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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Wednesday, May 01, 2013**

**(Last Accepted: Monday, October 31, 2011)**

**Entity:** Charter High School for Architecture and Design

**Address:** 105 S. 7th St

5th Floor

Philadelphia, PA 19106

**Phone:** (215) 351-2900

**Contact Name:** Patricia Cirone

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Charter High School for Architecture and Design

**Date of Local Chartering School Board/PDE Approval:** July 1999

**Length of Charter:** 5 years - Renewed 09/08 for 5 years    **Opening Date:** 9/13/1999

**Grade Level:** 9-12    **Hours of Operation:** 7:00 am to 4:00 pm

**Percentage of Certified Staff:** 94    **Total Instructional Staff:** 38

**Student/Teacher Ratio:** 22:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 93

## Summary Data Part II

Enrollment: 589 Per Pupil Subsidy: 8773.03

### Student Profile

American Indian/Alaskan Native:	4
Asian/Pacific Islander:	12
Black (Non-Hispanic):	494
Hispanic:	42
White (Non-Hispanic):	30
Multicultural:	7

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
421

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 89

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	na	na	na	na	na	185	185
Instructional Hours	na	na	na	na	na	1110	1110

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Charter High School for Architecture + Design (CHAD) was organized by The American Institute of Architects (AIA) Philadelphia as the chapter's Legacy Project for hosting the AIA's 2000 National Conference. CHAD is located at 105 South 7th Street, Philadelphia, PA. CHAD served approximately 590 students in grades 9 through 12 residing in the City of Philadelphia and surrounding suburbs. Each grade level operates under a team of teachers who work as a Professional Learning Community (PLC). Each PLC shares a common group of students. PLC's are led by a rotating teacher-leader and meet on a weekly basis to discuss shared students.

Grade level meetings not only focus on students with academic needs but their emotional/behavioral needs as well. From these PLC meetings, students are identified for academic and/or behavioral intervention(s) and supports. The students are supported by a 9<sup>th</sup> and 10<sup>th</sup> grade counselor, an 11<sup>th</sup> and 12<sup>th</sup> grade counselor, Academic Support Services, a Dean of Students and a Dean of Student Life.

Students' course of study focused on the State required core content areas and the specialization component of our school - Design. As a result of a faculty and student

body that are uniquely talented and an organizational system that maximizes our resources, we continued to experience a high college placement rate of above 90%.

## **Mission**

The Charter High School for Architecture + Design is a learning community committed to providing an innovative program of study that integrates the design process with the mastery of a strong liberal arts education. The school offers each student the opportunity for success and the preparation for life-long learning and responsible citizenship. CHAD is a thoughtful academic environment that engenders a love of learning, intellectual curiosity, and new ways of seeing, while preparing students for higher education.

## **Vision**

### **Ownership:**

CHAD emphasizes a student's active commitment to a personal educational process.

All students explore, discover, and use their voices. The responsive nature of our instructors and curriculum facilitates student development of identity and self-confidence. Curiosity guides students as they navigate through classroom curriculum, deepening their skills and sense of self. Invested in their learning, students produce work that reflects their sense of integrity and gives power to their voice. Students share and celebrate their successes with the school community. Encouraged to view their achievements with both pride and humility, CHAD students are asked to reflect on and use their achievements for further growth. In an atmosphere of high expectations and general support, students develop a rigorous work ethic that is commensurate with the strength of their voice. Our practices place CHAD students in a position to go forward as independent, responsible, and self-directed learners.

### **Academic:**

CHAD teachers strive to create dynamic, student-centered classrooms in which democratic principles thrive. Our fluid curriculum is authentic: it reflects the real world, responds to our students' interests and lives, and prepares them to be active, life-long learners. Our teaching is shaped by varied and valid assessments. We ask students to transform problems into possibilities. Assessments are used to inform student self-reflection and teacher instruction. Through differentiated instruction, each child is both nurtured and challenged to continually reach for and expand his or her own potential. We enrich students' intellectual growth through process and skill-oriented learning. Students are asked to be accountable for the quality and integrity of their academic endeavors. We demand active participation, clear expression, sophisticated thinking, and high-level work from the members of our community.

### **Design:**

CHAD emphasizes the use of the design process across the curriculum as a vehicle for creative and analytical thinking. CHAD's program provides students with the opportunity to understand the design process through creative and disciplined exploration. Important to this process are studio activities that involve structured investigation, self-reflection, critique, aesthetics, historical context, and multiculturalism. CHAD builds the confidence needed to explore problems, take risks, and turn challenges into numerous possibilities. Students learn to design in response to both the user and the environment.

## Shared Values

All students are engaged in relationships that further personal and intellectual growth. The process of growing and learning is rooted in individual self-discovery, cooperation, and mutual respect. CHAD students share ideas and sharpen their skills under the guidance of a creative and dedicated faculty. Students engage one another and their teachers in a conversation that is the essence of learning.

One of the hallmarks of a CHAD education is the teachers' commitment to the personal growth of each student. At CHAD, each student has the personal support of an advisory teacher who monitors that student's progress and offers guidance in developing a rewarding academic identity. Knowing students as individuals, teachers encourage them to reflect, develop skills, take risks, and follow a passion. CHAD affirms the importance of the student-teacher-parent relationship. Students, teachers, and parents work together to create an exchange between school and home, making the student's journey of self-discovery more comprehensive.

## Academic Standards

In as much as the Charter High School for Architecture + Design's (CHAD) curriculum is college preparatory, all students are scheduled for a full school day, which, in addition to instruction, may include mentoring, internship and community service. CHAD shall award a high school diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school and which meet the standards set by the Commonwealth of Pennsylvania Academic Standards, laws and regulations.

English (4 credits)

Math (4 credits)

Science (4 credits)

History (3 credits)

World Language (2 credits)

Design (8 credits)

Required Electives (5 credits)

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30 Total Credits

In addition to the core credit requirements as stated above, students may also be required to complete and pass elective/workshop courses as rostered within a student's schedule. To satisfy senior requirements, students must also complete a PA standards based culminating senior project, as approved by school officials.

Students in the class of 2013 must achieve a passing score of proficient or advanced on their 11<sup>th</sup> grade PSSA test in reading and math to graduate as seniors. Students not passing the PSSA in 11<sup>th</sup> grade have an opportunity for a PSSA RETEST during October of their senior year. To prepare for this, they are scheduled into skills based classes in math and English to review the state standards and prepare for graduation. Students not passing the PSSA Retest in 12<sup>th</sup> grade will then be required to successfully complete remediation and testing at CHAD to demonstrate proficiency. Students must demonstrate proficiency before being certified for graduation. Students with an Individualized Education Plan (IEP) will be provided appropriate support.

Students in the class of 2014, 2015, and 2016 will need to demonstrate proficiency by taking Keystone end of course exams after each corresponding class. The class of 2014 and 2015 will take Biology, Literature and Algebra I during the 2012-2013 school year.

## **Strengths and Challenges**

The strength of CHAD remains its school culture and environment and its ability to take care of its students and move them through graduation and into college/university. The school's emphasis on design education places its graduates in a very strong position with respect to acceptance into schools of Architecture, Design and Art, a fundamental component of CHAD's Mission. In many respects, CHAD is doing more and more to fulfill its mission and to serve its students.

CHAD's main weakness continues to be failure to consistently make AYP on a yearly basis. For 2009-2010, though CHAD met 10 out of 13 targets, the school failed to make AYP. For 2010-2011, CHAD made AYP and saw significant gains in both reading and mathematics. CHAD implemented a Smart Set/Skill Set program during the 2010-2011 school year that focused on remediating the lowest level students in smaller classes. The program was embedded into junior level math and English classes for 2011-2012 school year. Preliminary PSSA results for 2011-2012 (based on individual student reports released) indicate that we will not make AYP. Our main focus for 2012-2013 will be to align all core content to the Keystone and PA Common Core Standards and to remediate students with deficiencies in math and reading.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The development of CHAD's Strategic Plan has taken place over a long period of time and has involved many members of the school community. The first step in the Strategic Plan was a

school-wide retreat. Attending were representatives of the Board, Faculty, Administration, students and parents. The retreat addressed CHAD's Mission Statement and overall goals. As a result of this retreat, a Strategic Planning Committee, consisting of a number of Board Members and the School's Principal, was established.

A second school-wide retreat was held. At this retreat, which also enjoyed broad participation from the school community, a "mindmap" of trends, issues and developments was developed and retreat participants identified priorities. Small groups developed their vision of a preferred future for CHAD.

A third school-wide retreat was held. Participants focused on elements of the Strategic Plan and developed specific suggestions for selected elements of the Plan. Following the retreat, a "working draft" of the Strategic Plan was developed and circulated within the School community. The Mission Statement was adopted by the Board at a subsequent meeting.

A fourth all-school retreat was held. This retreat focused on the key issue of the School's curriculum and attempted to establish priorities among the various actions that were part of the Strategic Plan's "working draft."

The retreats served as valuable input for the Strategic Planning Committee, who held the responsibility for drafting the plan. In general, the committee followed these steps in preparing the Strategic Plan.

Step 1: Collect & Review examples of Strategic Plans, particularly from other schools.

Step 2: Identify the "Elements" to be included in the Plan.

Step 3: Assess Existing Conditions Re: each element.

Step 4: Draft a Mission Statement and Identify Goals for the next 3 years for each element of the plan.

Step 5: Identify Strategies and Actions to meet the Goals.

Step 6: Prepare a Draft of the Strategic Plan.

Step 7: Circulate, Review and Revise the Draft.

Step 8: Submit Revised Draft Plan for Adoption by the Board.

The Strategic Plan (2002) and the The Strategic Plan update (2006-07) are two documents of enormous importance to CHAD and CHAD's institutional memory. The two documents taken together, form an excellent foundation for a new strategic plan, one that is conceptualized and crafted differently. This new strategic plan was executed in the 07-08 and has continued through 2011. There are 6 key elements to the plan:

- I. Academic program and Curriculum
- II Leadership
- III. Size and scale
- IV. Faculty
- V. Facilities
- VI. Communications

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alicia Kennedy	Charter HS for Architecture + Design	Special Education Representative	Head of School
Beekley, Shelly	Sherwin Williams Co.	Board Member	Board
Claypool, John	American Institute of Architects	Community Representative	Shelly Beekley, Board President
Connor, Michael	CHAD	Administrator	Peter Kountz, Head of School
Ethan Bell	Charter HS For Architecture + Design	Other	Head of School
Gerald Santilli	Santilli & Thomson, LLC	Business Representative	Board
Kelly, Robert	kcba Architects	Community Representative	Shelly Beekley, Board President
Krieger, Jeffrey	Krieger Architects	Board Member	Board President
McCall, Cerisse	Parent Association	Parent	Head of School
Morein, Lisa	Librarian/Teacher	Secondary School Teacher	Peter Kountz
Peter Kountz	Charter HS For Architecture + Design	Administrator	Board of Trustees
Phillips, Andrew	Charter High School for Architecture + Design	Regular Education Teacher	Head of School
Rothstein, Lance	Hill International	Board Member	Board President
Santiago, Phyllis	Charter High School for Architecture + Design	Administrator	Head of School
Sheldon-Matje, Lisa	Charter High School for Architecture + Design	Regular Education Teacher	Head of School
Thompson, Sharon	Parent Association	Parent	Head of School
Twersky, Jonathan	Charter High School for Architecture + Design	Regular Education Teacher	Head of School
Whiteley, MaryJane	Charter High School for Architecture + Design	Ed Specialist - School Counselor	Peter Kountz, Head of School

## Goals, Strategies and Activities

### **Goal: FACULTY COMPETENCY IN VISUAL LEARNING**

**Description:** To continue to improve school-wide faculty competency in Visual Literacy, specific efforts were placed on developing new faculty competency in Visual Literacy by implementing interactive whiteboards.

Initial installations were in Math classrooms.

Installation is continuing across the curriculum with the goal of having an interactive whiteboard in every class room by July 2011.  
Additional professional development is planned to increase teacher's ability to apply the technology and integrate it into their lessons.

### **Strategy: Competency in Visual Learning**

**Description:** Create study group on visual learning with faculty and board participation; continue to work with the Cooper Hewitt National Design Museum (of the Smithsonian Institution) on training faculty in techniques and principles of visual learning and literacy; continue to use interdisciplinary ideas/ideals (for example, American Studies) in the core disciplines of English and history.

### **Activity: Improve faculty competency in the Design process**

**Description:** Programs aimed at teaching the Design process and how to implement it in cross curricular contents. CHAD will continue to recruit and hire teachers who are versed in the educational techniques that support visual learners.

#### **Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: FINANCIAL EQUILIBRIUM AND OPERATING BUDGET**

**Description:** To strengthen the overall financial stability of the school and reduce the number of operating budget constraints.

### **Strategy: Financial Equilibrium**

**Description:** Board leadership and school administration will continue to work with the controller/business manager on developing new strategies for more effective oversight of the operating budget. Of special concern, is the need to develop additional sources of revenue in support of the operating budget.

### **Activity: Improve financial vitality**

**Description:** Continue relationship with financial controller, increase enrollment and development in our fund-raising efforts

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** Graduate rate will meet an 95% threshold and/or show growth.

### **Strategy: Graduation rate**

**Description:** The Charter High School for Architecture + Design graduated 98% of its 2010 class and 94% of the class will attend college.

### **Activity: Improve graduation rate**

**Description:** Establish a full-time college placement advisor and department

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: GOVERNANCE AND OVERSIGHT**

**Description:** To continue to improve the performance of the Board of Trustees, in governance, oversight, and institutional advancement.

### **Strategy: Board Affectivness**

**Description:** The Board will renew its emphasis on formation and training; it will have full orientation meetings over the first half of the year and will work for the full year with an outside

consultant on developing more useful operating principles on effective governance. Special emphasis will be placed on leadership and leadership development. In addition, committee structure will completely reconstituted.

**Activity: Improve Board affectivness**

**Description:** The Board engaged in an extensive retreat where all stakeholders were present and participated in a day-long study institute using materials from the National Center for Nonprofit Boards. This program was facilitated by a consultant from Resource Group RG175 who has worked with the Board for the past three years.

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: INCREASE PARENT INVOLVEMENT**

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

**Strategy: Parent Education**

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

**Activity: Parent Orientation**

**Description:** Parents will be invited to attend a series of workshops regarding math and reading curriculum, test preparation and home support of student learning.

**Person Responsible Timeline for Implementation Resources**

Santiago, Phyllis	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Parent Resource Center**

**Description:** A resource center will be housed in the school library for parents. Informational packets on appropriate educational websites, and educational videos on reading, math, literacy, homework, will be available for sign-out by parents.

**Person Responsible Timeline for Implementation Resources**

Santiago, Phyllis	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: INSTRUCTION**

**Description:** Enhance quality of instruction to keep pace with current trends in technology and pedagogies.

### **Strategy: Increase Computer Literacy**

**Description:** In 2012, the school revised it's curriculum to include technology topics that are critical skills for 20th Century success. These areas of study include: Adobe Suite software, Microsoft Office, Video Editing, Digital Story Telling Large Format design and printing.

### **Activity: Expand Data Storage**

**Description:** In 2012, the school purchased a new data server with increased storage capacity for student work. Our Design-Based curriculum and new commitment to technology integration requires extensive storage capacity. The new 4 TB servers provide this capacity. Students will begin to create digital portfolios for college admission use. These items must be saved and require extensive storage capacity.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 9/1/2012	\$1,500.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Expand Video and Photo Capabilities**

**Description:** 10 Cameras (Video and Photographic)

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/1/2009 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

**Activity: Expand Video Editing Capabilities**

**Description:** 30 MAC computers are to be set up with video editing software. One specialized MAC will be set up for Final Cut Pro software.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 8/1/2012 Finish: 5/31/2013	\$8,000.00
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**Status:** In Progress — Upcoming

**Activity: Stabilize Printing Capabilities**

**Description:** CHAD has had issues with network printing in the school. With over five floors of classrooms, five computer labs, a library and a printer assigned to every teacher, the group policies for assigning default printers to all students dependent on where their computer is located is critical to the seamless flow of instruction in classrooms, etc. CHAD has hired an outside firm (Mindshift) to write overarching group policies to assign printers in the building adequately as well as keep track of who is printing what. This group policy is estimated to take one year to implement.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 9/1/2012 Finish: Ongoing	\$5,000.00
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**Status:** In Progress — Upcoming

**Activity: Support Students Visual Learning**

**Description:** Install Inspiration software including licensing in all computers in the school.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael      Start: 8/30/2012      \$2,700.00  
 Finish: 6/3/2013

**Status:** In Progress — Upcoming

**Strategy: Use of Smartboards in classrooms.**

**Description:** There is a tremendous interest among teachers to use the Smart Board technology, therefore we see the need to purchase several more.

**Activity: Implement additional Smartboard Capabilites**

**Description:** 10 Smartboards with projectors for use in teacher classrooms.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 7/1/2009      \$20,000.00  
 Finish: Ongoing

**Status:** Complete

**Activity: Smartboard training**

**Description:** Faculty training for Smart Notebook Software Level I and II

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2010 Finish: 8/27/2014	\$10,400.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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8.00	2	15
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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SmartTechnologies ULC	• Company	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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This training is intended to help teachers learn the Notebook Software design fundamentals	SmartTechnologies ULC. is a reputable company that offers Smartboard	<i>For classroom teachers, school counselors and education specialists:</i>
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and develop presentation creation skills.

workshops throughout the United States.

- 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.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• World Languages</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |                                                                                                                                                     |                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li></ul> | <ul style="list-style-type: none"><li>• Participant survey</li><li>• Review of participant lesson plans</li></ul> |
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**Status:** In Progress — Upcoming

## **Goal: MANAGEMENT OF RESOURCES**

**Description:** Increase our support staff to maintain what we have and to position us for continued growth and adaptation as technology changes.

### **Strategy: Project-Based Planning**

**Description:** We moved to a project-based technology system in our school. We have begun assign technology goals/projects to each of three distinct time periods for the year, the summer

(June to August), the fall (Sept to January) and the spring (January to June). This helps us not to lose sight of the large picture of where we want to move the school.

### **Activity: Improve Facilities**

**Description:** 30 Computer desks to replace plastic folding tables & 60 computer desks for two new PC labs.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2009 Finish: Ongoing	\$20,000.00
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**Status:** In Progress — Upcoming

### **Activity: Improve technology support**

**Description:** Organize Technology Department to identify, improve, update and support Technology infrastructure inside and outside classrooms.

#### **Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** Students will be proficient or advanced (in accordance with new AYP percentages for keystones) in Mathematics, as measured by the appropriate end of course Keystone exam.

### **Strategy: Assessment Aligned Instruction Across the Curriculum.**

**Description:** All math curriculum is designed and appropriately aligned with the PA Keystone Standards.

### **Activity: Small Group Instruction**

**Description:** Students are two or more years below grade level in mathematics will receive targeted math instruction using an essential math skills program.

**Person Responsible Timeline for Implementation Resources**

Wolfigton, Robin      Start: 9/4/2012      -  
                                          Finish: Ongoing

**Status:** Not Started — Overdue

**Activity:** Use benchmarks to inform instruction in the classroom.

**Description:** Teachers will use student data to discern content mastery and use the information in lesson planning.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/15/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	32
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
CHAD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills

and the skills needed to analyze and use data in instructional decision-making.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
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- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** Not Started — Overdue

**Activity:** Use the CDT for progress monitoring and for remediation.

**Description:** Use the Classroom Diagnostic Tool to inform instruction and to make referrals to Academic Support Services.

**Person Responsible Timeline for Implementation Resources**

Wolffington, Robin	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

**Description:** 78% of grade 11 students will be proficient or advanced in Mathematics as measured by the annual state-wide PSSA assessments for 2011-2012.

**Strategy:** Assessment Functions

**Description:** Use of ALEKS and StudyIsland.

ALEKS is a computer-based software that we use to monitor student growth in math and to determine students proficiency. Grades 9-11 use StudyIsland, which is a web based interactive software for Mathematics, Science and English.

**Activity:** Increase Number of Computer Labs

**Description:** Two computer labs comprised of 60 Dell computers (09/2009).

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/1/2009	\$39,000.00
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Finish: Ongoing

**Status:** Complete

**Strategy: Math Proficiency**

**Description:** Remediation of students, especially 9th graders.

**Activity: Improve Math proficiency**

**Description:** Professional development, in-house tutoring, and additional remedial support classes.

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Improve student proficiency levels in Math and Reading/Writing**

**Description:** Professional development in standards, anchors and state requirements. Creation of a integrated Learning Center focused on literacy improvement through direct instruction. We have also moved to a block schedule so that students have more time in each area, including technology education which is taught through our Design Department and has a dedicated Technology Coordinator.

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: PROFESSIONAL EDUCATION PLAN**

**Description:** To provide teachers and administrators with training and development activities to improve school leadership, teaching and learning.

**Strategy:** To offer development activities for adult learning.

**Description:** Administrators and teachers will receive training and teaching through our professional development program

### **Activity: Professional Development Activity/SAS Training/Teaching and Learning**

**Description:** Professional development focused on PA standards alignment and lesson planning: aligning the written, taught, and tested curriculum.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Santiago, Phyllis	Start: 8/30/2010 Finish: 6/27/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6.00	10	55
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Charter High School for Architecture + Design	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>participants are trained to identify struggling students and implement interventions that will positively impact student outcomes. Participants gain the knowledge to support the use of standards based instructional strategies. Participants will gain the understanding of an innovative program of study that engenders love of learning, intellectual curiosity, new ways of seeing, and prepares students for higher education. Participants will develop a process for acquiring new perspectives and developing a deeper understanding of teaching and learning.</p>	<p>The 2009-2010 Grade 11 reading scores reveal that 50% of the students scored advanced or proficient. The data shows that the "All Student Group" was below target by 13% and did not make AYP with the help of any special provisions. Only 48.2% of Black students and 50.5% of economically disadvantaged scored proficient. Based on this data, CHAD instituted intensive teacher training in standards alignment, incorporating SAS, and standards based lesson planning.</p> <p>The 2010-2011 Grade 11 reading scores reveal that 65.8% of the students scored advanced or proficient. The data shows that the "All Student Group" had a 15.8%</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with</li> </ul>

point increase over last year's Grade 11 test takers. AYP was achieved with the Confidence Interval. 65.2% of Black students scored proficient an increase of 17% points from last year. The economically disadvantages students also increased 13.1% points over last year with 63.6% scoring advanced or proficient. Professional development focused on PA standards alignment and lesson planning: aligning the written, taught, and tested curriculum.

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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 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
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans

**Status:** Complete

### **Activity: Professional Development Activity/SWPBS**

**Description:** Professional education that addresses CHAD's school-wide academic and positive behavior goals, improves classroom practice, and provides support to enhance participants skills are the main focal points of professional education.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Santiago, Phyllis	Start: 9/3/2010 Finish: 6/30/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6.00	6	55
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Charter High for Architecture + Design	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Participants will receive continuous professional development activities in SAS, formative assessment, and working collaboratively to develop quality core curriculum. Participants will be trained in and taught the school-wide positive behavioral support framework and how it will function in our	Educators' content knowledge will be enhanced and participants will be provided with research-based instructional strategies to assist students in meeting academic standards, and prepares them to appropriately use various types of assessments. (B1,	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>

educational community. Participants will learn de-escalation strategies, student-adult relationship strategies and classroom management strategies.

Content Knowledge : B2, Teaching Skills: B3, Assessment Skills). Data from office referrals and discipline incidents will be reviewed by a committee and will guide professional development activities. Applies knowledge about human learning and change. Uses disaggregated student benchmark data to determine learning priorities, monitor progress, and help sustain continuous improvement. Uses multiple sources of information to guide improvement, student remediation, and demonstrate its impact using RTII.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing,</li> </ul>

- Principals / asst. principals
- School counselors
- Other educational specialists

9-12)

- Speaking & Listening
- Science and Technology
- Arts & Humanities
- Mathematics
- History

**Follow-up Activities**

**Evaluation Methods**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Discipline data (Review office referrals)</li> </ul> |
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**Status:** Complete

**Activity: Professional Development Activity/Technology**

**Description:** Activities will focus on the use of technology as a teaching and learning tool and how technology is used to collect and analyze data.

Person Responsible	Timeline for Implementation	Resources
Connor, Michael	Start: 10/8/2010 Finish: 2/18/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Charter High School for Architecture + Design

- School Entity

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Participants will gain knowledge in how technology can be used to enhance instructional practices. Participants will learn how SMART boards function inside their classrooms. Participants will learn how to use data to drive academic and behavioral decisions and strategies.

An examination of data clearly indicates that technology enhances teaching and learning, analysis of data and fully supports the outcomes of this professional development activity.

*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:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- High school (grades 9-12)

**Subject Area**

- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- World Languages
- Mathematics
- History

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation

**Evaluation Methods**

- Participant survey

- 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

**Status:** Complete

## **Goal: QUALITY PROFESSIONAL DEVELOPMENT**

**Description:** Teachers will receive on-going support and training on how to utilize data, create standards based lesson plans, use formative and common assessments.

**Strategy: Plan Professional Development opportunities to support teachers and provide timely feedback.**

**Description:** Grade-level teams will be provided meeting time, specific agenda goals, and common planning time.

**Activity: Frequent classroom visits with feedback to ensure implementation of standards based lessons.**

**Description:** Teachers will have a least 2 informal and 1 formal in-class observation. Feedback will be provided based on the Danielson Framework for Teaching.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Santiago, Phyllis	Start: 9/4/2012 Finish: 6/30/2013	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

- School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Activity: Keep Parents well informed.**

**Description:** Access to currently installed PowerSchool Portal.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 10/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: READING**

**Description:** At least 81% of all grade 11 students will be proficient in Reading, as measured by the annual state-wide PSSA assessments for 2011-2012.

**Strategy: Assessment Functions**

**Description:** Use of ALEKS and StudyIsland.

ALEKS is a computer-based software that we use to monitor student growth in math and to determine students proficiency. Grades 9-11 use StudyIsland, which is a web based interactive software for Mathematics, Science and English.

**Activity: Increase Number of Computer Labs**

**Description:** Two computer labs comprised of 60 Dell computers (09/2009).

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/1/2009	\$39,000.00
	Finish: Ongoing	

**Status:** Complete

**Strategy: Reading Proficiency**

**Description:** Remediation of students, especially 9th graders where many come to us with 7th grade skills.

**Activity: Improve Reading literacy**

**Description:** Professional development, tutoring center located in the school, additional support classes

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: READING & WRITING**

**Description:** Students will be proficient or advanced (in accordance with new AYP target goals for keystones) in Reading and writing, as measured by the appropriate end of course Keystone exam.

**Strategy: Assessment Aligned Instruction Across the Curriculum.**

**Description:** All math curriculum is designed and appropriately aligned with the PA Keystone Standards.

### **Activity: Small Group Instruction**

**Description:** Students are two or more years below grade level in mathematics will receive targeted math instruction using an essential math skills program.

**Person Responsible Timeline for Implementation Resources**

Wolfington, Robin	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Use benchmarks to inform instruction in the classroom.**

**Description:** Teachers will use student data to discern content mastery and use the information in lesson planning.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
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Santiago, Phyllis	Start: 8/28/2012	-
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Finish: 6/15/2013

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2.00	2	32
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
CHAD	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Civics and Government</li><li>• Health, Safety and Physical Education</li><li>• World Languages</li><li>• Mathematics</li><li>• History</li><li>• Career Education and Work</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li><li>• Portfolio</li></ul> |
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**Status:** Not Started — Overdue

**Activity:** Use the CDT for progress monitoring and for remediation.

**Description:** Use the Classroom Diagnostic Tool to inform instruction and to make referrals to Academic Support Services.

### **Person Responsible Timeline for Implementation Resources**

Wolfigton, Robin	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Revise curriculum to focus on the Keystone Standards and content mastery.**

**Description:** CHAD will align the school with the research-based principles of mathematics. In this way we will ensure that students master the essential skills needed for use of math on a daily basis, success on the keystones, and the future study of mathematics.

**Activity: Increase staff knowledge of PA Common Core Standards using SAS.**

**Description:** Provide common planning time for teachers to access the PA Standards Alignment System and collaborate on lesson planning and common assessments.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	32
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills

and the skills needed to analyze and use data in instructional decision-making.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Activity: Provide ongoing professional development on revising standards based curriculum.**

**Description:** Plan opportunities for grade-level teams and departments to work on continued alignment to the Keystone and Common Core Standards.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	32
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CHAD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Activity:** Require weekly lesson plans that are reviewed for connection to PA standards.

**Description:** All teachers will publish weekly standards based lesson plans that include accommodations, modifications and enrichment activities.

**Person Responsible Timeline for Implementation Resources**

Santiago, Phyllis	Start: 8/28/2012	-
	Finish: 6/30/2013	

**Status:** Not Started — Overdue

## Activity: Standards Focused Instruction

**Description:** Teachers meet with their grade-level teams and departments on a regular basis to plan scope, sequence and content.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 9/4/2012 Finish: 9/4/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

**Educator Groups Which Will Participate in this Activity**

Role	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

## **Goal: REVISE AND ENHANCE MATH & ENGLISH CURRICULUM**

**Description:** Setting the stage for a comprehensive curriculum revision plan includes indentifying the best teachers who can motivate students to excellence. It also requires a dedication to

meeting the needs of students and to adopt a continual classroom practice of assessing student learning. CHAD teachers are prepared to align to the new core curriculum standards and to meet the needs of our wide-ranging students.

**Strategy: Align Core Curriculum to the Keystone and PA Common Core Standards.**

**Description:** Plan opportunities for grade-level teams and departments to work on continued alignment to the Keystone and Common Core Standards.

**Activity: Increase staff knowledge of PA Common Core Standards using SAS.**

**Description:** Provide common planning time for teachers to access the PA Standards Alignment System and collaborate on lesson planning and common assessments.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	32

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills

and the skills needed to analyze and use data in instructional decision-making.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Activity: Provide ongoing professional development on revising standards based curriculum.**

**Description:** Plan opportunities for grade-level teams and departments to work on continued alignment to the Keystone and Common Core Standards.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	32
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CHAD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, 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.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

**Status:** Not Started — Overdue

**Activity:** Provide teacher in-service on how to effectively use student data.

**Description:** Schedule regular professional development time for data-team collaboration.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per</b>	<b>Estimated Number of Participants Per Year</b>

<b>School Year</b>		
1.00	10	32
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

CHAD	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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*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.
- 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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• High school</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp;</li> </ul>

- Principals / asst. principals
- School counselors
- Other educational specialists

(grades 9-12)

- Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History

### **Follow-up Activities**

### **Evaluation Methods**

- |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul> |
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**Status:** Not Started — Overdue

**Activity:** Require weekly lesson plans that are reviewed for connection to PA standards.

**Description:** All teachers will publish weekly standards based lesson plans that include accommodations, modifications and enrichment activities.

### **Person Responsible Timeline for Implementation Resources**

Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-
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**Status:** Not Started — Overdue

# Goal: SCHOOL-WIDE TECHNICAL SUPPORT

**Description:** Continued use of a "tech team" to provide technical support. We have a Helpdesk Technician, a Technology Coordinator for the Design Department and a person dedicated to Powerschool for attendance, grades, and report cards.

## Strategy: Keeping up to date with technology

**Description:** Current planning efforts will continue to expand its technology by networking with peers, attending professional conferences, such as NYSAIS Conference attended by the Technology Director, attending Apple Certifications programs, subscribing to professional publications such as "American School Board Journal" and "The Journal-Transforming Education Through Technology". By securing one e-Rate award we worked closely with several vendors. These vendors provide service to other public and private schools in the area and they can provide valuable guidance and advice. We have special needs in the sense that we need to perform as well as all other schools in academic areas and we need to teach Architecture and Design skills in addition to that. Through our unique curriculum our students learn how to develop a concept, design, execute, implement, evaluate and improve upon an idea. As a school for visual learners it is necessary to provide our teachers with the necessary hardware and software to accomplish their goals. In the effort to support our academic, design and special education teachers we feel we need the following hardware so our students can thrive in a Digital Age: 2 computer labs, additional video projectors for classrooms, poster-plotter printers for architectural drawings and artwork, video editing computers, cameras (video and photographic.) Classrooms need audio systems so web content can be heard, projection screens for classrooms to receive images from video projectors, additional Smartboards for classrooms, computer desks to replace the plastic folding tables, 1 4TB Hard Drive for storing and archiving our growing collection of student work.

## Activity: Smartboard training

**Description:** Faculty training for Smart Notebook Software Level I and II

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2010 Finish: 8/27/2014	\$10,400.00
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	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SmartTechnologies ULC	• Company	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

### Practices

<p>This training is intended to help teachers learn the Notebook Software design fundamentals and develop presentation creation skills.</p>	<p>SmartTechnologies ULC. is a reputable company that offers Smartboard workshops throughout the United States.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** In Progress — Upcoming

### Activity: Update and Upgrade School WebSite

**Description:** Current website (www. chadphila.org) is 10 years old. Update and Maintain School Website to provide timely, useful, effective information to school stakeholders and community. Utilize advanced capabilities of newer website technology to improve communication and educational opportunities.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2010 Finish: Ongoing	\$16,000.00
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**Status:** In Progress — Upcoming

### ***Strategy: Project-Based Planning***

**Description:** We moved to a project-based technology system in our school. We have begun assign technology goals/projects to each of three distinct time periods for the year, the summer (June to August), the fall (Sept to January) and the spring (January to June). This helps us not to loose sight of the large picture of where we want to move the school.

**Activity: Smart Board technology, distance learning.**

**Description:** During the summer of 2008 we built from the ground up 2 PC labs, 1 Mac Lab, and added fiber to our internet backbone. This fall we are focusing on distance learning, Smart Board technology, and designing a more focused faculty training program.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2009 Finish: Ongoing	-
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**Status:** Complete

## ***Goal: STUDENT ACHIEVEMENT***

**Description:** Technology can be used to support student achievement by providing access to learning resources.

**Strategy: Promote Parent Involvement**

**Description:** Technology can be used to support community development by implementing strategies that encourages increased interaction with parents, community members, organizations, and other agencies. To promote parent involvement a PowerSchool Portal was made available so parents can stay up to date with grades, homework assignments, attendance, teacher comments, and daily school bulletin. This new initiative is extremely popular among parents and it received positive reviews.

**Activity: Keep Parents well informed.**

**Description:** Access to currently installed PowerSchool Portal.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 10/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Provide Distance learning including Real Time Video Conferencing and Previously Recorded sessions.**

**Description:** Distance learning including Real Time Video Conferencing and Previously Recorded sessions can provide specialized instruction that would otherwise not be accessible to all students during school hours. Web based learning allows students to access research information from libraries, agencies, search engines and databases in timely and efficient way.

**Activity: Upgrade Internet Connectivity for Expanded On-Line Educational Services**

**Description:** The connection through T-1, T-3, and DS3, have all been eliminated and replaced with a fiber optic 300mbs line.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 7/1/2011	\$86,400.00
	Finish: 7/1/2011	

**Status:** In Progress — Overdue

## **Goal: STUDENT ACTIVITIES**

**Description:** To improve all facets of Student Activities for grades 9-12 especially the number of available activities and the involvement of faculty sponsors.

**Strategy: Improving Student Activities**

**Description:** Under the direction of the Deans of Students, all student activities programs in breadth, number of activities, and range of choices will be re-evaluated and reconstituted and more direct funding will be made available.

**Activity: Improve student activities**

**Description:** Students will be offered opportunities to join and participate in extra-curricular activities, after school clubs and supervised enrichment programs that support our mission and the students' interests.

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: STUDENT LITERACY**

**Description:** To continue to improve student math and reading literacy and achievement and to meet AYP thresholds in both.

### **Strategy: Student Literacy**

**Description:** Increase the number of experienced math and English faculty; more frequent use of individual and group tutorial sessions; more careful lesson planning.

### **Activity: Improve student proficiency levels in Math and Reading/Writing**

**Description:** Professional development in standards, anchors and state requirements. Creation of an integrated Learning Center focused on literacy improvement through direct instruction. We have also moved to a block schedule so that students have more time in each area, including technology education which is taught through our Design Department and has a dedicated Technology Coordinator.

**Person Responsible Timeline for Implementation Resources**

Peter Kountz	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Technology as a Resource**

**Description:** CHAD students are typical urban students who require a high level of remediation to bring up to grade level. Technology must keep pace with the on-line remediation tools and internet based learning tools to support these students. CHAD's administrative and technology

staff will keep abreast of all new technology-based resources and consider implementing those that will help our students the most.

### **Strategy: On-Going Research**

**Description:** The Principal, Special Education Director, Academic Support Director, and the technology staff will attend on-line webinars; conduct individual research, on technology based remediation and tutorial type academic tools that support the Pennsylvania State Standards.

### **Activity: Expand Smartboard Technology**

**Description:** Install interactive whiteboards (SMARTBoards) in all classrooms.

#### **Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 9/6/2011	\$24,000.00
	Finish: 9/28/2012	

**Status:** Complete

### **Activity: Improve MultiMedia Capabilities in Classrooms**

**Description:** In order to enhance the educational process by utilizing newly available multimedia educational materials, as well as existing materials install digital video in all classrooms.

#### **Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 7/1/2010	\$21,060.00
	Finish: 6/30/2012	

**Status:** Complete

### **Activity: Improve technology**

**Description:** Members of the technology department and the administration meet weekly to discuss the school's current technology resources and develop recommendations for one year, three year, and five year growth plans.

#### **Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 1/1/2007	\$414,850.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Upgrade Internet Connectivity for Expanded On-Line Educational Services**

**Description:** The connection through T-1, T-3, and DS3, have all been eliminated and replaced with a fiber optic 300mbs line.

**Person Responsible Timeline for Implementation Resources**

Connor, Michael	Start: 7/1/2011 Finish: 7/1/2011	\$86,400.00
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**Status:** In Progress — Overdue

**Goal: USE OF DATA TO GUIDE INSTRUCTION**

**Description:** There are a significant number of students who have been identified with gaps in skill sets that have not yet been successfully remediated. These students have not demonstrated content mastery and many students are in the basic level in reading and math.

**Strategy: Utilize specific student data to build on the students' individual and collective skills.**

**Description:** Implement a more structured process for analyzing student data.

**Activity: Compare data from benchmark testing to measure growth each term.**

**Description:** Improve system for analyzing data and using it to change what happens in the classroom to improve student outcomes.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of	Estimated Number of Participants
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	Sessions Per School Year	Per Year
1.00	4	32
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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*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.

*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
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Family and Consumer Sciences</li> </ul>

#### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation

#### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

- 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
- instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Portfolio

**Status:** Not Started — Overdue

**Activity: Freshman Placement Test**

**Description:** During the month of July all incoming freshman students are required to participate in a baseline test in the areas of English and mathematics. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.

**Person Responsible Timeline for Implementation Resources**

Alicia Kennedy	Start: 7/1/2012 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Activity: Provide teacher in-service on how to effectively use student data.**

**Description:** Schedule regular professional development time for data-team collaboration.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/30/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per	Estimated Number of Participants Per Year
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<b>School Year</b>		
1.00	10	32
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

CHAD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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*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.
- 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**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>High school</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp;</li> </ul>

- Principals / asst. principals
- School counselors
- Other educational specialists

(grades 9-12)

- Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History

**Follow-up Activities**

**Evaluation Methods**

- |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul> |
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**Status:** Not Started — Overdue

**Activity:** Use benchmarks to inform instruction in the classroom.

**Description:** Teachers will use student data to discern content mastery and use the information in lesson planning.

Person Responsible	Timeline for Implementation	Resources
Santiago, Phyllis	Start: 8/28/2012 Finish: 6/15/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per	Estimated Number of Participants Per Year
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<b>School Year</b>		
2.00	2	32
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

CHAD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>High school (grades 9-</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

- principals
- School counselors
- Other educational specialists

12)

- Science and Technology
- Arts & Humanities
- Civics and Government
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History
- Career Education and Work

**Follow-up Activities**

**Evaluation Methods**

- |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Status:** Not Started — Overdue

**Activity:** Use the CDT for progress monitoring and for remediation.

**Description:** Use the Classroom Diagnostic Tool to inform instruction and to make referrals to Academic Support Services.

**Person Responsible Timeline for Implementation Resources**

Wolfington, Robin	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

## **Statement of Quality Assurance - Attachment**

- School Improvement Plan 2011-2012

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

CHAD places great value on creating a school-wide curriculum that is standards driven and follows a scope and sequence that supports student learning progression. All core content curriculum is aligned to the PA Keystone and Common Core Standards. The design of the curriculum maintains rigor while allowing students of all levels and abilities to have success. Special education students receive the appropriate adaptations and modifications that their individualized education plan calls for in the least restrictive environment.

As directed by the school improvement planning process, a school-wide emphasis was placed on math and reading. Students experience a differentiated approach to teaching. The curriculum in the core subject areas of English, writing and mathematics is designed to increase the proficiency levels of all students in all grade levels. In addition to the reading and mathematics curriculum, students receive remediation through web based tutorial programs, small group instruction, and one-on-one tutoring.

As a Title I school, CHAD has a population where most students are in need of supports in core subject areas. Benchmark data indicates that a large majority of the student population averages a three to four year grade level deficiency in reading and mathematics upon entering 9<sup>th</sup> grade. To address this issue, classes have been created that are Pennsylvania standards based and concept appropriate to grade level but allows struggling students to re-me gaps in knowledge through the differentiated teaching approach.

Curriculum evaluation and development is an ongoing process.

### **Rigorous Instructional Program - Attachments**

- Approved Professional Development Plan
- Induction Plan

## English Language Learners

We have no currently enrolled students who need this support. Should such students enroll in our school, we will address their needs individually.

There are currently no supporting documents selected for this section.

## Graduation Requirements

The strength of CHAD remains its school culture and environment and its ability to take care of its students and move them through graduation and into college/university. The school's emphasis on design education places its graduates in a very strong position with respect to acceptance into schools of Architecture, Design and Art, a fundamental component of CHAD's Mission. In many respects, CHAD is doing more and more to fulfill its mission and to serve its students.

CHAD's main weakness continues to be failure to consistently make AYP on a yearly basis. For 2009-2010, though CHAD met 10 out of 13 targets, the school failed to make AYP. For 2010-2011, CHAD made AYP and saw significant gains in both reading and mathematics. CHAD implemented a Smart Set/Skill Set program during the 2010-2011 school year that focused on remediating the lowest level students in smaller classes. The program was embedded into junior level math and English classes for 2011-2012 school year. Preliminary PSSA results for 2011-2012 (based on individual student reports released) indicate that we will not make AYP. Our main focus for 2012-2013 will be to align all core content to the Keystone and PA Common Core Standards and to remediate students with deficiencies in math and reading.

CHAD shall award a high school diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school and which meet the standards set by the Commonwealth of Pennsylvania Academic Standards, laws and regulations.

English (4 credits)

Math (4 credits)

Science (4 credits)

History (3 credits)

World Language (2 credits)

Design (8 credits)

Required Electives (5 credits)

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## 30 Total Credits

In addition to the core credit requirements as stated above, students may also be required to complete and pass elective/workshop courses as rostered within a student's schedule. To satisfy senior requirements, students must also complete a PA standards based culminating senior project, as approved by school officials.

Students in the class of 2013 must achieve a passing score of proficient or advanced on their 11<sup>th</sup> grade PSSA test in reading and math to graduate as seniors. Students not passing the PSSA in 11<sup>th</sup> grade have an opportunity for a PSSA RETEST during October of their senior year. To prepare for this, they are scheduled into skills based classes in math and English to review the state standards and prepare for graduation. Students not passing the PSSA Retest in 12<sup>th</sup> grade will then be required to successfully complete remediation and testing at CHAD to demonstrate proficiency. Students must demonstrate proficiency before being certified for graduation. Students with an Individualized Education Plan (IEP) will be provided appropriate support.

Students in the class of 2014, 2015, and 2016 will need to demonstrate proficiency by taking Keystone end of course exams after each corresponding class. The class of 2014 and 2015 will take Biology, Literature and Algebra I during the 2012-2013 school year.

## Special Education

Children are referred through teachers, parents, special education staff, and regular staff to the child study team when the child is having problems learning in the general education setting. The child study team will meet to develop interventions that may include such things as extra time taking tests, tutoring sessions, repetition of basic skills, etc. for a period of at least two weeks. Parents are notified so that they may be involved in the process. During that time, students are monitored and progress is documented. The child study team then reconvenes, after this defined time, to discuss progress and decide whether or not a referral should be made for psycho educational evaluation.

Before the psycho educational evaluation is conducted, parents are contacted to obtain permission for the evaluation and to acquire pertinent background information. If an evaluation is warranted, the psychologist comes to the school to evaluate the student. Teachers' complete classroom based assessments and special education staff complete classroom observations. Parent interviews are conducted. All information is compiled into an Evaluation Report and the IEP team meets to discuss and review to determine if the student is eligible to receive special education services. If the student is found to have a disability, the IEP team compiles an Individualized Education Plan for the student at the IEP meeting.

Sometimes students need learning support classes, which focus on basic skills in both reading and math. We also have scheduled study hall classes taught by a special education teacher, which focus on test taking strategies, study skills and extra tutoring in all subjects. This instruction and support is made in the classroom to include extended time on tasks, directions, which are read aloud, practice and repetition, peer tutoring, etc. Most students come to the

learning support classroom to take both standardized and school wide assessments when extended time or reading questions aloud is needed. We have a small intimate program with many opportunities for the special attention necessary to foster independence.

## Special Education - Attachment

- Special Education Policies and Procedures

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alicia Kennedy	1.00	Learning Support	CHAD	89	There is no unique information to explain.
Victoria Mehl	1.00	Reading Specialist	CHAD	12	There is no unique information to explain
Athena Graeber	1.00	Learning Support	CHAD	11	There is no unique information to explain
Jennifer Starrs	1.00	Learning Support	CHAD	9	There is no unique information to explain
Robin Wolfington	0.50	Learning Support	CHAD	10	There is no unique information to explain

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
NA	NA	NA	NA	0	na

### Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	LEA	Yes
Teacher	LEA	Yes

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Steven Gummerman	School Psychologist	.25

Therapy Solutions	Speech Therapy	.25
Jaime Moldovan	School Psychologist	.25

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

#### Test/Classification K 1 2 3 4 5

We are a high school No No No No No No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	Yes
PASA	No	No	No	No	No	Yes	No
PSSA-M	No	No	No	No	No	Yes	No
Study Island Benchmarks	No	No	No	Yes	Yes	Yes	Yes

### Student Assessment

The most immediate imperative for CHAD continues to be to improve mathematics and reading proficiency and comprehension. In all four grades (9-12), the school moved to a focused and state standard aligned curriculum. Students who were identified, through a local assessment (Study Island) as needing academic support, received daily and small group remediation. During the 2011-2012 school year, CHAD provided remedial support for students whose basic academic math and reading skills were defined as deficient. This remediation occurred daily during a 40 minute advisory period.

At CHAD, we understand and enthusiastically endorse the value of the NCLB assessments because the assessments present ambitious goals, goals which we can embrace without having to "teach to the tests." Because of what we are learning from test results, we have begun to make radical adjustments in our curriculum and in the time we spend in the classroom with our students.

Academic profiles are created for each student, through measurable data, which drives our instruction and allows us to develop individualized student educational plans. These "files" are reviewed by our academic intervention team and an individualized learning plan is created for all of our students.

Students are also assessed through classroom observations and performance and portfolio and presentation work through the design educational process.

### Student Assessment - Attachment

- Preliminary PSSA Report

## **Teacher Evaluation**

Teachers are required to receive one formal evaluation per year. CHAD's formal teacher evaluation system is based on *Charlotte Danielson's Teacher Evaluation Framework*.

The formal teacher evaluation process includes the following:

- Formal observation
- Walk-through observations
- Pre and/or post observation conference
- Teacher work samples (e.g. lesson plans; assignments)
- Teacher's Professional Development Plan
- Progress in completing required professional development hours
- Evaluator narrative

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards. In this framework, teaching is divided into components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4).

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework will be used as the foundation of our teacher support programs such as mentoring, coaching, professional development, and the teacher evaluation processes by linking all those activities together. Teachers are observed 1-3 times per year and are evaluated based on classroom observations, teacher artifact portfolios, and professional participation in community.

For 2011-2012, CHAD faculty were reviewed by the Vice Principal, Phyllis Santiago who holds a K-12 Principal Certificate.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

During the 2011-2012 school year, our principal resigned to pursue other opportunities and our PA Certified Vice Principal filled the vacancy.

There were no changes in leadership to Board of Trustees during the 2011-2012 year.

## Board of Trustees

Name of Trustee	Office (if any)
Jeffrey Krieger, AIA	Treasurer
Robert Fenza	Vice President
Shelly Beekley	President
Mary Alcaraz	
Lance Rothstein	Secretary
George Manos	
Susan M. Poglinco	
Marguerite Anglin	
Cerisse McCall	Parent
Sharon Thompson	Parent
Brian Berson	
Monique McCray	

## Professional Development (Governance)

All board members receive a training manual and in-service training as necessary from the Head of School, the school business administrator, the school solicitor, and members of the senior administrative staff. The Executive Committee of the Board of Trustees meets monthly with the Head of School to ensure all expectations are being met including fiscal responsibilities. During these meetings, all concerns and needs are aired and a strategy for resolution(s) is articulated.

The Board participated in a training program provided by Board Source. As a result, the Board improved its organizational structures in effective governance.

All board meetings are advertised in advance as required by the Sunshine Law in the *Philadelphia Daily News*.

## Coordination of the Governance and Management of the School

The Board of Trustees has a good relationship with the School District of Philadelphia. Regular communication with the Charter School Office ensures that all expectations are met and concerns addressed. The chartering school district is invited to visit CHAD each year and these visits have cemented a positive and constructive relationship.

### **Board of Trustees Meeting Schedule**

The Board of Trustees will meet at CHAD on the fourth Tuesday of every month (with the exception of July and December) at 5:00 pm, at the school located 105 S. 7t St., Phila., PA. All items to be included on the monthly agenda or resolutions to be adopted must be submitted via email to [Pcirone@chadmail.us](mailto:Pcirone@chadmail.us) one week in advance of the scheduled Board meeting (preceding Tuesday).

## **Coordination of the Governance and Management of the School - Attachment**

- 2012-2013 Board Calendar

### **Community and Parent Engagement**

The Board of Trustees plans and delivers strategic planning retreats each year with representative from all vested parties. Presently, two parents are full voting board members as per the Board by-laws. Monthly parent meetings are held with school personnel and the president of the parents' association attends board meetings and provides a report to the full board.

The Board also promotes community engagement through CHAD's participation in city-wide art/gallery events in Philadelphia and an annual gala event.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

For the 2011-2012 year, CHAD intends to take several new initiatives to raise additional outside revenue. Meanwhile, the school continues its regular fundraising efforts through its Annual Fund.

### **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

### **Accounting System**

The accounting system is MIP Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

## **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments**

- Preliminary Statement of Revenues, Expenditures & Fund Balances
- Preliminary Statement of Revenues, Expenditures & Fund Balances

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

The school's auditing firm is Citrin Cooperman. The attached audit is dated February 21, 2012 for fiscal year 2010-2011 and has a clean unqualified opinion with no findings. We are unable to submit an audit for 2011-2012 by August 1, 2011. We expect to have the 2011-2012 audit available by December 31, 2012.

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

- CHAD Audit 2011

## **Citations and follow-up actions for any State Audit Report**

The school has not been audited by the State Comptroller's Office.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Charter High School for Architecture & Design leases a facility at 105 South 7th St. All furniture and equipment was purchased after obtaining quotations from various vendors. During the school year 2011-2012, the school purchased computers totaling \$173,000.

### **Future Facility Plans and Other Capital Needs**

In accordance with the overall strategic plan, CHAD is located on floors 2, 3, 4 & 5 within the building located at 105 South 7<sup>th</sup> Street.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

CHAD takes appropriate steps to ensure that students, employees and guests are safe when in school. All fire safety requirements are met and fire drills are held monthly as required by city ordinance and state requirements. A schedule of fire drills held may be found in the office of the Director of Security. Fire drills are overseen by a four-person Security staff. Yearly city inspections are held by city officials and CHAD meets or exceeds city expectations.

All student health records are kept in a secure location in the nurse's office and strict guidelines are followed to ensure that all students comply with physical examination and immunization requirements. Evidence that CHAD has submitted the Request for Reimbursement is included in the CHAD 2011 Audit Report.

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

- Wellnes program/Evidence of Submission

## **Current School Insurance Coverage Policies and Programs**

For medical Insurance the school offers the following plans in accordance with Act22 to employees:

- Aetna
- United Concordia Dental Plan
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

- Worker's Compensation
- General Liability
- Corporate Officers Error and Omissions
- Contents Insurance

## **Current School Insurance Coverage Policies and Programs - Attachment**

- 2012 Insurance Certificate

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Due to budget cuts, we were forced to cut several positions and one faculty member retired. All of the remaining faculty and staff will be returning for the 2012-2013 school year.

## **Quality of Teaching and Other Staff - Attachment**

- PDE 414 2012

## **Student Enrollment**

All students who express an interest in the Design program and other curricular offerings are encouraged to submit applications to demonstrate their interest in our school. The school complies with all state and charter school law. CHAD participates in the annual Philadelphia High School Expo where students and families can learn more about CHAD and receive an application. If we receive more applications than seats available by the application submission deadline, a lottery is held. Otherwise, rolling admission continues until we reach full enrollment. Students who desire to attend, after full enrollment has been met, are placed in a "waiting pool" and are offered acceptance based on "slots" that may become available.

We finished the 2011-2012 school year with the following:

Grade 9 - 153 students  
Grade 10 - 149 students  
Grade 11 - 136 students  
Grade 12 - 151 students

No expulsions for the 2011-2012 school year were reported.

Kindergarten is not offered.

There are currently no supporting documents selected for this section.

## **Transportation**

In the 2011-2012 school year, we continued our participation with Philadelphia School District's plan of offering free public transportation transpasses to eligible students.

## **Food Service Program**

We contracted with The Nutrition Group to provide our breakfast and lunch program during the 2011-2012 school year. We participated in the FRL program.

## **Student Conduct**

# **SCHOOL CULTURE AND ENVIRONMENT- CODE OF CONDUCT**

## **Purpose and Goal:**

CHAD is building a School Wide Positive Behavioral Support framework to create a culture whereby students and adults interact and develop relationships that are healthy and positive for the entire school community. This requires an understanding and an adherence to acceptable standards of respectful behavior in a school setting.

The Code of Conduct must be implemented with attention to creating an environment where expected behaviors are taught, modeled, and where student interventions support positive behavioral changes.

## **CHAD Core Values:**

CHAD has identified certain core values of behavior that, when adopted by students and adults, have a positive influence on the school and community. CHAD's core values are:

1. **Caring** — To be concerned, interested, and kind
2. **Honorable** — To be genuine, honest, and have integrity
3. **Accountable** — To be respectful, responsible, and answerable
4. **Determined** — To be purposeful, hard-working, and goal driven

The four core values of conduct are guidelines for the entire school community. These values assert that responsible students and adults should be encouraged and taught to act in ways that positively contribute to our community.

These values assert that responsible students should be encouraged and taught to behave in ways that positively contribute to our community. CHAD students agree to demonstrate our behavioral values by doing the following:

### **Caring**

- Be polite, courteous and respectful
- Be invested in your academic growth and achievement
- Be aware of each other and the community

- Respect the environment and the facility
- Be involved in the community and show school pride
  - Respect differences and support one another

#### **Honorable**

- Demonstrate academic integrity
- Be a positive member in the community
- Respect others' property
- Resolve conflict in a fair manner
- Take responsibility for your own words and actions

#### **Accountable**

- Be present and on time
- Respect school expectations
- Be prepared, consistent, and complete high-level work
- Be a self-reflective learner
- Provide regular assessment and feedback

#### **Determined**

- Demonstrate a high-level of effort and persistence
- Practice self-advocacy
- Encourage and support positive relationships
- Be innovative and solutions oriented
  - Be focused and motivated with clear academic goals

#### **Behavioral Expectations and Responsibilities**

In order to ensure that we are aware of and understand clearly what our basic responsibilities are, CHAD has 7 essential school behavioral expectations and rules:

1. Be present and on time to school
2. Be on time and prepared for class, appropriately dressed with visible CHAD ID
3. Maintain a safe and orderly school environment
4. Respect school property and the property of others
5. Use polite language and treat others with kindness
6. Show respect to school staff, students, and visitors
7. Be committed to academic achievement through teaching and learning

There are specific responsibilities that each member of our community is expected to follow.

#### Responsibilities of Administrators:

- Implement the School Wide Positive Behavioral Support framework and the
- Code of Conduct in a fair and consistent manner
- Inform all school personnel, guardians, and students of the Code of Conduct
- Teach, model and positively reinforce behavioral expectations and rules
- Use professional judgment to prevent minor incidents from becoming major problems

#### Responsibilities of Faculty:

- Maintain a learning environment that provides academic success
- Teach, model and positively reinforce behavioral expectations and rules
- Address behavioral violations and rules with multiple strategies
- Use professional judgment to prevent minor incidents from becoming major problems

#### Responsibilities of Students:

- Be responsible and accountable to behavioral expectations and rules as outlined

- in the Code of Conduct
- Respect authority of all school personnel and the rights of other students
- Comply with CHAD's attendance, dress policy, zero tolerance rules and policies
- Behave in a manner that focuses on academic success
- Responsibilities of Guardians/Parents:
  - Respect and support the Code of Conduct
  - Recognize that school personnel must enforce and follow the school rules and regulations
    - Teach the child to respect the rights of others
  - Emphasize the importance of being prepared for school and the adherence to school expectations to foster academic success.

Compliance with these expectations will foster positive and productive behavior that will enable the student to fulfill his/her own potential.

**Scope of the Code of Conduct:**

The Code applies to any behavior that occurs:

1. On school grounds at any time;
2. Off school grounds at any school activity, function or event;
3. Off school grounds when the behavior may reasonably be expected to (a) undermine the proper authority of the school; (b) endanger the safety of members of the school community, or (c) to disrupt the school
4. While traveling to and from school, including but not limited to actions on public transportation or school bus/van

**Student Dress**

Because academics are of primary concern at CHAD, we do not want students distracted by what they are wearing or by what their peers are wearing. Students are required to wear CHAD's school uniform provided by our official vendor, Cramer's Kids. Cramer's Kids will supply CHAD students with all of their uniform needs. Below is CHAD's dress code. CHAD reserves the right to modify the dress code during the

school year. Additionally, CHAD reserves the right to ask a student to change an article of clothing or accessory if that article is distracting students or presents a safety risk.

The CHAD Dress Code consists of the following regulations:

- A solid blue CHAD polo or a solid blue CHAD button-down shirt with tie. All shirts must be appropriate size and fit for each student. A student's shirt must be fully tucked into pants. Fully tucked in means the belt or the waist-band is visible around the entire waist.
- Only khaki pants and skirts
- No skirts will be shorter than 2 inches above the knees
- Only one belt may be worn.
- Students must wear all black/or brown sneakers, dress shoes or flat-heeled boots.
- Socks must be worn at all times
- Students may only wear the following jewelry: (1) earrings not larger or wider than 1 inch, (2) one necklace, (3) one watch and (4) CHAD ring. In classes or other settings where safety is a concern, students will be asked to restrict jewelry. All watch sound features must be turned off.
- Students must wear CHAD ID at all times.
- CHAD students may not wear the following:
  - Jeans/Denim of any color.
  - Pants and skirts that are not tan or khaki
  - Pants that sag below the waist.
  - Tight clothing or stretch pants. The student must be able to "pinch an inch" of loose fabric throughout the pants.
  - Sleeveless or cut-off shirts, blouses, dresses, tank tops, overalls or jumpers.
  - Open toed shoes, flip-flops or boots with high heels.
  - Any gang related attire.
  - Bandanas, hats or any head covering (unless given permission for religious reasons).
    - Non-prescription color contact lenses or non-prescription glasses.

### Student "Dress Down" Days:

When not in uniform, CHAD students are expected to dress in clothing that are appropriate to the occasion and that represent the school in a professional manner.

- Students will show no skin from collarbone to two inches above the knee.
- No flip-flops.
- No gang related attire.
- Students may only wear the following jewelry: (1) earrings not larger or wider than 1 inch, (2) one necklace, (3) one watch and (4) CHAD ring. In classes or other settings where safety is a concern, students will be asked to restrict jewelry. All watch sound features must be set turned off.

### **Attendance**

The Charter High School for Architecture has a legal and moral obligation to ensure that all pupils attend school so they may be taught. Absence from school jeopardizes any pupil from satisfactorily completing the prescribed course of study. Unless pupils are present for all scheduled classes, CHAD cannot provide an education as proposed through the adopted curriculum. Regular attendance is a prescribed condition upon which all courses of study are predicated. The curriculum is designed to achieve maximum educational benefits for pupils within the allotted number of school days. Therefore, CHAD can neither condone nor permit absences from school, and will not issue credit for courses if required pupil attendance is not attained. The following rules and regulations have been prepared to insure that the intent of this policy is implemented.

#### Absences:

CHAD considers the following conditions to constitute reasonable cause for absence from school: illness, quarantine, recovery from accident, required court appearance and death in the family. All absences as a result of the observance of the student's religion (on a day approved by CHAD as a religious holiday) shall be excused. School attendance is a basic responsibility of the pupil and parent/guardian. Students

may only be absent 14 days for the year without the need to make-up credit recovery time over the summer. "Excused absences", as defined above, do not rule out required attendance in our summer credit completion program.

The Head of School will require from the parent of each student who has been absent from school a written statement of the reason for such absence. The Head of School reserves the right to verify such statements and to investigate the cause of each absence of more than three (3) days duration as well as repeated unexplained absence or tardiness. Chronic absenteeism or lateness could result in disciplinary action up to and including removal from the Charter High School for Architecture and Design. If a student misses more than half of the school day (arrives after 11:00), s/he will be marked absent for the day.

#### Truancy:

A student who is absent without a valid excuse is considered “truant” from school. A pattern of truancy can lead to a number of interventions or penalties. According to the Compulsory School Attendance Law, a judge or hearing officer may require the student or his/her guardian to respond to legal penalties.

#### Loss of Course Credit:

Pupils missing 14 school days for a credit course will have their records reviewed by administration to determine if credit can be earned for that course.

#### Excessive absences:

Students with excessive absences will be required to make up missed time during summer credit completion. Days in credit completion are assigned according to time missed during the school year.

#### Consecutive absences:

Any pupil who misses five consecutive school days, or is chronically absent, and does not appear on home instruction, and/or is not medically verified as incapacitated, will be issued a written notification to report back to school within five days. Failure to do so may result in a referral to the truancy office and additional legal action against the parent/guardian. Students who miss school for ten (10) consecutive unexcused days will receive a notice of intent to dismiss.

#### Lateness:

##### **Latenesses Consequence**

- 3 or More Latenesses Saturday School Detention from 9:00am to 10:30am
- Missing a Saturday
- Detention
- Detention on the NEXT POSSIBLE Saturday plus an office referral
- 12 latenesses Office referral and an attendance contract

### Early Dismissals:

Students are only permitted 5 early dismissals for the school year. The Charter High School for Architecture and Design recognizes five situations, which create a legitimate need for release from school:

- Illness, which manifested itself after having reported to school.
- Verified appointment with a physician/dentist.
- Court issued orders.
- College visitation.
- Death in the immediate family.

For numbers two, three, and four, a written note from the appropriate source must be submitted prior to release from school. All students must turn notes in to the main office and must sign out on the appropriate form before leaving the building. In conjunction with the School District of Philadelphia's policy and to ensure the safety of our students, early dismissal from school will only be granted if — 1) the legal guardian of the student signs him/her out and escorts the student out of the school building; 2) an authorized medical, legal or college note, with the guardians' signature and contact phone number attached, is presented to the office before the start of the school day; or 3) appropriate school personnel has released a student with the guardian's permission.

### **Classifying Behavioral Misconduct**

CHAD's Code divides misconduct into two sections: Level 1 Infractions (Minor) — incidents that are "low-level" intensity and do not threaten bodily harm or create a hostile environment to the community; and Level 2 Infractions (Major) — incidents that interfere with the learning or safety of others, are of a threatening or harmful nature and/or legal violations, warranting administrative and or legal intervention. The level of violation dictates the severity of the remedial measure CHAD will impose.

In addition to the specific violations as set forth in the Code of Conduct, CHAD has the right and responsibility to take disciplinary action against a student who engages in behavior that may not be described in this Code, but threatens the health, safety or welfare of others or disrupts the learning environment and community.

#### Level 1 Infractions of Behavioral Expectations

- Failure to follow classroom rules, disruption or disrespect for school authority (minor insubordination)
- Dress policy violation, including failure to carry hall pass or wear school ID
- Failure to participate or unprepared for class

- Excessive absences, tardiness, or cutting class
- Use of or display of personal electronic devices
- Using inappropriate language, profanity, or vulgarity
- Horseplaying or mock fighting
- Inappropriate display of affection
- Academic dishonesty
- Distracting and disruptive behavior, including excess talking in class
- Misuse of school computer privilege
- Forgery

#### Level 2 Infractions of Behavioral Expectations

- Destruction and or theft of property
- Vandalism
- Harassing, bullying, or “cyber-bullying” or intimidating any member of the school or school community
- Instigating or inciting a school melee
- Assault or any physical confrontation (fighting)
- Possession of a weapon or any other device that could potentially harm or disrupt school environment
- Possession, use or distribution of a controlled substance, alcohol, or unauthorized non-controlled substance
- Sexual offenses
- “Major” insubordination, verbal assault, intimidation, extortion or any form of harassment
  - Repeated Level 1 infractions

#### Responding to Level 1 Infractions:

All minor infractions are handled by the school personnel responsible for the setting in which the problem behavior occurs. The following are interventions or actions that can be used to correct or change the behavior (“teachable moments”):

? Get the students attention by calling his/her name and redirect the student

- Address the student in private and discuss the incident
- State the problem behavior and why the student needs to follow the expected behavior
- Indicate a specific consequence (eg, detention, writing assignment, verbal or written apology)
- Contact guardian
- Meeting with guardian and student
- Provide acknowledgement to student for listening to you and or doing the appropriate behavior
- School service assignments
- Loss of privileges
- Refer to appropriate intervention (parent conference, counseling, school-based program)

Responding to Level 2 Infractions:

All major infractions are handled by administration and are an immediate office referral (note: office referrals for Level 1 infractions may only be issued after 3-5 documented interventions have been attempted and have not been successful). The following are interventions and consequences that can be used for Level 2 violations:

- Guardian/Administrative conference
- School service assignments
- Confiscation by security - guardian required to retrieve
- Loss of privileges, including without limitation, school activities, events, dances, field trips, etc
- Implementation of a behavioral support plan
- In-school suspensions
- Administrative detentions
- Police notification and filing of any legal complaints
- Out of school suspensions

- Short-term is an exclusion from school and all school activity or functions for a period of 3 school days. Guardians are required to meet with administration to reinstate the student back into school. Long-term is exclusion from school and all school activity or functions for a period of 4 to 10 school days. Guardians are required to meet with administration to reinstate the student back into school
- Expulsion or transfer out procedures — Students that have committed violations that are subject to removal from CHAD's program will automatically be suspended for 10 school days and will be given due process in accordance with State and District law.
- **Note:** Students with IEPs may receive alternative consequences to comply with Federal regulations.

## **Definitions, Guidelines and Policies**

### **Care for School Property and the Environment**

CHAD believes that the school should help students learn to respect property and develop feelings of pride in community institutions. CHAD charges each student with the responsibility for the proper care of school property and school textbooks, supplies, and equipment entrusted to his/her use. Students who willfully cause damage to school property shall be subject to disciplinary measures and restitution. Students and others who damage or deface school property may be prosecuted and punished under the law. Parents and guardians of students shall be held accountable for student actions. CHAD may report to the appropriate authorities any student whose damage of school property has been serious or chronic in nature.

Additionally, CHAD recognizes the value of nutritional health. Breakfast and lunch are served everyday at CHAD. All food and beverage consumption must take place during scheduled meal times and in the cafeteria, unless prior permission has been granted by administration for exceptions to this guideline. Students should not bring open containers, bottles or other opened food items into the building. Students, who bring their lunch to school, must store their lunch in their personal lockers. Students are not permitted into unauthorized areas of the building for the purpose of storing, refrigerating

or heating-up food or beverages.

### **Computer Ethics and Internet Use**

The Charter High School for Architecture + Design (CHAD) has approved an Acceptable Use Policy for use of the internet that conforms to and fulfills the guidelines of the Federal Child Internet Protection Act (CIPA), Public Law 106-554, 114 Stat. 2763A-335, as well as the CIPA of the state of Pennsylvania — House Bill No.2262.

The following guidelines for the use of the Internet were developed to conform to the Federal and PA State CIPA's. They are intended to protect CHAD students from exposure to obscenity, child pornography and other materials that are deemed harmful to minors, and prevent any user from accessing obscene material and child pornography within a public school or public library setting. The

## CHAD Acceptable Use

*Policy and Computer Ethics Guidelines* are intended to balance the goal of providing free access to educationally suitable information sources on the internet against the compelling need and duty to protect students from contact with sexual predators and from access to obscene material, child pornography and material deemed harmful to minors. The Internet is an international network of computer systems. It is an electronic communications network, which provides vast, diverse, and unique resources and information. In providing this service to teachers, staff, and students, the Charter High School for Architecture + Design (CHAD) seeks to promote educational excellence by facilitating access, resource sharing, innovation and communication.

Access to computers and people worldwide may expose minors to material that may not be considered to be of educational value in the context of a school setting. CHAD firmly believes that the valuable information and interaction available on this worldwide information network far outweighs the possibility of exposure to deleterious material and information.

While it is impossible to control all that is accessible on the network, CHAD has taken precautions to restrict access to controversial materials, and has identified Acceptable Use Guidelines for those who are permitted to use the network.

### Guidelines:

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. My space, face book and any other site deemed unnecessary school-related sites are PROHIBITED for use. CHAD considers Internet access a privilege, not a right. If a CHAD user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated, and future access will be denied. Some violations may also constitute a criminal offense, and may result in legal action. Any user violating these provisions, applicable state and federal laws, or posted classroom and school policies, is subject to loss of access privileges, and any other CHAD disciplinary action, as deemed necessary by CHAD administration.

### Acceptable Use:

Acceptable use guidelines for the Internet include, but are not limited to:

- Use of the Internet must be in support of education and research consistent with the educational objectives of CHAD.

- CHAD users are not permitted to have access to material the character of which is illegal under Federal or State law. That includes, but is not limited to transmission of any material in violation of any United States or state regulations, copyrighted material, threatening or obscene material, or material protected by trade secrets.
- Use of the network to propagate religious or political messages is prohibited.
- Use of the Internet for commercial, personal, or for-profit business is prohibited.
- Use of the network to access, process, or transmit pornography is prohibited.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
- All illegal activities are forbidden.

Network Etiquette: Users are expected to abide by the generally accepted rules of network etiquette. They include, but are not limited to, the following:

- Be polite. Do not get abusive in your communication.
- Use appropriate language. Do not swear, use vulgarities, discriminatory remarks, ethnic slurs, racial epithets, or other language considered inappropriate.
- Maintain your privacy and that of others. Unless it is clearly necessary (example- to complete certain applications) do not reveal your personal address, or the telephone numbers and addresses of others.
- Assume all communication and information accessible via the network to be private property. Users should not seek information on, obtain copies of, or modify files, other data, artwork or designs, or passwords belonging to other users, or misrepresent other users of the network. Note, however, that electronic mail and the Internet are not guaranteed to be private. People who operate the system do have access to all files and messages. Messages relating to, or in support of, illegal activities may be reported to authorities.

#### Security:

Security on any computer system is a high priority, especially when the system has many users. All users have a vested interest in protecting the security of the system, and the responsibility of notifying a teacher, or the system administrator, immediately of a potential security problem to others. No one should use another's individual account without written permission from that individual. Attempts to log-on as a system administrator will result in cancellation of user privileges and possible disciplinary action. Any user identified as a security risk may be denied access to the network. Students are issued their own password once admitted to CHAD. They must maintain this password. If a student needs to "replace" their password, there will be a \$5 fee.

#### Vandalism:

Vandalism is defined as any malicious attempt to harm or destroy the data of another user, the Internet, or any of the agencies or networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in the cancellation of privileges and possible disciplinary/legal action.

Enforcement: The use of the Internet is a **privilege, not a right**, and inappropriate use will result in cancellation of the privilege. School disciplinary action, and/or appropriate legal action, may also be taken. Serious violations of the *Acceptable Use Policy and Computer Ethics Guidelines* will be dealt with to the full extent of the law. CHAD administrators will determine what constitutes serious inappropriate use. Their decisions are final.

#### Warranties and Claims:

CHAD makes no warranties of any kind, whether expressed or implied, for the service it is providing. CHAD will not be responsible for any damages a user may suffer, including the loss of data. CHAD will not be responsible for the accuracy or quality of information obtained through this Internet connection.

#### **Equal Opportunity / Nondiscrimination / Harassment**

CHAD requires equal educational opportunity for all students enrolled in the educational programs and activities of the school, including, but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status or handicap.

The school shall promote a learning environment that encourages fulfillment of each student's potential in regard to his/her program, consistent with school goals and with equal opportunities for students. Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights.

#### **Harassment / Intimidation:**

All individuals of CHAD shall have the right to a learning environment that is free of intimidation, harassment, and hostility from students and/or employees. The forms of prohibited harassment may include, but are not limited to, the following:

- Verbal harassment, such as derogatory comments, jokes, slurs, or threats;
- Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement;
- Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, or symbols.

Any individual who is found to be responsible for harassment or other prohibited discriminatory conduct shall be subject to appropriate discipline. The severity of the disciplinary action will be based upon the circumstances of the infraction, and may result, among other things, in suspension or expulsion.

#### Harassment:

The school recognizes that harassment on the basis of sex is a violation of both federal and state discrimination laws and that these laws apply to employees and students. The school will provide a learning environment free from sexual harassment and will not tolerate such conduct on the part of any student and/or employee.

#### Definitions:

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature
2. Verbal harassment, such as derogatory comments, jokes, or slurs, sexually oriented sounds or remarks;
3. Physical harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement; and
4. Visual harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures or use of any social network that is derogatory.

If comments, gestures, or actions from any employee or student, including teachers, supervisors or members of management, are perceived to be offensive a complaint should be filed with the Head of School. The administration will promptly investigate any complaints of sexual harassment, and will take appropriate corrective action when deemed necessary. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints. Any individual who is found to be responsible for sexual harassment will be subject to appropriate discipline; the severity of the disciplinary action will be based upon the circumstances of the infraction and could include suspension or expulsion from school.

## Bullying/Cyberbullying

CHAD is committed to providing a safe and positive learning and social environment for all of its students. CHAD understands the negative impact that „bullying” has on student health, welfare and safety and the school environment. Therefore, CHAD prohibits bullying.

### Definition:

Bullying means any intentional electronic, written, verbal, nonverbal, psychological, physical act or series of acts directed towards a student (s) which is aggressive, intentional pervasive and /or persistently that has the effect of doing any of the following:

1. Interference with a student’s education
2. Creation of s threatening or hostile environment
3. Disruption to the orderly operation of school

CHAD and its Board of Trustees prohibit all forms of bullying by CHAD students. CHAD encourages students or parents/guardians of students who have been bullied or witness bullying to immediately report such incidents to a school administrator or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the administration or designee of same.

CHAD directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district’s legal and investigative obligations. All parties will be treated with dignity and due Complaint Procedure:

### Step 1 — Reporting

A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to an administrator or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Head of School.

## Step 2 — Investigation

Upon receiving a complaint of bullying, administration will investigate the complaint. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused.

### **Firearms, Weapons, and Dangerous Instruments:**

CHAD prohibits the possession and/or use of firearms, weapons, deadly weapons or dangerous instruments on school property, on a school vehicle, at any school function, or while en route to or from school, or any school function. The Head of School shall make the final determination that a particular object is a dangerous instrument in any case where there is a question. A student found or observed on any school property, on a school vehicle or at a school sponsored event in possession of a firearm, weapon, deadly weapon or dangerous instrument shall be reported to the Head of School/designee immediately. The Head of School/designee shall immediately inform law enforcement officials. The school administrator reporting the incident to the police shall provide the law enforcement officials with all known information concerning the matter, including the identity of the pupil involved and notices that a violation of the Criminal Code may have occurred.

Any pupil found engaging in any of the foregoing prohibited activities will be subject to suspension and/or exclusion from school pursuant to existing laws of the Commonwealth (Act 26).

A student shall not possess, handle or transmit any object that can be reasonably considered a weapon or explosive device on or off school grounds or at any function or event. Weapon means any loaded or unloaded firearm (including pellet guns, BB guns, or look alike firearms) any knife, cutting instrument, cutting tool, martial arts weapons, chains, brass knuckles, night sticks or any instrument that is capable of inflicting serious bodily injury. Students (s) who have been found in violation of this policy will face expulsion and criminal charges.

### **Assault:**

A student may be suspended or expelled if the student commits an assault against a teacher, administrator, board member, a CHAD student or non-CHAD student, or other employee who is acting within his/her duties and in a situation where his authority to act is apparent, or as a result of his/her relationship with the school.

### **Plagiarism:**

Plagiarism is the act of claiming the work of another as one's own. Such action on the part of students is unacceptable and will not be tolerated at the charter high school for architecture + design. Plagiarism can be in written or creative art work. Suspected cases of plagiarism shall be brought to the attention of the Head of School. Once plagiarism has been confirmed, the student and his/her parents/guardians shall be notified of the findings. Depending upon the situation, the opportunity for the students to redo the assignment as well as the assignment of a grade shall be left to the discretion of the teacher.

**Search & Seizure:** CHAD acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property and may provide lockers and cabinets for such storage. All lockers and locks are and shall remain the property of the school.

CHAD reserves the right to authorize its employees to inspect a student's locker when such employee has reason to believe that the locker is improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material which poses a hazard to the safety, sanitation and good order of the school. In the presence of another person a student's person and possessions may be searched by the school Head of School or his/her representative provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

**Substance Abuse:**

CHAD recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. CHAD is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing pupils in the nature of these substances.

The use, possession, sale or distribution, or possession with intent to sell or distribute any substance\* (a) on school property, (b) at any place where an interscholastic and/or athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by CHAD or under the supervision of CHAD or its authorized agents, or (e) upon school transportation vehicles at any time is prohibited, (g) in route to and from school, as well as (f) the use of any substances prior to participation in the activities listed in (a) - (e) above is prohibited.

Use, by the student, in proper amounts, of a drug authorized by a medical prescription for the student from a licensed physician shall not be considered a violation of this rule. Likewise, no pupil shall aid, abet, assist or conceal the possession, consumption, purchase or distribution of any substance by any other pupil or pupils (a) on school property, (b) at any place where an interscholastic athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored

by CHAD under the supervision of CHAD or its authorized agents, or (e) upon school transportation vehicles at any time.

Any pupil found engaging in any of the foregoing prohibited activities will be subject to suspension or expulsion from school pursuant to existing administrative procedures for the discipline of school pupils and any other applicable provisions of the law. CHAD reserves the right to require or recommend that a student commits to a drug testing and/or a rehabilitation program. \*Definition: For the purpose of this policy, "substance" shall mean alcoholic beverages, anabolic steroids, controlled dangerous substances as defined in Section 2 of P.L. 1970, c. 266 (C.24: 21-2) or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in Section 1 of P.L. 1965, c. 41 (C.2A: 170-25:9), and any prescription drugs except those for which permission for use in school has been granted. (Refer to the school policy on the use of medications.

#### **Use & Possession of Tobacco:**

CHAD recognizes that smoking presents a health hazard, which can have serious consequences, both for the smoker and the nonsmoker. Smoking is not be permitted anywhere in the school. The use of tobacco is defined as the possession and/or use of any cigarette, pipe, and cigar, chewing tobacco, snuff or related tobacco product and/or paraphernalia.

Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco. Students shall not use or possess any product containing tobacco while on school property or at a school-sponsored event. School functions shall be defined as (a) on school property (b) at any place where an interscholastic and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by CHAD or its authorized agents; or (e) upon school transportation vehicles at any time.

#### **Personal Electronic Devices:**

The use of personal electronic devices, including with limitation to, cellular telephones and IPODs, by students has been found to be disruptive to the school community. Therefore, the use of electronic devices by students on school grounds or at any school sponsored event is prohibited. Students must store all electronic devices in their lockers.

Use or display of personal electronic devices is a Level 1 infraction. Repeated (3-5) infractions of this policy will make it a Level 2 infraction. In Level 2 cases, CHAD security will confiscate electronic devices and guardians will be required to pick the device up from school and additional disciplinary action may be taken for repeated violations.

CHAD will not be responsible for any electronic/technical device that is broken, lost, stolen, misplaced or otherwise damaged on school grounds, during arrival and dismissal, or at any school sponsored event.

**Out of School Suspension:**

During the duration of an out of school suspension, students are not permitted to participate in and/or attend any school-sponsored event. A guardian will be required to meet with the appropriate CHAD staff to reinstate a student back into school.

**Expulsion:**

All cases of expulsion will follow due process as defined by Charter Law. If a student is expelled from CHAD s/he may not participate in any CHAD function, including and without limitation to: proms, Dances, Social Events, First Fridays, Shows, etc. Students expelled will be removed entirely from CHAD for one full year from the time of the expulsion. Students expelled from CHAD may not come back onto school grounds. CHAD prohibits the use of corporal punishment as a disciplinary measure. Corporal punishment shall be defined as punishment applied to the body of the offender.

**Student Conduct - Attachment**

- CHAD Code of Conduct 2011-2012

**Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Charter High School for Architecture and Design within Philadelphia IU 26 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  
2011 - 2012 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

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 Charter High School for Architecture and Design 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:** Peter Kountz    **Title:** Chief Executive Officer  
**Phone:** 215-351-2900    **Fax:** 215-351-9458  
**E-mail:** pkountz@chadmail.us

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Shelly Beekley    **Title:** Board President  
**Phone:** 610-933-2146    **Fax:** 610-933-0149  
**E-mail:** shelly.beekley@sherwin.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Alicia Kennedy    **Title:** Special Education Contact Person  
**Phone:** 215-351-2900    **Fax:** 215-351-9458  
**E-mail:** akennedy@chadmail.us

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- 2011-2012 Signature Page