

Sugar Valley Rural CS

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

236 E Main Street
Loganton, PA 17747
(570)725-7822

Federal Accountability Designation:	Focus
Schoolwide Status:	No
CEO:	Tracie Kennedy
Date of Local Chartering School Board/PDE Approval:	6/16/2016
Length of Charter:	5 years
Opening Date:	8/22/2000
Grade Level:	K-12
Hours of Operation:	8:00 - 3:10
Percentage of Certified Staff:	97.00 %
Total Instructional Staff:	48
Student/Teacher Ratio:	10:1
Student Waiting List:	39
Attendance Rate/Percentage:	92.30 %
Enrollment:	487
Per Pupil Subsidy:	17,205.95
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	63.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	161

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	3.00
Hispanic	7.00
White (Non-Hispanic)	469.00
Multicultural	8.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	178.00	178.00	178.00	178.00
Instructional Hours	0.00	0.00	1181.25	1181.25	1181.25	1181.25

Planning Process

CEO is responsible for assembling the team members who will meet monthly on the school campus.

Communication will occur through various means...newsletters, website, minutes, etc.

Mission Statement

The mission of SVRCS is to provide a rural, community-oriented lifelong learning center which both reflects and helps to shape the best of Sugar Valley's social, cultural and educational heritage as embodied in its citizen's knowledge, values and skills. Striving for a continued zero dropout rate, high academic achievements, and 100% post-secondary continuing education, Sugar Valley Rural Charter School extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors while employing multiple mediums, settings and locations to model and promote the practice of lifelong learning.

Vision Statement

SVRCS will support high quality education with a program that:

- Utilizes innovative approaches to learning.
- Strives to exceed measurable performance objectives, including student achievement.
- Routinely evaluates school operations.
- Operates on a responsible budget.
- Employs highly trained, professional staff.
- Evidences a high degree of parent satisfaction and community involvement.
- Collaborates with a governing board dedicated to policy-making.

Shared Values

Among the many values and beliefs held by the SVRCS community, the following have been central to our success each school year.

- A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth.
- As a rural school, SVRCS promotes a culture that respects natural resources, appreciates history, and values neighborliness.
- We expect success.
- We educate the heart while we educate the head.
- SVRCS welcomes and values the input of all its stakeholders.

Educational Community

Sugar Valley Rural Charter School opened in August 2001 and is part of the most significant initiatives for change in public education in Pennsylvania. Founded by a local group of parents, educators, and rural community members, SVRCS opened its doors as the first rurally based K-12 charter school emphasizing flexibility in responding to students' needs, innovation, and individualized learning. SVRCS is located on a 10-acre campus in the borough of Loganton, PA serving a student body that reflects the community we serve.

Sugar Valley Rural Charter School provides a unique learning experience for students from Keystone Central, Jersey Shore, Penns Valley, Bellefonte, East Lycoming, Montoursville, Mifflinburg, Montgomery, Shikellamy and other local school districts. The school's culture is derived from the small school environment, the many teachers and staff experienced in rural environments, the ongoing community members' influence, and the values communicated by the expectations and procedures by which the school operates. With a diverse student population, consisting of special education, regular education, and vocational/technical education, SVRCS is the epitome of school choice. We offer all students the opportunity to achieve academic and personal success.

Students will leave SVRCS with a sense of community, of being part of a family of teachers and learners, and with the knowledge that they have been successful at accomplishing their goals in all areas of their lives. They will have confidence to achieve because they have overcome obstacles and succeeded in numerous endeavors. All students graduating from SVRCS will have taken courses that are important to every student's academic experience.

Board of Trustees

Name	Office	Address	Phone	Email
Sonya Downing	Board Chair	Loganton, PA 17747	570-725-7822	sdowning@svrcs.org
Heidi Doyle	Board Chair	Mill Hall	570-725-7822	hdoyle@svrcs.org
Sandra Garverick	President	179 West Main Street, Loganton, PA 17747	570-725-3329	sgaverick@svrcs.org
Tracie Kennedy	CEO	236 E Main St, Loganton, PA	570-725-7822	tkennedy@svrcs.org
Andria Meixel	Board Chair	236 E Main St, Loganton, Pa 17747	570-725-7822	ameixel@svrcs.org
Karl Miller	Board Chair	236 E Main St, Loganton PA 17747	570-725-7822	kmiller@svrcs.org
Jeremy Rossman	Board Chair	236 E Main St, Loganton, PA	570-725-7822	jrossman@svrcs.org
Thomas Ruhl, Jr	Board Chair	71 West Main Street, Loganton, PA 17747	570-725-3763	truhl@svrcs.org
Mary Jude Weaver	Treasurer	119 Beagle Road, Mill Hall, PA 17751	570-725-7822	mweaver@svrcs.org

Board of Trustees Professional Development

New SVRCS Board members are offered orientation to their positions on the board. All board members have received copies of the school charter and policy manual. Robert's Rules of Order, and PA Sunshine Law. SVRCS often schedules training retreats and instructional speakers for its board members.

Governance and Management

Teachers and staff as well as outside resource people, make presentations at each board meeting. The Board receives regular reports from the Business Manager regarding the financial status of the school and the Administration gives a monthly report to the board on all school activities. The Administrative Team encourages the Board members to attend their weekly team meetings to gain a thorough understanding of school operations.

Student Enrollment

Parents of prospective students generally notify the school to set up an agreeable time to meet with the school administration. At that time the students and parents have the opportunity to meet teachers and staff, tour the facility and discuss any concerns that each party may have about the child's school life. At this time they may complete the enrollment packet, make transportation arrangements, meet with the school nurse and create a student schedule based upon the information that the student and parent have with them.

SVRCS accepts students for Kindergarten who are 4 years and 7 months old or older if they meet the requirement of the Bracken School Readiness Assessment as defined by SVRCS. Prospective students and their parents schedule a time to meet with administration and the Kindergarten teacher. The teacher assesses the student while the parents become familiar with the school's mission, curriculum and policies and speak with the Administrator. The parents also meet at this time with the school nurse and any other pertinent personnel. They then complete the enrollment packet. Kindergarten orientations are held prior to the opening day of school.

Parent Communication

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

Files uploaded:

- Kindergarten Registration 18-19.pdf

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOC file uploaded.

Student Enrollment History

Enrollment History—Part I

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

2017	457	448	0	Went to different district	448
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Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2017	24	35	32	36	30	42	45	40	41	38	30	39	25

Stakeholder Involvement

Name	Role
Lori Barner	Ed Specialist - School Nurse
Ray Bohartz	Business Representative
William Deavor III	High School Teacher - Regular Education
Nicole DeMarte	Elementary School Teacher - Regular Education
Carrie Doyle	Administrator
Jamie Fox	High School Teacher - Regular Education
Sandra Garverick	Community Representative
Mark Geisewite	Parent
Darice Hampton	Administrator
Tracie Kennedy	Administrator
Andria Meixel	Parent
Diana Miller	Community Representative
Rusty Miller	Business Representative
Arleen Parker	Middle School Teacher - Regular Education
Amy Rossman	Elementary School Teacher - Regular Education
Jeremy Rossman	Ed Specialist - Instructional Technology
Brian Stugart	Building Principal
Jodie Walizer	Middle School Teacher - Regular Education
Mary Jude Weaver	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	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	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Non Existent
Alternate Academic Content Standards for Reading	Needs Improvement	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

As a result of an ongoing School Improvement Plan we are continually developing and reviewing/revising certain areas of school curriculum. The standards marked in the non-existent and need improvement categories are addressed informally in other courses/programs that are offered. We continue to formalize the presentation of these topics and include them in future curriculum revisions. We are in the process of creating a more comprehensive Alternate Academic Content Standards for Math and Reading. Curriculum for these topics will be rewritten, mapped, and aligned when decisions are made on how to proceed with those content areas.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Developing
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	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
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	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	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Developing
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	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
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	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	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

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

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Developing
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	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
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	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	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

Adaptations

Elementary Education-Primary Level

Checked answers

- 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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- 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

Unchecked answers

None.

Middle Level

Checked answers

- 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

Unchecked answers

None.

High School Level

Checked answers

- 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

Unchecked answers

None.

Explanation for any standards checked:

SVRCS provides varied approaches to adapting standards for the above listed categories. Curriculum is modified and adjusted to meet the needs of all students in each content area. The common core standards found on the SAS are used as resource and reference models.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

In areas that we've mapped our curriculum these items are all in place.

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

In areas that we've mapped our curriculum these items are all in place.

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

In areas that we've mapped our curriculum these items are all in place.

When reviewing mapping and alignment it was identified that many of the standards, family consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

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

Processes used to ensure Accomplishment:

In areas that we've mapped our curriculum these items are all in place.

When reviewing mapping and alignment it was identified that many of the standards, family

consumer science, science, social studies, may be addressed within other standard areas within the curriculum.

We'll be reviewing and revising these areas in the coming years.

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.

SVRCS staff and administration meet to make modifications and accommodations to hold to the highest state level of standard curriculum for all students including special needs.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

Administrators and department supervisors consistently review lesson plans and classroom instruction to ensure compliance.

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

SVRCS does not provide peer evaluation and/or coaching at this time. SVRCS will continue to explore the efficacy of such methods by a needs assessment with new teaching staff.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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.

SVRCS school board personel committee, advertises, reviews, sorts, categorizes, all resumes and selects all highly qualified teachers resumes for interviews.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	36.00	36.00	36.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00

Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Local Assessments

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

Graduation Requirement Specifics

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

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

Unchecked answers

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

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
End unit assessments, tests, quizzes, and projects.	X	X	X	X
PSSA's and Keystones		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
End unit assessments, tests, quizzes, and projects.	X	X	X	X
Dibels, KEI, Bracken	X	X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Observation, check lists, verbal, and quizzes.	X	X	X	X
KEI	X			

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Pre-tests, key math.	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

SVRCS instructional staff, administration, board curriculum committee consistently review results of assessments.

Through the mentoring program there are instances where teachers review each others assessments to ensure alignment to the standards.

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.

Students in grades 9-12 are responsible for their individual and independent senior project portfolio.

SVRCS instructional staff, administration, itinerant staff, board members and community members assess senior projects.

Collection and Dissemination

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

We are currently using On Hands Schools and Smart Futures to collect and disseminate data. We have developed data teams to collaborate on a regular basis.

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.

Using the MTSS Model, teachers will provide modifications and additional support to meet the needs of the students.

If students do not achieve adequate progress Title I services are implemented, after school tutoring is offered and parental support is provided.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned	X	X	X	X

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.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Lesson plans for SVRCS instructional staff include all of the above.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Various committees, departments, professional learning groups are all responsible for decimating school information.

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

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

SVRCS has a retired state police officer who assists the school as needed.

Developmental Services

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

RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Drug and Alcohol awareness, SADD, Teen Dating violence			X	X

Explanation of developmental services:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students is published in all of the local\ newspapers and on the SVRCS school website. The Child Find information is located in the student handbooks.

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

SVRCS identifies gifted students by means of the Dibels and Key Math assessments, teacher recommendations, review of records and parent request.

Students are then referred to the MTSS team for further review and classroom placements and appropriate enrichment.

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

This is done through multiple assessments and an evaluation is done through a licensed psychologist.

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.

SVRCS teachers deliver instruction to the identified students in pull-out situations where warranted. Students receive instruction in project based enrichment and accelerated reading.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEl	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Health and Safety

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?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes

Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

The nurse must have current knowledge and skill in administration of medication in accordance with state law, insure compliance of student's immunization, test and record vision, hearing, height and weight of students. Conduct health related in-service for all and/or students as needed. Serve and work cooperatively as a multi-disciplinary/IEP team member. Maintain, complete and submit Medicaid paperwork in a timely manner. The nurse must be CPR and First Aid certified, and have capability to administer first aid when needed. Ability to adjust to varied situations, demands, and new health issues. Ability to demonstrate safe nursing care, reflecting the philosophy, purpose and standard of the law. Ability to demonstrate adequate knowledge of both normal and abnormal anatomy, physiology, psycho/social and disease entities.

Food Service Program

Describe unique features of the Charter School meal program

SVRCS participates in the free and reduced breakfast and lunch program. Staff are trained in serve safe programs. Food service director is fully trained in providing meals compliant with state and national food programs.

We purchase from local fruit and vegetable farms.

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:

SVRCS board of trustees has formulated appropriate policies, procedures and practices for school safety and security matters.

SVRCS board has entrusted SVRCS administrators to fully equip staff in maintaining a safe and secure school environment.

These policies are approved and included in the SVRCS board policy manual modeled on Pennsylvania School Board Assoc. templates.

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

Wellness Policy

The school wellness policy

DOC 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:

- Blanket Accident Policy 18-19.pdf

Transportation

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

All sending districts are responsible to provide transportation for eligible students. Some districts contract with private vendors for transportation. Special education students requiring specialized bussing according to their IEP's are provided services through local transportation providers, private or county agencies and providers or by parents.

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
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Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

There are biweekly staff meetings where student needs/progress are discussed between SVRCS instructional staff, administration, itinerant staff, and special education staff.

As needed outside agencies and medical personal collaborate to meet the needs of SVRCS students. Staff ensure they are available to discuss issues on a daily basis as needed.

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 has approved a Community Liaison to generate parent and community engagement at the school.

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

SVRCS collaborates with all outside agencies who are providing services students. Tutoring is provided on campus as an after school program.

Summer recreation is provided for social and academic needs. ESY is offered by law for those eligible.

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.

SVRCS meets with outside agencies of pre-school students to coordinate students services if needed.

SVRCS provides a Kinder Camp for incoming kindergarten students as they transition to the school setting.

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.

All teachers, administrators and staff participate in the annual budget process allowing for material resources for their classrooms, departments and programs.

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
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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.

All teachers, administrators and staff participate in the annual budget process allowing for material resources for their classrooms, departments and programs.

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.

All teachers, administrators and staff participate in the annual budget process allowing for material resources for their classrooms, departments and programs.

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	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	Accomplished

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

All teachers, administrators and staff participate in the annual budget process allowing for material resources for their classrooms, departments and programs.

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	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of

	district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We utilize the SAS system to ensure that our curriculum meets the PA Common Core Standards. We continue to use the SAS system to update, revise and align our curriculum. We are fortunate to have multiple resources available to our staff at the school.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of

	district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district

	classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We utilize the SAS system to ensure that our curriculum meets the PA Common Core Standards. We continue to use the SAS system to update, revise and align our curriculum. We are fortunate to have multiple resources available to our staff at the school.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

We utilize the SAS system to ensure that our curriculum meets the PA Common Core Standards. We continue to use the SAS system to update, revise and align our curriculum. We are fortunate to have multiple resources available to our staff at the school.

High School Level

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

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

Further explanation for columns selected "

We utilize the SAS system to ensure that our curriculum meets the PA Common Core Standards. We continue to use the SAS system to update, revise and align our curriculum. We are fortunate to have multiple resources available to our staff at the school.

Fiscal Solvency Policies

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

The Finance committee periodically reviews the established fund balance and the amount committed for specific uses. The Finance committee also monitors the expected income and expenses

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.

CSIU Fund Accounting

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	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	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	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	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

SVRCS teachers, administrators and staff have many varied opportunities for professional training, education and expansion of their knowledge base.

Tuition is provided for conferences and continuing education course work.

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

This narrative is empty.

Professional Development

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:
3/16/2015 Act 31 On Line Training
The LEA plans to conduct the required training on approximately:
2/22/2016 Refresher course for all employees (live)

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:
11/25/2015 Suicide Prevention On line thru Eduplanet
11/24/2015 Suicide Prevention On line thru Eduplanet
11/23/2015 Suicide Prevention On line thru Eduplanet

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- 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

- 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.

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

- Need to enhance use of student data to determine priorities
- Need to review needs assessment

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

The outcome of this plan will be an increased awareness of and ability to use student assessment and other data to improve instruction and increase student learning.

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.
- Inductees receive exposure to basic school law instructed by the CEO.

Unchecked answers

None.

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

CEO instructs, monitors and maintains the mentoring program for Inductees.

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 inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

CEO will monitor and make sure the Inductees follow program evaluations and activities.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

CEO seeks interested volunteers to function as mentors. This process is highly successful. CEO selects mentor that have certification 2.

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

SVRCS administration will do walk throughs, observations, checklists and face to face conference.

Recording Process

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

- 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

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

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Continue to improve the rigor of secondary course offerings.

Accomplishment #2:

Program expansion to students over time - added AP classes and other courses.

Accomplishment #3:

In grades 4-7, student ELA achievement increased more than 10.6% in 4th grade

6.6% in 5th grade

8.1% in 6th grade

20.7% in 7th grade

In grades, 5-7 students MATH achievement increased more than 8.9% in 5th grade

7.7% in 6th grade

5.1% in 7th grade

Accomplishment #4:

In 4th grade the number of students scoring proficient on the Science PSSA increased by 12%.

Accomplishment #5:

In Biology the number of students at/or above proficient increased approximately 10%.

Accomplishment #6:

Achievement on the Keystone Literacy Exam increased by 6%.

The percent of students scoring proficient on the Keystone Literature Exam increased by 8.74%

Accomplishment #7:

SVRCS enrollment continued to increase over previous years.

Accomplishment #8:

Curriculum has all been aligned and currently working on being mapped.

Charter School Concerns**Concern #1:**

Grade 5, 6,7,8th PSSA Math and ELA assessment scores are something we are working to improve upon.

Although math is a larger need we also realize the importance of supporting literacy development and the support of diverse learners.

Concern #2:

There are inconsistencies among staff in utilizing data to drive instruction.

Prioritized Systemic Challenges

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

Aligned Concerns:

Grade 5, 6,7,8th PSSA Math and ELA assessment scores are something we are working to improve upon.

Although math is a larger need we also realize the importance of supporting literacy development and the support of diverse learners.

There are inconsistencies among staff in utilizing data to drive instruction.

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

Aligned Concerns:

Grade 5, 6,7,8th PSSA Math and ELA assessment scores are something we are working to improve upon.

Although math is a larger need we also realize the importance of supporting literacy development and the support of diverse learners.

There are inconsistencies among staff in utilizing data to drive instruction.

Charter School Level Plan

Action Plans

Goal #1: Our goal is to fully map and align all subject areas to ensure achievement and growth for all students .

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: SAS and school created curriculum.

Specific Targets: Maps and alignment in all content areas will be completed by 2021.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Curriculum Mapping and Vertical Articulation

Description:

In his book *What Works in Schools: Translating Research into Action* (2003), Marzano ranks "a guaranteed and viable curriculum" as the school based factor with the most significant impact on student achievement. To foster school improvement, educators must ensure that individual students have had

the "time" and "opportunity to learn" critical content and skills upon which future learning is built. Source: Marzano, R.J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Professional development (Literacy)

Description:

Heggerty Resources for K-2 will be implemented.

Professional development to improve literacy instruction will be provided for grades 4-8.

Start Date: 8/22/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping and Vertical Articulation

Professional Development for Math

Description:

Professional development will be provided through IU resources.

Additional resource training by McGraw Hill.

Additionally throughout this comprehensive planning cycle the administrative team will determine professional development based upon assessment results.

Start Date: 10/22/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping and Vertical Articulation

Curriculum Mapping and Vertical Articulation

Description:

In the 2018-19 school year we began aligning the K-12 Science curriculum. Social Studies and additional subject areas will be aligned by 2021.

Staff is mapping new course work with the goal to have it aligned by 2021. Curriculum maps will include accommodations made for diverse learners.

Start Date: 10/19/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping and Vertical Articulation
- Curriculum Mapping
- Understanding by Design

Goal #2: Our goal is to use data driven instruction for increased student achievement. This will include: how to read the data, how to interpret/analyze the data and utilize results to drive instruction and meet the needs of the K-12 diverse learners.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA, Keystone, On-Hands, Curriculum based assessments, Dibels, Heggerty, in addition to perceptual and school processes data.

Specific Targets: Increased student achievement and growth and teacher capacity.

Strategies:

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#).)

SAS Alignment: Assessment

*Effective Teaching Principles***Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

SAS Alignment: Instruction

*Instructional Coaching***Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Sources: [Kansas Coaching Project \(KCP\)](#) , [Improving Student Engagement and Performance...](#) , [Instructional Coaching Group \(Resources\)](#) , [The Partnership Principles](#))

SAS Alignment: Instruction, Materials & Resources

*Using Student Achievement Data to Support Instructional Decision Making***Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has

become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

Implementation Steps:

Provide professional development in data analysis.

Description:

On - Hands professional development for teachers during their 2019-2020 In-Service days.

Start Date: 8/23/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Using Student Achievement Data to Support Instructional Decision Making

Professional development (Literacy)

Description:

Heggerty Resources for K-2 will be implemented.

Professional development to improve literacy instruction will be provided for grades 4-8.

Start Date: 8/22/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Instructional Coaching
- Using Student Achievement Data to Support Instructional Decision Making

Professional Development for Math

Description:

Professional development will be provided through IU resources.

Additional resource training by McGraw Hill.

Additionally throughout this comprehensive planning cycle the administrative team will determine professional development based upon assessment results.

Start Date: 10/22/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Effective Teaching Principles
- Using Student Achievement Data to Support Instructional Decision Making