Souderton CS Collaborative

Charter School Plan

07/01/2019 - 06/30/2023

Charter School Profile

Demographics

110 E Broad Street
Souderton, PA 18964
(215)721-4560

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Jennifer Arevalo
Date of Local Chartering School Board/PDE Approval:	12/18/2014
Length of Charter:	5 years
Opening Date:	9/5/2000
Grade Level:	K-8
Hours of Operation:	8-4
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	24
Student/Teacher Ratio:	10:1
Student Waiting List:	324
Attendance Rate/Percentage:	94.10 %
Enrollment:	235
Per Pupil Subsidy:	Souderton Area School District: $13086.65 2018-19 school year
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	9.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	44

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	40.00
Black (Non-Hispanic)	7.00
Hispanic	16.00
White (Non-Hispanic)	155.00
Multicultural	17.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	180.00	180.00	180.00	0.00
Instructional Hours	0.00	0.00	990.00	990.00	1080.00	0.00

Planning Process

The Souderton Charter School Collaborative's Board of Trustees, faculty, and administrators identified the planning team in the spring of 2019. The Comprehensive Planning Process was coordinated by Wendy Ormsby and Jennifer Arevalo, co-directors of the school. The planning team met over the summer through fall of 2019 to develop the comprehensive plan.

- When, where and with whom will you meet?

- What is your timeline to sustain momentum?

- Who will be responsible for which aspects of the planning process?

- How, when, what and with whom will you communicate?

Mission Statement

The mission of SCSC is to have all students leave performing at a proficient or higher level in all academic areas. The overall mission of the SCSC is to create an environment that will foster both learning and a commitment to life long learning, a learning center in which students, professional staff, parents, and community members are engaged in both their own learning and the learning of others. In this learning environment all children will be valued and each child's unique qualities will be appreciated and developed. As a concrete expression of this philosophy, home base for all children will be the general education classroom and everyone involved with the learning center, children and adults alike, will have an individualized education plan or individualized learning plan (IEP/ILP).

The Souderton Charter School Collaborative is a learning environment that values and nurtures every child as an individual. Together, parents and faculty are developing an individualized learning program to fully develop each child's potential. Parents, community members and professionals are encouraged to interact with and learn from one another.

Vision Statement

The vision of the school is to foster a superb learning environment grounded in the following critical success factors:

- Active engagement in real life and interesting experiences with a focus on the local community, environment and nature
- School is a learning community in which parents, children, teachers and community members work together to advance their own and each other's learning goals and competencies
- Active child participation in decision making about experiences of interest to the child
- Children with diverse abilities participate fully as members of an inclusive school community
- Substantive parent and community involvement viewed as crucial to providing a superb education
- School becomes visible in the community through using opportunities for community service as learning experiences
- Parents, to the extent of their abilities and energies, are involved actively in the educational process
- Education must involve understanding social system
- Learning is not an individual or a selfish process

Shared Values

Our Approach

A true learning institution must foster continual growth and learning among everyone because every day new information and complex challenges that cannot be anticipated entirely present themselves. Every part of the system must encourage adults to practice and model the same learning behaviors we want our children to learn. The mission of the Souderton Charter School Collaborative is to refine and continually improve school content by reinventing **the system** that surrounds and supports the content, ensuring the result is ongoing educational reform. "If the United States is serious about wanting an improved educational system, we will evaluate the time needed for teachers and administrators to interact as professionals in learning new skills. We must bring teachers out of the individuals boxes and provide them with the time for collegial study and dialogue" (Erickson, 1995). SCSC embraces the concepts of a true learning organization and the culture of the school embodies these ideals.
SCSC's learning environment is grounded in 1) experiential hands-on learning 2) individualized, inclusive and flexible groupings 3) strong parent partnerships and 4) and adult learning systems to nurture learning and growth among the faculty.

Experiential and hands on learning is a focus in the school. Throughout the school, science and social studies are covered through project work and field work.

Individualized, inclusive and flexible groupings are a cornerstone of our learning environment. For example, this is accomplished through ability level math groups, the 100 Book Challenge reading program and other elements of the inclusive nature of our school.

Strong parent partnerships are embraced with an open door policy with multiple opportunities for volunteering.

Adult learning systems are viewed as critical to accomplishing the above three cornerstones to our school's mission. Collaboration is nurtured to ensure ongoing learning among everyone and resiliency in the organization. For example, this is accomplished through Professional Development Teams, tuition reimbursement, outside professional development, ongoing dialogue, team teaching and other elements of the school.

Educational Community

The Souderton Charter School Collaborative was chartered in 2000. In December of 2014, SCSC was granted its fourth five-year charter by the Souderton Area School District Board of Directors. SCSC is located at 110 E. Broad Street, Souderton, PA 18964, in the heart of the borough of Souderton. SCSC served 235 students in grades kindergarten through grade eight during the 2018-19 school year. The general education population is comprised of a diverse group of children that is representative of the surrounding community. The special education population (19%) is comprised of children with varying degrees of disabilities.

SCSC operates with two administrators performing the roles of educational and organizational/financial leader. SCSC employed 24 full-time certified teachers and auxiliary staff during the 18-19 school year in the areas of elementary, special, and middle level education. In addition, a speech therapist, occupational therapist, and school psychologists were employed to work with students in our inclusive, team-teaching model of education.

SCSC's present Board consists of eight members of which four are parents, one is an educator and three are community/business members.

Board of Trustees

Name	Office	Address	Phone	Email
Kimberly Buchanan	Member	657 Northfield Lane Harleysville, PA 19438	215-256-3234	kimberly_buchanan@merck.com
Pattie Guttenplan	Treasurer	136 Oak Blvd. Lansdale, PA 19446	215-855-2919	pebgdesigns@aol.com
Jenny Marion	President	820 Church Rd Harleysville PA 19438	610-960-3561	jtmarion@me.com
Shahrzad Missaghi	Member	947 Cressman Dr Harleysville PA 19438	215-817-1852	smissagh@gmail.com
Trevor Naidoo	Treasurer	612 Harvest Drive Telford PA 18969	610-585-1491	trevornaidoo@Hotmail.com
John Page	Secretary	60 W Chestnut St Souderton PA 18964	215-668-2004	page@johnpage.net
John Penny	Member	434 Store Rd Harleysville, PA 19438	2152561459	johnv.penny@verizon.net
Carina Urbach	Vice President	1138 N. Bethlehem Pike Lower Gwynedd, PA 19002	215-540-8913	churbach@msn.com

Board of Trustees Professional Development

Each new board member receives a thorough orientation training session and packet including the Sunshine Law and Public Officials Act, the school's bylaws and previous minutes of board meetings.

SCSC's legal counsel is consulted whenever a question arises regarding interpretation of the Sunshine Law to ensure strict adherence is maintained both in the spirit and letter of the law. When board training is offered throughout the state, frequently board members will attend the training. The Pa. Coalition for Public Charter Schools is available for training and consultation.   All members of the Board are trained to be in compliance with Act 55.

Governance and Management

SCSC's Board of Trustees coordinates the governance and management of the school utilizing numerous structures. First and foremost, governance and management occur at bi-monthly board meetings (every other month). Other opportunities facilitate quality governance and this includes the work of a multidisciplinary human relations team, attendance by board members at monthly evening collaboration sessions in the role of Trustee, participation in school events, volunteering a minimum of four hours/month (as required in our by-laws), the review and adoption of school policies and the co-authorship, adoption and continual revision of the SCSC Personnel and School Handbooks. Finally, the working relationship between the board president, vice-president, the Director of Education/CEO and the Director of Organizational Development serves to coordinate the governance and management of the school. All of these working practices insure that school activities are in full alignment with the mission as stated in our charter and all state/federal regulations. The Board is actively involved in promoting a positive sense of belonging with both families and the local community. A recent focus has been on promoting our presence within the local community - politiicians and community members.

The SCSC Board of Trustees and administrative leadership maintain open lines of communication with leadership of the Souderton Area School District (SASD). In the spring of 2019, SASD's assistant superintendent, Chris Hey, met with Ms. Ormsby and Ms. Arevalo for the purpose of preparing for the 2019 charter renewal.

Student Enrollment

Open enrollment occurs in January and February. Interested parents complete a brief enrollment form. If the applications exceed the number of openings, an impartial lottery process is used to slot children, first from within the SASD, then, if openings still exist, from without the SASD. Tickets are selected at random to fill openings and determine the wait list by grade level. Parents of selected children are contacted by phone in order to finalize enrollment. As needed, to fill other open slots, parents of children on the wait list are contacted by phone in the order of the waiting list. Before entering school in September, parents complete PDE's Enrollment Form and an enrollment packet consisting of a formal enrollment form, release of records, emergency contact information, transportation form, and an ESL Primary Language Survey. All completed and signed forms are maintained in the child's file.

Public School Enrollment Policy It is the desire of the Board of Trustees of the Souderton Charter School Collaborative (SCSC) to define priorities in the Public School Enrollment Policy in accordance with Pennsylvania Charter School Law, state and federal law. A student may not be denied access to a free

and full public education nor extra-curricular activities on account of race, sex, color, religion, sexual orientation, national origin, pregnancy, marriage or disability.

Entitlement to Education: A student is afforded timely enrollment to SCSC. Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. This entitlement and the requirements to secure enrollment discussed throughout this policy apply equally to resident students residing with their parent(s); to non-resident students living with a district resident who is supporting the child gratis and seeking enrollment under 24 P.S. §13-1302; to nonresident students living in a facility or institution; and to nonresident students living in a foster home. Provided that the required enrollment documentation described herein is provided, SCSC must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of the school district's receipt of the required documentation.22 Pa. Code §11.11(b).

Definition – Sibling: A child is considered a sibling of a currently enrolled student if the child is a full or half-sibling or a foster child AND the currently enrolled student resides with the sibling either full or part-time.

Each year the school will establish and advertise open enrollment window period of time in which the school will accept applications for the coming school year. This enrollment window period shall be set by SCSC's Board of Trustees prior to January 1 of each year. Application to the enrollment process shall include the collection of: student name, student date of birth, student phone number, email address and postal address, student grade, resident district and parent/guardian name(s).

At the conclusion of the enrollment window, if the number of qualified applications exceeds capacity at any grade level, SCSC shall conduct an impartial random drawing (lottery) to determine enrollment and waiting list order.

At the conclusion of the open enrollment period or when an attendance slot becomes available, priority will be given to:

1. Siblings of currently enrolled students residing in the Souderton Area School District.

2. Siblings of currently enrolled students residing outside of the Souderton Area School District.

3. The children of residents of the Souderton Area School District.

4. The children of residents of Pennsylvania applicants living outside the Souderton Area School District.

In accordance with Pennsylvania state requirements, SCSC will abide by the required enrollment documentation as follows.

REQUIRED ENROLLMENT DOCUMENTATION

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. **Proof of the child's age:** Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. **Immunizations required by law:** Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. **Proof of residency:** Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, DOT identification card. A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Students for guidance in that situation.

4. **Parent Registration Statement:** A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. 24 P.S. §13-1304-A. A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, if a student is currently expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion. 24 P.S. § 13-1317.2(e.1) If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he was previously enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

5. **Home Language Survey:** All students seeking first time enrollment in a school shall be given a home language survey in according with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Items that are specifically prohibited.

SCSC may not request any specifically prohibited items.

For both enrollment and also for residency determinations, Charter School will not request or require any of the following: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding. A child's right to be admitted to school may not be conditioned on the child's immigration status. Charter School will not inquire as to the immigration status of a student as part of the admissions process.

Student Classifications for Education Entitlement

Resident Students and Court Orders or Custody Agreements Charter School may require a parent/guardian to provide a custody or dependency order when the child is being enrolled at Charter School pursuant to parent relying on court order or custody agreement as the basis for enrollment. Charter School will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above.

Students Living With a Resident Adult other than a Parent When a child is living with an adult other than a parent, who is supporting the child without personal compensation (gratis), the child may attend the public school of that adult's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a student, Charter School shall require the resident to file only one of the following:

1. A sworn and notarized statement from the resident of the school district indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling, or

2. Appropriate legal documentation to show dependency or guardianship, which may include a custody order. The natural parent(s) or former guardian(s) of the student may not be required to provide information. Once the requested information is provided, Charter School will enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days. A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Foster Children While the Public School Code provisions governing nonresident children placed in foster care are not applicable to charter schools pursuant to the Pennsylvania Charter School Law, the Charter School will use such Public School Code provisions for guidance in such situations in conjunction with consultation with the Charter School's legal counsel.

Nonresident Children Living in Facilities or Institutions A child living in a district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall be admitted to that district's schools if living at or assigned to the facility or institution. If the school district or residence of a child living at or assigned to a facility or institution cannot be determined, but the child is determined to be a resident of the Commonwealth, the child shall be permitted to attend the public schools of the district. This includes a child placed by the child's resident parents or guardians at a facility or institution and subsequently abandoned or deserted.

Emancipated Minors An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll at Charter School without any additional assistance from an adult.

Homeless Students Charter School will ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth." Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians. Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, Charter School administration will consult with the respective county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement." Homeless youth are entitled to immediate enrollments, if a space exists and their families are not required to prove residency regarding school enrollment. These students are considered residents of the district where they are presently residing, or continue their education in the district of prior attendance.

Pre-Adoptive and Adoptive Students The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to-place children with adoptive parents. Pennsylvania has adopted companion legislation, known as the Adoption Opportunities Act. Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster payments, or other payments such as Supplemental Security Income (SSI) or Transitional Assistance for Needy Families (TANF), are entitled to attend school in the school district in which the pre-adoptive parents reside. Notwithstanding receipt of any of the above payments, children

living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside.   Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the respective school district.

School-Age Children of Military Personnel When Pennsylvania residents who are military personnel are deployed and their school age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing.

Other Issues Related To Enrollment Address Confidentiality Program (ACP) Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and Charter School will not require additional information about their residence. School records from the student's former school will be forwarded through the ACP.

Age Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21 if identified pursuant to the Individuals with Disabilities Education Act of 2004. Charter School will not refuse admission to a child who meets the age requirement. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma ("GED"), the student can enroll in school and work towards a diploma. For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department of Education will accept requests to allow students to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

Children and Families with Limited English Proficiency Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per applicable federal law.

Twins and Multiple Siblings While the Public School Code provision governing twins and multiple siblings is not applicable to charter schools pursuant to the Pennsylvania Charter School Law, the Charter School will use the Public School Code provision for guidance in such situations in conjunction with consultation with the Charter School's legal counsel.

Submitting Enrollment Complaints to the Department Of Education When a dispute arises regarding enrollment of a student, the person attempting to enroll the child or Charter School may bring the dispute to the attention of the Department's School Services Unit.

If Charter School does not enroll the student within five (5) school days after receiving the written determination and space exists, the Department will issue a letter to Charter School requesting its position on the situation. Charter School will have five (5) school days to respond to the request. If Charter School refuses to enroll the student or does not respond, the matter will be forwarded to the

Department's Office of Chief Counsel (OCC). The OCC and the Deputy Secretary for Elementary/Secondary Education will determine if Charter School's response is valid to deny enrollment. If not, the Deputy Secretary will determine what additional measures may be necessary to assure enrollment.

Parent Communication

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

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been 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
2015	216	213	0	1 moved away, 2 returned to home district school	213
2016	222	220	0	Returned to home district school	220
2017	223	219	0	1 moved to cyber school, 3 returned to home district	219

				school, 1 moved away	
2018	231	231	0		231
2019	235	232	0	2 moved away, 1 moved to homeschool	232

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
2015	26	30	25	31	23	25	18	22	16	0	0	0	0
2016	22	29	30	27	29	25	22	16	20	0	0	0	0
2017	22	28	32	31	25	27	23	23	12	0	0	0	0
2018	22	32	28	31	30	23	22	21	22	0	0	0	0
2019	21	32	32	29	32	28	21	32	18	0	0	0	0

Stakeholder Involvement

Name	Role
Erin Anello	Middle School Teacher - Special Education
Jennifer Arevalo	Administrator
Julie Cook	Middle School Teacher - Regular Education
Amy Farabaugh	Elementary School Teacher - Special Education
Not applicable k-8 school	High School Teacher - Special Education
Not Applicable K-8 school	High School Teacher - Regular Education
Not Applicable K-8 school	High School Teacher - Regular Education
Roger Kessler	Community Representative
Paula Mandracchia	Middle School Teacher - Regular Education
Jenny Marion	Parent
Kellie Martinjuk	Elementary School Teacher - Regular Education
Wendy Ormsby	Administrator
John Penny	Business Representative
Lynn Prontnicki	Ed Specialist - School Nurse
Natalie Rehak	Ed Specialist - School Psychologist
Ryan Taylor	Elementary School Teacher - Regular Education
Carina Urbach	Board Member
Tomas Vickerman	Business Representative

Dan Yocum	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers
>   *None.*

Unchecked answers
>   *None.*

Elementary Education-Intermediate Level

Checked answers
>   *None.*

Unchecked answers
>*None.*

Middle Level

Checked answers
>*None.*

Unchecked answers
>*None.*

High School Level

Checked answers
>*None.*

Unchecked answers
>*None.*

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

SCSC ensures accomplishment of necessary curriculum characteristics in all standards areas. Teachers work collaboratively to ensure the alignment and mapping of curricular content**.**
As part of its very culture and original mission, SCSC has devoted countless hours of professional development in creating a cohesive standards aligned curriculum. Our units of study are inquiry-based and were developed using the Backward Design Model (Understanding by Design, Wiggins and McTighe). Together, students actively explore, design, participate in and lead

fieldwork experiences. The curriculum maps that house the content standards and assessments are reviewed to ensure alignment.

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

Processes used to ensure Accomplishment:

SCSC ensures accomplishment of necessary curriculum characteristics in all standards areas. Teachers work collaboratively to ensure the alignment and mapping of curricular content.
As part of its very culture and original mission, SCSC has devoted countless hours of professional development in creating a cohesive standards aligned curriculum. Our units of study are inquiry-based and were developed using the Backward Design Model (Understanding by Design, Wiggins and McTighe). Together, students actively explore, design, participate in and lead fieldwork experiences. The curriculum maps that house the content standards and assessments are reviewed to ensure alignment.

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

| course, instructional unit or interdisciplinary studies are identified. | |

Processes used to ensure Accomplishment:

SCSC ensures accomplishment of necessary curriculum characteristics in all standards areas. Teachers work collaboratively to ensure the alignment and mapping of curricular content**.**
As part of its very culture and original mission, SCSC has devoted countless hours of professional development in creating a cohesive standards aligned curriculum. Our units of study are inquiry-based and were developed using the Backward Design Model (Understanding by Design, Wiggins and McTighe). Together, students actively explore, design, participate in and lead fieldwork experiences. The curriculum maps that house the content standards and assessments are reviewed to ensure alignment.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

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.

Curricular modifications and accommodations include: Children participating in the ability level math groups, reading at student's independent level, instruction at the student's instructional level, extending time allowed for work completion, targeting eligible content on the state standards, providing alternative texts, using alternative assessments, preferential seating, multi-sensory teaching strategies, and multiple means of assessing student learning (e.g., verbal assessments in lieu of paper and pencil tests). Special educators and general educators teach together and routinely collaborate to ensure the delivery of high-quality, standards-based instruction.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Peer evaluation/coaching
- Instructional Coaching

Unchecked Answers
- Annual Instructional evaluations

Regular Lesson Plan Review

   Checked Answers
- Administrators

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

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

The primary objective of SCSC professional development plan is to provide faculty with the support necessary to build capacity for excellence in all areas of the teaching profession. SCSC utilizes a collegial approach to professional development. Teachers identify goals and select a coach. Together, the coach and coachee participate in a year-long observation/feedback process that facilitates growth throughout the year. We believe that teachers, coaches and administrators working through the collaborative process can enhance their skills by capitalizing on the strengths of one another. This process provides a framework that is aligned with the professional development of teachers. The coaching process may include a walk through following a formal observation. Walk-throughs consist of brief and informal observations accompanied by immediate feedback. In SCSC, professional development is a commitment teachers make to each other. They reflect on their practice by developing questions, using

relevant resources, collecting and analyzing data, making changes in practice based on new understandings, and sharing findings with others. This professional process strengthens professional practice and may lead to the development of a new or different approach to teaching. The objective of professional development is always student achievement. The process of adult learning is at the heart of SCSC's mission and is depicted in its mission pyramid.

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

In lieu of annual evaluations by an administrator, teachers are engaged in a 360 degree review process of ongoing feedback loops based on identified professional goals.

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

At SCSC, the academic needs of students are at the center of our decision making process. Once students' needs are assessed, we look at how to modify or enrich our curriculum to ensure that all of our students are making progress and achieving at a world-class level. A framing belief is that the interest of students must be considered alongside curriculum to maximize student achievement. The first weeks of school are devoted to placing children in appropriate groupings for mathematics, reading and spelling. Our current staff includes five certified special education teachers and every class has two teaching adults to assist the children. Two adults allow for children to receive remediation during the course of real-time instruction rather than at some point in the future. Our goal is to meet the needs of the children, whenever possible, in the regular education environment. When children are still failing to make progress with this model, our special education team and the Director of Education meet to discuss the next step of action and a RtI process may be introduced. The school's design supports differentiated and individualized instruction. Every class has access to multiple break-out spaces for small group or one-on-one instruction whether it be for remediation or enrichment/extension. With this flexible design of the school, special education classrooms that stigmatize negatively are not necessary.   All children receive individualized instruction based on their needs.

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

At SCSC, the academic needs of students are at the center of our decision making process. Once students' needs are assessed, we look at how to modify or enrich our curriculum to ensure that all of our students are making progress and achieving at a world-class level. A framing belief is that the interest of students must be considered alongside curriculum to maximize student achievement. The first weeks of school are devoted to placing children in appropriate groupings for mathematics, reading and spelling. Our current staff includes five certified special education teachers and every class has two teaching adults to assist the children. Two adults allow for children to receive remediation during the course of real-time instruction rather than at some point in the future. Our goal is to meet the needs of the children, whenever possible, in the regular education environment. When children are still failing to make progress with this model, our special education team and the Director of Education meet to discuss the next step of action and a RtI process may be introduced. The school's design supports differentiated and individualized instruction. Every class has access to multiple break-out spaces for small group or one-on-one instruction whether it be for remediation or enrichment/extension. With this flexible design of the school, special education classrooms that stigmatize negatively are not necessary.   All children receive individualized instruction based on their needs.

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

At SCSC, the academic needs of students are at the center of our decision making process. Once students' needs are assessed, we look at how to modify or enrich our curriculum to ensure that all of our students are making progress and achieving at a world-class level. A framing belief is

that the interest of students must be considered alongside curriculum to maximize student achievement. The first weeks of school are devoted to placing children in appropriate groupings for mathematics, reading and spelling. Our current staff includes five certified special education teachers and every class has two teaching adults to assist the children. Two adults allow for children to receive remediation during the course of real-time instruction rather than at some point in the future. Our goal is to meet the needs of the children, whenever possible, in the regular education environment. When children are still failing to make progress with this model, our special education team and the Director of Education meet to discuss the next step of action and a RtI process may be introduced. The school's design supports differentiated and individualized instruction. Every class has access to multiple break-out spaces for small group or one-on-one instruction whether it be for remediation or enrichment/extension. With this flexible design of the school, special education classrooms that stigmatize negatively are not necessary.   All children receive individualized instruction based on their needs.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

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.

SCSC has an extremely high retention rate which is comprised of highly qualified teachers across all areas of the school. All teachers are highly qualified to teach in their respective academic areas. Across the school, our intervention process consists of three tiers of intervention and the Director of Education is closely involved in the process. First, data is collected and interventions are suggested and implemented. Second, if no progress is evident, a formal Action Plan is developed and implemented. The student's teaching team meets monthly to review progress and make changes to the plan. Psycho-educational testing may be requested if it is the team's belief that the child may qualify for special education services. In addition, SCSC developed a protocol for all special education meetings. The Director of Education ensures that the best and most capable teachers work with students who are at risk.

Assessments

Local Graduation Requirements

Course Completion	SY 23/24	SY 24/25	SY 25/26
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:*Checked answers*

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, TerraNova, Comprehensive Math Exams, Quantitative Reading Inventories	X	X	X	

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes.	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Assessments for all incoming students are given. Content in math, reading, writing, spelling and/or vocabulary are assessed prior to instruction.	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS

External Review			X	
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review				
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.

Three times a year teachers participate in the Instructional Coaching Process including self reflection to develop goals, pre and post observation meetings, and frequent walk-throughs by administration. At the middle school level, the Don Eichhorn Schools To Watch (STW) reviewed the school. In addition to reflecting on our practice through the lens of the STW self-rating rubric, the school has addressed several initiatives listed as considerations in the evaluation team's Strengths and Consideration Report. As needed, curriculum and assessment are evaluated internally from data at the local and state levels.

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.

Teams of teachers in grades K-2, 3-4, 5-6, and 7-8 have weekly planning time to develop and align assessments. This is an ongoing process at SCSC. On an annual basis, vertical planning across K-8 to ensure consistency across teams. On an informal basis, horizontal planning occurs to ensure no gaps or repetitions while allowing for teachers to create dynamic curricula.

Collection and Dissemination

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

Each student has a cumulative folder that is passed from grade to grade. Current teachers meet with future teachers to analyze student data on a yearly basis. Reading, math, writing, spelling/vocabulary data is tracked, proficiency is noted and used to guide future instruction and placement. PSSA data analysis is used at the beginning of the school year to provide remediation to students and for teachers to consider areas of strength and weakness.

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.

Each student has a cumulative folder that is passed from grade to grade. Current teachers meet with future teachers to analyze student data on a yearly basis. Reading, math, writing, spelling/vocabulary data is tracked, proficiency is noted and used to guide future instruction and placement. Teaching teams analyze multiple assessments including PSSA, Keystone (middle school), Terra Nova (K-2), Reading Assessment (100 Book Challenge Benchmark Assessment, Qualitative Reading Inventories and Running Records), Singapore Math Assessments, Open-Ended Math Prompts, and Writing Prompts.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	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.

Teaching teams utilize data to drive instruction, assess progress, identify successes, and set goals. Teaching teams share common assessments and related practices. Together the teams reflect on and analyze data to ensure optimal learning and improve instructional practices.

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	EEI	ML	HS
Course Planning Guides				
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				
Website				
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				
Student Handbook				
Monthly Evening Collaboration Sessions	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Due to the small size of our school, one-on-one and school wide meetings are held monthly or on an as needed basis to ensure all stakeholders are provided with an abundance of information and communication.

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

Due to the small size of our school, one-on-one and school wide meetings are held monthly or on an as needed basis to ensure all stakeholders are provided with an abundance of information and communication.

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				

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

SCSC is committed to providing a safe and supportive school for every student and for the staff. Due to our small size and grade span (K-8), significant issues related to discipline are minimal. SCSC does not have specific plans to use an Internet Web-based system for the management of student discipline, or placing School Resource Officers (SROs). Due to our small size, student discipline and related issues are very minimal so a web-based system and SROs are unnecessary. Minor discipline issues are handled by the faculty, school leadership. If the infraction rises to a more significant level, the school counselor and/or school pyschologist become involved.

Developmental Services

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

Explanation of developmental services:

SCSC embraces a comprehensive approach to developmental services, providing appropriate and necessary services at all grade levels. Across K-8, SCSC endeavors to meet the needs of the whole child. Thus, services are offered that address academic as well as social, emotional, behavioral, and health needs. These services may be provided by the school counselor, faculty, school leadership, the school nurse or the school psychologist. Comprehensive transition and career planning opportunities are offered at the middle level.

The entire staff nurtures a personalized environment that supports each student's intellectual, ethical, social and physical development. Integrated into the SCSC culture are the Responsive Classroom CARES tenants and the Southern Poverty Law Center's Stop Rule, Peace Table, and Emergency Council Meeting - all of which foster mutual respect. Throughout the school, Morning Meeting includes discussions of current events, character building activities as well as academic exercises. In the middle level, students are assigned an advisor who checks in with students to review bi-monthly self-assessment and revisit personal goals. Across all grades, students, families and teaching teams develop Individualized Learning Plans (ILPs) which include

academic and social-emotional development goals. ILPs are revisited every marking period. Students demonstrating behavioral/emotional needs may be referred to monthly RTI meetings, and a student assistance plan is developed and implemented by faculty members, the school counselor, school psychologist, a student's family, and leadership or organizations depending on need.

Screening, Evaluating and Programming for Gifted Students

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

Charter schools are not required by law to provide a gifted education program; however, through our assessment and placements procedures, children who excel in an academic area are provided with accelerated instruction. For example, a child who is in third grade may receive math instruction at the fourth grade level with his fourth grade peers. A child in fourth grade who reads at a sixth grade level is provided with reading material at his/her instructional level.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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	X	X	X	

Development				
Special Education Evaluation	X	X	X	
Student Assistance Program	X	X	X	

Explanation of diagnostic, intervention and referral services:

SCSC provides a range of services to meet the needs of our students. Services are provided by the faculty, school counselor, school leadership, school nurse or school psychologist. SCSC partners with outside organizations such as The Penn Foundation, to support students who have mental health issues. Drug and alcohol issues have not presented at SCSC. SCSC follows all requirements of federal and state special education provisions, including Child Find, to ensure that special education services are provided to qualifying students. All faculty members are properly trained to meet the requirements of Mandatory Reporter Training during the 18-19 school year.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	
Coordinate Plans				
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				
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

SCSC staff (the faculty, school nurse, school leadership and school psychologist) provides a variety of consultation and coordination services. This includes working with outside organizations such as The Penn Foundation, Montgomery County IU and consultation with the school psychologist. Seven certified special education teachers manage and oversee the IEP and 504 plans.

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	
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	

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	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Newsletters	X	X	X	
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?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter	Yes

School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	
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?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	No
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

The nurse is required to comply with all state and federal laws. The nurse is responsible for overseeing all medication except for inhalers. School policy for a child carrying his/her inhaler complies with state law. The nurse is responsible for all medical treatments of children and staff, when necessary. SCSC does not receive federal funds related to Breakfast and Lunch programs and does not participate in these programs.

Food Service Program

Describe unique features of the Charter School meal program

Students and staff at SCSC bring their lunches each day. Microwaves are available in every classroom to heat food. Food instability is monitored daily by teaching teams and administration coordiantes with families to provide awareness of local programs and resoucres.

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:

The building is completely secure from outside entry. The main office has visibility to the front entrance and visitors are buzzed into a secure foyer area that may be locked remotely. Visitors are required to sign into the office. Only expected and known visitors may enter the building. Fire drills are held on a monthly basis. Reverse evacuation is practiced twice a year. Armed intruder drill is practiced with the faculty multiple times each year.

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

Wellness Policy

The school wellness policy

No file has been 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

No file has been uploaded.

Certificate of Liability

The school's Certificate of Liability

No file has been uploaded.

Insurance Coverage Details

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

No files have been uploaded.

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.

Each summer, all home districts are notified in writing of the children from their District who will be attending SCSC for the purpose of making transportation arrangements for the upcoming school year. In August, each District notifies SCSC in writing as to which bus each child would be riding with anticipated arrival and departure times. Throughout the year, all transportation changes (e.g., address changes) are communicated either by phone or in writing with the corresponding District's transportation office. In the event that no children will be riding a bus on any given day, the district's transportation office is contacted to cancel the bus. Prior to making any changes to a child's established pick-up status (e.g., ride home with a peer, to be picked up by parent), the parent puts in writing the request.

Every day, a revised transportation list of bus and parent pick-up arrangements is created and distributed to SCSC employees who supervise departure. The office manager dismisses those children who are picked up by a parent or designee; the same person dismisses those children picked up by a parent as a safety measure (i.e., become acquainted with parents). Each week three additional employees supervise and document dismissal of those children riding buses. One person organizes and documents each child's dismissal to a bus on the daily transportation

list, one person walks the children out to the bus, and the third person remains outside to monitor bus traffic. In summary, we continue to experience a relatively "flawless" transportation program and do not anticipate making any significant changes at this time.

In alignment with current IEPs, all children attending SCSC traveled on regularly-scheduled school buses to/from school during the current school year. Special transportation related services were not deemed necessary by the IEP teams in order for children to access a free and appropriate public education at SCSC. In the event that a student requires alternative transportation as specified in the IEP, SCSC would coordinate these services.

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.

Disciplinary actions for misconduct include written notification to the parent or guardian. For minor disciplinary action such as brief removal from classroom, the parent may be notified by phone, at the discretion of the teaching team and school leadership. Our school handbook specifies:

No Tolerance Policy:
SCSC's approach to ensuring a safe school includes a NO TOLERANCE POLICY bullying, assault and/battery of any kind, fighting, weapons possession, gambling, and the possession/use of narcotics, stimulant drugs, or alcoholic beverages. All alleged violations are to be reported immediately to a teacher or the school leadership.

Code of Student Conduct

The school's Code of Student Conduct

No file has been uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Not Applicable

Collaboration for Interventions

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

SCSC is committed to highly individualized, fully inclusive, and heterogeneously mixed groupings for students. The needs of all students are more likely to be met, and students identified as needing interventions are more likely to catch up to their peers when every adult is committed to the academic and emotional success of every student. All students are challenged with rigorous course work. Interventions are provided for students requiring additional support or

more time on task. Small group pull-out, individual instruction, and partnerships with our specialists are additional ways we meet the needs of our students. When challenges arise, school leadership or SAP trained personnel are involved, and the team develops a plan to support the student's individual needs. Families are involved, diverse needs are considered, and schedules are adjusted.

Community and Parent Engagement

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

A cornerstone to SCSC's learning environment is creating and nurturing a strong partnership between home and school. Growth and learning are linked directly to the quality of the relationship between/among all adults involved in the child's life. As the child's first and foremost teacher, parents/guardians are valued partners in the education process. The faculty view themselves as individuals committed to supporting, acknowledging, guiding, and encouraging children as they grow and develop. Thus, real participation by parents/guardians not only is welcomed but also viewed as essential to achieving the school's mission. Two key processes to working in partnership are those of interaction and decision making.
Friend and Cook (1996) define **collaboration**
as a style of direct interaction that characterizes many types of processes and projects. To be effective, ongoing participation of two or more individuals must be grounded in (a) a commitment to consistently and actively working together to achieve common goals and (b) the belief that each person has valuable knowledge, opinion, and skills to contribute. When working together, a sense of synergy that allows for more to be accomplished than could be if working on one's own is created.   People in partnership continually evaluate how well they are working together and accomplishing group goals and encourage group action for change.
Another key to working partnership is that of how decisions are made. Many decisions about the education of children attending SCSC are made on a daily basis. The magnitude of each decision varies according to its impact. Parental input at SCSC is considered necessary to ensure good decisions are made. Therefore, opportunities for all stakeholders to become better skilled at collaboration is ongoing.

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

SCSC collaborates with the Montgomery County IU, the Boys and Girls Club, Souderton Area School District and child care agencies to ensure that children are able to access programming outside of the school building. Older students may participate in their home District's athletic or extra-curricular programs after school.

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.

SCSC advertises each year via the Montgomery County Intermediate Unit (MCIU) the Annual Public Notice of Special Education Services and Programs, and Services for Protected Handicapped Students.   SCSC also works with the MCIU to coordinate transition meetings for students receiving Early Intervention (EI) services. In addition, SCSC provides tours for students entering the school from EI programs. SCSC has signed a Memorandum of Understanding (MOU) with the Montgomery County Intermediate Unit for the purpose of coordinating mutually beneficial activities and effective services for children and families served. The purpose of the MOU is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and MCIU's early learning programs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Based on ongoing conversations with faculty, needs for materials and resources are identified and necessary funds are allocated. Every teacher has a budget of $100/child to spend to support curricular enhancement. This need may be for the entire class, a small group, or only one child. This allows for teachers to operate in a more nimble fashion to support individual needs of students within their classrooms.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Based on ongoing conversations with faculty, needs for materials and resources are identified and necessary funds are allocated. Every teacher has a budget of $100/child to spend to support curricular enhancement. This need may be for the entire class, a small group, or only one child. This allows for teachers to operate in a more nimble fashion to support individual needs of students within their classrooms.

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

Provide explanation for processes used to ensure Accomplishment.

Based on ongoing conversations with faculty, needs for materials and resources are identified and necessary funds are allocated. Every teacher has a budget of $100/child to spend to support curricular enhancement. This need may be for the entire class, a small group, or only one child. This allows for teachers to operate in a more nimble fashion to support individual needs of students within their classrooms.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation

PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and	Full

Technical Subjects	Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation

PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered

Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

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

It is the policy of the Souderton Charter School Collaborative Board of Trustees to maintain fiscal solvency by establishing a reserve fund balance to cover unanticipated costs and future hiring needs. This policy shall be reviewed and modified annually following completion of each year's audit, or at other times, if deemed necessary. During the first 15 years of operation, there were no instances when funds were unavailable.
Documented volunteer service saves the school $40,000-$60,000 each year. These services include management of the school information technology infrastructure and maintenance of the school building throughout the school at Saturday Workdays. Fund balances are maintained to cover the future need for an increase in the PSERS employer contribution rate and for hiring information technology and building maintenance professionals.

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.

SCSC complies with GAAP and utilizes the accrual method of accounting. Under the modified accrual basis, SCSC budgets and records income in the period income is earned and budgets and records expenses in the period expenses are incurred. SCSC capitalizes fixed assets, when appropriate, in compliance with GAAP. Reporting systems follow the same GAAP methods.

SCSC utilizes the services of Pay USA, located in King of Prussia, Pa. to complete payroll activities and associated state and federal payroll related tax reporting. Accounting practices integrate with the Pennsylvania State Chart of Accounts. The accounting software, QuickBooks, allows SCSC to create and change the account structure as PDE modifies the chart of accounts. SCSC was 100% compliant with the Pennsylvania State Chart of Accounts, which allows SCSC staff to produce PDE reports quickly.

Professional Education

Characteristics

Charter'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.				
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'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 materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

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

Professional development and organizational learning are at the heart of our mission. Professional development (PDS) at SCSC is embedded in the culture of our school. It is collaborative in nature and faculty members create professional development groups and select which group they will join for the school year. Often, the focus of the professional development teams is to improve instruction. This year's PDS have chosen to focus on special education, reading, English Language Learning, technology deployment, community outreach, positive education and external networking. Professional development is not limited to our in-house PDS sessions. Teachers have the opportunity and funds to select which conferences, workshops and lectures they attend and then provide turnaround training. Reimbursement for graduate studies is also available.

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

Charter schools are not required by law to provided gifted IEPs. Each student receives instruction at his/her independent level. Thus, if a child is strong in math, s/he may participate in a math group one or two grade levels up. Each student reads at his/her independent level. In this way, *__all children__*
receive individualized instruction.

Professional Development

**Souderton CS Collaborative
Professional Development**

Title:	Professional Development Teams and Outside Training
Description	Every year, the faculty creates numerous professional development teams (PDS) and self-selects on which team to participate. PDS team meet twice monthly throughout the year. Every year, funds are allocated for faculty to attend outside training.
Person Responsible	Jennifer Arevalo and Wendy Ormsby
Start Date:	9/1/2019
End Date:	6/10/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source 2019 2023 10000.00 010 - ADMINISTRATIVE BUDGET
Program Area(s):	Professional Education, Special Education, Student Services, Educational Technology
Hours Per Session	1.0
# of Sessions:	90

# of Participants Per Session:	6
Provider:	SCSC
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	The knowledge gained will vary among each PDS group.
Research & Best Practices Base:	Provide frequent and timely feedback - bi-monthly sessions and collegial connections allow for constant flow of feedback on practice and instruction. Make learning active - bi-monthly sessions, where teacher voices shape the experience, allows for active engagement of all members. Pursue lifelong learning - bi-mouthy sessions developed by teacher needs keeps them engaged in their professional practice. Comitting monies to allow for teachers to pursue personal interests, keeps a vitality to their practice. Encourage discussion - bi-monthly sessions allow for on-going discussion that is fresh and reflective of the work being done in classrooms. Keep a positive outlook - bi-monthly sessions and collegial connections should be focused on looking critically at what needs to be changed with a focus on creating advocacy by faculty to be these agents of change.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA 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:	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • Classified Personnel • New Staff
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 • Peer-to-peer lesson discussion • Lesson modeling with mentoring
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

	• Standardized student assessment data other than the PSSA

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/14/2013 Complete

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

Questions
The LEA plans to conduct the training on approximately:
1/1/2016 through June 30, 2016 via online courses.

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

Questions
The LEA plans to conduct the training on approximately:
1/1/2016 through June 30, 2016 via online courses.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

    None.

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

SCSC has a robust Professional Development program. Professional Development Sessions (PDS) are one of the cornerstones of our mission. It is protected in the master schedule because we understand that adult learning is an important component of student achievement. Teachers conduct research, discuss findings, share insights, and grow professionally. Teachers meet every two weeks with colleagues in self-selected professional learning communities. We look to build the capacity of the professionals in our school. Everyone is involved with identifying, prioritizing, and participating in bi-monthly meetings that focus on specific topics. For the past three years, we have also included in-house summer workshops on a variety of topics generated by teachers and administrators. Summer workshops have included the following: Positive Behavior Interventions and Support, Writing and Math Curricula, Growth Mindsets, Special Education ELL Instruction and IEP Goal Writing.

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

This narrative is empty.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

 None.

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

New teachers are inducted into the SCSC learning community beginning with orientation program with returning faculty where they begin the enculturation process into the SCSC community, its mission and charter, PA Act 22, and SCSC teaching/learning processes. At this time, new faculty members receive a program development packet, which has been developed, expanded, and revised by charter faculty members. Key to this orientation is providing new teachers with opportunities to refine their professional knowledge base, skills, and attitudes, including the PA Code of Professional Practice and Conduct. All of these outcomes are necessary for becoming a successful SCSC community member. Specific competencies needed to support children's learning at SCSC include, but are not limited to, child-directed learning, concept-based, emergent curriculum, authentic/performance-based assessment, formal consensus decision making, and the inclusion/support of all children within the general education learning environment.

SCSC identifies mentors for new teachers. The pairing of first-year teachers with SCSC returning teachers is for the purpose of assisting first-year teachers in being successful by developing caring, personal relationships. To that end, mentors serve in various roles (e.g., teacher, counselor, oracle, rescuer, encourager, and role model). Mentors and first-year teachers meet and dialogue daily and schedule formal conferences with school leadership a minimum of two/three times during the first year of employment.

In addition to the mentorship aspect of our teacher induction program, bi-monthly program development sessions also provide ongoing opportunities for dialogue and continued staff development as identified by all stakeholders. Visible leadership and dedicated time on the part of school leadership to support first-year teachers are ongoing. Finally, through a 360-degree feedback process and the SCSC Faculty Individual Learning Plan (ILP), first-year teachers are evaluated against SCSC professional competencies as outlined in the SCSC charter and the PA Code of Professional Practice and Conduct. All growth and evaluative records (e.g., ILP, anecdotal notes, conference summary statement, 360 feedback results) are maintained in each

teacher's personnel file in accordance with federal law.

In summary, the SCSC Teacher Induction Plan is designed to support new employees make the transition in becoming a successful SCSC community member. This program provides SCSC first-year teachers with a substantive orientation to the SCSC workplace, assists them in refining their knowledge base, skills, and attitudes in order to provide children with a quality education, and supports them throughout the first year of their employment at SCSC.

Goals:

1. To assist each inductee with the transition into teaching.
2. To provide opportunities to develop his/her teaching style.
3. To familiarize the inductee with the school's mission and philosophy of teaching.
4. To familiarize the inductee with the school's procedures, and expectations of the School and other stakeholders.

Competencies:

1. To develop effective instructional practices.
2. To develop classroom management and organizational skills.
3. To demonstrate an understanding of SCSC's teaching practices/programs.
4. To demonstrate an understanding of SCSC's policies and procedures.
5. To demonstrate an understanding of SCSC's culture.
6. To demonstrate reflective teaching practices.
7. To demonstrate effective assessments/evaluation of students.
8. To demonstrate positive and effective communications with students, parents, and colleagues.
9. To demonstrate positive, professional relationships with students, parents, and colleagues.

Assessment Processes

The Souderton Charter School Collaborative has been fortunate historically to hire teachers with a minimum of two years teaching experience and yet believes deeply in providing layers of necessary support to all newly hired teachers to ensure the smoothest transition for our students. As a mission driven school that on a yearly basis examines, refines and extends the tenets of this, we work to instill this mission in our new teachers beginning at the hiring process. Once hired the teacher is involved in many formal and informal activities to support his/her growth and job satisfaction at our school.

It is essential that the SCSC provide a variety of formal support mechanisms to ensure the smooth transition of a new teacher into the School. A list of such support mechanisms includes the following:

- Each new teacher will select a mentor teacher early in the school year to support the inductee during that critical first year in SCSC.

- The inductee and mentor teacher will attend a mentor luncheon with school leadership at the beginning of school, which helps to foster a trusting relationship among the two staff members and school leadership. The following will be covered during or after the luncheon: a tour of the building, review of SCSC's Culture Handbook, review of SCSC's Employee Handbook, and follow up on question and answers.

Mentor Selection

Mentor teachers should have taught successfully one or more years at SCSC. The mentor teacher must demonstrate the following skills and abilities:

- Understanding of and commitment to SCSC's mission, philosophy, practices, policies, and procedures.

- Ability to work well with students and adults.

- Well-developed knowledge of instructional skills and practices.

- Well-developed approach to classroom organization and management techniques.

- Enthusiastic and positive attitude toward teaching and the field of education.

- Effective communication skills, both with adults and students.

- Willing to serve in a leadership role by committing to his/her role as a mentor.

Activities and Topics
Prior to the Beginning of the School Year
1. Introduction to school staff and physical building
2. Introduction to and review of SCSC's mission and Culture Handbook. This will include:

- contact list

- procedure for purchasing supplies and getting reimbursement

- orientation to human resources information – salary, benefits, insurance

- pass key distribution, parking procedures

- Teacher Professional Code of Conduct presented and explained

- introduction to the induction process and professional development process

- introduction to technology resources

- introduction to other educational services including special education and ESL.

Inductees must meet with their mentor teacher at least once per month to review their progress in the induction process and inductee must meet with the school leadership at least quarterly to review their progress in the induction process. The mentor teacher will review the following topics with the inductee:
1. Professionalism, including professional dress
2. School guidelines, policies and procedures including, but not limited to:

- Employee benefit procedures

- Tuition reimbursement

- Building safety procedures

- Supply purchasing procedures and reimbursement

- Attendance procedures

- Field work procedures/guidelines including use of vans

- Discipline procedures/guidelines

- Audio-visual and equipment usage procedures

- Grading/evaluation procedures

- Homework procedures

- Instructional Support Teams procedures

- Role of the school board

- Role of support personnel; i.e., learning support, office manager, cleaning services

- Reflective teaching

- Communication: parent-teacher, teacher-student, colleagues

- Bus duty

- At the end of the school year, needs assessment survey is completed and submitted by the inductee to address future professional development needs.

Evaluation and Monitoring
Assessment of the inductee will occur through ongoing communication between the mentor teacher and school leadership as the individual progresses through the induction process. Based on these communications, additional areas may be identified to address the particular needs of the inductee and to ensure the professional growth of the inductee.

Participation and Completion
At the conclusion of each year, the inductee and the mentor teacher will document and submit, through signature, verification of completion of the designated activities/topics for the induction year. This Verification and Evaluation Report will be completed and signed by the inductee and a copy of this completed report will be maintained in the employee's personnel file.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- 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 written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers
- Review of inductee lesson plans.
- Submission of inductee portfolio.

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

Mentor teachers in collaboration with school leadership will follow the induction program as outlined above. Mentors and school leadership will meet regularly to discuss the mentoring process and the progress of the inductee.

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

SCSC does not require our inductees to produce formal lesson plans and portfolios. However, lesson plans and portfolios are reviewed by leadership and mentors during the coaching process during pre and post observations. We have not encountered a situation that necessitated the review of prior induction information.

Mentor Characteristics

Checked answers
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

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

Unchecked answers

> *None.*

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

Eleven faculty members participated in an instructional coaching certificate program through the Greater Philadelphia Instructional Coaching Grant Program. These coaches and teacher leaders serve as mentors and are highly qualified for this responsibility.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul					
Code of Professional Practice and Conduct for Educators	X										
Assessments	X		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	
Materials and Resources for Instruction						X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The certified coaching team will meet at the conclusion of each year to monitor and evaluate the Induction program. Observation and pre and post conferencing forms are based on Danielson's Framework for Teaching.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

SCSC was ranked the Number 1 charter elementary and middle school in Pennsylvania by Niche.com in 2019. Schooldigger.com ranked SCSC as the #1 public school district in the state of Pennsylvania. This ranking is based on all state test scores for the 2018-19 school year. SCSC's focus on PSSA growth measures from the 2017-18 school year showed a significant increase in ELA and moderate growth in math.

Accomplishment #2:

2013 National Blue Ribbon School of Excellence (one of 13 public schools)

The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels. More than 7,500 of schools across the country have been presented with this coveted award. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. The National Blue Ribbon School flag gracing an entry or flying overhead is a widely recognized symbol of exemplary teaching and learning.

Accomplishment #3:

Enlgish Language Learning program recognized

SCSC's English Language Learning program was recognized in Washington DC at the Library of Congress as a Program of Excellence.

Accomplishment #4:

2018 Don Eichhorn Schools to Watch Middle School (re-designation 2015, original designation 2012)

The mission of the Pennsylvania Don Eichhorn Schools: Schools to Watch Program is to assist Pennsylvania middle grades schools build capacity and recognize schools achieving academic excellence, based on the rigorous 37 criteria established by the National Forum to Accelerate Middle Grades Reform.

Accomplishment #5:

Future Ready Index:

https://futurereadypa.org/Performance/115154045033247091170079007153252230173189250149/139102071074033007077023193122037101060093085092150164204215128125235032167120165055017253017079

The 2018-19 Future Ready Index is not posted. These unofficial data indicates a superior academic achievement and significant increases in growth measures over the previous school year.

Accomplishment #6:

Transition Planning for students with IEPs

Successful evaluation of transition planning in IEPs was received from Montgomery County Intermediate Unit in fall 2019.

Accomplishment #7:

Effective financial planning allowed SCSC to hire two additional staff: guidance counselor and a full-time reading specialist in the 2019-20 school year to support the social emotional and academic needs of the diverse student population.

Accomplishment #8:

Junior Solar Sprint Competition Excellence 2016-17

Students in 7th and 8th grade from the Souderton Charter School Collaborative brought home 6 trophies and 14 medals from the Philadelphia Junior Solar Sprint Competition. On June 2, 2017 middle school students participated in the 24th running of the Philadelphia Junior Solar Sprint Competition held at the Philadelphia Navy Yard. More than 70 teams registered for the competition, resulting in participation from nearly 200 students. Teams competed for awards in the following categories: Speed, Creativity, Reusability, Innovation, Technical Merit, and Best Overall.

Accomplishment #9:

Innovative STEM Competition 2016-17

Three teams in the sixth grade at the Souderton Charter School Collaborative were named in the top 50 national finalists in Innovative STEM Competition for students in grades six to eight. The second annual Bright Schools Competition is a collaborative effort of the National Sleep Foundation and the National Science Teachers Association that encourages students in grades six to eight to explore the correlation between light and sleep and how it influences student health and performance.

Accomplishment #10:

SCSC Student Receives National Liberty Museum Young Heroes Award August 2017

SCSC's Last Chance Repair Club member Arnav Kaushik was the recipient of the National Liberty Museum Young Heroes Award. He plans to start a nonprofit organization to help other schools start similar after-school clubs to help reduce the amount of items going into the trash and teach repair skills to fellow students. Kaushik's work led to his being named one of 21 persons 18 or younger chosen this year as a National Liberty Museum TD Bank Young Heroes Award winner.

Accomplishment #11:

SCSC middle school teacher honored by the Pa. Association for Middle Level Education (PAMLE) March 2017

Brandon Reichart, a math and science teacher at Souderton Charter School Collaborative, was awarded the Promising Practitioner Award by the Pennsylvania Association for Middle Level Education. This award is presented to honor a teacher just beginning his/her middle school career.

Accomplishment #12:

SCSC Selected to Participate in Leadership Grant with Eastern University from Pa. Department of Education

Two SCSC teachers, Jeannine Dunn and Kellie Martinjuk, participated and became accredited as PK-12 administrators through this grant program with Eastern University and PDE. This program develops leaders that are committed to and focused on utilizing instrucitonal coaching and professional learning communities to leverage change in learning environments for students in Pre-k through fourth grade.

Accomplishment #13:

SCSC awarded Grant from GenerationOn for family volunteerism 2017-18

SCSC families and community members participated in a Family Volunteer Day to benefit many in the community. Jill Mohry, a teacher at SCSC, received a $1500 grant through generationOn. According to their website "Family Volunteer Day is a global day of service that celebrates the power of families who work together to support their communities and neighborhoods. Powered by generationOn, the youth division of Points of Light and sponsored by The Walt Disney Company, it's a great way to be inspired by

the power of helping others. It's an amazing day to bring your family together and make your mark on the world."

Accomplishment #14:

SCSC takes second place at Montgomery County Envirothon 2019

SCSC seventh grade students competed in Montgomery County's Envirothon. Each student group participated in hands-on learning stations with specialists in the fields of Forestry, Soils, Animals and Aquatic Ecology. At the conclusion, teams work together to complete a written quiz while "competing" with other teams. We challenged our ability to identify animal tracks and scat, as well as learned more about the invasive Spotted Lanternfly and how to reduce our water usage and runoff through rain barrels. SCSC competes in this competition annually.

Accomplishment #15:

100% of Student Volunteerism 2018-19

SCSC's volunteer PLC worked with local agencies: Keystone Opportunity Center, Mitzvah Circle and Pawsabilities to create volunteer opportunities for our students. Every student participated in one or more volunteer opportunities. This heart of volunteerism culminated in SCSC celebration of Fred Rogers Day in Pennsylvania on May 23, 2019.

Charter School Concerns

Concern #1:

This year, Future PA Ready Index indicate a sufficient increase in growth measures, however we will continue to monitor academic growth to ensure that our students continue to meet state level expectations. Annual analysis of PVAAS data points at the classroom and student level will continue to be our practice. All areas identified as a concern will receive attention at the instructional level.

Concern #2:

With the expanded use of technology within classrooms, SCSC wants to ensure that technology impliementation is safe and secure while supporting improved student learning outcomes.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* To create an urgency in our teachers to continually focus on improving the reading and math achievement levels of all students in an environment of high school wide achievement, as measured by Future PA Reading Index and PVAAS measures.

> **Aligned Concerns:**
>
> This year, Future PA Ready Index indicate a sufficient increase in growth measures, however we will continue to monitor academic growth to ensure that our students continue to meet state level expectations. Annual analysis of PVAAS data points at the classroom and student level will continue to be our practice. All areas identified as a concern will receive attention at the instructional level.

Systemic Challenge #2 *(Guiding Question #0)* The consistent and transparent use of technology requires the promotion of programs that enhance and support differentiation and accommodations of various learning styles. The evaluation of current/future platforms will occur in a mindful/intentional manner including awareness of total daily screen time usage.

> **Aligned Concerns:**
>
> With the expanded use of technology within classrooms, SCSC wants to ensure that technology impliementation is safe and secure while supporting improved student learning outcomes.

Charter School Level Plan

Action Plans

Goal #1: The consistent and transparent use of technology requires the promotion of programs that enhance and support differentiation and accommodations of various learning styles. Our goal is to evaluate current and future platforms in an intentional manner that includes awareness of total daily screen time usage.

Related Challenges:

- The consistent and transparent use of technology requires the promotion of programs that enhance and support differentiation and accommodations of various learning styles. The evaluation of current/future platforms will occur in a mindful/intentional manner including awareness of total daily screen time usage.

Indicators of Effectiveness:

Type: Interim

Data Source: Tech Team will create processes to collect and measure the value of digital resources as they relate to enhancing the learning environment.

Specific Targets: A database will be created and available to all staff that collects software platforms. These platforms will be evaluated for consistency across the school and enhancement of the learning environment.

Strategies:

Technology Team Professional Development

Description:

A Professional Development team, comprised of teachers and school leadership, will be responsible for meeting the school's technology goal.

- Develop a database to monitor and measure the use of digital resources across the school.
- Materials and digital resources will be reviewed and chosen for implementation.

- Annual meetings will be held to share information related to software deployment.

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

Implementation Steps:

Develop a database to monitor and measure the use of software platforms across the school.

Description:

The result of this step is a software database.

Start Date: 8/1/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Team Professional Development

Materials and software resources will be reviewed and chosen for implementation.

Description:

Materials and software resources will be reviewed and chosen for implementation.

Start Date: 8/1/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Team Professional Development

Annual meetings will be held to share information related to software deployment.

Description:

Annual meetings will be held to share information related to software deployment.

Start Date: 8/1/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Team Professional Development

Goal #2: Boost student achievement in growth scores on math PSSA as measured on Future PA Ready Index and PVAAS.

Related Challenges:

- To create an urgency in our teachers to continually focus on improving the reading and math achievement levels of all students in an environment of high school wide achievement, as measured by Future PA Reading Index and PVAAS measures.

Indicators of Effectiveness:

Type: Annual

Data Source: Future PA Ready Index and PVAAS Growth Scores

Specific Targets: 5% of students who show "no evidence of yearly" growth on Math PSSAs will move to "minimal evidence of yearly" growth, bi-annually for the length of the comprehensive plan.

Strategies:

Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Description:

A professional development team comprised of teachers in grades 2-8 and school leadership will be responsible for utilizing practices and strategies to improve growth measures on math PSSAs for students in grades 3-8

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

Implementation Steps:

Ensure vertical alignment of math curricula in grades 2-8

Description:

A professional development team comprised of teachers in grades 2-8 and school leadership will be responsible for the following:

- Vertical alignment of math curriculum grades 2-8 that ensures a logical progression from grade to grade across teaching teams.

1. Staff Development days will be used to ensure alignment of Singapore Math curricula with state standards.

Start Date: 8/1/2019   **End Date:** 8/10/2021

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

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Collect and analyze student data from PVAAS files

Description:

Create grade level data files with student data on PSSA math scores

- After PVAAS scores are finalized, grade level data files will be shared with teaching teams
- Data points for consideration will be determined

Start Date: 10/30/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Create Math Groups to support math instruction

Description:

Yearly, create math groupings that allow for students to be at the appropriate level of challenge

- The instructional schedule allows for students in grades 2-6 to be instructed during the same math learning block
- The instructional schedules allow for students in grades 7-8 to be instructed during two morning learning math blocks
- Teacher assignments will be matched to allow for co-taught classes to support students with IEPs and ELL needs

Start Date: 9/4/2019   **End Date:** 6/10/2023

Program Area(s):

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Structured Study Periods for students in grades 3-8

Description:

Yearly, create schedules that support structured study periods for students in grades 3-8

- Teachers will provide time for students to receive additional instruction (pre/reteaching of PSSA/Singapore Math content)

1. Directors will conduct observations of additional math instruction for students identified from analyzed PVAAS data
2. Teachers will analyze PVAAS data to identify weaknesses in PSSA results and determine if these are areas in which additional instruction should take place

Start Date: 10/30/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

RTI Goals for Students who need math support

Description:

Monthly RTI Meetings will be focused on creating math goals

- Directors will monitor RTI math goals and hold meetings to create continuous improvement to these goals
- Teachers will investigate relevant math goal examples

Start Date: 10/30/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Increase mathematical writing, real world problems and celebrating math accomplishments

Description:

Lead Math Teachers will add more opportunities in their math instuction to allow for writing and real world problem solving during their math blocks.

- During co-planning sessions, teachers will share on-going work on mathematical writing samples
- During Staff Days - teaching teams will create real world problem solving scenarios

Start Date: 10/30/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Boost PSSA Growth Scores in Math as measured by Future Ready Index and PVAAS

Goal #3: Utilize Reading Power Goals that align with Pa. standards to boost students' instructional and independent reading levels in supported Reading Workshop instruction.

Related Challenges:

- To create an urgency in our teachers to continually focus on improving the reading and math achievement levels of all students in an environment of high school wide achievement, as measured by Future PA Reading Index and PVAAS measures.

Indicators of Effectiveness:

Type: Interim

Data Source: Schoolpace database

Specific Targets: 100% of students will have a power goal identified and each student will know his/her power goal at all times.

Strategies:

Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Description:

Power Goals are personal student goals that improve reading levels and boost reading achievement, as a means of having all students reading on grade level in grades K-8.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Engage with teachers on understanding Power Goals at all reading levels.

Description:

The reading specialist, the director of education and an instructional reading coach will provide the faculty with instruction on establishing Power Goals through grade level meetings and peer coaching opportunities.

Start Date: 10/15/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Professional Development Session on Promoting Reading Instruction in all classrooms

Description:

Bi-monthly meetings will be held with teachers who have chosen to be a part of the Reading PDS.

Start Date: 10/1/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Professional Book Study

Description:

Professional Development Sessions utilizing a book study on Jennifer Serravallo's Reading Strategies and Reading Conferences to improve

participants' use of mini-lessons, power goals and effective conferences during Reading Workshops.

Start Date: 10/15/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Survey of Reading Needs K-8

Description:

Reading Specialist and Instructional Reading Coach will survey faculty to determine areas of improvement in their current reading instructional programs.

Start Date: 10/15/2019   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Classroom Observations

Description:

Structured observations of Reading Workshop will be conducted on an on-going basis to provide feedback on conferencing, setting Power Goals and questioning.

Start Date: 1/5/2020   **End Date:** 6/10/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8

Turnaround Training by Professional Development Group

Description:

New teaching teams will begin the implementation steps presented in each of the year cycles: 2021, 2022 and 2023 until 100% of teachers are fully trained on creating reading power goals for all students.

Start Date: 1/5/2020   **End Date:** 6/10/2023

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

Supported Strategies:

- Utilize Reading Power Goals for students to boost instructional and independent reading levels of students in K-8