Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)
Entity: Vida Charter School
Address: 157 Lefever Street
Gettysburg, PA 17325

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Vida Charter School

Date of Local Chartering School Board/PDE Approval: July 2009

Length of Charter: 5 years **Opening Date:** January 2010

Grade Level: k-3 **Hours of Operation:** 8 to 3

Percentage of Certified Staff: 100 **Total Instructional Staff:** 4

Student/Teacher Ratio: 1:9 **Student Waiting List:** 0

Attendance Rate/Percentage: 92%

Summary Data Part II

Enrollment: 27 **Per Pupil Subsidy:** varied by district

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	2
Hispanic:	13
White (Non-Hispanic):	11
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 63%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 5

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	102	102	0	0	0
Instructional Hours	0	0	6.5	6.5	0	0	0

SECTION I. EXECUTIVE SUMMARY

Educational Community

Vida Charter School is located in a rural, agricultural area. Students come from several of the surrounding small towns and rural areas. The growing Hispanic population in Hanover- Gettysburg warrants the new and innovative methods of education used in Vida Charter School.

New, innovative methods are needed to close the achievement gaps and improved educational strategies and innovations are needed to raise all students' scores. Vida Charter School implements innovative methods that focus on culture and use research-based practices that are shown to improve educational equity for minority students. Implementing the Universal Design for Learners program helps ensure that all students have access to the rigorous curriculum regardless of home language or disability.

Dual-immersion and a multicultural curriculum benefit children from throughout the community. In reference to a discussion about bilingualism, Harvard President Lawrence H. Summers (2007) stated that it's always preferable to know more than to know less. Pratt, President of the Modern Language Association, cites second language acquisition as important to national security in our modern world. Likewise, President George W. Bush has started a new initiative to promote foreign language education as "a part of a strategic goal, and that is to protect this country" (Graham, January 6, 2006). Our diverse country needs culturally responsive programs to be competitive in global society.

Health is also a growing concern in our society. Children throughout the country are more likely than ever to be overweight or obese. Childhood obesity puts children at higher risks for type 2 diabetes, hypertension, cardiovascular disease, hyperlipidemia, and psychosocial disorders (Kauffman, 2006). Poor nutrition and lack of physical activity are factors in lower academic achievement (Action for Healthy Kids, 2004). Interventions are key to helping children and their communities understand and maintain healthy lifestyles and make healthy and informed choices about exercise and nutrition. Such lessons prepare students for healthy life choices as they enter their teen year and adult life.

Former Assistant Secretary Hager (2007) in the Office for Special Education and Rehabilitative Services (OSERS) for the United States Department of Education announced, "IDEA and NCLB are more closely aligned than ever before, promoting accountability for results, enhancing the role of parents and improving student achievement... We know what works: high standards, accountability, more information and choices for parents, sound, proven methods of instruction and a highly effective teacher in every classroom." Vida Charter School is offering research-based methods, parental involvement, high standards, accountability, effective instruction, and effective teachers.

Because we opened late in the school year we had very small classes. Our two classes were K/1 and 2/3. We had 27 students from January to the end of the school year, but plan to grow tremendously in the upcoming school year, enrolling 94 students in grades K-4. We have been

fortunate to recruit fantastic teachers with diverse teaching backgrounds who work well collaboratively. Our parents have been very supportive and have volunteered in and out of the classroom to make the school success possible.

Mission

Vida Charter School believes in preparing children for life by nourishing the students' minds and bodies. Literacy and numeracy, taught in English and Spanish, will foster success in a diverse world while an emphasis on health, physical fitness, and character education will ensure a holistic approach to a rigorous curriculum.

Vision

Our vision is that Vida Charter School students will be:

*Above grade level in reading and math

*Bilingual and bi-literate in English and Spanish

*Compassionate towards others and their community

*Real world problem solvers

*Physically healthy

Shared Values

Act with ***integrity*** in all we do, provide ***leadership*** as a school and as individuals, regard ***honesty*** and transparency as essential in our communicating, ***collaborate*** as a team, focus on an accelerated, bilingual K-6 academic program of ***excellence***, take ***courage*** to stand up for what we believe and strive to continuously ***improve*** as individuals and as a school.

Academic Standards

Vida Charter School has based its curriculum and design on the four pillars of the No Child Left Behind (NCLB) Act:

- Empowering parents to become involved in education process
- Planning and utilizing effective teaching methods
- Local control for curriculum and instruction
- Accountability to meet local and state standards

Vida Charter School has established the following measurable goals and objectives to demonstrate accountability to the local school districts, stakeholders, and the state of Pennsylvania.

Academic Goal 1: All students will become competent readers, writers, speakers and listeners of English and Spanish.

Objective 1: 80% of Vida Charter School students will develop proficiency in critical literacy skills in their native language, as measured by the Developmental Reading Assessment (DRA2) or Evaluación del Desarrollo de Lectura (EDL2), in the areas of accuracy, fluency, and comprehension, by meeting the following end of the year benchmarks:

Grade Level	**Minimum score**
Kindergarten	Level 3
First grade	Level 18
Second grade	Level 28
Third grade	Level 38
Fourth grade	80 points
Fifth grade	87 points
Sixth grade	94 points

Objective 2: 80% of Vida Charter School students will show proficiency in critical literacy skills in their native language, as measured by running records and 4-Sight testing, in the areas of accuracy, fluency, and comprehension, by showing improvement on a quarterly basis.

Objective 3: Vida Charter School students will show proficiency in reading skills in English, as measured by the Pennsylvania System of School Assessment, by meeting or exceeding prevailing state standards.

Academic year	**Percent of students proficient in reading**
2008-2010	63%
2011	72%
2012	81%
2013	91%
2014	100%
After 2014	100%

Objective 4: Vida Charter School students will show proficiency in writing skills in English, as measured by the Pennsylvania System of School Assessment, by meeting or exceeding prevailing state standards.

Academic year	**Percent of students proficient in writing**
2008-2010	63%

2011	72%
2012	81%
2013	91%
2014	100%
After 2014	100%

Objective 5: 75% of Vida Charter School students will develop proficiency in language skills in a second language,as measured by LAS LINKS or LAS LINKS español, in the areas of listening, reading, writing, and speaking, by meeting the following end of the year benchmarks:

Years in the dual immersion program	**Language Level**
1	Beginning
2	Early Intermediate
3	Intermediate
4	Proficient
5 or more	Above Proficient

Objective 6: 80% of Vida Charter School students will show proficiency in critical reading skills, as measured by site-developed Curriculum-Based Measurement, by performing with reading grades of 75% or better.

Academic Goal 2: Students will become proficient in mathematics.

Objective 1: 80% of Vida Charter School students will show proficiency in critical math skills, as measured by the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) in the areas of concepts and communications, operations and computations, process and application, by meeting the following end of the year benchmarks:

Grade Level	**Grade-level score**
Kindergarten	K.6
First grade	1.6
Second grade	2.6
Third grade	3.6
Fourth grade	4.6
Fifth grade	5.6
Sixth grade	6.6

Objective 2: Vida Charter School students will show proficiency in critical mathematics skills, as measured by the Pennsylvania System of School Assessment, by meeting or exceeding prevailing state standards.

Academic year	**Percent of students proficient in math**
2008-2010	56%
2011	67%
2012	78%
2013	89%
2014	100%
After 2014	100%

Objective 3: 80% of Vida Charter School students will show proficiency in critical mathematics skills, as measured by Curriculum-based testing, by performing with mathematics grades of 75% or better.

Academic Goal 3: Students will become Proficient in science.

Objective 1: Vida Charter School students will show proficiency in critical science skills, as measured by the Pennsylvania System of School Assessment, by meeting or exceeding prevailing state standards.

Academic year	**Percent of students proficient in science**
2008-2010	56%
2011	67%
2012	78%
2013	89%
2014	100%
After 2014	100%

Objective 2: 80% of Vida Charter School students will show proficiency in critical science skills, as measured by Curriculum-based testing, by performing with science grades of 75% or better.

Academic Goal 4: Students will become proficient in social studies and multi-cultural understanding.

Objective 1: 80% of Vida Charter School students will show proficiency in critical social studies skills, as measured by Curriculum-based testing, by performing with a social studies grade of 75% or better.

Objective 2: 95% of Vida Charter School students will demonstrate multi-cultural awareness, as measured by portfolio assessment of multi-cultural activities.

Academic Goal 5: Students will participate in PSSA and other testing.

Objective 1: 95% of Vida Charter School students will participate in PSSA and other testing (NCLB requires 95% participation by 2014).

Academic Goal 6: Vida Charter School will show a narrowing of the achievement gap.

Objective 1: Aggregated PSSA test scores for Vida Charter School students will show an increase in the passing rate, as measured by the Pennsylvania System of School Assessment, according to the following annual passing rates.

Academic year	**Percent of students proficient in reading**	**Percent of students proficient in writing**	**Percent of students proficient in mathematics**	**Percent of students proficient in science**
2008-2010	63%	63%	56%	56%
2011	72%	72%	67%	67%
2012	81%	81%	78%	78%
2013	91%	91%	89%	89%
2014	100%	100%	100%	100%
After 2014	100%	100%	100%	100%

Objective 2: Disaggregated PSSA test scores by sub-group for Vida Charter School students will show an increase in the passing rate, as measured by the Pennsylvania System of School Assessment, according to the following annual passing rates for all sub-groups (racial/ethnic groups, students with disabilities, English Language Learners, students from low-income families).

Academic year	**Percent of students proficient in reading**	**Percent of students proficient in writing**	**Percent of students proficient in mathematics**	**Percent of students proficient in science**
2008-2010	63%	63%	56%	56%
2011	72%	72%	67%	67%
2012	81%	81%	78%	78%
2013	91%	91%	89%	89%
2014	100%	100%	100%	100%

Academic Goal 7: Students will be prepared to make healthy lifestyle choices.

Objective 1: 80% of Vida Charter School students will be able to choose a balanced meal plan when presented with lunch choices.

Objective 2: 95% of Vida Charter School students will participate in daily physical activity, as measured by physical education participation at school.

Objective 3: 80% of Vida Charter School students will be able to make choices based on how their choices affect themselves, their families, and their communities, and their world, based on curriculum-based assessments in the healthy lifestyles curriculum.

B. Measurable non-academic goals and objectives

Non-academic Goal 1: Students will be highly engaged in their learning, as reflected by their attendance.

Objective 1: Overall student attendance will meet or exceed 90%, as measured by daily attendance averages.

Non-academic Goal 2: Parents will participate in planning and implementing programs at Vida Charter School.

Objective 1: 90% of Vida Charter School parents will volunteer eight hours annually in school activities and functions, as measured by parent volunteer logs.

Objective 2: 90% of Vida Charter School parents will rate the school as "open to parent involvement", as measured by the parent end-of-the-year survey.

Non-academic Goal 3: The governance structure at Vida Charter School will enable a rigorous, holistic, dual-immersion curriculum while ensuring a balanced budget.

Objective 1: The budget at Vida Charter School will be balanced and meet the needs of the school programming, as aligned to the school mission, 100% of the time, as measured by the annual budget review.

Objective 2: 90% of Vida Charter School teachers will rate the curriculum as appropriate to the school mission, as measured by the teacher end-of-the-year survey.

Non-academic Goal 4: The staff at Vida Charter School will use effective pedagogy and behavioral interventions to ensure that the students are active learners.

Objective 1: 100% of Vida Charter School instructional staff will participate in professional development in the area of effective teaching strategies, as measured by their Act 48 transcripts.

Objective 2: 100% of Vida Charter School instructional staff will participate in professional development in the area of effective special education strategies and behavioral interventions, as measured by their Act 48 transcripts.

Objective 3: 100% of Vida Charter School instructional staff will participate in professional development in the area of English Language Learners and dual-immersion instruction, as measured by their Act 48 transcripts.

Objective 4: 95% of Vida Charter School teachers will score satisfactory, as measured by the Annual Employee Evaluation Form.

Objective 5: 100% of classroom teachers at Vida Charter School will be highly qualified in their area of instruction, as measured by the Pennsylvania Department of Education guidelines.

Strengths and Challenges

Vida Charter School used literacy-focused, research-based elementary curricula, available in English and Spanish. The curricula incorporated best practices for Limited English Proficient students and accommodated diverse learning needs through a Universal Design for Learners approach.

Vida Charter School implemented several unique educational programs. These programs include Healthy Lifestyles and the Spanish- English Dual-Immersion program. Both programs supported all children in learning skills that are applicable to their lives. The curricula included these unique programs as well as rigorous academic instruction in reading, writing, math, science, social studies, health, physical education, art, music, and technology. Vida Charter School provided support services for the following children: Limited English Proficient (LEP), students in special education, at-risk students, students who require 504 services, gifted and talented students, and students with difficulties that are interfering with their educations.

Healthy Lifestyles incorporated nutrition, health, and character education and was integrated throughout the curriculum. This program taught children about the importance their actions have on themselves, their families, their neighbors and their communities. Children participated in a character education component of the curriculum in Physical Education class to learn to be world citizens who make careful choices in all aspects of their lives, from caring for the environment by recycling, to solving peer disputes, to choosing healthy snack alternatives, to participating in community service activities. This program integrated the values of citizenship and self-control, while learning about movement and the benefits of physical activity. It is based on Rena Kornblum's book "Disarming the Playground: Violence Prevention Through Movement and Pro-Social Skills". The curriculum enforces positive social skills and prevents youth violence. This curriculum aligns to Pennsylvania Standards for Health, Safety and Physical Education, 10.3 Safety and Injury Prevention.By providing a safe environment that encourages and supports healthy choices, Vida Charter School helps students build the skills they need to have healthy lifestyles that positively impact their bodies and their communities. The Healthy Lifestyles curriculum and the character education component can be explored in more detail in Appendix G.

Another innovative program, the dual immersion program, will allow all students to become bilingual, bi-literate, and multicultural. By definition, dual language programs are designed to integrate English Language Learners and English proficient students for content and literacy instruction in two languages (Lindholm-Leary, 2004). Both native English and native Spanish speakers will benefit from the dual immersion program. This program will serve the growing Hispanic population by ensuring that the Spanish-speaking children learn to read and write in their native language, while mastering the same skills in English. Similarly, the non-Spanish speaking children will learn to comprehend, speak, read, and write Spanish, which are very desirable skills in our multicultural society. The dual immersion program will not be limited to learning another language, but will also teach children about other cultures. Carbaugh (1990) stresses that cultural identity is encoded in all communication. Thus, students learn culture in all school settings. Vida Charter School's multicultural education seeks to maximize student achievement by implementing socially responsive pedagogy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Vida Charter School will meet monthly to review our goals and review data towards progress. Teachers and administration will present a written report to the board monthly that reflects on progress, obstacles, and changes to the strategic planning needed to meet our goals.
The CEO/ Director, April Yetsko, will be responsible for leading the instructional staff in measuring goal process and ensuring that the reporting is done. Classroom teachers will be responsible for implementing interventions in their classrooms and throughout the school.
This will be communicated through a monthly staff meeting where staff can compile data that will be brought to the Board of Trustees' monthly meeting.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brinkley, Dannette	Vida Charter School	Elementary School Teacher	teachers
Hess, Audrey	WIC	Parent	Board of Trustees
Hurst, Elizabeth	Vida Charter School, ESL	Elementary School Teacher	teachers
Landon, Janet	Vida Charter School	Ed Specialist - School Nurse	Educational Specialists
Yetsko, April	CEO/ Director of Vida Charter School	Administrator	Administrator

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Benchmark testing

Description: Benchmark testing students throughout the year will prepare them for test format as well as to determine their functional needs in the area. This data will be used to help drive instruction by determining student needs.

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking*

leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

- Lesson modeling with mentoring

Status: Not Started — Overdue

Strategy: Dual Immersion Education

Description: Address the needs of ELL students and English dominant students by immersing them in language on a daily basis.

Activity: Dual Immersion Education

Description: On-going training for all the instructional staff on the theory and implementation of dual language immersion.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively implement dual language immersion.	Dual immersion education has shown that it is effective in helping ELLs compete at the same academic level as their English-dominant peers.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-	• Reading, Writing, Speaking & Listening • World Languages • Kindergarten Early

5) Learning Standards
- Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Review of participant lesson plans

Status: Not Started — Overdue

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district*

administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: EnVision Math

Description: standards- aligned, research based math curriculum

Activity: Dual Immersion Education

Description: On-going training for all the instructional staff on the theory and implementation of dual language immersion.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions	Estimated Number of

Session	Per School Year	Participants Per Year
4.00	3	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively implement dual language immersion.	Dual immersion education has shown that it is effective in helping ELLs compete at the same academic level as their English-dominant peers.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • World Languages • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Review of participant lesson plans

Status: Not Started — Overdue

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide,

Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area

• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of

Session	School Year	Participants Per Year
1.00	10	5
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson	

discussions
- Lesson modeling with mentoring

Status: Not Started — Overdue

Strategy: Healthy Lifestyles

Description: Daily physical activity that incorporates health education and character education into every students' day.

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions

for struggling students.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with

an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: PBS

Description: A positive approach to behavior modification used at a school-wide level as well as at a classroom and individual level.

Activity: PBS training

Description: Teachers will learn the fundamentals of PBS and the techniques to implement it on a school-wide, clasroom, and individual level.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	8
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will have a fundamental understanding of PBS and how it is used in schools. They will be able to implement school-wide strategies as well as classroom programs and individual interventions.	PBS is a research-based strategy that is considered a best practice in Pennsylvania.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Participant survey

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Benchmark testing

Description: Benchmark testing students throughout the year will prepare them for test format as well as to determine their functional needs in the area. This data will be used to help drive instruction by determining student needs.

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use

appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Dual Immersion Education

Description: Address the needs of ELL students and English dominant students by immersing them in language on a daily basis.

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use

appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Dual Immersion Education

Description: On-going training for all the instructional staff on the theory and implementation of dual language immersion.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively implement dual language immersion.	Dual immersion education has shown that it is effective in helping ELLs compete at the same academic level as their English-dominant peers.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • World Languages • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Review of participant lesson plans

Status: Not Started — Overdue

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in

managing resources
for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources

None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics

- History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: Healthy Lifestyles

Description: Daily physical activity that incorporates health education and character education into every students' day.

Activity: PBS training

Description: Teachers will learn the fundamentals of PBS and the techniques to implement it on a school-wide, clasroom, and individual level.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will have a fundamental understanding of PBS and how it is used in schools. They will be able to implement school-wide strategies as well as classroom programs and individual interventions.	PBS is a research-based strategy that is considered a best practice in Pennsylvania.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or

assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Participant survey

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom	• Early childhood (preK-	• Pre-Kindergarten Early

teachers • Principals / asst. principals	grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: PBS

Description: A positive approach to behavior modification used at a school-wide level as well as at a classroom and individual level.

Activity: PBS training

Description: Teachers will learn the fundamentals of PBS and the techniques to implement it on a school-wide, clasroom, and individual level.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will have a fundamental understanding of PBS and how it is	PBS is a research-based strategy that is considered	*For classroom teachers, school counselors and education*

used in schools. They will be able to implement school-wide strategies as well as classroom programs and individual interventions.	a best practice in Pennsylvania.	*specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Peer-to-peer lesson	• Participant survey

discussions

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:*

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: Reading Street/ Calle de la Lectura

Description: Standards-aligned, research-based reading curriculum available in English and Spanish

Activity: Dual Immersion Education

Description: On-going training for all the instructional staff on the theory and implementation of dual language immersion.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively implement dual language immersion.	Dual immersion education has shown that it is effective in helping ELLs compete at the same academic level as their English-dominant peers.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • World Languages • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Review of participant lesson plans

Status: Not Started — Overdue

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst.	• Early childhood (preK-grade 3) • Middle (grades 6-8)	• Pre-Kindergarten Early Learning Standards • Reading, Writing,

principals	• Elementary (grades 2-5)	Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5
Organization or	**Type of Provider**	**Provider's Department of**

Institution Name		Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling	

with mentoring

Status: Not Started — Overdue

Strategy: Wilson Reading

Description: A research-proven reading intervention for struggling readers

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:*

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

mentoring

Status: Not Started — Overdue

Activity: Dual Immersion Education

Description: On-going training for all the instructional staff on the theory and implementation of dual language immersion.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively implement dual language immersion.	Dual immersion education has shown that it is effective in helping ELLs compete at the same academic level as their English-dominant peers.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • World Languages • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities	Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Review of participant lesson plans

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Healthy Lifestyles

Description: Daily physical activity that incorporates health education and character education into every students' day.

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best practices, reflection and evaluation of implementation	Maureen Bell (2001) studied the effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: PBS

Description: A positive approach to behavior modification used at a school-wide level as well as at a classroom and individual level.

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet

student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: PBS training

Description: Teachers will learn the fundamentals of PBS and the techniques to implement it on a school-wide, clasroom, and individual level.

Person Responsible	Timeline for	Resources

	Implementation	
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will have a fundamental understanding of PBS and how it is used in schools. They will be able to implement school-wide strategies as well as classroom programs and individual interventions.	PBS is a research-based strategy that is considered a best practice in Pennsylvania.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in

managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Participant survey

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Healthy Lifestyles

Description: Daily physical activity that incorporates health education and character education into every students' day.

Activity: SIOP training

Description: SIOP training and strategies will be implemented and shared school wide, Furthermore, teachers will work on understanding how to implement TWIOP (Two-Way Immersion Observation Protocol) in our dual immersion program

Person Responsible	Timeline for Implementation	Resources
Hurst, Elizabeth	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	2	2

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU #12	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use SIOP strategies to best meet the needs of ELLs. These strategies will also address the needs of Spanish language learners (primary English speakers).	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Health, Safety and Physical Education

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Teacher Peer Observations

Description: Teachers will spend time in each others classrooms in order to observe practices and discuss how the implementation of strategies is working in each class

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Implementation of best	Maureen Bell (2001) studied the	*For classroom teachers, school*

practices, reflection and evaluation of implementation	effects of peer observation and evaluation and found that practices were improved in teachers who implemented peer observations.	*counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Kindergarten Early Learning Standards • Mathematics • History

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	

Status: Not Started — Overdue

Strategy: PBS

Description: A positive approach to behavior modification used at a school-wide level as well as at a classroom and individual level.

Activity: Data Driven Instruction Training

Description: Staff will learn how to use data and technology to drive instruction to best meet student needs. This will allow staff to identify students' strengths and weaknesses as well as determine interventions that may be needed.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 9/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will learn how to effective use data to guide instruction that directly affects student learning. This will increase assessment skills, evaluation skills, and drive staff to better implement best practices.	Data driven instruction is used throughout Pennsylvania as a best practice (Wayman, 2005).	*For classroom teachers, school counselors and education specialists:* • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: PBS training

Description: Teachers will learn the fundamentals of PBS and the techniques to implement it on a school-wide, clasroom, and individual level.

Person Responsible	Timeline for Implementation	Resources
Yetsko, April	Start: 10/1/2010 Finish: 6/6/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Vida Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will have a fundamental understanding of PBS and how it is used in schools. They will be able to implement school-wide strategies as well as classroom programs and individual interventions.	PBS is a research-based strategy that is considered a best practice in Pennsylvania.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to

inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Participant survey

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.
There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Vida Charter School uses
-Reading Street and Calle de la Lectura
-EnVision Math and EnVision Espanol
-FOSS
-Social Studies

Rigorous Instructional Program - Attachments

- Alignment
- correlation gr. 1
- correlation gr. 2

- correlation gr. 3
- Math

English Language Learners

Vida Charter School also recognizes that serving English Language Learners (ELLs) appropriately is of the utmost concern. The dual immersion program will serve as the means for Hispanic students to learn English as their academics continued to be supported through classes in Spanish. Staff will receive on-going training on serving ELL students. We will hold staff development emphasizing the implementation of the following research-based techniques to help reach our English Language Learners:

- Βυιλδινγ ινστρυχτιοναλ χοντεξτσ φορ στυδεντσ (ι.ε. υσινγ μοδελσ, οβ φεχτσ, μυλτιμεδια το δο τηισ),
- Υσινγ πρεϖιεω–ρεϖιεω φορματ,
- Μοδιφψινγ σπεεχη απφροπριατελψ (μακινγ σμαλλ χηανγεσ τηατ ινχρε ασε στυδεντ υνδερστανδινγ ωιτηουτ διστορτινγ ιτ),
- Προϖιδινγ μορε ωαιτ ανδ τηινκ τιμε,
- Υσινγ ιδιομσ φρεελψ βυτ εξπλαινινγ ωηεν νεχεσσαρψ,
- Υσινγ σψνονψμσ, παραπηρασινγ ανδ συμμαριζινγ,
- Χηεχκινγ οφτεν φορ χομπρεηενσιον,
- Ιντεγρατινγ στυδεντσ ιντερεστσ, βαχκγρουνδσ ανδ ηομε χουντρψ εξ περιενχεσ ιντο αχτιϖιτιεσ,
- Ωριτινγ ιν φροντ οφ τηε στυδεντσ ανδ μοδελινγ βψ ϖερβαλιζινγ τηινκι νγ προχεσσεσ,
- Οφφερινγ νον–τραδιτιοναλ ασσεσσμεντ οπτιονσ, ανδ
- Κεεπινγ εξπεχτατιονσ ηιγη βυτ ρεασοναβλε.

There are currently no supporting documents selected for this section.

Graduation Requirements

We are an elementary school and do not graduate students.

Special Education

When direct instruction and social constructivism are paired, they permit the teacher to scaffold instruction in a way that can meet diverse learning needs. Direct instruction permits students to repeat instruction in basic instruction that was not understood, and social constructivism allows applied activities, which can easily accommodate different learning styles and abilities, and can be applied within different cultural contexts. Universal Design for Learners (UDL) recognizes the three following aspects in a universally designed curriculum: (1) Multiple means of representation **(the way information is acquired),** (2) multiple means of expression **(the way mastery is presented), and (3)** multiple means of engagement **(challenging and motivating students according to their individual needs). "Drawing upon new knowledge of how the brain works and new technologies and media now available for teaching and learning, UDL frames a systematic approach to setting goals, choosing or creating flexible materials and media, and assessing students accurately" (CAST, 2007). Vida Charter School will use a universally designed curriculum, which is compatible with direct instruction and Vygotskyan social constructivist pedagogy to ensure that all students are able to meet the school's high standards. In addition to anything required in a student's IEP, the following programs and instructional techniques will help create an environment that helps eliminate many of the barriers special education students and other struggling students face:**

- **Χοοπερατιϖε λεαρνινγ ωηερε ηετερογενεουσλψ γρουπεδ στυδεντσ χαν ωορκ τογετηερ and support each other. Students will be taught the basics of cooperative learning beginning in kindergarten,**
- **Ουρ ηιγηλψ θυαλιφιεδ σταφφ ωιλλ ιμπλεμεντ εφφεχτιϖε ινστρυχτιοναλ στρατεγιεσ.**

- **Our health focus will reduce or eliminate some of the physical ailments such as obesity, addiction, and chronically absent and ill students,**
- **Our intensive balanced reading program will meet students at their academic levels and tailor instruction for their individual strengths and weaknesses,**
- **Our consistent and predictable schedule will assist students and parents in their ability to feel comfortable and trust their surroundings, leading to higher student productivity,**
- **Vida Charter School's high expectations, articulated in our teacher evaluation and professional development models, will help eliminate barriers often existing for teachers in their education of "at-risk" populations,**
- **Vertical Alignment of curricula will help "spiral" learning for children at Vida Charter School. A spiral curriculum is one where concepts are revisited again and again so that students who did not comprehend it the first time will have a chance to learn it again and students who did comprehend it will be able to take the concept to the next level,**
- **Constant communication between the schools and families will help to ensure that students who are struggling have an appropriate intervention put in place.**
- **Parental involvement in school activities and functions will provide parents with opportunities to reinforce classroom learning, and**
- **A focus on using formative and summative assessments to guide instruction will ensure that students' academic needs are met within the instructional program.**

The curricula and focus of Vida Charter School will be especially appealing to parents of children with special needs. Because we will focus on physical, social and emotional development as well as mental and cognitive development, students with disabilities will be offered the additional outlet of excelling in one of the physical activities that Vida Charter School will provide. We will have adaptive physical education for students whose disabilities prevent them from fully participating, but we will ensure that all students are included in the diverse activities offered by the school.

Vida Charter School will use *Child Find* to determine which of our students have disabilities. The student can be identified by the school or by the parents. The evaluation is free to parents. Parents will be informed of the special education protocol in a booklet that will go out in the beginning of the school year. It will outline parents' rights and responsibilities in the Child Find process and in special education. Additionally, a school professional may ask that a child be evaluated. Evaluation needs to be completed within a reasonable time after the parents give consent. Referrals may result from Child Find efforts or any concerned person, including, but not limited to, school district personnel or an employee at the State Board of Education. Any person making a referral will do so in writing. Response to Intervention (RTI) will be used in the initial steps of the child study team. Three tiers of interventions will be administered and results will be documented before a child is referred for a special education evaluation.

In addition, Vida Charter School will conduct a thorough IEP process and ensure that all children are placed in the least restrictive environment (LRE). Our regular education teachers will be trained in differentiated instruction and make appropriate modifications and accommodations. Our staff will work closely with our special education teacher to ensure

that the needs of students with IEP's are met.

Special Education - Attachments

- assistive technology
- Behavioral support
- LRE
- special education
- Student Find

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
April Yetsko	.5	emotional support	Vida Charter School	1	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information

Therapy Source	.2	Special Education	Vida Charter SChool	4	contracted speech services

Special Education Program Profile - Chart III

Title	Location	FTE
Speech Therapist	Vida Charter School	.2
Psychologist	Vida Charter School	.1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
April Yetsko	special education teacher	20
Therapy Source	speech therapy	5
Therapy Source	psychologist	3

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
elementary only	No	No	No	No	No	No	No

Student Assessment

We opened in January and had 5 third graders test with PSSAs. They are not reported under our school and did not comprise a large enough group to report.

Student Assessment - Attachment

- 2009-2010 budget review PDE

Teacher Evaluation

Vida Charter School believes that student achievement is directly related to the quality of instruction provided to the students. The highest quality of teaching is expected at Vida Charter School. Strong instruction will be ensured through on-going staff development

and teacher evaluation in two forms: self-evaluation (based on a rubric, reflections, and goal setting) and administrator evaluation (based on formal and informal observations using the Pennsylvania Department of Education Employee Evaluation Forms for Instructional Level I and Instructional Level II teachers). These evaluations will occur a minimum of four times a year.

Vida Charter School teachers must demonstrate a commitment to self-reflection and improvement as well as a rating of satisfactory on the administrator's evaluations in order to be considered for retention.

Emphasis at Vida Charter School will be placed on continual teacher assessment to inform and improve instruction, rather than to evaluate and reject teachers. However, as a charter, we have more freedom to create a like-minded and collegial staff. If a staff member is hired and does not forward our mission, the following steps will occur:

- Administrator will meet with the staff member in question and together they will go over the teacher's self-evaluation and the administrator's evaluation.
- Together they will come up with a plan to address the shortcomings. They will agree on measurable and observable outcomes.
- Administrator will observe teacher more frequently and possibly ask another teacher to mentor and provide additional support as deemed necessary.
- Administrator will arrange for the teacher to observe in several exemplary teachers' rooms.
- At the end of the year, or whatever deadline has been set, the administrator will make the decision whether or not to retain the teacher in question.

This process will ensure that there is due process, but more importantly it will build strong, positive relations among staff and administration. In this way, we expect that our learning community will be able to support each other and the school community at large. Similarly, administrators will be evaluated three times during the year using both self-reflection and peer-observations (performed by another administrator). Administrators will be evaluated based on the Interstate School Leaders Licensure Consortium **(ISLLC) standards for administrators. The Interstate School Leaders Licensure Consortium (ISLLC) standards relate to the changing role of the school leader, focusing on the collaborative nature of school leadership. The standards address the knowledge, disposition, and performance needed for administrators to ensure student success.**

- **Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
- **Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**
- **Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

- **Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**
- **Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**
- **Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

At the end of the school year the School Director will evaluate the Director of Education and the Director of Operations, and the Board of Trustees will evaluate the School Director using information gathered from both self-reflection and an evaluation process developed to determine his/her effectiveness through an instrument based on the job description and a rubric scoring process. The Board of Trustees will decide upon the retention or dismissal of the School Director, based on this annual evaluation.

Teacher Evaluation - Attachment

- teacher evaluation plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

We have a new board that started in December with the beginning of the school. Our board has remained constant through the year. School administration has also been constant in the time that we are up and running.

Board of Trustees

Name of Trustee	Office (if any)
Audrey Hess	President
Joseph Wells	Vice President
Kerry Urcuyo	Treasurer
Faith Godwin	Secretary
Donna Perry	
Christine Miller	
Elizabeth F. Kellett	

Professional Development (Governance)

Synergy Associates provided board training on the Sunshine Act and charter school governance. They have also worked on an ongoing basis to assure that the board's needs are met. Additionally, Audrey Hess, president, attended the state charter school conference.

Coordination of the Governance and Management of the School

Vida Charter School started in January 2010 so the board was formally established in December 2009.

December 14, 2009*
January 25, 2010
February 22, 2010
March 22, 2010
April 26, 2010
May 24, 2010
June 28, 2010
July 26, 2010
August 23, 2010

Coordination of the Governance and Management of the School - Attachment

- Board meeting dates

Community and Parent Engagement

The Board of Trustees is comprised of several parents. They have passed policy and established a Parent Advocacy Committee and have actively attended events in the community to encourage parent recruitment and engagement as well as helped organize parent events.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

This year several grant applications were written to bring in additional funds. The school had a plant sale and a t-shirt sale to bring in additional funds for student activities. In the future we hope to continue these activities while we implement further fundraisers and continue to write grants.

Fiscal Solvency Policies

The board has put several policies in place to ensure that finances are appropriately handled. The school has worked closely with Charter School Choice, now Charter Choices, to balance a budget and ensure that our funds are used fairly and responsibly.

Accounting System

Charter School Choice (Charter Choices) does the accounting for Vida Charter School. They have a system that uses GAAP for budgeting, accounting, and reporting to the state of Pennsylvania.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2009-2010 budget review PDE

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

We did not have an audit completed last year because we were not in operation.
There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

We did not have an audit completed last year because we were not in operation.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The school purchased furniture and equipment for the classrooms. We leased space from Gettysburg Area School District in order to operate. We will do the same for the 2010-2011 school year, but we are also planning to lease a facility for long term use in the 2011-2012 school year.

Future Facility Plans and Other Capital Needs

We are working with local supporters to fund facilities development for the 2011-2012 school year. We hope to be in a facility that meets our needs and has the potential to support our project.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Our board of trustees is actively working on developing a Wellness Policy that reflects our dedication and interest in a holistic and healthy approach to education. The draft policy is attached.

We have met safety standards. The building we are in houses several educational programs. We practice fire drills together and document our participation according to the law.

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

- Draft Wellness Policy

Current School Insurance Coverage Policies and Programs

We used Lindsay Insurance Group to ensure that our coverage meets the needs of a charter school.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance binder

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We had 6 staff members- three were in certifiable positions.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

ViVida Charter School started with 27 students in grades K-3. One grade level will be added each year until the school serves grades K-6.Kindergarten (which is a full day) and first grade will have a maximum of 21 students, and grades 2- 6 will have a maximum of 25 students.

Students will be eligible to attend kindergarten if their fifth birthday falls on or before October first of the present school year. Student are eligible for first grade as a beginner if they have not previously attended school and their sixth birthday falls on or before October first of the present school year.

Student Enrollment - Attachment

- Enrollment Policy

Transportation

Currently Vida Charter School has district-provided transportation from Gettysburg Area School District, and Fairfield School District, Upper Adams School District. Hanover did not provide transportation but PDE has sent a letter to say that funds will be drafted if Hanover Public School District does not begin providing transportation to the school.

Food Service Program

Vida Charter School is contracting food service from Gettysburg Area School District's cafeteria. The students qualify for Free and Reduced Lunches through the school district. 62% of our students qualified for FRL this school year.

Student Conduct

One student was suspended for 3 days and another student was suspended for one day.

Student Conduct - Attachment

- Discipline

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Vida Charter School within Lincoln IU 12 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Vida Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: April Yetsko **Title:** CEO/ Director
Phone: 717-334-3643 **Fax:** 717-334-3643
E-mail: aprilyetsko@vidacharterschool.com

_____ _____

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Audrey Hess **Title:** President
Phone: 717-334-3643 **Fax:** 717-334-3643
E-mail: board@vidacharterschool.com

_____ _____

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: April Yetsko **Title:** Special Education Teacher
Phone: 717-334-3643 **Fax:** 717-334-3643
E-mail: aprilyetsko@vidacharterschool.com

_____ _____

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature page