

Folk Arts-Cultural Treasures CS

Charter School Plan

07/01/2014 - 06/30/2017

Charter School Profile

Demographics

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

AYP Status:	None
CEO:	Janeya Hisle
Date of Local Chartering School Board/PDE Approval:	6/16/2010
Length of Charter:	5 years
Opening Date:	9/6/2005
Grade Level:	K-8
Hours of Operation:	7:00 am - 5:30 pm
Percentage of Certified Staff:	93.00 %
Total Instructional Staff:	37
Student/Teacher Ratio:	15:1
Student Waiting List:	635
Attendance Rate/Percentage:	97.50 %
Enrollment:	478
Per Pupil Subsidy:	\$7996.80
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	84.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	59

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	323.00
Black (Non-Hispanic)	91.00
Hispanic	19.00
White (Non-Hispanic)	7.00
Multicultural	38.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	170.00	174.00	174.00	174.00

Instructional Hours	0.00	0.00	920.00	1002.00	1002.00	1002.00
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Planning Process

FACTS' Administrative Council, with the Executive Director and the Principal at the lead, will be the core planning body for the Comprehensive Planning Process. The Administrative Council meets weekly and is comprised of the Executive Director, Deputy Director, Dean of Students, Director of Finance, and Development Director. The Comprehensive Planning Process and the Implementation and Action Plan phases will be built into the agenda of this standing committee. The Administrative Council will take 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 in the last year of its Strategic Plan and will begin another cycle of Strategic Planning in 2015. Goals and assessments from our implementation plans will help inform this planning process, and the Comprehensive Planning Process will provide important context and guidance to the Strategic Planning Process.

The Curriculum Council which meets every other week will also participate in the Planning Process. The Curriculum Council, under the leadership of the Principal will take primary responsibility for assessing our development of curriculum, standards, and assessment, as well as discussing 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 will be informed and consulted about the planning process from the phase of drafting the plan to the implementation phases.

Mission Statement

The Folk Arts-Cultural Treasures Charter School (FACTS) 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. Based in Philadelphia's Chinatown community, FACTS 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 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 485 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 84% 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. As the city's oldest Asian American neighborhood, Chinatown has experienced a dramatic increase in population. In addition to a Chinese population, increasing numbers of recent immigrants from Mexico and Central America also live and work there. Philadelphia's Chinatown also 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. In general, children of these immigrant families 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.

Local businesses and foundations including Wells Fargo Bank, Pfizer, Target, Dollar General, Penn Medicine, the Rotary Club Foundation, and the Rosenbaum Foundation have provided financial support to FACTS through grants and donations. Bryn Mawr College, Drexel University, St. Joseph's University, Swarthmore College, and the University of Pennsylvania place undergraduate and graduate students at FACTS in volunteer roles to complete course credit. And FACTS draws on the rich array of cultural and educational institutions to extended student learning outside the classroom such as the Pennsylvania Ballet, Franklin Institute, and Free Library of Philadelphia.

Board of Trustees

Name	Office	Address	Phone	Email
Joan May Cordova	Member	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Heather Davis-Jones	Secretary	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Bret P. Flaherty	Board Chair	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Suzanne Lewis	Treasurer	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	Member	1023 Callowhill Street /Philadelphia, PA 19123	215-569-2600	info@factschool.org
Ed Nakawatase	Board Chair	1023 Callowhill Street /Philadelphia, PA 19123	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.

Formal Board training was conducted by Foundations Inc. Board Co-Chair Bret Flaherty and Board member Simon Liu received formal training on issues including the responsibilities of Charter School Boards, Sunshine Law, Public Officials Act, mandatory board policies, and board of trustees best practices. In 2010, we engaged the Boston consulting firm, CFAR, to help clarify the roles, relationships, and responsibilities between and among management, the Board, and other stakeholders. Specifically this training engaged the board and top management in more clearly delineating who is responsible/accountable/consulted/informed around a range of school decisions. This multi day training involved Board members Bret Flaherty, Ed Nakawatase and Simon Liu. 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 inform 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; as another example, there was a presentation on the educational rights of homeless students.

FACTS secured funding to support the transition to new leadership on both the administrative and board levels. We have four board members who have joined the board within the past year. We are scheduling a series of trainings for the board that will again cover the range of issues from Charter School Law and rules governing charter school boards, compliance issues, interpreting financial statements, and general good governance practice.

Governance and Management

The Board of Trustees is responsible for hiring, supervising, and evaluating the Executive Director. The Board Co-Chairs meet at least monthly with the Executive Director and on an as-needed basis. The Executive Director informs the Board Co-Chairs of issues and concerns, consults with them, and together they plan the board agenda. The Finance Committee meets monthly and is comprised of a Board Co-Chair, the Treasurer, the Executive Director, and the Finance Director. 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

Parents/guardians requesting admission of a child to the school for the first time must present documentary evidence of the child's date of birth, the child's residence, and proof of immunization. No student shall be admitted for the first time to FACT Charter School who has not been immunized against such diseases as are enumerated by the State of Pennsylvania Advisory Health Board and in a manner directed by the State Secretary of Health and duly constituted state and municipal health authority. A student may be exempt from the requirements for immunization whose parent/guardian objects in writing to such immunization for religious reasons or whose physician certifies that the student's physical condition counter-indicates immunization. Parents/guardians must complete a Home Language Survey.

Parent Communication

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

Files uploaded:

- enrollment page.docx

Registration Policy

Registration Policy

No file has been 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

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				

Planning Committee

Name	Role
Aurelia Bonitatis	Student Services Director/Specialist
Stephen Coyle	Middle School Teacher - Regular Education
Heather Davis-Jones	Parent
Janice Fan	Elementary School Teacher - Regular Education
Mary Graham	Community Representative
Janeya Hisle	Administrator
Annie Huynh	Elementary School Teacher - Regular Education
Eric Joselyn	Middle School Teacher - Regular Education
Mae Lee	Business Representative
Pheng Lim	Administrator
Lucinda Megill	Middle School Teacher - Regular Education
Lisa Pawlikowski	Special Education Director/Specialist
Mayuko Iwaki Perkins	Ed Specialist - Other
Marisol Rivera	Elementary School Teacher - Regular Education
Toni Shapiro-Phim	Community Representative
Mey Shou	Business Representative
Theodore Wong	Parent

Core Foundations

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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	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":

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	Developing	Developing

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	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

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

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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 60% 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 completed at approximately 70%. We are working with the Science Team to accomplish 100% of UBDs from grades K-8. A standardized unit plan format with assessments, daily lessons and resources are being developed.

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	Developing

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 approximately 60% 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 approximately 70% completed. We are working with the Science Team to accomplish 100% of UBDs from grades K-8. A standardized unit plan with daily lessons, assessments and resources are being developed.

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, 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 60% 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 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 completed at approximately 70%. The Science Team are working to accomplish 100% completed UBDs. A standardized unit plan format with daily lessons, assessments and resources are being developed.

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

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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. 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 to meet student needs.	Not Applicable
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 assigning 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

Course Completion	SY 14/15	SY 15/16	SY 16/17
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

Standards	WA	TD	NAT	DA	PSW	Other
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: *No graduation requirement specifics have been identified.*

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA		X	X	
WIDA Access	X	X	X	
Student Reflections	X	X	X	
Standards-based Report Card 1-5 (3 Marking Periods)	X	X		
Model Performance Index for English Language Progress	X	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	X	
K Report Card (3 Marking Periods)	X			

Performance tasks on UBDs	X	X	X	
DRAs	X	X	X	
Folk Arts Presentation			X	
Final Writing Pieces	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
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	
Model Performance Index for English Language Progress	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		

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			

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 includes 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), 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

Assessment Data Uses	EEP	E EI	ML	HS
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

Distribution Methods	EEP	E EI	ML	HS
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

Programs, Strategies and Actions	EEP	EEI	ML	HS
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	X	X	X	
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 for students. Our Dean of Students 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.

The Administrative Team is in the process of changing the position of Dean of Students to Director of School Culture. The transition will include 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 system for entry into the school building. The entrances to the building are locked. People must buzz the main office to enter. Identification also must be verbally exchanged. Personnel are trained not to open doors, and the responsibility is for those trained in the main office. There are translated signs visibly posted on the main entrance's door to clarify the procedure.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	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

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
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

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	
Case and Care Management	X	X	X	
Community Liaison	X	X	X	
Community Services Coordination (Internal or	X	X	X	

External)				
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 MACCS Health Services (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. When FACTS is unable to meet the specific needs of a student who could be better served in another setting, FACTS contracts with an approved private school. 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

Communication of Educational Opportunities	EEP	EEI	ML	HS
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

Communication of Student Health Needs	EEP	EEI	ML	HS
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

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	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

No file has been uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Description of Insurance Coverage.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	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.

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.

FACTS has completed a new Technology Plan, and will begin to implement it in 2015-16. We are also looking to increase our bandwidth to align it to the new Technology Plan.

Examples of resources (Lisa)

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 in 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 questioning who is delivering the content.

We expect teachers to use community members and resources to guide or enhance their instruction. Our goal is for students to be ethonographers by studying the world around them through observations. Text books are used as supplementary materials. Curricula and programs are used as frameworks. We adapt each to fit the needs of our students, while being aware of the responsibility to align it with standards. We provide opportunities for students to develop critical thinking skills in every subject area through high level questionings, reflections and teachers facilitating dialogue amongst students. The Development Director will be working with the administrative team to develop a plan to acquire more resources and materials for instruction.

Each English Language Arts Classroom is equipped with their own classroom libraries, so students can access leveled books. Selections are categorized by levels and genres.

FACTS has completed a new Technology Plan, and will begin to implement it in 2015-16. We are also looking to increase our bandwidth to align it to the new Technology Plan.

Example of SpEd resources (Lisa)

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 in instruction mirrors the demographic of our students; therefore, it is of high interest and relatable to students. FACTS asks middle school students to look through a multiple perspective lens when learning in all content areas. We use high level questions, reflections and teachers challenging students through complex dialogue amongst their peers to develop critical thinking skills. We expect teachers to use community members and resources to guide or enhance their instruction. First person accounts are resources commonly used when discussing learning about history or historical events. Textbooks are used as supplementary materials. Curricula and programs are used as frameworks. We adapt them to fit the needs of our students. We provide an academically rigorous program that is standards aligned and prepares our students for top performing high schools. The Director of Development will be working with the administrative team to develop plan to acquire more resources and materials.

Each English Language Arts Classroom is equipped with their own classroom libraries, so students can access leveled books. Selections are categorized by levels and genres.

FACTS has completed a new Technology Plan, and will begin to implement it in 2015-16. We are also looking to increase our bandwidth to align it to the new Technology Plan.

Example of SpEd resources (Lisa)

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 resources available	Non Existent
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

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of

	Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

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

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown

Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

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

Standards	Status
Arts and Humanities	Level of Implementation is Unknown

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

	is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

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

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
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	

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

materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
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.

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- 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.

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

- 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.

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

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

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

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

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
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 Evaluating and 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)

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

Assurances

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
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Our school achieved Adequate Yearly Progress under the No Child Left Behind standards in 2009, 2010, 2011 and 2012.

Accomplishment #2:

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 Dean of Students 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.

	2011	2012	2013
Magnet / Special Admit Public	36%	44%	62%
Charter Schools	54%	44%	26%
City Wide Admissions Public	2%	4%	4%
Private Schools	6%	0%	4%
Neighborhood Schools	2%	4%	0%
Left the District	0%	4%	4%

Accomplishment #3:

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

	Year 1	Year 2	Year 3	Year 4
	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013

Within-Year Retention	98.7%	97.8%	98.7%	99.8%
Across-Year Retention	95.0%	95.2%	95.5%	98.1%

Accomplishment #4:

In 2012-13, 80.9%% of FACTS students scored Proficient or Advanced on the Math PSSA.

Accomplishment #5:

Between 2011-12 and 2012-13, Math PSSA scores of the FACTS' Black Student Subgroup increased from 48.38% scoring Proficient or above to 62% scoring Proficient or Advanced.

Accomplishment #6:

FACTS maintains its mission driven demographic diversity. In 2012-13, 20% of FACTS students were African American, 67% were Asian American, 4% Hispanic, 6% multiracial, and 2% 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:

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.

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 60% of the unit design, using the UBD framework. Our goal is to complete 100% by June 2015.

Concern #2:

The Principal and ELA coordinator have observed that some elements of Readers and Writers Workshop are not being implemented with fidelity in all classrooms.

Concern #3:

FACTS has adopted and implemented Responsive Classroom techniques as our schoolwide approach to creating a positive learning environment. While certain aspects of Responsive Classroom are implemented in 100% of FACTS classrooms (such as Morning Meetings), other aspects (such as positive teacher language, take a break, etc.) are not universally understood or practiced by teachers.

Concern #4:

FACTS does not have maps for our math and literacy programs that reflect our alignment to the PA Core Standards in Mathematics and English Language Arts from grades K-8.

Concern #5:

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 (System #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 60% of the unit design, using the UBD framework. Our goal is to complete 100% by June 2015.

The Principal and ELA coordinator have observed that some elements of Readers and Writers Workshop are not being implemented with fidelity in all classrooms.

FACTS does not have maps for our math and literacy programs that reflect our alignment to the PA Core Standards in Mathematics and English Language Arts from grades K-8.

Systemic Challenge #2 (System #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

Action Plans

Goal #1: 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://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Determining Non-Negotiable with Literacy Department

Description:

Teachers College Reading and Writing Project is research-based and implemented in many schools across the country with success. This is an excerpt from their webpage:

The mission of the Teachers College Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers. We accomplish this goal through research, curriculum development, and through working shoulder-to-shoulder with students, teachers, and school leaders. The organization has developed state-of-the-art tools and methods for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction. Thousands of teachers regard the Teachers College Reading and Writing Project as a continual source of professional renewal and education. Well over 170,000 teachers have attended our week-long institutes, and over 4,000 participants return each year to annual Saturday Reunions.

<http://readingandwritingproject.org/about/research-base>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Navigating Standard Aligned Systems

Description:

The Pennsylvania Department of Education developed the Standard Aligned Systems to provide teachers with tools and resources reflecting best practices to improve student achievement and to develop as professionals. There will be workshops to support teachers in navigating the system, and to discuss how it could support instructional practices.

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

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: 9/1/2013 **End Date:** 7/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Determining Non-Negotiable with Literacy Department

Description:

The Literacy Team, from grades K-8, will determine a list of non-negotiables for Reading and Writing Workshops. The list will include standard features found in every literacy classroom, lesson plans, lessons and conferences. The Literacy Coordinator will draft a document that is reviewed and approved by the Principal. The document will be housed in the Curriculum Drive to be accessible to all teachers.

Start Date: 9/1/2013 **End Date:** 6/30/2015

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Determining Non-Negotiable with Literacy Department

Alignment to Reading and Mathematics PA Core Standards from K-8

Description:

The Literacy and Math Coordinators will be working closely with the Principal to map the Reading, Writing and Math curricula to determine alignment with PA Core Standards and to determine if there are existing gaps. The Literacy Team will be reviewing and implementing Teachers College Reading and Writing Project: Units of Study to align with writing standards.

Start Date: 9/1/2013 **End Date:** 6/30/2015

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Curriculum Mapping

Navigating Standard Aligned Systems

Description:

There will be a series of workshops provided to help teachers navigate through the SAS to improve student achievement and to develop teachers professionally. The series of workshops will be lead by the Principal and program coordinators. A reflection will be conducted after each workshop to determine the effectiveness. The Principal will also examine lesson plans and conduct observations.

Start Date: 9/1/2013 **End Date:** 6/30/2015

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

Supported Strategies:

- Navigating Standard Aligned Systems

Goal #2: 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: Interim

Data Source: PSSA Data, 4Sight

Specific Targets: Using data from PSSA and 4Sight, teachers will determine target skills to increase student achievement.

Type: Annual

Data Source: Event/Family Nights Sign-in Sheet

Parent Survey

Parent Interview

Specific Targets: Benchmarks, PSSA data and report cards

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.

(Source: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf)

SAS Alignment: Instruction

Language-Grouped Meetings

Description:

We will offer opportunities for parents to participate in Language-Grouped 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:

Using Data to Inform Instruction

Description:

Teachers will review disaggregated data to determine instructional focus to increase student achievement. Teachers will determine specific interventions for the class, groups, or for specific students. The interventions will be tracked

by teachers on a progress monitoring form, and reviewed by the Accountability, Intervention and Assessment Manager. Interventions will be shared with families, especially of specific students. This is in addition to our existing RTI process. The process will be reviewed at the end of the first implementation year.

Teachers will involve families in determining interventions and goals that are reflective of needs. A tracking system will be available to families to inform the course of the intervention.

Start Date: 9/1/2013 **End Date:** 6/30/2015

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

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: 9/1/2013 **End Date:** 6/30/2015

Program Area(s): Special Education

Supported Strategies:

- Family Literacy Activities

Language-Grouped Meetings

Description:

Language-Grouped Meetings 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. 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: 9/1/2013 **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- Language-Grouped Meetings

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	#1 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.	Strategy #1: Determining Non-Negotiable with Literacy Department
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Start	End	Title	Description					Type	App.
9/1/2013	6/30/2015	Determining Non-Negotiable with Literacy Department	<p>The Literacy Team, from grades K-8, will determine a list of non-negotiables for Reading and Writing Workshops. The list will include standard features found in every literacy classroom, lesson plans, lessons and conferences. The Literacy Coordinator will draft a document that is reviewed and approved by the Principal. The document will be housed in the Curriculum Drive to be accessible to all teachers.</p>						
		Person Responsible	SH	S	EP	Provider			
		Literacy Coordinators, Literacy Teachers and Principal	1.0	8	10	Literacy Coordinator, literacy teachers and Principal	School Entity	No	

Knowledge

Implementing Reading Workshop with fidelity.

Conducting peer lesson/unit reviews

Supportive Research

<http://readingandwritingproject.org/about/research-base>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format

Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
New Staff
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>
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LEA Goals Addressed: #1 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.

Strategy #1: Curriculum Mapping

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2013	6/30/2015	Alignment to Reading and Mathematics PA Core Standards from K-8	The Literacy and Math Coordinators will be working closely with the Principal to map the Reading, Writing and Math curricula to determine alignment with PA Core Standards and to determine if there are existing gaps. The Literacy Team will be reviewing and implementing Teachers College Reading and Writing Project: Units of Study to align with writing standards.							

Literacy Coordinators, Literacy Teachers, Math Coordinator, Math Teachers and Principal	1.0	10	10	Literacy Coordinator, literacy teachers, math coordinator, math teachers and Principal	School Entity	No
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Knowledge

Aligning core standards and competencies to increase student achievement.

Supportive Research

<http://readingandwritingproject.org/about/research-base>

<http://www.singaporemath.com/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Training Format

Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed: #1 Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms

Strategy #1: Navigating Standard Aligned Systems

for all students.

Start	End	Title	Description					
9/1/2013	6/30/2015	Navigating Standard Aligned Systems	<p>There will be a series of workshops provided to help teachers navigate through the SAS to improve student achievement and to develop teachers professionally. The series of workshops will be lead by the Principal and program coordinators. A reflection will be conducted after each workshop to determine the effectiveness. The Principal will also examine lesson plans and conduct observations.</p>					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal and content coordinators	1.0	3	35	Principal and program coordinators	PaTTAN	No

Knowledge

How to utilize the SAS as a resource to improve student achievement.

From PDE

Supportive Research

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic and Core Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Other educational specialists
Parents

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>
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LEA Goals Addressed: #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.

Start	End	Title	Description
9/1/2013	6/30/2015	Using Data to Inform Instruction	Teachers will review disaggregated data to determine instructional focus to increase student achievement. Teachers will determine specific interventions for

the class, groups, or for specific students. The interventions will be tracked by teachers on a progress monitoring form, and reviewed by the Accountability, Intervention and Assessment Manager. Interventions will be shared with families, especially of specific students. This is in addition to our existing RTi process. The process will be reviewed at the end of the first implementation year.

Teachers will involve families in determining interventions and goals that are reflective of needs. A tracking system will be available to families to inform the course of the intervention.

Person Responsible	SH	S	EP	Provider	Type	App.
Accountability, Intervention and Assessment Manager, Principal, teachers	2.0	2	40	Accountability, Intervention and Assessment Manager, Principal	School Entity	No

Using data to inform instruction.

Knowledge

Progress monitoring of student achievement

Differentiating instruction to fit the needs of all students

Supportive Research

One of the most powerful tools to affect teaching is using best practices. Using data to inform instruction and using a systematic method to monitor progress will help to support and increase student performance.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	Dir Supt / Ast Supts / CEO / Ex New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Joint planning period
activities
Journaling and reflecting

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans
Review of written reports
summarizing instructional activity
Portfolio

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Folk Arts-Cultural Treasures CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer