Seven Generations Charter School

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

154 East Minor Street
Emmaus, PA 18049
(610)421-8844

Federal Accountability Designation:	Focus
CEO:	Angi Senatus
Date of Local Chartering School Board/PDE Approval:	5/14/2012
Length of Charter:	5 years
Opening Date:	9/4/2012
Grade Level:	K-8
Hours of Operation:	8-4 PM
Percentage of Certified Staff:	94.00 %
Total Instructional Staff:	33
Student/Teacher Ratio:	20:1
Student Waiting List:	60
Attendance Rate/Percentage:	95.00 %
Enrollment:	393
Per Pupil Subsidy:	11.058
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	20.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	88

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	8.00
Black (Non-Hispanic)	49.00
Hispanic	58.00
White (Non-Hispanic)	252.00
Multicultural	26.00

Instructional Days and Hours

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

Instructional Hours	900.00	900.00	900.00	900.00	990.00	0.00

Planning Process

No planning process description has been provided.

Mission Statement

The Seven Generations Charter School is an academically rich educational community creating generations of stewards who embrace our world and each other. All members of the Seven Generations Charter School community are committed to a public education alternative that promotes sustainability and citizenship with an interdisciplinary, individualized, project-based curriculum.

Vision Statement

To each Seven Generations student, we pledge:

• An integrated learning experience that emphasizes sustainable living practices

• An experiential, constructivist approach to education that encourages hands-on learning in the community as well as in the classroom

• A culturally rich atmosphere that celebrates the expansive world around us

• An environment of academic excellence that taps into the creativity and uniqueness of each child and that fosters mutual respect

Shared Values

No shared values description has been provided.

Educational Community

No educational community description has been provided.

Board of Trustees

Name	Office	Address	Phone	Email
Ann DeLazaro	Member	5221 Stansfield Drive, Zionsville, PA,	610.737.1700	ad@talentsmart.com

		18092		
Lori Friebolin	Member	1732 32nd Street SW, Allentown, PA 18103	610.704.4334	lafcookie@hotmail.com
Courtney Kennedy	Member	381 Barrett Rd., Emmaus, PA 18049	610.966.2385	C.Call.Kennedy@outlook.com
James Moreno	Board Chair	4813 Meadowview Terrace, Zionsville, PA 18092	610.972.6364	james.moreno@mac.com
Chris Sten	Treasurer	5225 Miller Drive, Macungie, PA 18062	484.919.4156	ccsten@gmail.com

Board of Trustees Professional Development

No board of trustees professional development description has been provided.

Governance and Management

No governance and management description has been provided.

Student Enrollment

No student enrollment description has been provided.

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

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

Planning Committee

Name	Role
Amy Beaudet	Community Representative
Amanda Cossman	Elementary School Teacher - Regular Education
Richard Farmer	Business Representative
Lori Friebolin	Parent
Lisa Fritz	Elementary School Teacher - Regular Education
Jennifer Hersh	Administrator
Pia Houseal-Allport	Parent
Alison Johnson	Ed Specialist - School Nurse
Gina Maksimow	Middle School Teacher - Special Education
Dorienne Micio	Ed Specialist - School Counselor
Alison Panik	Middle School Teacher - Regular Education
Melissa Plesh	Middle School Teacher - Regular Education
Diana Reeves	Elementary School Teacher - Regular Education
Angikindslows Senatus	Administrator
Janice Stavrou	Business Representative
Elena Steidinger	Student Services Director/Specialist
Jennifer Taylor	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Elementary Education-Intermediate Level

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

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

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

Middle Level

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

World Language	Developing	Developing

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

High School Level

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

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

We don't have a high school program.

Adaptations

Elementary Education-Primary Level
- Arts and Humanities
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Environment and Ecology
- Geography

- Health, Safety and Physical Education
- History

Elementary Education-Intermediate Level

- Arts and Humanities
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

We are actively looking to grow and develop in every academic area. Currently we have only been in operation for a total of 5 academic school years and are currently developing our middle school program. In each one of the core areas we are strategically creating and improving our academic program. We only plan to improve and in collaboration with our academic consultants, it will only get better.

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.	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.

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.	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.

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.	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,	Not answered

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

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.

This narrative is empty.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review
- Administrators
- Building Supervisors

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

- **Principal's Evaluations –**

The principal will observe a teacher's classroom 1-3x in every trimester. The Principal meets with the staff member to evaluate performance and provides the final evaluation of teacher's performance**.**

The principal also performs 10 data-walkthrough per semester for every regular education and special education teacher totaling 10 (5-20 minute mini evaluations) and 1 evaluation per trimester totaling 3 formal evaluations a year. Teachers will have 1 pre-observation, observation and post-observation per conducted evaluation by the principal.

- **Administrative Team**

(Walk-through data) – Using data-walkthrough, lesson plans, and video input the administrative team will examine if teachers are committing to proposed plan and provide the appropriate support. The EIC Curriculum Director or the Student Support Services Director will support the principal in evaluating teacher performance. The administrative team will evaluate teachers at least 1-2x per week. With one non-formal evaluation per trimester.

- **Coordinators Team –**

The coordinators will provide immediate feedback to the principal on commitment and follow through on school wide expectations in culture, business and building compliance**.**

- **Self-Evaluation –**

Using recorded lessons, student feedback and walk-through feedback, teaching staff will evaluate their personal performance. Non-teaching staff will evaluate performance based upon yearly goals set with the principal and compliance with job expectations.

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

- **Self-Evaluation –**

Using recorded lessons, student feedback and walk-through feedback, teaching staff will evaluate their personal performance. Non-teaching staff will evaluate performance based upon yearly goals set with the principal and compliance with job expectations.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

·   To better recruit highly qualified staff, we are looking to;

1.   Increase and develop our pay schedule

2.   Develop a teacher leadership team and a human resources program that will help to screen potential candidates.

3. Create a comprehensive 90 day probation period to screen potential long term candidates.

4. During the interview process we will:

· Review staff content knowledge (usually indicated by degrees, but occasionally via test scores),

· Review current professional development hours.

· Create a team of teachers, staff and other critical staff members to assess teacher quality.

Assessments

Local Graduation Requirements

Course Completion	2015–2016	2016–2017	2017–2018
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						
Common Core Standards: English Language Arts						
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
Common 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						

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts

- Independently validated local assessments.

Algebra I

- Independently validated local assessments.

Biology

- Independently validated local assessments.

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

Currently, we don't have a measurement tool for measuring locally adminstered assessments. Yearly, there are three school visits from SEER our EIC consultants that measure and evaluate student performance when it comes to our curriculum and commitment to environmental based learning.

Collection and Dissemination

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

This narrative is empty.

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.

This narrative is empty.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				

Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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.				
Instructional practices modified or adapted to increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

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				
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

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

Peer Helper Programs- At Seven Gen we recognize the need for student services that connect and empower peers to help others with social, emotional, and academic programming. During the 2014-2015 and 2015-2016 school years, the Counseling Department will be developing a Peer Mediation program and the IST team will be developing/implementing a Peer Tutoring program.
Placement of School Resource Officers- At this time in our K-8 program we have not determined a need for a school resource officer. WE do have a contact at the Emmaus Police Department for situations that arise which require police involvement. We do not plan to have a School Resource Officer.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling				
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	
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	X	X	
RtII	X	X	X	
Wellness/Health Appraisal				

Explanation of developmental services:

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				
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems				
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning			X	
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program	X	X	X	

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Coordinate Plans	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X
Home/Family Communication	X	X	X
Managing Chronic Health Problems	X	X	X
Managing IEP and 504 Plans	X	X	X
Referral to Community Agencies	X	X	X
Staff Development	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X
System Support	X	X	X
Truancy Coordination	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
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				
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				

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 School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
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 assesses health needs, identifies health problems, plans interventions and evaluates outcomes; administers medications and treatments and assess their effectiveness; compiles reports and maintains data regarding health services; plans and completes the mandated screening programs in accordance with the school health code; maintains comprehensive student and personnel health records and emergency information and participates in the development of IEP's, student health care plans, and 504s.

Food Service Program

Describe unique features of the Charter School meal program

The school provides commercially produced and/or processed lunches and snacks to students in need.

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:

From a security perspective, Seven Generations Charter School:
1. is implementing a strict visitor policy to ensure that parents are following through with security measures.
2. has purchased magnetic locks that prevent individuals from entering the building without being "buzzed in"
3. has complied with all emergency preparedness protocols including:
   a. lock-down Procedures which is an immediate lock-down in case of an intruder
   b. monthly evacuation procedures which focus on fire and chemical safety
   c. strengthening our crisis response team protocols
   d. shelter-in-place protocols which include how to manage hazardous spills or situation outside school building.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Additional Insurance Coverage.docx

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.

Seven Generations CS follows PDE transportation guidelines for charter schools. Each school district which has attending students at Seven Generations CS provides free transportation unless that school district is further than 10 miles in distance from Seven Generations CS. In that event the school district is not required to provide transportation. Seven Generations itself does not provide transportation to any students. Special education students are provided transportation accommodations if and when the student's Individualized Education Program states that need.

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?	No
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	No

expulsion?	
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?	No
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?	No

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Never

Collaboration for Interventions

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

The collaboration between classroom teachers and individuals providing interventions is provided through collaborative planning times. Teaching teams meet together on a weekly basis to collaborate on curriculum and instruction to provide for the needs of all students.

Community and Parent Engagement

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

The Board of Trustees invites the school and local community to fundraising events and monthly board meetings.

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

Seven Generations Charter School collaborates with the Active Learning Center to provide before- and afterschool care on site.

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.

1. Seven Generations Charter school does not serve children of preschool age.

2. Seven Generations Charter school does not operate pre-kindergarten programs.

3. Seven Generations Charter school provides parents with a smooth transition through informative parent/student orientations.

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	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.

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	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.

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	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.

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	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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.

Purchase Order Procedure- When a determination is made that a purchase is required for the school, the Business Manager must sign off as approval of the purchase and depending on the dollar value the approval of the CEO/Academic Director and/or the Board of Trustees may be required. If the purchase will exceed the State's competitive bidding threshold, then a Request for Proposal (RFP) must be completed and advertised. Depending on the size of the purchase three quotes may be secured in some instances.

Accounts Payable Approval by Board of Trustees- With the exceptions of rent, insurance, utilities, and medical reimbursement, all invoices must be approved by the Board of Trustees at their monthly meeting. In the event that a check needs to be released prior to the meeting, it would require the approval of the Business Manager, CEO/Academic Director, and the Treasurer of the Board of Trustees.

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.

Seven Generations Charter School uses QuickBooks 2012 Nonprofit Edition software.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	
Empowers educators to work effectively with parents and community partners.	X	X	X	

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

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

Each year we hold an EIC Institute which provide both new and veteran teacher, as well as administrators, with the opportunity to gain knowledge about our curricular framework and learn new skills for planning strategically, developing assessments, building and writing curriculum, and refining instruction at all grade levels. In addition both leaders and instructional staff engage in ongoing data-driven instruction professional development aimed at training educators to navigate data systems, interpret results, and set goals and make plans for instruction.

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

Because we do not specifically provide programming for gifted students (and therefore do not provided specific professional development for that student category), those strategies were not selected. However our curriculur framework supports differentiated instruction and project-based learning which we know does meet and exceed the needs of our high achieving students. We did not indicate that the leadership team has received training on managing resources for effective results. We plan to address this need by seeking professional development opportunities and consultations to gain this knowledge at the leadership level, particularly for our Principal/CEO.

Strategies Ensuring Fidelity

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

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

Our process for ensuring the strategies indicated above includes ongoing evaluation of student and teacher needs via data dialogues as well as administrative review of school data. I addition both the administrative team and grade band data teams investigate disaggregated student data (Discover Education Predictive Assessments and PVAAS data, for example to determine which professional development activities our school develops throughout the school year.

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

We plan to address and incorporate unselected strategies by creating a systemic process for evaluating new professional development providers and by mandating that administrators participate in all professional development sessions.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

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

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

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

- Knowledge and understanding of Seven Gen Mission, Vision, and Core Values

- Knowledge of the Environment as an Integrating Context for learning (EIC) Curriculum Model and its implementation

- Knowledge of the expectations for using Responsive Classroom (elementary) and Developmental Designs (middle school) classroom management approaches

- Ability to effectively implement School-Wide Positive Behavior Support initiative

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

The CEO/Principal is charged with undertaking the board-approved Teacher Induction Plan.

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

We have identified that navigating the Standards Aligned System website is not included in our induction plan; we plan to add that this year.

Needs of Inductees

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

CEO follows the approved Seven Generations Teacher Induction Plan.

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

We will look into including information collected from previous induction programs.

Mentor Characteristics

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

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

Our New Teacher Induction Plan includes mentor selection criteria.

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	X	X	X
Best Instructional Practices	X					
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction		X				

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Assessment Processes

Seven Generations Charter School methodically assesses the educational and staff development needs of our school, our professional staff, the students we serve, and the community we serve. Seven Generations induction program needs are determined using:

· A needs assessment survey of inductees early in the school year
· Inductee/mentor evaluations of previous induction programs
· The Seven Generations vision, mission and goals and Seven Generations Strategic Plan
· Recommendations from Curriculum Coordinators and the Special Education Coordinator

·   The Act 48 Comprehensive Professional Development Plan

·   Informal feedback from mentors and observations of inductees

Evaluation and Monitoring

1.   The Leadership Team is a standing committee that meets to monitor and adjust the induction plan on an on-going basis. Tasks of the team include, but are not limited to the following:

·   In May, to evaluate the induction program using input from the mentors and inductees

·   In June, to ensure the program is in place for the following year

·   In September, to incorporate the inductee needs assessment information into the current year's induction plan.

·   Ongoing alignment of the induction plan with the Professional Development plan and feedback from mentors

2.   A log will be kept jointly by the mentors and inductees to confirm by date their mentor/inductee meetings. (Induction Activity Log, Exhibit A and B)

3.   A checklist will be kept by the inductee to confirm that all required visitations and workshops have been completed during the induction period.

4.   A "New Teacher Need to Know "Items Checklist will be kept by the mentor and the inductee. Inductee, mentor teacher and principal signatures are required for induction process completion. (Exhibit E)

5.   An "Evaluation of Induction Plan Form (Exhibits C and D) will be completed by the inductee as well as the mentor teacher by the end of the school year.

Recording Process

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

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

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

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

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

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

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))

- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))

- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))

- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))

- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))

- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))

- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))

- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))

- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

STRENGTHS and ACCOMPLISHMENTS (per review of PVAAS 2014 data)

Grades 4-7 met or exceeded the standard for PA academic growth in Math.

Grades 4-8 met or exceeded the standard for PA academic growth in Reading.

Grades 5-8 met the standard for PA academic growth in Writing.

Grades 4 and 8 met and exceeded the standard for academic growth in Science.

4th grade science scores showed **significant** evidence of <u>exceeding</u> the standard for PA academic growth.

7th grade math scores showed **moderate** evidence of <u>exceeding</u> the standard for PA academic growth.

5th grade reading scores showed **moderate** evidence of <u>exceeding</u> the standard for PA academic growth.

4th grade math students scoring proficient showed **moderate** evidence of <u>exceeding</u> the standard for PA academic growth.

8th grade reading students scoring proficient showed **moderate** evidence of <u>exceeding</u> the standard for PA academic growth.

8th grade writing students scoring basic showed **moderate** evidence of <u>exceeding</u> the standard for PA academic growth.

Accomplishment #2:
Development of School Improvement Plan

Accomplishment #3:
School-Wide Positive Behavior Support Initiative (RTII)

Accomplishment #4:
Middle School Math Course Revisions and Development to meet differentiated student needs

Accomplishment #5:
Responsive Classroom and Developmental Designs Classroom Management Approach implementation

Accomplishment #6:

Adopted research-based literacy and math materials that align with both Common Core and our students' developmental and data-indicated needs

Accomplishment #7:

10 Service Learning projects (2013-14 school year)

Accomplishment #8:

Establishment of administrative team including two curriculum directors to support upper and lower grades

Accomplishment #9:

EIC™ Model School Status

Charter School Concerns

Concern #1:

Academic Performance Data: In the 2012-13 school year, SGCS received a school performance profile score of 77.3

During the 2012-13, the following performance measures (AMO) were not acheived:

1. Mathematics/Algebra 1 Proficiency- All students (value 65.61)

2. Mathematics/Algebra 1 Proficiency- Historically Underperforming Students (value 31.91)

3. Reading/Literature Proficiency- Historically Underperforming Students (value 38.30)

Concern #2:

PVAA -2014 Data

Math:

Moderate evidence that 8th grade Advanced students did not meet standard for PA academic growth.

Moderate evidence that 5th grade Advanced students did not meet starndard for PA academic growth.

Moderate evidence that 6th grade Below Basic students did not meet the standard for PA academic growth.

Reading:

Moderate evidence that 6th grade Advanced students did not meet standard for PA academic growth.

Science:

Moderate evidence that 8th grade Bleow Basic students did not meet the standard for PA academic growth.

Concern #3:

Student population:

This year we have had 41% increase of new students to our school population, from grades K-7. (Out of a total of 396 students, 165 are newly enrolled in 2014).

Using local assessments (AIMSWEB, Discovery Education), it has been identified that a significant amount of this new student population is Level 2 and 3 and in need of academic interventions.

Our K-3 Title 1 population as increased by 100%.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

    Aligned Concerns:

        Academic Performance Data: In the 2012-13 school year, SGCS received a school performance profile score of 77.3

        During the 2012-13, the following performance measures (AMO) were not acheived:

        1. Mathematics/Algebra 1 Proficiency- All students (value 65.61)

        2. Mathematics/Algebra 1 Proficiency- Historically Underperforming Students (value 31.91)

        3. Reading/Literature Proficiency- Historically Underperforming Students (value 38.30)

PVAA -2014 Data

Math:

Moderate evidence that 8th grade Advanced students did not meet standard for PA academic growth.

Moderate evidence that 5th grade Advanced students did not meet starndard for PA academic growth.

Moderate evidence that 6th grade Below Basic students did not meet the standard for PA academic growth.

Reading:

Moderate evidence that 6th grade Advanced students did not meet standard for PA academic growth.

Science:

Moderate evidence that 8th grade Bleow Basic students did not meet the standard for PA academic growth.

Student population:

This year we have had 41% increase of new students to our school population, from grades K-7. (Out of a total of 396 students, 165 are newly enrolled in 2014).

Using local assessments (AIMSWEB, Discovery Education), it has been identified that a significant amount of this new student population is Level 2 and 3 and in need of academic interventions.

Our K-3 Title 1 population as increased by 100%.

Systemic Challenge #2 *(System #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Academic Performance Data: In the 2012-13 school year, SGCS received a school performance profile score of 77.3

During the 2012-13, the following performance measures (AMO) were not acheived:

1. Mathematics/Algebra 1 Proficiency- All students (value 65.61)

2. Mathematics/Algebra 1 Proficiency- Historically Underperforming Students (value 31.91)

3. Reading/Literature Proficiency- Historically Underperforming Students (value 38.30)

PVAA -2014 Data

Math:

Moderate evidence that 8th grade Advanced students did not meet standard for PA academic growth.

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Reading:

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Science:

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Student population:

This year we have had 41% increase of new students to our school population, from grades K-7. (Out of a total of 396 students, 165 are newly enrolled in 2014).

Using local assessments (AIMSWEB, Discovery Education), it has been identified that a significant amount of this new student population is Level 2 and 3 and in need of academic interventions.

Our K-3 Title 1 population as increased by 100%.

Systemic Challenge #3 *(System #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Student population:

This year we have had 41% increase of new students to our school population, from grades K-7. (Out of a total of 396 students, 165 are newly enrolled in 2014).

Using local assessments (AIMSWEB, Discovery Education), it has been identified that a significant amount of this new student population is Level 2 and 3 and in need of academic interventions.

Our K-3 Title 1 population as increased by 100%.

Charter School Level Plan

Action Plans

Goal #1: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Discovery Education Predictive Assessment

Specific Targets: 5% increase for level 2 students in reading scores across grades 1 through 8 for 2014-2015 school year

5% increase for level 2 students in math scores across grades 1 through 8 for 2014-2015 school year

Type: Annual

Data Source: PVAAS data based upon 2015 PSSA math and reading assessments

85% of all students will show at least one year of predicted growth in math and reading

Specific Targets: 85% of all students will show at least one year of predicted growth in math and reading

Type: Annual

Data Source: Seven Generations Systems Manual Culture & Climate Survey

Specific Targets: staff survey regarding the effectiveness of Seven Generations Systems Manual in regards to improvement in organization's structure, processes, materials, equipment and resources allocation processes in order to improve student growth and continuous school improvement to show a 10% increase in overall satisfaction and 10% in productivity

Strategies:

Seven Generations Systems Manual

Description:

This manual will house all protocols, policies, and systems to ensure the organizations, structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement. (Manual to address and include: budget protocols, human resources, schedules, calendar, and other Seven Generations processes and operation procedures and instructional systems)

SAS Alignment: None selected

Develop Academic Support Team

Description:

This team will oversee the developemen and implementation of various academic support programs and interventions and will monitor the academic progress of identified students and ensure a supportive environment for all of our students. The team will be led by the principal and comprised of the curriculum directors, the student support services director, reading specialist, special ed and classroom teachers. The team will be trained in analyzing data in order to make informed curriculum decisions and steer school-wide improvements.

SAS Alignment: None selected

Human Resources

Description:

The principal and school administrators ensure hiring processes and timelines that allow the school to competitively recruit highly qualified and culturally proficient educators.

SAS Alignment: None selected

Implementation Steps:

Draft of Seven Generations Systems Manual

Description:

Seven Generations Systems Manual draft will be reviewed and feedback for revisions will be given by an Academic Support Team.

Start Date: 6/16/2014   **End Date:** 6/27/2015

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

Supported Strategies:

* Seven Generations Systems Manual

Revise the Seven Generations System Manual Draft

Description:

Revise the Seven Generations Systems Manual Draft according to feedback from the Academic Support Team.

Start Date: 6/30/2014   **End Date:** 7/11/2014

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

Supported Strategies:

* Seven Generations Systems Manual

Create Meeting Schedule

Description:

Determine when the team will meet to process data, determine program effectiveness, and discuss student achievement.

Start Date: 4/22/2014   **End Date:** 6/16/2014

Program Area(s):

Supported Strategies:

- Develop Academic Support Team

Determine Data Protocols

Description:

Team will determine school assessment calendar and data review schedule to facilitate opportunities for data analysis, instructional improvement, and achievement growth.

Team will develop protocols for how teachers and administration will utilize data to drive instruction and inform school-wide curriculum decisions.

Start Date: 7/1/2014   **End Date:** 8/29/2014

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

Supported Strategies:

- Develop Academic Support Team

Data Professional Development

Description:

Academic support team/administration will receive PD in data analysis.

Full staff professional development on data analysis to follow.

Professional development to utilize our local IU.

Start Date: 8/1/2014 **End Date:** 8/31/2015

Program Area(s): Professional Education

Supported Strategies:

- Develop Academic Support Team

Implement Data Protocols

Description:

Academic Support Team will support teachers in implementing data protocols and holding monthly data dialogues to inform instruction and develop appropriate teaching strategies to improve student achievement.

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Develop Academic Support Team

Data Analysis Evaluation

Description:

Ongoing evaluation of data analysis protocols and data-informed instruction, to include interim and year-end evaluations.

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Develop Academic Support Team

Human Resources Hiring Recruitment

Description:

When a position becomes available, principal will email staff in order to obtain in-house interest to fill vacant position.

An advertisement is then placed in PA REAP, on the school website, and on other educational professional recruitment sites for at least 2 weeks before the interview process begins.

Start Date: 4/22/2014   **End Date:** 8/31/2014

Program Area(s):

Supported Strategies:

- Human Resources

Human Resources Interview Process

Description:

Interview team will consist of a team of 5 members, including 2 administrators and 1 grade/department representative, 1 special education representative

Screening of resumes, first and second interviews all to be held by interview team. Second round interviews will be determined by rubrics and second interviews will be teaching demonstrations.

If hire occurs over the summer, the candidate will teach lesson to interview team. At end of second interview, candidate will write a reflection of the lesson. Interview team will utilize rubrics for the first and second interviews to determine new hire.

Administrator will make verbal offer to candidates as well as present candidates to the board.

Start Date: 5/1/2014   **End Date:** 8/29/2017

Program Area(s):

Supported Strategies:

- Human Resources

Benchmark Testing Protocols

Description:

Within one week of benchmark testing for each trimester, teaching teams will meet to determine trends and needs of their students. Teams will meet and communicate data trends and create instructional action plans for improvement in student achievement in literacy and math to the leadership and Academic Support Team each trimester (3 times each school year).

Start Date: 9/19/2014   **End Date:** 5/31/2017

Program Area(s):

Supported Strategies:

- Develop Academic Support Team