are informed and consulted about the planning process from the phase of drafting the plan to the implementation phases. FACTS has significant representation on its Board of Trustees of these stakeholder groups. FACTS Board of Trustees includes 4 FACTS parents, and representatives from community partners such as church, community organizations, and businesses.

## Mission Statement

Giving meaning to the lives of our children in the present while preparing them to become active citizens in a democratic society, the Folk Arts – Cultural Treasures Charter School will provide children with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement. The Folk Arts – Cultural

Treasures Charter School will provide children with an education which has high academic standards, is truly community based, incorporates and respects the lives of students and their families, engages students in understanding their own cultures and communities, and engages students in understanding their role as active participants in working for a just society.

## **Vision Statement**

FACTS will be known for its commitment to a curriculum, school culture and program that value different cultures and reflect the school's signature emphasis on folk arts. FACTS will attract a culturally and racially diverse body of students and staff from across the City of Philadelphia. Diverse languages and heritages will be present and celebrated, and immigrant and refugee children and their families in particular will value the safe, respectful, and inclusive environment both within and outside the classroom. Students from varied backgrounds will achieve at high levels and will have their choice of high schools, for which they will be well prepared. Educators will continue to be inspired by FACTS's success in enabling English Language Learners to thrive and succeed, and the FACTS model will improve or influence progress in ESL in other schools in Philadelphia. FACTS will maintain stability and consistency while continuing to be open to improvement and change. Teachers will be supported in professional development, and teachers and staff will be trained in effective communication in a multicultural/multilingual and racially diverse environment. Board and administration will work collaboratively together and with teachers, using effective and efficient communication and decision-making processes. Diverse groups of parents will participate in the school, meeting with teachers and other parents and keeping up-to-date on their children's progress. Parents will also take advantage of offerings for their own benefit. The Chinatown community will see FACTS as a good neighbor, and both school and community will benefit from the relationship. The school will be able to draw on increased and more diverse financial resources and will have the indoor and outdoor capacity to provide children with physical activity in safe and inviting surroundings.

## **Shared Values**

FACTS' shared values are incorporated in the curriculum and school environment. At FACTS, we believe adults have a responsibility to model and practice these principles. We have written our shared values into a school pledge that is taught to students, shared with parents, and reaffirmed on a regular basis in settings such as morning gatherings, class meetings, and class activities.

### **School Pledge**

- We care for one another and learn together.
- There is no limit to what we can learn.
- Our families and our elders know important things and we take time to learn from them.
- We learn to help ourselves and our community.

- We learn to be strong and act with courage.
- All people have a right to use their own languages and to honor their own cultures.
- Creative expression is part of our lives and part of our school.
- We work to build a fair and peaceful world.
- The earth is our home and we must take care of it.

## **Educational Community**

FACTS serves 482 students in grades K-8 from diverse racial, ethnic, linguistic and cultural backgrounds from across the city of Philadelphia. More than two-thirds of FACTS students speak a language other than English at home, and together represent more than 11 distinct languages and/or dialects. More than 77% of FACTS students qualify for free or reduced-price meals.

FACTS is located in Philadelphia, an urban community of over 1.5 million residents. The school is housed in a reclaimed and fully renovated factory building in the Chinatown community. Chinatown serves as an ethnic enclave, providing needed and language accessible services to its residents and the broader Chinese speaking and Asian communities of Philadelphia. As the city's oldest Asian American neighborhood, Chinatown attracts many Asian Americans who live scattered in neighborhoods throughout the city and who come to connect and identify with its community and cultural base.

FACTS was designed to support the needs of Philadelphia's immigrant and refugee communities. Children of these immigrant and refugee families may face unique challenges, and confront multiple challenges of race, language, class, and immigration status. Their parents work long hours in restaurants and factories to pay off heavy debt burdens and to send money back to extended families in their native countries. Compounded to these struggles is the added burden of lack of English language proficiency that poses particularly large obstacles in attaining quality education.

FACTS draws on local community organizations, businesses, higher education, and cultural institutions for resources and partnerships. Asian Americans United (AAU) and the Philadelphia Folklore Project (PFP), the two founding organizations of FACTS, continue to be strong partners of the school. Both organizations commit major staff time to identify, place and support folk artists working with students, staff development, and creating culturally relevant educational resources for the school. FACTS has a partnership with the Pennsylvania Ballet which offers ballet instruction to our first graders along with opportunities for selected students to participate in the Ballet's school and performances. The PA Ballet also offers an after school dance program to 5-8 grade students. FACTS participates in the City Skies Program of the Franklin Institute and takes advantage of author talks and other programs of the Free Library of Philadelphia. Bryn Mawr College, Drexel University, St. Joseph's University, Swarthmore

College, the University of Pennsylvania, and Temple place undergraduate and graduate students at FACTS in volunteer roles to complete course credit.

## Board of Trustees

<b>Name</b>	<b>Office</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Martin Chan	Treasurer	1023 Callowhill Street	215-569-2600	info@factschool.org
Heather Davis-Jones	Secretary	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Xin Sheng Liu	Member	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Selina Morales	Board Chair	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Ed Nakawatase	Member	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Neeta Patel	Member	1023 Callowhill Street	215-569-2600	info@factschool.org
Rebecca Rathje	Member	1023 Callowhill Street	215-569-2600	info@factschool.org
Amanda Thai	Member	1023 Callowhill Street	215-569-2600	info@factschool.org
Laurence Tom	Member	1023 Callowhill Street	215-569-2600	info@factschool.org
Theodore G. Wong	Vice President	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org

## Board of Trustees Professional Development

All Board of Trustees members receive an individual or small group orientation that includes discussion of applicable laws such as the Sunshine Law, the Public Officials Act, and Board policies and procedures on

issues such as Conflict of Interest, and Internal Controls that guarantee sound accounting and bookkeeping practices and that safeguard the financial health of the organization. They are provided with examples of past board agendas and are oriented to current issues facing the Board, the Strategic Plan, and organizational priorities.

Pat Hennessy, Esq. of the law firm Conrad O'Brien has provided the board with training on charter school law, the roles and responsibilities of non-profit board members, the roles and responsibilities of charter school board members and the requirements of good governance. This training is offered periodically in order to serve new board members as well as to reinforce knowledge with existing board members. LaSalle NonProfit Center provided training by Rich Prwyzara on fundraising. Trainings have been presented at Board meetings to inform the Board of both the programs at FACTS and the state and federal mandates governing them. For example, both the the ESOL Coordinator and the Special Education Coordinator conducted trainings to provide board members an overview of the ESOL and Special Education programs at FACTS as well as the various government mandates and accountability measures to which FACTS is required to adhere, for example training on the educational rights of homeless students.

## **Governance and Management**

The Board of Trustees is responsible for hiring, supervising, and evaluating the Executive Director. The Board of Trustees develops, implements and monitors the Strategic Plan in coordination and consultation with management. The Board Chair meets at least monthly with the Executive Director and on an as-needed basis. The Executive Director informs the Board Chair of issues and concerns, consults with him, and together they plan the board agenda. The Finance Committee meets monthly and is comprised of the Treasurer, the Executive Director, the Finance Director, and two community volunteers (a bank executive and a non-profit comptroller). The Finance Committee reviews financial statements including balance sheet, profit and loss, budget to actual statements, and check register. The Finance Committee raises questions with management and requests additional information. The Treasurer presents the financial statements to the Board and draws attention to issues and concerns raised by the statements. The Governance Committee includes Board members and the Executive Director. The Governance Committee takes the lead responsibility for board nominations, bylaws review, policy creation and revision, and board training.

Although the FACTS Board does not have many interactions with the School District of Philadelphia's School Reform Commission, FACTS maintains a solid working relationship with the School District of Philadelphia's Charter School Office.

## Student Enrollment

### Enrollment Requirements:

- + Child must be five years old by September 1 of the year in which they begin Kindergarten. Proof of the child's birthdate (birth certificate OR some other proof of the child's birth date) must be presented in order to enroll the child.
- + Preference is for students residing in Philadelphia. Proof of residence in Philadelphia (utility bill, lease or mortgage statement or some other proof of the student's place of residence).
- + Parent or guardian must complete the Enrollment Notification Form
- + Parent or guardian must complete the Home Language Survey

Upon submission of these documents, the student is admitted to FACTS and an appointment is set up for the completion of the registration and orientation process. Once students are admitted, the following items complete the student's file: Intent to Enroll Form, Enrollment Notification Form, Student Admission Form, Home Language Survey, Emergency Contact Form, Admissions Affidavit, Request for Records, Health History Form, Proof of Birthdate, physical exam report, immunization records, Parent/guardian ID, proof of residence, custody papers (if needed) medical insurance card (if applicable), transfer papers (if applicable), special education records (if applicable).

### Parent Communication

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

### Files uploaded:

- FACTS Admissions and Enrollment.pdf

### Registration Policy

Registration Policy

*PDF file uploaded.*

### Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.*

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
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### 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
2005	44	49	50	47	49	47	0	0	0				
2006	44	44	49	50	47	49	47	0	0				
2007	48	51	51	50	48	47	50	47	0				
2008	50	48	51	51	50	49	48	50	47				
2009	49	51	49	51	49	49	51	49	50				
2010	50	51	49	50	50	50	50	50	50				
2011	50	51	51	50	49	51	49	50	50				
2012	50	54	54	55	54	54	55	54	50				
2013	50	54	54	54	55	54	54	55	55				
2014	50	52	54	53	54	55	54	53	54				
2015	50	53	54	54	54	54	55	52	52				
2016	50	56	56	54	54	57	52	54	51				

## Stakeholder Involvement

Name	Role
Not Applicable	High School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Jill Benowitz	Elementary School Teacher - Regular Education
Stephen Coyle	Middle School Teacher - Regular Education
Heather Davis-Jones	Parent
Janice Fan	Elementary School Teacher - Regular Education
Mary Graham	Community Representative
Jacquelyn Griffin	Ed Specialist - Social Restoration
Judy Huynh	Middle School Teacher - Regular Education
Eric Joselyn	Elementary School Teacher - Regular Education

Kristin Larsen	Ed Specialist - Other
Mae Lee	Business Representative
Pheng Lim	Building Principal
Lucinda Megill	Middle School Teacher - Regular Education
Selina Morales	Parent
Noga Newberg	Middle School Teacher - Regular Education
Neeta Patel	Board Member
Ricque Porter	Administrator
Rebecca Rathje	Board Member
Toni Shapiro-Phim	Community Representative
Mey Shou	Business Representative
Ellen Somekawa	Administrator
Ada Su	Business Representative
Laurence Tom	Community Representative
Theodore Wong	Parent

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished

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

We currently do not have students who are in need of an alternate academic content standards for math or reading.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

*This narrative is empty.*

### **Middle Level**

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

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

*This narrative is empty.*

### High School Level

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

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

We do not have a high school level program. We are a K-8 school.

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

Processes used to ensure Accomplishment:

FACTS has largely accomplished these goals, but we are developing our own social studies courses and units of study. We have completed 85% of the units. A Social Studies Committee is meeting with classroom teachers to complete the remaining units. FACTS uses the Understanding by Design framework (UbD) framework for course designs. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum

“backward” from those ends. Science UBDs are 100% completed. The Science Coordinator, Principal and science teachers are working on enhancing writing in science using the PA Core Academic Standards for Writing in Science and Technical Subjects as an anchor.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

FACTS has largely accomplished these goals, but we are developing our own social studies courses and units of study. We have completed approximately 85% of the units. A Social Studies Committee is meeting with classroom teachers to complete the remaining units. FACTS uses the Understanding by Design (UbD) framework for course design. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. Science UBDs are 100% completed. The Science Coordinator, Principal and science teachers are working on enhancing writing in science using the PA Core Standards for Writing in Science and Technical Subjects as an anchor.

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

*This narrative is empty.*

### Middle Level

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

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

Processes used to ensure Accomplishment:

FACTS has largely accomplished these goals, but we are developing our own social studies courses and units of study. We have completed 100% of the units. A Social Studies Committee is meeting with the middle school Social Studies teacher to review and revise existing units as needed. FACTS uses the Understanding by Design framework (UbD) framework for course design. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. Science UBDs are 100% completed. The Science Coordinator, Principal, and science teachers are working on enhancing writing in science using the PA Core Standards for Writing in Science and Technical Subjects as an anchor.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

We do not have a high school program.

### *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.

Teachers work with a team. The team consists of content teachers, ESOL teachers, Special Education teachers, content coordinators and assistants. The team meets on a weekly basis to discuss how content will be accessible for all students and how to also challenge students by reviewing formative assessments, lesson plans and unit plans. The culture of a professional learning community enables FACTS to reach the needs of students.

Special Education:

Teachers plan lessons based on the curricular objectives, and during weekly planning meetings with special education teachers, design accommodations and modifications to the lessons, presentation of materials, and assessments that are aligned with individual needs as outlined in the IEPs. Students who receive an alternate curriculum, as determined by an IEP team, are instructed using lesson plans designed to meet their individual needs. The scope and sequence of the parallel curriculum is determined by the IEP team and is based on the needs of each individual student as determined by summative, formative, and diagnostic assessments.

ESOL:

Teachers use students proficiency levels on the W-APT, WIDA ACCESS and Model Performance Indicators (MPI) to inform instructional models and goals for each individual student. The Model Performance Indicator (MPI) is a single cell within the WIDA's English Language Development (ELD) standard matrix that is descriptive of a specific level of English language development for a language domain within a grade or grade-level cluster. ESOL teachers can develop a specific MPI for each subject/unit/lesson based on students' English language proficiency, strengths, needs, etc. The MPI consists of three elements:

Language function: Describes how students use language to demonstrate their proficiency.

Content stem/example topic: specifies context for language instruction; derived from state content standards.

Support: sensory, graphic, or interactive resources embedded in instruction and assessment that help students construct meaning from language and content.

The goals set for students are communicated to families and teachers.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

##### *Unchecked Answers*

- Not Reviewed

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

When determining strategies to ensure standards aligned instruction and consistency, FACTS selected the following strategies that are most effective to drive student achievement. This should include multiple and systematic means. It is also important that teachers have opportunities to review lessons with peers to refine instruction. There are instructional teams in place that incorporate many of these strategies. Instructional teams include: Curriculum Council, Literacy Team, Math Team, Social Studies Committee, Folk Arts Committee, and Grade Band meetings. FACTS has a coordinator for each major content area who works with the Principal to ensure standards aligned instruction and consistency. FACTS has a literacy, math, social studies, science, and folk arts coordinator. We also have a Special Education and an ESOL Coordinator to oversee students with IEPs and English Language Learners and to ensure that these students are receiving appropriate services through team meetings, observations and coaching. Their responsibility includes coaching teachers, reviewing lesson plans, and conducting walkthroughs. There is at least one ESOL teacher and one Special Education teacher per three year grade span (K-2, 3-5 and 6-8). As a result, meaningful and thorough collaboration between general education and ESOL and Special Education teachers is facilitated weekly. This insures that instruction is tailored to meet the specific needs of students. The Principal conducts a formal observation for every teacher and makes frequent walkthroughs during the year. Teachers submit to the Principal a Professional Portfolio that includes sample lesson plans and artifacts from student work. This provides additional evidence of standards aligned instruction.

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

*This narrative is empty.*

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

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

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Full Implementation

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

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Full Implementation

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

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used	Not Applicable

to meet student needs.	
Differentiated instruction is used to meet student needs.	Not Applicable
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

*This narrative is empty.*

## 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.

We advertise teacher positions on PA REAP, on our website, and in other public publications, such as local newspapers, with a job description and deadline for submissions. We also inform our school community of openings through emails and we post them on our Daily Bulletin. A team of teachers and administrative staff reviews the resumes and ranks them. We then use the scores to calibrate and sort the top candidates to invite for an interview. Each prospective candidate receives a copy of our "Who We Are" Statement that clearly addresses our values and mission. One such value is that we believe all students must be given the opportunity to be successful. The opportunity for all students to be successful is through best practices. We may also require prospective candidates to complete a lesson demonstration as part of the interview process. We use a rubric with eight categories: Resume Review, Experience, Interest in FACTS, Work Experience and Skills, Social Justice and Transformative Practice, School Community Culture, Thoughtful Questions Asked, and Submissions and References. The interviewee participates in a panel interview consisting of Administrative staff and potential colleagues.

There may be a short assignment along with the interview process that asks the potential candidates to analyze data for the purpose of student achievement.

Once hired each new employee goes through an orientation and receives pertinent information needed. Each new hire is assigned a mentor or "buddy" for the year. Content coordinators also support teachers through co-planning, lesson review, demonstration lessons and observations.

When filling a vacant position, we consider the experience of the teachers and the needs of the classroom. We often assign our most experienced and top performing teachers to the classes with the most challenging students.

We have a collaborative professional learning community at FACTS. It is expected that teachers work with one another during weekly meetings to devise plans that are accessible to all learners. Peer coaching and peer lesson reviews are a common practice. We encourage teachers to have continued dialogue about best practices to increase student achievement through scheduled professional growth plan meetings and weekly meetings.

## Assessments

### *Local Graduation Requirements*

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

### *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						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

### *Graduation Requirement Specifics*

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

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

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

#### *Unchecked answers*

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

### ***Methods and Measures***

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
WIDA Access	X	X	X	
Student Reflections	X	X	X	
Standards-based Report Card K-5 (3 Marking Periods)	X	X		
ESOL Report cards	X	X	X	
IEP Goals	X	X	X	
Portfolios	X	X	X	
Report Card 6-8 (3 Marking Periods)			X	
Singapore Math Chapter/Unit Test	X	X		
Performance tasks on UBDs	X	X	X	
DRAs	X	X	X	
Folk Arts Presentation			X	
Final Writing Pieces	X	X	X	
Eureka Math Chapter/Unit Test			X	

#### **Benchmark Assessments**

*No methods or measures have been identified for Benchmark Assessments*

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Unit Tests	X	X	X	
Exit tickets	X	X	X	

Weekly Math Progress Quizzes	X	X	X	
Conference Notes	X	X	X	
Checklists	X	X	X	
Portfolios	X	X	X	
Individualized goal setting with students	X	X	X	
Student Reflections	X	X	X	
IEP Goals	X	X	X	
ESOL Monitoring Form	X	X	X	
Singapore Math Unit Tests	X	X	X	
DRAs	X	X	X	
Brigance	X	X	X	
Student writing (drafts)	X	X	X	
Reading Responses	X	X	X	
Sitton Spelling Word Test		X		
Eureka Math Unit Tests			X	

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
W-APT	X	X	X	
DRA	X	X	X	
Wechsler Intelligence Scale for Children IV (WISC-IV)	X	X	X	
Wechsler Individual Achievement Test III (WIAT-III)	X	X	X	
Behavior Assessment Scale for Children 2 (BASC-2)	X	X	X	
Gilliam Autism Rating Scale 3 (GARS-3)	X	X	X	
Adaptive Behavior Assessment System II (ABAS-II)	X	X	X	
Words Their Way Primary Spelling Inventory Feature		X	X	
Brigance	X			
Wilson Inventory		X	X	
Singapore Math Assessment K-6	X	X	X	
FACTS Kindergarten Inventory	X			
Math Screening for RtI	X	X		

### Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	
Intermediate Unit Review	X	X	X	
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review	X	X	X	
Professional Learning Community Review	X	X	X	

Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

Multiple and varied standards-aligned assessments of students is built into instructional meetings, which include Curriculum Council, Literacy Team, Math Team, Science Team, Social Studies Committee, Special Education department, ESOL department, Folk Arts Committee and individual weekly or monthly meetings between the Principal and curriculum coordinators, coaches and content teachers. Review of standards-aligned assessments of students are on-going items on the agenda. The process includes ALL instructional staff members.

### *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.

Locally administered assessments, such as the Kindergarten Inventory (Intake) and Performance Tasks through UBDs, are systematically reviewed by the Curriculum Council and content specific department teams annually.

### *Collection and Dissemination*

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

The Accountability, Intervention and Assessment Director collects, analyzes and disseminates assessment data to the administrative and instructional staff by disaggregating the data in a format that can efficiently and effectively support student achievement. This occurs at Administrative Council meetings and professional development meetings with staff. Instructional staff in teams will further analyze the data to determine action plans for specific students or groups and make recommendations to the Administrative Council.

### *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.

The instructional staff including the Administrative Council and Curriculum Council will use disaggregated data to determine skill gaps and trends. Interventions, specific strategies and measurable goals will be determined with a team of teachers for specific students, groups of students or classrooms.

### *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	

Provide brief explanation of the process for incorporating selected strategies.

The Administrative Council, Curriculum Council, content coordinators and department teams determine monitoring periods or deliverable goals for each of the selected strategies.

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

Provide brief explanation of the process for incorporating selected strategies.

We consider these distribution methods the best formats for our families and communities. For example, many of our families and community members' dominant language is other than English. We have opted for language groups to disseminate the data and information. This will ensure the communication is comprehensible to our stakeholders.

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

Accessibility to our families is a factor when selecting how information is distributed. Press releases in English language only will not be the best source of communication if our families are unable to access the information. Written materials will be translated.

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

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

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

We do not have a school resource officer, and we do not plan on getting a school resource officer. Our plan and our vision for creating a positive school environment is to focus on proactive positive interventions and not to rely on law enforcement techniques or personnel. We have a social worker who provides counseling, referrals, and social skills and other training for students. Our Director of School Culture is also responsible for assisting 8th graders in preparing for, researching and applying to high schools of their choice. This includes preparing and delivering transcripts and LaGare documentation for delivery to the high schools to which FACTS students are applying. During the period of this Comprehensive Plan, FACTS changed the position of Dean of Students to Director of School Culture. The transition includes a more

proactive approach to student discipline by training teachers and incorporating strategies on best practices to create and maintain a safer school climate.

Our building is equipped with 32 cameras that are monitored on three separate screens in the main office. There is a mag lock, camera, and buzzer system for entry into the school building.

The entrances to the building are locked. People must buzz the main office to enter. Personnel are trained not to open doors, and the responsibility is for those trained in the main office.

Visitors sign in and get visitors badges to wear. There are translated signs visibly posted on the main entrance's door to clarify the procedure.

The school employs Visitor Identification systems, but not student or staff identification systems. Our school is small enough so that staff recognize students and other staff.

### *Developmental Services*

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

Explanation of developmental services:

We are a K-8 school; therefore, services not checked off are not applicable. Our guidance curriculum focuses on 7th and 8th grades as we are helping students prepare to transition to high school and to make choices related to high school.

All homerooms have Morning Meetings and middle school home rooms have Class Meetings and a special "FACTS Class" where we work on developing social and emotional intelligences, take time to build community, and focus on building life skills.

We believe academic success of students is connected to their socio-emotional needs;

therefore, we use components of the Responsive Classroom and Developmental Designs approach to create the positive climate and culture of our school.

### *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	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework	X	X	X	
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems	X	X	X	
Placement into Appropriate Programs	X	X	X	
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning	X	X	X	
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program	X	X	X	

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

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

#### Explanation of consultation and coordination services:

FACTS students and their families speak many different languages. FACTS routinely communicates with families in English, Chinese, Spanish, Vietnamese, and Indonesian (written communications are regularly translated into those five languages; we have people on our staff who speak those languages; we have provided interpreter training for many staff who are called upon to serve as interpreters). For families who speak home languages other than those five, for people who call into our school speaking other languages or for communication directly between non-bilingual school staff and families, we use telephonic interpretation services or paid translation services. We provide interpretation at parent teacher conferences, back to school night and other events for families, and in individual conferences and meetings with parents (such as IEP meetings or disciplinary meetings).

FACTS conducts many successful family events that familiarize parents and other caregivers with the academic program at FACTS. For example, Family Math Night, Family Literacy Night, Family ESOL Night, Family Learning Support Night, Family Science Night. Some of these events involve parents coming with their children to engage in math or science activities or reading books to each other; others inform parents of their rights as parents of ESOL or Special Education students or inform parents of our plans as a Title I school. All of them provide interpretation services so that the adult caregivers can fully participate in the events.

FACTS maintains relationships with many community agencies. A bilingual school secretary takes lead responsibility for community relationships and coordination with our many community partners.

FACTS uses the services of a Health Services Contractor (and their on-site RN) to insure proper management of students chronic health problems. FACTS contracts with an agency for services such as speech, OT, PT, visual impairment and psychology services. FACTS' Special Education Supervisor insures coordination among all school staff for the implementation and adherence to IEPs and 504 Plans. We hold interagency meetings to coordinate services with, for example, the behavioral health agencies with whom we work. The FACTS Dean of Students coordinates with the Secretary for school records to call parents whose children are exhibiting a pattern of unexplained absences. Persistent problems are referred to the school social worker. FACTS employs a social worker who works in coordination with the Special Education Supervisor and the Dean of Students to develop plans for individual students or small groups of students.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports	X	X	X	
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	

Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters	X	X	X	
Press Releases	X	X	X	
School Calendar	X	X	X	
Student Handbook	X	X	X	
Take-Home-Tuesday Folder (weekly communication to families in multiple languages)	X	X	X	

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	
Individual Screening Results	X	X	X	
Letters to Parents/Guardians	X	X	X	
Website				
Meetings with Community, Families and Board of Directors	X	X	X	
Newsletters				
School Calendar	X	X	X	
Student Handbook	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?	No
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	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)

FACTS employs the services of MACCS Health Services for the provision of our school nursing services. The RN provided by and supervised by MACCS: develops and maintains student health records, maintains and updates student immunization records, plans and completes mandated screenings, administers medications and medical treatments, and provides first aid services. Through MACCS, FACTS also contracts school physician and school dentist services.

### *Food Service Program*

Describe unique features of the Charter School meal program

FACTS provides a free breakfast program in homeroom classrooms between 8:00 am and 8:20 am. We provide a free and reduced lunch program as well. We use the services of a Food Services Management Company to provide pre-plated hot meals at lunchtime. We have contracted with them to provide fresh fruits and vegetables at every lunch. FACTS creates a positive lunchroom environment by providing round tables seating 8 students, by having assigned seating with multi-grade seating at each table, and the designation of students at different grade levels to assume responsibilities for their tables or for younger students. We create an atmosphere of intentionality by having a ritual song about gratitude at each lunch period.

### *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:

All entrances and exits to FACTS remain locked at all times unless someone is directly staffing that door. Front doors are equipped with maglocks; security cameras and a buzzer system that is controlled by the front office staff. All visitors must check in at the receptionists' desk and acquire a visitor's pass in order to be in the building. Security cameras are positioned at entrances and throughout the school.

FACTS holds monthly drills (fire, lockdown, or shelter in place). Safety training is incorporated into teacher and staff orientation and training. Several FACTS staff (in addition to the school nurse) are trained in basic first aid as well as CPR). All FACTS classrooms are furnished with curtains or blinds to cover windows in the event of a lockdown or shelter in place scenario. Shelter in place kits are located in specified locations, equipped with emergency supplies. The intercom system and camera monitors in the main office can be used to monitor activity in the building in the event of a lockdown.

FACTS has and enforces an anti-bullying and anti-harassment policy.

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

### **Wellness Policy**

The school wellness policy

*PDF file uploaded.*

### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*PDF file uploaded.*

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

### **Current Insurance Accord**

The school's current Insurance Accord

*No file has been 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:**

- 2017 6 POL ELL PGUI.pdf
- 2017 6 POL PKG SEL - Insured copy.pdf
- 2017 9 POL Cyber.pdf
- 2017 7 POL WC SEL - insured copy.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 our students is provided through a contract between the School District of Philadelphia and Durham Bus Company. All students in grades 1 through 8 who live a certain distance away from the school or who would have to cross hazardous streets are eligible for free transportation.

If a special education student is found eligible for specialized transportation by the IEP team, the

type of specialized transportation is determined based on the need of the student. Transportation accommodations range from curb-to-curb pick-up and drop-off to provision of tokens for public transportation. The student's age and level of need, based on individual circumstances, are considered in the provision of specialized transportation.

### 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

*PDF file uploaded.*

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

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

- Quarterly

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

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Never

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

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

The RTi process is outlined in our RTi handbook. Weekly grade meetings are held to ensure collaboration between classroom teachers and individuals providing interventions. Weekly content meetings are also scheduled between teachers to review lesson/unit plans, and to monitor and assess student progress. This includes ESOL teachers, Special Education teachers, specialists and content/homeroom teachers working together in a systematic method to ensure all the needs of students are met through communication and thoughtful planning.

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

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

The FACTS Board of Trustees allocates a significant line item for translation services in order to insure that outreach to parents, community organizations, and community members is conducted in people's primary languages and that school events (ranging from parent nights to individual parent conferences) are conducted in parents' preferred languages. Funding for family engagement events is also built into the school budget. The FACTS Board of Trustees includes at least two members who are parents of FACTS students.

### ***Community Coordination***

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

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

FACTS maintains relationships with several community child care centers. We hold special outreach events and conduct tours for child care staff and parents as part of our recruitment efforts. Several after care, tutoring, and youth development programs pick up students directly from FACTS. We maintain close coordination with these centers with a systematic method and sign-out sheet.

Two community partners who hold programs in the FACTS building run youth workforce development programs. Both programs have recruited FACTS students who are rising ninth graders or who are FACTS alumni for their 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 special education coordinator meets with local early intervention site coordinators to discuss the transition to Kindergarten and identify students who receive early intervention services once a release of records is obtained. Students who are receiving early intervening services are reevaluated (upon receipt of permission to evaluate) to determine the need for school-age services. The multidisciplinary team works closely with early intervention providers and families to locate and evaluate students who are thought to be eligible in order to smoothly transition to school-age services. During the evaluation process, a Notice of Recommended Educational Placement (NOREP) is issued to continue the early intervention services until the multidisciplinary team has the data to plan for school-age services. The school does not currently operate pre-kindergarten programs, nor does it contract with community agencies to operate said programs. A team meeting is held to discuss the results of the transitional evaluation and to explain the similarities and differences of early intervention versus school-age

services, as well as to develop the Individualized Education Plan (IEP), if the student is found eligible for school-age special education services.

## 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.

Materials and resources used for instruction mirrors the demographic of our school; therefore, it is of high interest and relatable to students. FACTS asks students to examine multiple perspective of things, which includes information and who is delivering the content. We expect teachers to use community members, resources and first person accounts to guide instruction.

Our goal is for students to be ethnographers; therefore, observation skills is part of social studies starting in the elementary years. Text books are used as supplementary materials.

Curricula and programs are used as frameworks. We adapt each to fit the needs of our student body, while being aware of connecting it to standards. We providing opportunities to develop critical thinking skills in every subject through high leveled questioning, reflections and teachers facilitating dialogue amongst students. The Director of Development with the administrative team will be devising a plan to acquire more resources to the school.

FACTS supplies needed resources for students with disabilities such as closed-Captioned TV (CCTV) for a student with visual impairment, VisioBook for a student with visual impairment, consultation and services provided by orientation and mobility specialist for students with visual impairments, consultation and services provided by teacher of the hearing impaired for students with hearing impairments, consultation and services provided by teacher of the visually impaired for students with visual impairments, occupational therapy tools (seat cushions, modified pencil grips, "fidgets", weighted items), leveled libraries, direct instruction phonics programs (Wilson, Edmark), modified math materials (Touch Math, Math in Focus) Each English Language Arts Classroom is equipped with their own classroom libraries, so students can access leveled books. Selections are catergorized by levels and genres.

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	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Materials and resources used for instruction mirrors the demographic of our school; therefore, it is of high interest and relatable to students. FACTS asks students to examine multiple perspective of things, which includes information and who is delivering the content. We expect teachers to use community members, resources and first person accounts to guide instruction.

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FACTS supplies needed resources for students with disabilities such as closed-Captioned TV (CCTV) for a student with visual impairment, VisioBook for a student with visual impairment, consultation and services provided by orientation and mobility specialist for students with visual impairments, consultation and services provided by teacher of the hearing impaired for students with hearing impairments, consultation and services provided by teacher of the visually impaired for students with visual impairments, occupational therapy tools (seat cushions, modified pencil grips, "fidgets", weighted items), leveled libraries, direct instruction phonics programs (Wilson, Edmark), modified math materials (Touch Math, Math in Focus) Each English Language Arts Classroom is equipped with their own classroom libraries, so students can access leveled books. Selections are catergorized by levels and genres.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources used for instruction mirrors the demographic of our school; therefore, it is of high interest and relatable to students. FACTS asks students to examine multiple perspective of things, which includes information and who is delivering the content. We expect teachers to use community members, resources and first person accounts to guide instruction.

Our goal is for students to be ethnographers; therefore, observation skills is part of social studies starting in the elementary years. Text books are used as supplementary materials.

Curricula and programs are used as frameworks. We adapt each to fit the needs of our student body, while being aware of connecting it to standards. We providing opportunities to develop critical thinking skills in every subject through high leveled questioning, reflections and teachers facilitating dialogue amongst students. The Director of Development with the administrative team will be devising a plan to acquire more resources to the school.

FACTS supplies needed resources for students with disabilities such as closed-Captioned TV (CCTV) for a student with visual impairment, VisioBook for a student with visual impairment, consultation and services provided by orientation and mobility specialist for students with visual impairments, consultation and services provided by teacher of the hearing impaired for students with hearing impairments, consultation and services provided by teacher of the visually impaired for students with visual impairments, occupational therapy tools (seat cushions, modified pencil grips, "fidgets", weighted items), leveled libraries, direct instruction phonics programs (Wilson, Edmark), modified math materials (Touch Math, Math in Focus) Each English Language Arts Classroom is equipped with their own classroom libraries, so students can access leveled books. Selections are catergorized by levels and genres.

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

*This narrative is empty.*

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and	Non Existent

resources available	
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

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:

We are a K-8 school and LEA.

### *SAS Incorporation*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district

	classrooms
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Full Implementation

Further explanation for columns selected "

All teachers will be trained on how to best used the SAS Materials and Resources section to increase student achievement. Some teachers familiar with it, some uses it and some are not familiar with it; therefore, it is unknown.

#### **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	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

All teachers will be trained on how to best use the SAS Materials and Resources Section to support increase of student achievement. Some are familiar and uses it, some are familiar, but don't use it and some are not familiar with it; therefore, it is difficult to determine and marked as unknown.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation

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

Further explanation for columns selected "

All teachers will be trained on how to use the SAS Materials and Resources section to increase student achievement. Some teachers are familiar with it and uses it, some are familiar but don't use it and some are not familiar with it at all; therefore, it is marked as unknown.

### High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

We are a K-8 school.

### *Fiscal Solvency Policies*

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

FACTS recognizes that the maintenance of a fund balance is essential for the preservation of its financial integrity and is fiscally prudent for the charter school. The Board is in the process of designating funds for particular purposes such as program stabilization, curriculum development, and PSERS stabilization.

### *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 Chart of Accounts of the Charter School mirrors that of the Pennsylvania State Chart of Accounts for public schools. GAAP is followed for our accrual based accounting system.

## Professional Education

### *Characteristics*

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

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

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

There are instructional teams in place that support teachers' continual learning and professional growth.

Instructional teams include: Curriculum Council, Literacy Team, Math Team, Social Studies Committee, Folk Arts Committee, and Grade Band meetings. FACTS has a coordinator for each major content area

who works with the Principal to ensure standards aligned instruction and consistency. FACTS has a literacy, math, social studies, science, and folk arts coordinator. Their responsibility includes coaching teachers, reviewing lesson plans, and conducting walkthroughs. The Principal conducts a formal observation for every teacher and makes frequent walkthroughs during the year. Teachers submit a Professional Portfolio to the Principal that includes sample lesson plans and artifacts from student work. Professional development sessions inform teachers of effective methods of working with parents, and clear expectations are set for teachers to reach out actively to discuss children's learning with parents.

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

FACTS does not have a high school.

### ***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:
10/9/2015
The LEA plans to conduct the required training on approximately:
1/2/2018

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:
9/21/2017
The LEA plans to conduct the training on approximately:
9/21/2018
9/20/2019
9/18/2020

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>
Not Applicable for our school entity

### ***Strategies Ensuring Fidelity***

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

*None.*

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

The list of Professional Development topics are provided from teachers and staff. The Curriculum Council uses the list and determines a schedule in September. Federal and state mandates are considered, such as topics on Special Education and ESOL. Each professional development is concluded with an evaluation from participants. A Professional Development Log is collected by the Principal through the Professional Portfolio. The logs include a brief reflection of key points or highlights of learning. The Principal conducts observations and coaching to ensure the fidelity and monitoring of initiatives.

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

*This narrative is empty.*

### ***Induction Program***

#### *Checked answers*

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

- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will 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*

- Inductees will effectively navigate the Standards Aligned System website.

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

Inductees participate in a meeting to review the expectations of our Induction Program. Each inductee is assigned a mentor who is an instructional leader in the school. The inductee and mentor are required to meet weekly. After each meeting the inductee writes a reflection that is submitted to the Principal. The Principal and content coordinators provide ongoing support and coaching through frequent walkthroughs, formal observations and pre and post observation meetings. Walkthroughs and observations are aligned to the Danielson Framework. Included in the Induction Program are also opportunities for observations; either by the inductee or of the inductee.

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

More explicit workshops of how to navigate through the SAS will be provided.

### *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 inductee receives the Induction Program Handbook in September, and are required to participate in an induction workshop. Each inductee is also assigned a mentor, so ongoing support is provided. The Principal frequently provides support through walkthroughs, observations and meetings.

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

*This narrative is empty.*

### ***Mentor Characteristics***

*Checked answers*

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

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

*Unchecked answers*

*None.*

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

FACTS adheres to the Induction Guidelines outlined in the PDE. We developed our Induction Program using the Guidelines.

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

*This narrative is empty.*

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

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

If necessary, provide further explanation.

Inductees are required to use a self-assessment tool to determine their individual need of support; therefore, the support is unique to the inductee. However, each topic is addressed with the mentor, department coordinator and Principal with the inductee.

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

Identify the procedures for monitoring and evaluating the Induction program.

There is an annual cycle of review of the program with participants after an academic year. Participants provides feedback to further enhance the program.

### *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

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## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

## Cyber Charter Schools

*No policies or procedures have been identified.*

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Federal Programs

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## Coordination of Programs

### Technical Assistance

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

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

FACTS is a single site school. Members of the administrative team seek out and attend necessary training on Federal Programs. The Associate Director and Accountability Manager, under the direction of the Executive Director provides technical assistance to other members of the FACTS community on federal program requirements. The Associate Director acts as the Title I and Title II coordinator and assists the Title III and Fiscal Requirements coordinators in complying with program requirements.

Provider	Meeting Date	Type of Assistance
LEA	3/8/2017 12:00:00 AM	Federal Audit of Title Program
LEA	3/30/2017 12:00:00 AM	Federal Audit of Title Program
LEA	6/14/2017 12:00:00 AM	Concerns and Action Plan
LEA - Assistant Director, Ricque Porter	5/5/2017 12:00:00 AM	Reviewed Title I, II, III and Schoolwide Fiscal Procedures
PDE - Erin Derr	4/17/2017 12:00:00 AM	Title I Desk Audit Assistance
PDE - Kelly Fortney	6/5/2017 12:00:00 AM	LEA listened to Title I Schoolwide Plan Webinar

### Student Assessment of Progress

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

**Frequent and ongoing assessments are used to determine student progress and help determine how the schoolwide plan is meeting the student needs.**

FACTS teachers use a data use cycle approach to effectively use student achievement data to support instructional decision-making. The approach will be part of an ongoing cycle of

instructional improvement.

The following is a checklist to carry out the data use cycle:

**Checklist 1: Make data part of an ongoing cycle of instructional improvement**

- Collect and prepare a variety of data about student learning.
- Interpret data and develop hypotheses about how to improve student learning.
- Modify instruction to test hypotheses and increase student learning.

**Checklist 2: Teach students to examine their own data and set learning goals**

- Explain expectations and assessment criteria.
- Provide feedback to students that is timely, specific, well formatted and constructive.
- Provide tools that help students learn from feedback.
- Use students' data analyses to guide instructional changes.

**Checklist 3: Establish a clear vision for schoolwide data use**

- Establish a schoolwide data team that sets the tone for ongoing data use.
- Define critical teaching and learning concepts.
- Develop critical teaching and learning concepts.
- Develop a written plan that articulates activities, roles and responsibilities.
- Provide ongoing data leadership.

**Checklist 4: Provide supports that foster a data-driven culture within the school**

- Designate a school-based facilitator who meets with teacher teams to discuss data.
- Dedicate structured time for staff collaboration.
- Provide targeted professional development regularly.

**Checklist 5: Develop and maintain a districtwide data system.**

- Involve a variety of stakeholders in selecting a data system.
- Clearly articulate system requirements relative to user needs.

- Determine whether to build or buy the data system.
- Plan and stage the implementation of the data system.

In addition to analyzing the PSSA scores for students in grades 3-8 in the area of Mathematics, Literacy, and Science, FACTS will use the following assessments to measure on-going student progress:

### **Reading**

FACTS will use the Developmental Reading Assessment (DRA) to determine reading progress. DRA is a standardized reading test used to determine a student's instructional level in reading. By knowing student DRA levels, teachers can plan for small group instruction, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them. DRAs are administered to all students in September and June. A mid-year assessment will be completed in February for students falling below grade level expectation. Teachers will track reading performance data. The Curriculum Council will analyze the data at least twice within the year to determine necessary interventions and will present the data to the Board.

### **Writing**

Teachers will use the TCRWP® Writing Pathways: Performance Assessments and Learning Progressions. Writing Pathways is designed to help teachers provide students with continuous assessment, feedback, and goal setting. It includes performance assessments, student checklists, rubrics and leveled writing exemplars to help teachers evaluate students' work and establish where students are in their writing development. It is organized around three learning progressions, one for each type of writing and describes development in structure, development and language conventions.

FACTS covers 3 to 5 units in writing. After every unit teachers will use the Writing Pathways. Teachers will track writing performance data. The Curriculum Council will analyze the data at least twice within the year to determine necessary interventions and will present the data to the Board.

### **Math**

FACTS will use universal screeners and the Singapore Math® and Eureka Math® chapter and unit tests to assess student learning. Teachers will also use Exit Ticket quizzes, which ideally have 2 to 5 questions and are given at the end of each lesson. Exit Tickets allow for quick grading and timely feedback for the students and teacher. They drive future instruction and provide the teacher with data on which students require remedial support. Teachers will use the Pattern Box®, a differentiated 3 to 5 minute fluency activity, and XtraMath® to assess fluency growth.

### **English Language Learners**

ESOL teachers will use the WIDA Can Do Descriptors to differentiate instruction, plan lessons, and to observe students' progress. ELLs will participate in the WIDA ACCESS for ELLs 2.0 Summative Assessment annually. ACCESS for ELLs 2.0 is an English language proficiency assessment to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading and Writing.

**In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. FACTS has implemented the following increased instructional opportunities for students identified as at-risk of failing or failing to meet achievement standards:**

**1. PLATO**

(Personalized Learning and Teaching Opportunities) – Middle school teachers are given coverage once a week so they can: conference with students to give feedback, pre-teach/re-teach a small group lesson, or employ RtI interventions.

**2. Golden Minutes –**

This is a 25 minute daily block of time used in grades K-5 for teacher read alouds, independent reading, and for Special Education and ESOL teachers to pull small groups of students to work on individual student goals. RtI groups are also pulled during this time.

**3. Before/After School –**

There are currently several students with an IEP who receive assistance with homework either before or after school.

**4. Math Tutoring –**

Based on PSSA scores and teacher recommendation, small groups of students in grades 1 through 8 who are performing below expectation receive afterschool tutoring in Singapore mathematics twice a week for the duration of the school year.

**5. RtI Work Sessions –**

Teachers are released once or twice per week during morning meeting to work with students on RtI goals.

**Summer School Program**

FACTS provides extended school year for students based on their Individualized Education Plan. FACTS also provides a summer math enrichment program.

**In-Class Instructional Support/Pull-Out Instructional Support**

FACTS Special Education and ESOL teachers provide a combination of push-in and pull-out services based on student need. Teachers are assigned to specific grade groupings and have common planning time with the content homeroom teacher.

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

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

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

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

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

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

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

FACTS was named a National Blue Ribbon School Exemplary Achievement Gap Closing School in 2016 by the US Secretary of Education.

### Accomplishment #2:

FACTS was named a model school according to the 2015-15 School Progress Report by the Philadelphia School District. FACTS received an overall score of 82%, ranking 2nd out of 138 K-8 schools in the city.

### Accomplishment #3:

One way that we measure our academic standards and the quality of the education we provide is through our students' high school admissions. We have built a system of school-wide involvement and strong family support for the high school admissions process. Everyone from the kindergarten teachers to the secretaries and custodians take part in supporting our eighth graders as they investigate high schools, prepare essays where necessary, and seek academic and community letters of reference. Our Director of School Culture helps to provide multilingual guidance and assistance to families in navigating what can be a very confusing application process. In recent years we have seen these efforts pay off in the form of increased numbers of students getting into their first choice high schools. The chart below shows the kinds of high schools our students are attending.

<b>High School Admissions</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Magnet/Special Admission Public	36%	44%	62%	70%	79%	81%	69%
Charter School	54%	44%	26%	26%	9%	9%	14%
City Wide Admissions	2%	4%	4%	4%	5.5%	0%	8%
Private School	6%	0%	4%	0%	1.8%	4%	2%
Neighborhood School	2%	4%	0%	0%	0%	2%	5%
Left the District	0%	4%	4%	0%	3.7%	4%	2%

### Accomplishment #4:

100% of seventh graders successfully completed a culminating folk arts project, demonstrating knowledge, skills, and insights accumulated about a specific folk arts discipline, question or concept by presenting to a group of peers and teachers.

**Accomplishment #5:**

FACTS maintains a high level of retention both within school years and across school years.

**Accomplishment #6:**

FACTS maintains its mission driven demographic diversity. In 2016-17, 14% of FACTS students were African American, 70% were Asian American, 4% Hispanic, 7% multiracial, and 4% white. More than two-thirds of FACTS students speak a language other than English at home, and together represent more than 11 distinct languages and/or dialects.

**Accomplishment #7:**

178 FACTS students participated in year long study of a folk art discipline of their choosing including a range of folk arts from diverse communities (West African dance, lion dance and kung fu, Beijing Opera, Indonesian dance, African American Step, Vietnamese zither).

**Accomplishment #8:**

All mathematics units are aligned to PA core standards.

**Accomplishment #9:**

Literacy teachers developed a protocol for peer coaching and collaboration in order to set teaching and assessment goals.

## Charter School Concerns

**Concern #1:**

FACTS is developing its own social studies curriculum aligned with state standards. We have adopted Understanding By Design (UBD) as our method and framework for curriculum planning and have completed approximately 85% of the unit design, using the UBD framework. Our goal is to complete 100% by June 2018.

**Concern #2:**

FACTS saw a decline in the overall performance of students scoring proficient and advanced (57% vs. 85% in 2013-2014) on the newly revised Math PSSA in 2014-15. The largest drop was among our ELL students. (24% vs. 84% the previous year)

**Concern #3:**

Although, information is translated into multiple languages for families, FACTS is working on developing better means of communicating with all stakeholders, and involving stakeholders in the process of determining instructional goals to increase student achievement .

## Prioritized Systemic Challenges

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

### Aligned Concerns:

FACTS saw a decline in the overall performance of students scoring proficient and advanced (57% vs. 85% in 2013-2014) on the newly revised Math PSSA in 2014-15. The largest drop was among our ELL students. (24% vs. 84% the previous year)

**Systemic Challenge #2** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

### Aligned Concerns:

FACTS is developing its own social studies curriculum aligned with state standards. We have adopted Understanding By Design (UBD) as our method and framework for curriculum planning and have completed approximately 85% of the unit design, using the UBD framework. Our goal is to complete 100% by June 2018.

**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.

### Aligned Concerns:

Although, information is translated into multiple languages for families, FACTS is working on developing better means of communicating with all stakeholders, and involving stakeholders in the process of determining instructional goals to increase student achievement .

# Charter School Level Plan

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## Action Plans

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

### Indicators of Effectiveness:

Type: Annual

Data Source: Rtl data, PSSA data, DRA levels, Report Cards

Specific Targets: Rtl data, PSSA data

### Strategies:

#### *Response to Instruction and Intervention (RtII)*

##### Description:

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources:

<http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272716/RtIIAnIntro.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### Implementation Steps:

#### *Response to Instruction and Intervention (RtII)*

**Description:**

FACTS will administer universal screeners three times per year in mathematics and reading. These will be utilized by the RtI team to develop tier 1, 2, and 3 interventions.

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

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

**Supported Strategies:**

- Response to Instruction and Intervention (RtII)

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: 100% completion of UBDs in Social Studies from K-8.

Specific Targets: Student portfolios, student unit test scores, and student reflections

**Strategies:***Curriculum Mapping*

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

mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>  
 Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

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

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

#### *100% Completion of UBDs in Social Studies*

**Description:**

The Social Studies Committee will create a scope and sequence, targeted goals and a timeline for the completion of all Social Studies UBDs from grades K-8. Teachers teaching the content will be integral in producing the end result. Teachers will be given approved time to map the units.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

**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: Event/Family Nights Sign-in Sheet

Parent Survey

Parent Interview

Specific Targets: Survey Results

## **Strategies:**

### *Family Literacy Activities*

**Description:** Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources:

[http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf),

<http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>,

<http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>,

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf))

**SAS Alignment:** Instruction

### *Language-Grouped Meetings*

#### **Description:**

We will offer opportunities for parents to participate in Language-Grouped Meetings (State of the School Meetings) to discuss specific topics. Topics may include PSSA data, Strategic Planning Goals, curriculum planning and other concerns or issues they would like to address. Many of our families' dominant language is other than English; therefore, the Language-Grouped Meetings will give families access to information. The meetings will also be a vehicle for families to offer input and feedback to increase student achievement and improve FACTS.

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

## **Implementation Steps:**

### *Family Nights*

#### **Description:**

There will be on-going Literacy, Math, ESOL, Special Education, Folk Arts and Mandarin Nights to share with families the learning that is happening in each specific subject. Teachers will also share tips on how families can support their child at home for each subject area.

The effort is to increase the partnership between home and school. During the events, we will also survey and/or interview parents on how we can best support students. We will be attempting to involve parents and families more into our instructional plans and goals. Interpreters will be available.

Invitations will be sent through our weekly Take-Home-Tuesday folders with translated versions. It will be scheduled on our webpage on the school calendar, and parents will be receiving phone calls as reminders in multiple languages.

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

**Program Area(s):** Special Education

**Supported Strategies:**

- Family Literacy Activities

### *Language Accessible Meetings*

**Description:**

Parent meetings (such as Back to School Night, Title I meetings, and State of the School Meetings) are designed to be language accessible, using strategies including simultaneous interpretation, consecutive interpretation, language grouped meetings, and telephonic interpretations and will be scheduled on the school's calendar. Topics of the meetings will reflect current concerns, issues or new school goals. Families will be asked to sign-in, so we can track the attendance. Families are also asked to provide feedback in the form of short surveys on the usefulness of the meeting. Interpreters will be available to share information and to provide a platform for parents to give input, feedback, ask questions and share suggestions. The information we collect will be shared to Administrative Council and Curriculum Council members. This ensures that all families have access and are active participants of the school community regardless of proficiency levels in English.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Language-Grouped Meetings

