

---

# Pennsylvania Department of Education

---



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

**Charter Annual Report**  
**Monday, April 22, 2013**  
**(Last Accepted: Monday, April 22, 2013)**

**Entity:** Environmental Charter School at Frick Park  
**Address:** 829 Milton Street  
Pittsburgh, PA 15218

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2012 - 2013

**Name of School:** Environmental Charter School at Frick Park

**Date of Local Chartering School Board/PDE Approval:** February 27, 2008

**Length of Charter:** 5 Years    **Opening Date:** August 28, 2008

**Grade Level:** K-6    **Hours of Operation:** 8:00 a.m. - 3:30 p.m.

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 37

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

**Attendance Rate/Percentage:** 95%

**Second Site Address, Phone Number and Site Director:**  
NA

## Summary Data Part II

**Enrollment:** 447 **Per Pupil Subsidy:** \$12,372.60: regular; \$28,889.00 special ed

### Student Profile

<b>American Indian/Alaskan Native:</b>	1%
<b>Asian/Pacific Islander:</b>	3%
<b>Black (Non-Hispanic):</b>	24%
<b>Hispanic:</b>	5%
<b>White (Non-Hispanic):</b>	61%
<b>Multicultural:</b>	6%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
33%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 50

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	192	192	0	0	0
Instructional Hours	0	0	1344	1344	0	0	0

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Environmental Charter School at Frick Park, (ECS) is in the urban neighborhood of Regent Square in the City of Pittsburgh. According to the US Census, adjusted in 2006, Pittsburgh is comprised of 297,061 people, of whom 69% are white, 26% are Black, 3% are Asian, 1.8% are Hispanic, and .2% are other. Average incomes in 2006 inflation-adjusted dollars were \$31,799 for households and \$44,027 for families.

While once known as the "Steel City," due in large part to its storied manufacturing base of steel and related industries, today's Pittsburgh has a growing and diverse economy and is home to numerous high-tech companies and hundreds of employers, ranging from sole proprietorships to Fortune 500 headquarters. Industries in Pittsburgh include: healthcare, education, technology, and financial services. Pittsburgh residents enjoy amenities often associated with much larger cities: renowned museums, distinguished arts and culture, champion amateur and professional sports, ethnic festivals and a wide array of outdoor recreational activities.

The educational community in the Pittsburgh area is robust. The ECS's authorizer, the Pittsburgh Public Schools is the second largest school district in the Commonwealth. The city is served by the Pittsburgh/Mt. Oliver Intermediate Unit. The region contains more than 29 colleges and universities. The University of Pittsburgh, Duquesne University, Chatham University, Indiana University of Pennsylvania and Slippery Rock University each have Schools of Education. The Community College of Allegheny County, Robert Morris University, Point Park University, The Art Institute of Pittsburgh, Carlow College, Carnegie Mellon University, California University of

Pennsylvania, La Roche College, St. Vincent College, Seton Hill University, and Washington & Jefferson College are among the other institutions of higher education in the region.

The Regent Square neighborhood of Pittsburgh is residential, with a business district comprised of a theater, restaurants, and small businesses which offer various services to the residents of the community. The Regent Square Civic Association, whose membership includes all community stakeholders, is in full support of the school as a significant asset to the community. The scenic, 450 acre Frick Park borders the western edge of the neighborhood, which creates a unique physical character and a strong sense of place. The ECS facility sits right on the border of Frick Park and is being used as a "natural laboratory" for the environmental curriculum. Students are frequently seen taking forays into the park to engage in instructional activities. Further, a community resource residing in the park, The Frick Nature Center, is an educational partner with ECS and provides information and resources as well as activities related to the curriculum.

Other community organizations in the City of Pittsburgh have also agreed to become educational partners as well and they include: Carnegie Mellon University, Carnegie Museum of Natural History, the Pittsburgh Zoo and PPG Aquarium, Conservation Consultants, Inc., Creek Connections, Chatham University, the Green Building Alliance, the Audobon Society of Western Pa, the University of Pittsburgh, Earth Force, and The Pittsburgh Parks Conservancy. During the first four years of the life of our charter school the faculty of ECS, under the direction of the Principal and the Environmental Specialist Teacher, have worked with these organizations to infuse activities to provide our curriculum with a local, "place-based" footprint. Of these, the school is currently working closely with Carnegie Mellon University, the University of Pittsburgh, Pittsburgh Voyager (boats that explore Pittsburgh's rivers), the Nine Mile Run Watershed Association, Creek Connections, Conservation Consultants Inc., the Audobon Society of Western PA, and The Pittsburgh Parks Conservancy on curriculum related matters.

The ECS opened on August 28, 2008 for grades K-3 and will ultimately grow to the 8th grade, at the rate of one grade per year. The school now serves 447 students, of whom 61% are White; 24% are Black; 6% are Inter-Racial; and 9% are other (Hispanic and Asian). Approximately a third of the students receive free and reduced cost lunches. Of the student body, 12% receive advanced academic enrichment services, and 12% receive special education services.

Parent and community involvement in the ECS is significant. The school has an active Parent Community Organization (PCO) that holds monthly meetings and is actively involved in ECS in a variety of ways. Initially in 2008, before ECS opened its doors, the PCO volunteers planned and publicized open houses to attract prospective families and volunteered at summer social events for the school community. At the start of the first school year, the PCO began publishing a high-quality bi-monthly newsletter called "Compost" for the whole school community and for the residents in the immediate neighborhood, Regent Square. Environmentally responsible fundraisers are held by the PCO to provide resources for mini-grants that are awarded to staff and other members of the school community using an application process. The mini-grants can be used for school supplies, special projects and programs for students. The PCO also sponsors a Book Fair in conjunction with Barnes and Noble.

The PCO plans "Java with Jon" events once a month to provide parents and guardians an opportunity to informally present parental concerns and feedback to the principal. PCO volunteers have helped to host and are available at all open houses for prospective families and will continue this practice in subsequent school years. Additionally, the PCO has a Parent Involvement Committee which organizes parents to aid in the daily operations of the school. These activities include room parents, for both classroom and specialist teachers, who are present in the classroom on a daily basis to read books, conduct small group activities and help the teacher as needed. Parents also serve as volunteers to help chaperone students on field trips and on hikes into the adjacent Frick Park scheduled several times a week as part of the ECS's environmental curriculum. Other parent volunteer activities include lunchroom and recess

duties, serving as tutors for students, managing and contributing to a comprehensive PCO website, and managing an online message board system with over 120 subscribers. The message boards provide a place for parents of each grade-level to discuss grade-level issues and questions, for parents to make arrangements to carpool, for parents to discuss transportation/bussing issues, for the principal, staff and parents to post school related media such as charter school articles and other appropriate topics, and for PCO committee members to discuss their work. Messages with school reminders and volunteering opportunities are sent via email to PCO members once a week.

The PCO is actively involved in the community on behalf of the school to strengthen community relations. Examples of this include: working with the East End Food Co-op on a national contest to win a playground for the school; assisting a local moms' group to collect books for the library and do service projects for the school; bringing events to the school from other local organizations, such as the Sierra Club and the Group Against Smog and Pollution. The PCO Social Committee provides social events that build school and community relationships. These socials include regular movie nights, a Fall Festival, ice skating outings, and a gingerbread house event.

To help on a key issue related to establishing a safe and caring school, the PCO engaged in an effective letter-writing campaign which resulted in the acquisition of a crossing guard at a busy intersection near the school. This not only helped to improve safety for all students but also to improve traffic flow through the neighborhood during the opening and closing times of the school.

Finally, the PCO organizes staff appreciation breakfasts, has representation on the Technology and Environmental Focus Groups of the ECS, and maintains a diverse Parent Advisory Group that provides input to the principal on school policy and cultural celebrations in the school. PCO officers and members meet with the principal on a weekly basis to bring parental concerns to his attention and to work together to address school issues.

## **Mission**

The mission of The Environmental Charter School at Frick Park is to educate each student to high academic learning standards using a themed curriculum that will foster knowledge, love of, and respect for the environment and the will to preserve it for future generations.

## **Vision**

The vision of The Environmental Charter School at Frick Park is to educate each student to high academic learning standards using a themed curriculum that will foster knowledge, love of, and respect for the environment and the will to preserve it for future generations.

## **Shared Values**

1. Catalyst: As a charter school, we are innovators in public education. We are a passionate and progressive group of educators who work to develop individuals into global thinkers with diverse perspectives.
2. Character: We are dedicated to making the world a better place, socially and environmentally, for future generations. We engage students in character development through educational experiences that evaluate the impact of individual choices and that are born from collective discussion and the investigation of diverse perspectives.

3. Collaboration: We value collaboration with our community and recognize the power of systems thinking. We believe that respectful, transparent, and reflective dialogue among our constituents (students, families, faculty, neighbors, and regional partners) is necessary for elevating educational experiences for all learners.

4. Commitment: We are a dedicated community of passionate leaders who are committed to defining ecological literacy in an educational setting. Our educational model endorses an interdisciplinary view of complex environmental systems.

## Academic Standards

The Environmental Charter School at Frick Park uses a curriculum and instructional materials aligned with the Academic Standards as approved by the Pennsylvania State Board of Education. These standards are found in Appendix A-E in Chapter 4 of the 22 Pa Code. The academic standards and the date they became final upon publication in the PA Bulletin are:

<b>Academic Standard</b>	<b>Date Finalized</b>
1. Arts and Humanities	January 11, 2003
2. Career Education and Work	July 8, 2006
3. Civics and Government preK-3 Elem. Grades 3-8	March, 2012  June 1, 2009
4. Economics pre-K-3 Elem. Grades 3-8	May, 2012  June 1, 2009
5. Environment and Ecology	June 1, 2009
6. Family and Consumer Sciences	January 11, 2003
7. Geography pre-K-3 Elem. Grades 3-8	May, 2012  June 1, 2009
8. Health, Safety and Physical Education	January 11, 2003
9. History preK-3 Elem. Grades 3-8	May, 2012  June 1, 2009
10. Mathematics pre-K-3 Elem. Grades 3-8	Revised May 18, 2010  June 1, 2009
11. Reading, writing, listening and speaking pre-K-3 Elem. Grades 3-8	Revised June 14, 2011  June 1, 2009
12. Science and Technology pre-K-3 Elem. Grades 3-8	April, 2012  June 1, 2009

The academic expectations in each curricular area are detailed below:

<b>ACADEMIC STANDARDS</b>
---------------------------

<p>ELEMENTARY READING AND LANGUAGE ARTS Kindergarten—6<sup>th</sup> grade</p>
All students will learn to read independently.
All students will learn to read, analyze, and interpret literature.
All students will read critically in all content areas.
All students will demonstrate an understanding of the characteristics and functions of the English language.
All students will demonstrate the ability to conduct research appropriate to their level.

All ECS teachers engage in three instructional techniques during language arts that positively impact student interaction with content material. These three techniques are whole group, small group, and individual attention. During whole group instruction, teachers introduce new vocabulary and review high frequency words, read-aloud picture books, make use of a variety of graphic organizers, and engage students in oral reading participation. In small group time, teachers work with 3—5 children that share the same instructional reading level and deliver targeted instruction to boost each child’s fluency and comprehension. While the teacher is directing a small group, the other students are participating in centers that support word building, use of high frequency vocabulary, writing, and extended reading comprehension (main idea, supporting details, inferences, and predicting). When teachers meet with students for individual attention, they review journals and daily language exercises, assess students independently, and remediate or enrich where students need additional support. ECS teachers use the following assessments to measure student progress and achievement: Stanford 10 (fall administration), PSSA (grade 3 and higher), DIBELS (fall, winter, and spring administrations), Children's Progress, running records, and daily work observations.

<p>ACADEMIC STANDARDS ELEMENTARY MATHEMATICS Kindergarten—6<sup>th</sup> grade</p>
All students will learn numbers, number systems, number relationships, and types of numbers.
All students will compute and estimate, including problems with unknown elements.
All students will measure and estimate.
All students will solve problems that incorporate probability and data analysis.
All students will identify geometric shapes and use the properties of these geometric shapes to solve problems.

To develop problem-solving procedures and encourage experiences within the math curriculum, ECS teachers have adopted and use the same publisher’s

curriculum for all grades. Grade level teachers meet to develop additional supplementary mathematics plans that supplement the adopted program and allow for more interaction with mathematics content. ECS teachers use the following assessments to measure student growth and understanding: Stanford 10 (fall administration), PSSA (grade 3 and higher), Children's Progress, Everyday Mathematics unit tests, Connected Math, and daily work observations. The Key Math assessment is used for students that exhibit mathematics performance outside the general guidelines for the grade level.

ACADEMIC STANDARDS ELEMENTARY SCIENCE, ENVIRONMENT and ECOLOGY Kindergarten—6 <sup>th</sup> grade
All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of that system.
All students will develop critical and creative thinking skills to apply in environmental and scientific problem solving.
All students will gain an understanding of the structure, characteristics, and basic needs of organisms as well as the connections of the natural and built worlds.
All students will investigate the diversity of life and the environmental factors important for healthy ecosystems.
All students will gain an increased “sense of place” through experiences in the local natural and built world and through participation in a place-based curriculum.

To fully develop the environmental theme of Imagine ECS, students engage in learning experiences that focuses primary learners in the content of environmental science. Using the environment as integrated learning context, educators build science and environmental content into the reading/language arts and mathematics instructional blocks. Students apply reading and mathematics skills in a scientific investigation or an experience in the natural world. Educators use environmental themes and content to generate interest and to help students explore real-world application of skills developed in reading and mathematics.

Through additional instructional time in an environmental education classroom, students experience environment and ecology standards with an emphasis on developing their sense of place and their connection to the natural and built world. Science and technology content is explored through inquiry-based explorations and investigations. Concurrent with content, students practice critical and creative thinking skills that provide support to authentic problem solving. With a place-based curriculum structure, students gain experiences in their local natural and built environments which can then be applied to a more global context.

To support environmental integration across content areas, teachers meet as grade levels to share ideas and best practices for instruction related to science and environmental themes. Educators also work with the Environmental Specialist to integrate environmental studies in all areas of the curriculum and to engage students in out-of-doors educational experiences. Environmental education partners in the community provide supplemental resources and experiences to both students and teachers. To supplement science and technology content, ECS uses FOSS kits to expand students' knowledge base. Assessment in environmental education is conducted through curriculum-based measurements, teacher-made tests, performance assessments, informal observations, rubrics, projects, PSSA (fourth grade), and the Stanford 10.

<p>ACADEMIC STANDARDS          ELEMENTARY SOCIAL STUDIES          Kindergarten—6<sup>th</sup> grade</p>
All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States, and the world.
All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of Pennsylvania, the United States, and the world.
All students will acquire geographical understanding by studying the world in spatial terms.
All students will acquire geographical understanding by studying human systems in geography.

ECS teachers use a combination of whole group instruction, small group learning, and individual attention to meet the needs of students in a social studies setting. Whole group instruction is used to introduce new material and access prior knowledge. Small group learning focuses on using resources and research skills to access important information. This includes discussion, use of reference material, and reading assignments. Individual interactions allow for review of activities or projects, reteaching of critical information, and assessment of knowledge gained. Assessment in social studies is conducted through curriculum-based measurements, teacher-made tests, performance assessments, informal observations, rubrics, the Stanford 10, and projects.

<p>ACADEMIC STANDARDS          ELEMENTARY ART          Kindergarten—6<sup>th</sup> grade</p>
All students will express themselves creatively while developing knowledge,

skills, techniques, and an appreciation of various communication forms.
All students will select and use art media techniques and process in order to communicate ideas, experiences, and feelings.
All students will use verbal and written forms to describe art.
All students will identify their preferences in any art form and describe the reasons.

The Art Teacher provides procedures or provisions to articulate experiences in the Art curriculum area. The basic elements of art and principles of design are taught and reinforced throughout the curriculum on grade appropriate levels. The Art Teacher works with teachers to present students with advanced art principles of design and techniques that are explored to a greater extent beyond the basic elements. The Art Teacher and classroom teachers evaluate the growth and understanding of students applicable to each grade level in the art courses as measured through verbal reviews, projects, and student discussion. Written and objective tests may be employed to assess understanding of information, but not artistic ability.

<b>ACADEMIC STANDARDS</b> <b>ELEMENTARY HEALTH &amp; PHYSICAL EDUCATION</b> Kindergarten—6 <sup>th</sup> grade
Students describe the basic structure and function of human body systems.
Students recognize the signs and symptoms of chemical misuse, abuse and dependency, discuss their impact on personal and family health, and identify resources for help and information.
Students engage in physical endurance experiences in nature and build appreciation for nature through continued connections with the natural world.
Students understand trail and hiking etiquette and approach physical fitness in the natural world as an extension of physical and psychological well-being.
Students combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.
Students perform loco motor (walk, run, jump), non-loco motor (bend, reach, turn), and manipulative (throw, strike, kick) movement skills.

The health and physical education curriculums use supplementary materials and resources that are grade-appropriate and provide integrated experiences for physical education. The physical education program also supports self-expression, physical fitness, movement concepts, and enjoyment. Students engage in hiking etiquette and approach physical fitness in the natural world as a necessary component to a healthy life-style. In addition to building students' physical endurance in an out-of-doors experience, physical education at Imagine ECS encourages appreciation and stewardship for the natural world. Assessment of student understanding and ability is gathered through informal observations and activities geared towards performing a specific

skill. Imagine ECS also held a Field Day in late spring that incorporates a variety of health and physical education concepts into a day-long event.

## Strengths and Challenges

The strengths of our charter school's program are:

- (1) a strong environmental science curriculum, the Green Woods Environment as an Integrating Context (EIC), that has won an award for excellence from the Pennsylvania Department of Education;
- (2) an approach to environmental education that includes the infusion of environmental themes into all other academic content areas;
- (3) a broad base of interventions that support students performing below grade level (**see the the Rigorous Instructional Program section of this Charter School Annual Report under the question dealing with supports for low achieving students**);
- (4) a robust set of interventions to support students who are performing above grade level, including acceleration and enrichment instruction, pull-out and push-in support, and differentiated homework projects;
- (5) a character education program that is integrated into the culture of the school and content areas through daily school-wide meetings and classroom sessions;
- (6) an extremely strong and supportive parent constituency as evidenced by a high rate of voluntarism and participation in the school's Parent Community Organization;
- (7) a diverse student population representing the wider Pittsburgh metropolitan area that includes racial and socio-economic diversity;
- (8) a highly qualified staff supported by a comprehensive professional development program (see strategies and activities under the professional development goal in the Action Plan section of this Charter School Annual Report) designed to focus on the individual learning needs of students; and,
- (9) a strong and growing set of environmental organization partners to support the school's unique mission and vision.

Looking toward the future, we are seeking to improve several areas of our charter school's program. These include ongoing professional development through grade level and faculty meetings related to:

- differentiated instruction;
- best practices for the infusion of environmental themes into the academic content areas;
- supporting teachers in the effective use of the Child Study Team process;
- developing teacher repertoires for teaching special education and ELL students.
- the regular use of assessment data to improve student achievement, indexing tracking sub-groups and potential sub-groups of students;
- establishing and maintaining student success plans focused on the needs of each student;
- consistent application of the student attendance policy;

- the use of the outdoors for authentic inquiry-based learning opportunities.
- use of technology to support best practices;
- the Olweus Bullying Prevention Program;
- classroom management skills and consistent application of the student behavior plan; and,
- the use of the school's character education program.

We will also engage in the following extensive curriculum development work:

- align themes and topics in the EIC curriculum for grades K-8 with local, natural and built environments and out-of-doors learning to the greatest extent possible;
- implement the reading and writing workshop model for K-7;
- integrate the use of environmental organizations as partners in the curriculum to the greatest extent possible;
- identify themes and topics from the EIC curriculum that can be infused into the other academic subject areas;
- develop and implement the math workshop model for K-7;
- teacher collaboration and co-teaching.

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

### **Strategic Planning Process**

The Environmental Charter School at Frick Park (ECS) has developed the strategic plan contained in this report following the guidelines for strategic planning found in Chapter 4 of the Pennsylvania School Code. The plan has been developed for a six-year period. The development of the plan has been accomplished using a Strategic Plan Steering Committee composed of representatives of the stakeholder groups of teachers, school administrators, other school personnel, parents, and community members. The development of the plan has included additional input from other members of these stakeholder groups through focus group meetings. The Strategic Plan Steering Committee recommended the plan in draft form to the Board of Trustees, which held a Saturday retreat to review the plan, make revisions to it, and develop specific goals and a professional development plan related to the governance of the school.

After the retreat, the Board of Trustees posted the final draft of the strategic plan for public review for a 28 day period. The plan was posted for public review over the period May 22, 2009 to June 18, 2009 and made available on the ECS and Parent Community Organization web sites and at the Squirrel Hill and Edgewood/Swissvale branches of the Carnegie Public Library. The plan was also available to parents and residents in the school library. The Board of Trustees voted up the final plan as presented in this document at a regularly scheduled meeting on July 15, 2009.

Although the Chapter 4 requirements mandate only one three-year mid-point review and revision of a six-year plan, the ECS Board of Trustees will, as outlined in its charter, conduct annual reviews of the strategic plan as follows: the end-of-school-year evaluation will be led by the principal and include an Evaluation Team composed of all school stakeholders. The Evaluation Team will recommend revisions to the Board of Trustees, the board will make any additional revisions to the plan as it sees fit, and approve the revised plan at a regularly held board meeting.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Constantine, Amy	School Board	Board Member	Mr. Jon McCann
Mr. Dwight Laufman	Environmental Charter School - Reading Specialist	Elementary School Teacher	Ms. Kristen Priganc
Mr. Jon McCann	Environmental Charter School	Administrator	Mrs. Barbara Hicks, President, Board of Trustees
Mrs. Barbara Danko	Environmental Charter School	Business Representative	Mr. Jon McCann, Principal
Mrs. Jean Olivis	Environmental Charter School	Board Member	Mrs. Barbara Hicks, President, Board of Trustees
Mrs. Kate Dattilo	Environmental Charter School	Special Education Teacher	Ms. Kristen Priganc
Mrs. Marla Ferreny	Environmental Charter School	Parent	Mr. Jon McCann, Principal
Mrs. Melanie Cowherd	Environmental Charter School	Elementary School Teacher	Ms. Kristen Priganc
Mrs. Nikole Sheaffer	Environmental Charter School - Environmental Specialist	Elementary School Teacher	Ms. Kristen Priganc
Ms. Kathy Hunninen	Frick Park Nature Center	Community Representative	Mr. Jon McCann, Principal
Ms. Kristen Priganc	Environmental Charter School - Lead Teacher	Other	Mr. Jon McCann, Principal
Ms. Melissa Raimondo	Environmental Charter School	Elementary School Teacher	Ms. Kristen Priganc
Warden, Rob	School Board	Board Member	Mr. Jon McCann

## **Goals, Strategies and Activities**

### **Goal: BOARD OF TRUSTEES AND THE SCHOOL FACILITY**

**Description:** Expand the school facility in a timely fashion to successfully accommodate school growth.

#### **Strategy: Board of Trustees and the School Facility**

**Description:** Strategy 1; Review information on all of the options to expand the school facility for the Trustees to consider from school design to financial and cultural impacts.

#### **Activity: Board of Trustees and the School Facility**

**Description:** Activity 1: Make an informed decision for expanding the school facility that continues the school on a trajectory of growth and development.

**Person Responsible Timeline for Implementation Resources**

Warden, Rob	Start: 8/3/2009	-
	Finish: 12/16/2009	

**Status:** Complete

## **Goal: BOARD OF TRUSTEES DEVELOPMENT**

**Description:** Effectively manage the development of the Board of Trustees as the school grows.

### **Strategy: Develop the Board of Trustees**

**Description:** Strategy 3; Further develop the processes for conducting Board of Trustees' Meetings.

### **Activity: Develop the Board of Trustees**

**Description:** Activity 1: Examine current meeting structure including frequency and length and revise it if necessary.

**Person Responsible Timeline for Implementation Resources**

Warden, Rob	Start: 10/21/2009	-
	Finish: 10/21/2009	

**Status:** Complete

### **Strategy: Develop the Board of Trustees**

**Description:** Strategy 2: Streamline the process to nominate people to become Trustees.

### **Activity: Develop the Board of Trustees**

**Description:** Activity 1: Develop a succession plan that includes identifying the skill sets needed on the board in the future, the board's need for diversity, and a process to use when vetting candidates for possible board consideration.

**Person Responsible Timeline for Implementation Resources**

Constantine, Amy      Start: 10/1/2009      -  
    Finish: Ongoing

**Status:** In Progress — Upcoming

**Strategy: Develop the Board of Trustees**

**Description:** Strategy 1: Maintain regular training sessions for the Board of Trustees.

**Activity: Develop the Board of Trustees**

**Description:** Activity 1: Conduct at least one annual retreat to have Trustees receive training on building an effective board, laws and regulations pertaining to charter schools, keeping abreast of emerging best practices in public and charter schools, and the strategic direction of the board.

Person Responsible	Timeline for Implementation	Resources
Mrs. Jean Olivis	Start: 4/24/2010 Finish: 4/24/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	1	16
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

Imagine Evironmental Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
-------------------------------------	---	----------

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

<p>Board members will become well versed in the best practices of charter school governance. Board members will keep abreast of existing and new charter school legislation and its impact on our charter school. Board members will analyze data from monitoring the strategic paln and make decisions on its ramifications for the strategic direction of the Board.</p>	<p>Best practices for school governance affirm boards should keep abreast of: the latest thinking on practices that build stronger governing bodies; the laws and regulations pertaining to their organizations and the implications of these for the governing body and the organization; and the results of monitoring the strategic plan of the organization to determine how the strategic direction should be modified as per an analysis of this data.</p>	<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> <li>Provides leaders with the</li> </ul>
--	--	--

ability to access and use appropriate data to inform decision-making.

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

---

---

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

#### **Role**

- Principals / asst. principals

---

---

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

- Board Policy

#### **Evaluation Methods**

- The Board will (evaluate the impact of policy changes.)

**Status:** Complete

## ***Goal:* BOARD OF TRUSTEES PROMOTION OF SCHOOL CULTURE**

**Description:** As part of board governance, act to strategically promote and maintain the culture of the school as it grows.

### ***Strategy:* Board of Trustees Promotion of School Culture**

**Description:** Strategy 1: Engage the board in regular training in the culture of the school and of other charter schools.

### ***Activity:* Board of Trustees Promotion of School Culture**

**Description:** Activity 1: Have regular faculty presentations at board meetings about school programs, which include the skill sets and needs of the teaching staff.

---

---

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

Mr. Jon McCann	Start: 9/23/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Board of Trustees Promotion of School Culture**

**Description:** Activity 2: Have board members hold periodic conversations with representatives of exemplary charter schools in the area about their board and programs to learn how they have grown and developed.

**Person Responsible Timeline for Implementation Resources**

Warden, Rob	Start: 10/21/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Board of Trustees Promotion of School Culture**

**Description:** Activity 3: Revise existing and establish new policies when necessary to support the culture of the school as it evolves and moves toward transformation with a special eye toward: (1) preventing staff burnout and retaining competent staff over the long run; (2) maintaining effective parent involvement; and, (3) accommodating the growth of the programs in the school.

**Person Responsible Timeline for Implementation Resources**

Warden, Rob	Start: 9/23/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: COMMUNICATIONS AND MARKETING**

**Description:** Develop and implement a comprehensive communications plan for the school.

**Strategy: Communications and Marketing**

**Description:** Strategy 1; Develop a communications system for parents and guardians of students in the school.

### **Activity: Communications and Marketing**

**Description:** Activity 2; Prepare a folder wherein once a week on the same day while school is in session all of the paper communications for parents go home via students

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Communications and Marketing**

**Description:** Activity 1; Install a parent web portal on the school website that has capacity to provide: (1) homework assignments; (2) information on events and activities of the school; (3) environmental information; (4) student grades; (5) character development; and, (6) parent/teacher communication.

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

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: 12/17/2010	

**Status:** Complete

### **Strategy: Communications and Marketing**

**Description:** Strategy 4: Develop a communications system to provide information about the school to the neighborhood, the school's wider service area, community organizations, and to the corporate and foundation community.

### **Activity: Communications and Marketing**

**Description:** Activity 1: Provide information on the school's education program, academic achievement results, accomplishments of the faculty, unique elements of the school, and wider charter school issues to these constituents by making it available on the school website and through the bi-monthly PCO newsletter.

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

Mr. Jon McCann	Start: 9/30/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Communications and Marketing**

**Description:** Activity 2; Maintain updated information on the school's outdoor bulletin board and regularly submit information to the Regent Square Civic Association.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Communications and Marketing**

**Description:** Activity 3: Collaborate with the school's environmental partners to have them include the school in organizational articles and information made available to their constituents.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Strategy: Communications and Marketing**

**Description:** Strategy 3: Develop a communications system for marketing the school to prospective parents.

### **Activity: Communications and Marketing**

**Description:** Activity 1: Maintain annual recruitment activities including: (1) several school open houses throughout the enrollment period organized and run by staff and PCO members; (2) community events in the diverse cross-section of city neighborhoods served by the school; (3) newsprint, radio and direct mail advertisements that reach the diverse cross-section of city neighborhoods served by the school; (4) PCO outreach to prospective parents via coffee klatches, presentations to community organizations, and representation at city-wide events; and, (5) information disseminated via the school website.

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

Mr. Jon McCann	Start: 9/1/2009	-
----------------	-----------------	---

Finish: Ongoing

**Status:** Complete

### **Strategy: Communications and Marketing**

**Description:** Strategy 2; Develop a communications system for faculty and staff in the school.

### **Activity: Communications and Marketing**

**Description:** Activity 1: Provide regular information on the events and activities in the school via faculty meetings, information in faculty mailboxes and e-mail blasts.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

## **Goal: CURRICULUM, INSTRUCTION AND ASSESSMENT**

**Description:** Infuse the various tiers of integration into the EIC curricular model.

### **Strategy: Curriculum, Instruction and Assessment**

**Description:** Strategy 2: Integrate the use of environmental organizations as partners in the curriculum to the greatest extent possible.

### **Activity: Curriculum, Instruction and Assessment**

**Description:** Work with key partner organizations to align with topics and themes in the EIC, including Pittsburgh Parks Conservancy, The Frick Environmental Center, Riverquest, Penn State Extension and Master Gardeners, ALCOSAN, Creek Connections, Allegheny College, EarthForce, Conservation Consultants, Inc., Cyert School at Carnegie Mellon University, University of Pittsburgh Department of Instruction and Learning, Beechwood Farms, and the Audubon Society of South Western Pennsylvania.

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

Mrs. Nikole Sheaffer	Start: 8/17/2009	-
----------------------	------------------	---

Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Curriculum, Instruction and Assessment**

**Description:** Conduct planning sessions with partner organizations to determine curriculum content overlap.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer	Start: 8/17/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Curriculum, Instruction and Assessment**

**Description:** Activity 3: Conduct annual curriculum writing in the intital year for grades k-4 and in subsequent years for each additional grade until the curriculum is fully integrated.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer	Start: 8/17/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Curriculum, Instruction and Assessment**

**Description:** Strategy 1: Align themes and topics in the EIC curriculum for grades K-8 with local natural and built environments and out of doors learning to the greatest extent possible.

**Activity: Curriculum, Instruction and Assessment**

**Description:** Activity 1: Conduct annual curriculum writing in the intital year for grades K-4 and in subsequent years for each additional grade until the curriculum is fully developed for grades K-8.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: FACULTY PROFESSIONAL DEVELOPMENT**

**Description:** Conduct faculty professional development related to the environmental curriculum, special education and English Language Learners, character education, instructional technology, classroom management and the school-wide behavior plan.

### **Strategy: Faculty Professional Development**

**Description:** Strategy 1: Conduct summer and monthly school-year professional development sessions.

### **Activity: Faculty Professional Development**

**Description:** Provide professional development for faculty in the areas of: environmental science content and inquiry-based instructional practices; environmental education as it is infused across content areas; Special Education and English Language Learners; Effective use of the SIS system; cross curricular approaches to outdoor learning techniques and problem solving and higher order thinking; cross-curricular integration of character education; use of technology to support best instructional practices; classroom management; and support of the school-wide behavioral plan with appropriate incentives.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mrs. Nikole Sheaffer	Start: 9/25/2009 Finish: 5/25/2012	-

#### **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>
------------------------------------	---	--

1.00	9	25
------	---	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
---	-------------------------	---

Imagine Environmental Charter School	<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>
-----------------------------	------------------------------------	-------------------------------

environmental science content knowledge	The curriculum is empirically based and aligned with the	<i>For classroom teachers, school counselors and education</i>
---	--	--

inquiry-based instructional practices  
 methods to infuse environmental content into all subject areas  
 intervention methods and materials to support Special Education and ELL students  
 Understand and apply the student information system  
 Cross-curricular approaches to outdoor learning techniques  
 Problem solving and higher order thinking  
 Questioning techniques that support higher order thinking  
 Integrating character education into the academic subject areas  
 Technology that supports best instructional practices  
 Classroom management techniques and application and evaluation of the school-wide behavior plan

Pennsylvania learning standards. Our approach to standards based instructional practices is documented in the research.

*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.
- 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> <li>• Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

- principals
- Other educational specialists
- Elementary (grades 2-5)
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

#### **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>• Student PSSA data</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> </ul> |
|--|--|

**Status:** In Progress — Overdue

## ***Goal:* FINE TUNE ASSESSMENT AND REPORTING SYSTEMS**

**Description:** Implement a state-of-the-art student information system

**Strategy:** Fine Tune Student Assessment and Reporting Systems

**Description:** Strategy 1: Install a student information system that includes a platform for quality and timely feedback and reports on benchmark assessment data to students, parents, faculty and administration.

### ***Activity: Fine Tune Assessment and Reporting Systems***

**Description:** Activity 1: Review available systems and select the one that best meets our school's needs.

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

Mr. Jon McCann	Start: 8/17/2009	-
	Finish: 9/24/2009	

**Status:** Complete

### ***Activity: Fine Tune the Assessment and Reporting Systems***

**Description:** Activity 2; Train staff in the effective use of the information system.  
NOTE: See Professional development related to the goals for Reading and Mathematics for training in the use of these systems.

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

Mr. Jon McCann	Start: 9/24/2009	-
	Finish: Ongoing	

**Status:** Complete

## ***Goal: INFUSION OF ENVIRONMENTAL THEMES INTO CURRICULUM***

**Description:** Infuse environmental themes into the content areas of Language Arts, Library Sciences, Mathematics, Social Studies, Art, Music, Health and Physical Education.

### ***Strategy: Infusion of Environmental Themes into the Curriculum***

**Description:** Strategy 1: Identify themes and topics from the EIC that can be infused into these subject areas.

### **Activity: Infusion of Environmental Themes into the Curriculum**

**Description:** Activity 1: Conduct annual curriculum writing to develop the integration units in the initial year for grades K-4 and in subsequent years for each additional grade until the curriculum content areas are fully integrated.

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

Mrs. Nikole Sheaffer Start: 8/17/2009 -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Activity: Infusion of Environmental Themes into the Curriculum**

**Description:** Collect and analyze summative assessments for 4 thematic units.

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

Mrs. Melanie Cowherd Start: 8/1/2011 -  
Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Infusion of Environmental Themes into the Curriculum**

**Description:** Demonstrate and communicate vertical content, critical standards covered, and essential questions of the thematic units.

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

Mrs. Melanie Cowherd Start: 8/1/2011 -  
Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Infusion of Environmental Themes into the Curriculum**

**Description:** Extend thematic curricula of environment and science content into music and physical education.

**Person Responsible Timeline for Implementation Resources**

Mrs. Melanie Cowherd Start: 8/1/2011 -  
Finish: 6/15/2012

**Status:** Not Started — Overdue

***Activity:* Infusion of Environmental Themes into the Curriculum**

**Description:** Conduct on-going professional development regarding the Tiers of Integration, shared language, and best practices in thematic instruction.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer Start: 8/1/2011 -  
Finish: Ongoing

**Status:** Not Started — Overdue

***Activity:* Infusion of Environmental Themes into the Curriculum**

**Description:** Develop peer walk through program for teachers to obtain additional knowledge about the school thematic curriculum implementation.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer Start: 8/1/2011 -  
Finish: Ongoing

**Status:** Not Started — Overdue

***Activity:* Infusion of Environmental Themes into the Curriculum**

**Description:** Implement thematic curricula in the Inquiry Block as evidenced by data collected in 8 unscheduled observations, student assessment data, and teacher reflection.

**Person Responsible Timeline for Implementation Resources**

Mrs. Melanie Cowherd Start: 8/1/2011 -  
Finish: Ongoing

**Status:** Not Started — Overdue

## **Goal: MAINTAIN AND EXPAND ORGANIZATIONAL PARTNERSHIPS**

**Description:** Consistently work to maintain and expand the school's organizational partnerships to support its environmental theme and other aspects of the operations of the education program and the school.

### **Strategy: Maintain and Expand Organizational Partnerships**

**Description:** Strategy 2: Inform area businesses and the corporate and foundation community of the school's programs, successes and the opportunities for partnering to enhance the school's programs and activities.

### **Activity: Maintain and Expand Organizational Partnerships**

**Description:** Activity 1: Publish regular articles in the Pittsburgh Business Times related to the school's program, uniqueness, successes, and the charter school movement.

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

Mr. Jon McCann	Start: 9/30/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Maintain and Expand Organizational Partnerships**

**Description:** Activity 2: Request and establish partnerships with the school when appropriate.

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

Mrs. Nikole Sheaffer	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

## **Goal: MAINTAIN AND EXPAND STUDENT AND FACULTY DIVERSITY**

**Description:** The charter school has a student diversity rate as follows: 25% African American; 16% Other; and 59% White. Intensive marketing efforts have taken place to achieve this diversity. It is important to expand these efforts to maintain and even expand this range of diversity. Recruitment plans for staff, with a focus on minority recruitment also need to be maintained over the long run.

### **Strategy: Maintain and Expand Student and Faculty Diversity**

**Description:** Strategy 2: Sustain a robust recruitment plan for faculty and staff that includes best practices for minority recruitment.

### **Activity: Maintain and Expand Student and Faculty Diversity**

**Description:** Activity 1: Build communication networks with professionals in the educational community and community organizations to assist the school with outreach activities to identify potential candidates.

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

Mr. Jon McCann	Start: 3/1/2010	-
	Finish: 8/19/2011	

**Status:** In Progress — Overdue

### **Activity: Maintain and Expand Student and Faculty Diversity**

**Description:** Activity 2; Conduct faculty and staff recruitment activities.

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

None Selected	Start: 3/1/2010	-
	Finish: 8/20/2010	

**Status:** Complete

### **Strategy: Maintain and Expand Student and Faculty Diversity**

**Description:** Strategy 1: Sustain a state-of-the-art student recruitment plan which places special emphasis on minority recruitment.

### **Activity: Maintain and Expand Student and Faculty Diversity**

**Description:** Activity 1: Create a minority parent committee to provide advice and counsel for the minority student recruitment plan.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/24/2009	-
	Finish: Ongoing	

**Status:** Complete

**Activity: Maintain and Expand Student and Faculty Diversity**

**Description:** Activity 2: Conduct annual student recruitment activities.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 3/1/2010	-
	Finish: 8/19/2011	

**Status:** Complete

**Goal: MAINTAIN EFFECTIVE TRAFFIC CONTROL**

**Description:** Maintain effective bus and car traffic patterns and staff parking practices adjacent to the school.

**Strategy: Maintain Effective Traffic Control**

**Description:** Strategy 1: Conduct a comprehensive traffic study to determine best practices.

**Activity: Maintain Effective Traffic Control**

**Description:** Activity 1: Implement the recommendations of the traffic study to effectively manage school day traffic and parking.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Maintain Effective Traffic Control**

**Description:** Activity 2; Develop regular communications to near neighbors to inform them of the after-school and weekend activities and events at the school.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

## **Goal: MAINTAIN THE SCHOOL'S CULTURE**

**Description:** As the school expands from K-3 its first year by one grade a year to K-8 its sixth year, maintain a culture that is centered on the learning needs of students and has an open door policy for parents.

### **Strategy: Maintain the School's Culture**

**Description:** Strategy 4: Maintain active parent involvement in the school.

### **Activity: Maintain the School's Culture**

**Description:** Activity 1: Streamline the parent volunteer system including: (1) providing opportunities for working parents to become involved in the school; (2) providing venues for parents to be involved in the daily operations of the school, assisting in the classroom, chaperoning, tutoring, augmenting library classes, and serving on the Parent Advisory Group.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: 8/24/2009	

**Status:** Complete

### **Strategy: Maintain the School's Culture**

**Description:** Strategy 3: Implement a character development program that promotes a safe and caring school environment.

### **Activity: Maintain the School's Culture**

**Description:** Activity 1: Retain the practice of morning meeting to begin the school day at which the character education theme of the month is showcased.

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

Mrs. Nikole Sheaffer	Start: 8/24/2009	-
	Finish: Ongoing	

**Status:** Complete

### **Activity: Maintain the School's Culture**

**Description:** Activity 2: Develop and implement a positive behavior incentive plan for school-wide use.

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

Mr. Jon McCann	Start: 8/24/2009	-
	Finish: 8/24/2009	

**Status:** Complete

### **Activity: Maintain the School's Culture**

**Description:** Activity 3: NOTE: See goal for Curriculum, Instruction and Assessment and the strategies and activities related to the character education program

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

Mrs. Nikole Sheaffer	Start: 8/17/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Maintain the School's Culture**

**Description:** Strategy 2: Sustain and strengthen the academic rigor of the education program.

### **Activity: Maintain the School's Culture**

**Description:** Activity 1: NOTE: See the professional development activities associated with the goals for Mathematics, Reading, and Curriculum, Instruction and Assessment.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer	Start: 9/25/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Strategy: Maintain the School's Culture***

**Description:** Strategy 1: Place a priority on maintaining a commitment to the school's environmental theme.

***Activity: Maintain the School's Culture***

**Description:** Activity 1: Sustain a permanent Environmental Focus Group comprised of faculty and professionals from environmental organization partnerships that meets regularly to provide the school with advice and council on the environmental curriculum.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/23/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Activity: Maintain the School's Culture***

**Description:** Activity 2: Conduct quarterly seminars on environmental topics at the school for the public.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 10/31/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Activity: Maintain the School's Culture***

**Description:** Activity 3: Establish a panel of experts to conduct an annual review of the environmental education curriculum.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer	Start: 8/2/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Maintain the School's Culture**

**Description:** Activity 4: Install a full kitchen, establish a school garden, and develop curriculum intersections related to healthy dietary practices.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 8/15/2011	-
	Finish: 12/16/2011	

**Status:** Not Started — Overdue

**Activity: Maintain the School's Culture**

**Description:** Activity 5: Use environmental products and practices in processes to keep the school clean.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 8/3/2009	-
	Finish: Ongoing	

**Status:** Complete

**Goal: MATHEMATICS**

**Description:** At least 77% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Mathematics**

**Description:** Strategy 2: Provide managed instruction for students who do not achieve benchmark levels.

### **Activity: Mathematics**

**Description:** Activity 1: Provide timely assessment results to teachers; analyze the data and conduct training for teachers on the curriculum and differentiated instruction related to the identified student needs.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mr. Jon McCann	Start: 9/25/2009 Finish: 5/22/2015	-

#### **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>
1.00	9	25

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

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

<p>Educators will learn to: Be experts at disaggregating student achievement data to determine where each of their students are with respect to attaining the state academic learning standards. Develop flexible student groups for instruction that are informed by the data Become more and more proficient in the use of a variety of instructional practices designed to meet the individual needs of students Become expert in the use of the Everyday Mathematics curriculum and related instructional materials.</p>	<p>The curriculum is empirically based and aligned with the Pennsylvania learning standards. Our emphasis upon analyzing student data to inform differentiated instructional practices in the classroom is definitely in line with current best practices as documented in the research.</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 <u>parents and community</u></li> </ul>
--	--	---

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>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Environment and Ecology</li><li>• Mathematics</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</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>• 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></ul> |
|---|---|

- peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** In Progress — Upcoming

### **Activity: Mathematics**

**Description:** Activity 2: Implement the following activities: classroom mathematics learning centers; small group instruction; one on one instruction; direct instruction; instruction on test taking strategies; math blaster exercises; teacher coaching; tutoring students; school-wide math events; homework designs; and home-based computer programs.

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

Mr. Jon McCann	Start: 9/1/2009 Finish: Ongoing	\$10,000.00
----------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

### **Strategy: Mathematics**

**Description:** Strategy 1: Maintain benchmark assessments and unit tests

### **Activity: Mathematics**

**Description:** Activity 1: Provide timely assessment results to teachers; analyze the data and conduct training for teachers on the curriculum and differentiated instruction related to the identified student needs.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mr. Jon McCann	Start: 9/25/2009 Finish: 5/22/2015	-

#### **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>
1.00	9	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

Imagine Environmental Charter School

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Educators will learn to:  
 Be experts at disaggregating student achievement data to determine where each of their students are with respect to attaining the state academic learning standards.  
 Develop flexible student groups for instruction that are informed by the data  
 Become more and more proficient in the use of a variety of instructional practices designed to meet the individual needs of students  
 Become expert in the use of the Everyday Mathematics curriculum and related instructional materials.

The curriculum is empirically based and aligned with the Pennsylvania learning standards. Our emphasis upon analyzing student data to inform differentiated instructional practices in the classroom is definitely in line with current best practices as documented in the research.

*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.
- 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> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Environment and Ecology</li> <li>• Mathematics</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> <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>• Student PSSA data</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> </ul>

**Status:** In Progress — Upcoming

**Goal: PERCENT OF STUDENTS IN ADVANCED QUARTILE ON THE PSSAS**

**Description:** Over the first-five years of our charter, the percent of students in the advanced quartile on the PSSA in reading and mathematics will increase by 1 to 3 percent.

**Strategy: Percent of students scoring in the advanced quartile on the PSSA**

**Description:** Strategy 1: Maintain benchmark assessments and unit tests.

**Activity: Percent of students scoring in the advance quartlie on the PSSA**

**Description:** Activity 1: Administer interim assessments on the school year schedule as developed.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Percent of students scoring in the advanced quartile on the PSSA**

**Description:** Strategy 2: Provide managed instruction for students who are capable of advanced work.

**Activity: Percent of students scoring in the advanced quartile on the PSSA**

**Description:** Activity 2: Implement the following initiatives: classroom mathematics and reading learning centers; small group instruction; one on one instruction; direct instruction; instruction on test taking strategies; math blaster exercises; teacher coaching; tutoring students; school-wide math events; homework assignments; and home-based computer programs.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Percent of students scoring in the advanced quartile on the PSSA**

**Description:** Activity 1: Provide timely assessment results to teachers; analyze the data; and conduct training for teachers on the curriculum and differentiated instruction related to the

identified student needs. See Strategy 2, Activity 1 for Mathematics and Reading goals for professional development activities.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: PERCENT OF STUDENTS IN BELOW AND BASIC QUARTILES ON THE PSSA**

**Description:** Over the first five-years of our charter the percent of students scoring in the below basic and basic quartiles on the PSSA in reading and mathematics will be reduced from 1 to 3 percentage points annually to consistently move more students toward proficiency.

### **Strategy: Percent of Students scoring below and basic on the PSSAs**

**Description:** Strategy 2: Provide managed instruction for all students who do not achieve benchmark levels, to include special education, non-native English speakers, and at-risk students as per their Student Success and Individual Education Plans.

### **Activity: Percent of students scoring below and basic on the PSSAs**

**Description:** Activity 2: Implement the following activities: classroom mathematics and reading learning centers; small group instruction; one on one instruction; direct instruction; instruction on test taking strategies; math blaster exercises; teacher coaching; tutoring students; school-wide math and reading events; homework designs; home-based computer programs.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Percentage of students scoring below and basic on the PSSAs**

**Description:** Activity 1: Provide timely assessment results to teachers; analyze the data; and conduct training for teachers on the curriculum and differentiated instruction related to the

identified student needs. See professional development activities for Mathematics and Reading, Strategy 2, Activity 1.

**Person Responsible Timeline for Implementation Resources**

---

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Percent of students scoring below and basic on the PSSAs**

**Description:** Strategy 1: Maintain benchmark assessments and unit tests.

**Activity: Percent of students scoring below and basic on the PSSAs**

**Description:** Activity 1: Administer interim assessments on the school year schedule as developed.

**Person Responsible Timeline for Implementation Resources**

---

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: READING**

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

**Strategy: Reading**

**Description:** Strategy 2: Provide managed instruction for students who do not achieve benchmark levels.

**Activity: Reading**

**Description:** Activity 1: Provide timely assessment results to teachers; analyze the data; and conduct training for teachers on the curriculum and differentiated instruction related to the identified student needs.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann      Start: 9/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Reading**

**Description:** Activity 2: Implement the following initiatives: reading and writing workshop (3-6); Do-Nows; classroom literacy learning centers; small group instruction; one on one instruction; direct instruction; instruction on test taking strategies; teacher coaching; tutoring students; school-wide reading events; homework designs; home-based computer programs.

**Person Responsible Timeline for Implementation Resources**

Mrs. Nikole Sheaffer      Start: 9/1/2009      \$10,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Strategy: Reading**

**Description:** Strategy 1: Maintain benchmark assessments and unit tests.

**Activity: Reading**

**Description:** Activity 1: Administer interim assessments on the school year schedule as developed.

Person Responsible	Timeline for Implementation	Resources
Mr. Jon McCann	Start: 9/25/2009 Finish: 5/25/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Imagine Environmental Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Educators will learn to:  
Be experts at disaggregating student achievement data to determine where each of their students are with respect to attaining the state academic learning standards for reading and environment and ecology (through the infusion of environmental themes into the ELA curriculum).  
Develop flexible student groups for instruction that are informed by the data.  
Become more proficient in the use of the Storytown curriculum and related ELA materials.

The curriculum is empirically based and aligned with the Pennsylvania learning standards. Our emphasis upon analyzing student data to inform differentiated instructional practices in the classroom is definitely in line with current best practices as documented in the research.

*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.
- Empowers educators to work effectively with parents and community partners.

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

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

- Instructs the leader in managing resources for effective results.

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

Role	Grade Level	Subject Area
<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>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Environment and Ecology</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>• Student PSSA data</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> </ul> |
|--|--|

**Status:** In Progress — Overdue

## **Goal: SELECT CHARACTER EDUCATION CURRICULUM**

**Description:** Select character education curriculum and instructional materials that include stewardship and integrate them into the academic content areas as appropriate.

### **Strategy: Select Character Education Curriculum**

**Description:** Identify themes and topics in the character education materials that can be infused into the academic content areas.

### **Activity: Select Character Education Curriculum**

**Description:** Activity 1: Establish a Task Force to review and select curriculum and instructional materials.

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

Ms. Kristen Priganc	Start: 9/16/2009	-
	Finish: 12/30/2009	

**Status:** Complete

### **Activity: Select Character Education Curriculum**

**Description:** Conduct annual curriculum writing to develop the integration units in the initial year for grades K-4 and in subsequent years for each additional grade until the curriculum of these content areas are fully infused.

NOTE: See professional development goal, Activity 1 for staff professional development related to the school curriculum.

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

Ms. Kristen Priganc	Start: 1/22/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: STUDENT ATTENDANCE**

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

### **Strategy: Student Attendance**

**Description:** Strategy 1: Maintain consistent application of attendance policies and the Compulsory Attendance & Truancy Elimination Plan.

### **Activity: Student Attendance**

**Description:** Activity 1; Train teachers to and hold them accountable for enacting school attendance policies.

Person Responsible	Timeline for Implementation	Resources
Mr. Jon McCann	Start: 9/25/2009 Finish: 5/25/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.05	2	25
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**

Teachers will become expert in application of the laws related to the attendance policies of the Commonwealth of Pennsylvania as found in the Compulsory Attendance & Truancy Elimination Plan.	The attendance laws of the Commonwealth have been crafted using best practices to achieve maximum parent and student compliance	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</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 leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <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
------	-------------

- Classroom teachers
- Principals / asst. principals
- Other educational specialists
- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

**Follow-up Activities**

**Evaluation Methods**

- Analyzing results
- Attaining an (attendance rate of 90% or higher.)

**Status:** In Progress — Overdue

**Activity: Student Attendance**

**Description:** Activity 2: Hold school/parent conferences when necessary to develop a plan of action to ensure the regular attendance of students.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Student Attendance**

**Description:** Activity 3; Make recommendations to the Pittsburgh Public Schools for a referral to a District Magistrate Judge for necessary action when warranted.

**Person Responsible Timeline for Implementation Resources**

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

## **Strategy: Student Participation in Assessments**

**Description:** Strategy 1: Implement a comprehensive internal and external communications plan to faculty, students, and parents.

### **Activity: Student Participation in Assessments**

**Description:** Activity 1: Send parents a letter shortly before the administration of each assessment stressing the importance of student attendance on assessment dates.

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

Mr. Jon McCann	Start: 3/31/2010	-
	Finish: 3/31/2010	

**Status:** Complete

### **Activity: Student Participation in Assessments**

**Description:** Activity 2: Teachers will reinforce to students the importance of preparing for the assessments and attending school on the days they are administered.

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

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Student Participation in Assessments**

**Description:** Activity 3: Principal will regularly place the issue of the student attendance assessment goal on the agenda of Parent Community Organization Meetings for discussion.

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

Mr. Jon McCann	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

# Goal: SUPPLEMENTAL RESOURCES

**Description:** Provide supplemental resources for strategic initiatives designed to move the school from good to great.

## Strategy: Supplemental Resources

**Description:** Strategy 1: Prepare and maintain an annual fundraising plan.

## Activity: Supplemental Resources

**Description:** Activity 1: Develop a framework, which aligns strategic program and school initiatives with potential funding sources, and a plan of action for securing these resources.

### Person Responsible Timeline for Implementation Resources

Mr. Jon McCann      Start: 9/24/2009      -  
   Finish: 9/24/2009

**Status:** In Progress — Overdue

## Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

**What curriculum does your charter school utilize and document its alignment with Pennsylvania Academic Learning Standards?**

Instructional Component	Description
Connected Math	The Connected Mathematics Program is the only middle grades curricular program judged exemplary by a panel of mathematics and science experts selected by the Office of Educational Research and Improvement of the U.S. Department of Education. A growing body of research and evaluation indicate That CMP outperforms othe curricula on tests of problem solving ability, equals or outperforms othe curricula on skills tests, and promotes long term concept retention. CMP is closely aligned to the Pennsylvania Standards of

	<p>Mathematics. This program develops students' knowledge of key mathematical content and processes through the investigation of interesting problem situations. Using CMP, students solve problems; observe patterns and relationships; make, test, and discuss conjectures generalizing these patterns and relationships; and apply the mathematics they learn.</p>
<p><b>Everyday Mathematics</b></p>	<p>Everyday Mathematics combines current research with best practices in a unique spiral curriculum that allows students repeated exposures to grade level content. Each grade level is divided into units that focus on a few main concepts while providing review and enrichment on skills taught earlier. Students have the opportunity to revisit skills frequently and master content over time as opposed to one unit during the year with no additional practice. The skills and concepts taught through the Everyday Mathematics program are also reinforced during environmental integration lessons with a heavy emphasis on measurement, data analysis, and problem solving skills. ECS uses the edition that is aligned with all criteria under the Chapter 4 provisions.</p>
<p><b>Reading and Writing Workshop</b></p>	<p>ECS uses the reading and writing workshop model to teach literacy. The workshop model increases the volume of text that students read and write; increases the time students spend engaged in reading and writing; exposes students to authentic literature in purposeful ways; provides routines of learning which allow the focus to be on content; allows for teachers to provide individualized instruction and feedback to students; encourages student choice in text which leads to increased motivation and achievement; and nurtures a literate community of readers and writers. All lessons are aligned with Pennsylvania Standards as well as the Common Core Standards.</p>
<p><b>Scott Foresman Social Studies</b></p>	<p>Focusing on the components of the Core Knowledge Program, Scott Foresman Social Studies addresses age appropriate concepts of economics, cultural understanding and appreciation, history, civics, and government. Imagine ECS utilizes this program as a resource to supplement students' understanding of social responsibility in relation to environmental studies. ECS uses the edition that is aligned with all criteria under the Chapter 4 provisions.</p>
<p><b>Green Woods Charter School EIC Model</b></p>	<p>Using the Green Woods Charter EIC Model, teachers integrate the Pennsylvania State Standards for Environment and Ecology, and Science and Technology. Building on content strands covered in the environmental education classroom, instruction in the regular classroom includes extension, enrichment, integration,</p>

	exploration and inquiry-based projects that meld standards in the core curricular areas with the current unit of study.
<b>Environmental Education Instructional Special</b>	Students at each grade level receive weekly instruction in the environmental education classroom. Content is covered through a spirally-designed scope and sequence that bundles the Pennsylvania State Standards for Environment and Ecology and Science and Technology in a meaningful way for primary-aged children. As a school, all students are working on similar themes throughout the unit, with differentiation, acceleration, and content depth based on the cognitive and academic development of the child.
<b>Full Option Science System Kits (FOSS)</b>	FOSS Kits enhance science content strands in which the EIC model and instruction in the environmental education classroom lack. FOSS Kits provide students with quality materials to facilitate engaging instruction of the content not naturally met in environmental scope and sequence. ECS uses the edition that is aligned with all criteria under the Chapter 4 provisions.
<b>Strategic Partnerships</b>	ECS engages in partnerships that provide students educational experiences which directly correlate with current curriculum in the regular and environmental education classroom. Partnering educational organizations develop and foster relationships with teachers and students beyond a field trip or in-house presentation. Mentoring, development of appropriate programming for place-based instruction and extension of current programming into a deeper and more meaningful educational experience for young students are all goals in which ECS strives to recognize with partnering organizations.

**How does the charter school meet the developmental and academic needs of students?**

The Environmental Charter School meets the developmental and academic needs of students in several ways. Concerning academic needs, at the beginning of the school year Student Success Plans are developed for each student. A Stanford 10 pre-assessment is used to determine the extent to which students in grades 1 through 5 are meeting grade level academic and social expectations. Kindergarten students are evaluated using the Diagnostic Test of Kindergarten Readiness II. Student Success plans are used by teachers to differentiate their instruction to meet the individual needs of students.

Differentiated instruction throughout the school year is core to the culture of the school. It is supported regularly in professional development sessions that occur monthly. It is infused into individual teacher development plans and it is modeled continuously by the leadership team of the school.

On the issue of student developmental needs, the school has established a critical partnership with a leading early childhood program in the region to promote best practices in social and emotional development. Implementation activities include: having Shady Lane School administration and lead teachers conduct observations of our current program to advise our staff

in best practices in early childhood; and having staff members from our charter school conduct ongoing observations of early childhood classrooms and best practices in Shady Lane School. The school has also partnered with the Cyert School at Carnegie Mellon University which is an early childhood program.

Our charter school's special education program provides comprehensive services designed to meet both emerging and current academic and developmental needs of students. These services have been described in detail in the Collecting Services and Resources and the Special Education sections of this e-strategic plan.

### **How does the charter school promote in-depth and inquiry based teaching and learning?**

The Environmental Charter School creates opportunities for inquiry based teaching and learning through the educational experiences provided for students in and around Frick Park. Using the urban landscape as an extension of the traditional classroom, faculty engage students in inquiry-based investigations that are testable in the "backyard" of the school. From developing testable questions to monitoring, observing and presenting results, student participation in questioning activities that relate to the local world are an integral part of the experience of every child attending ECS. As students gain experience in the scientific inquiry process, faculty encourage problem solving, critical and creative thinking skills to analyze results and draw conclusions based on data collected. Often, students carry out action projects that address the needs or the results of the inquiry-based investigation. Students build content and experience with inquiry each year with a "spiral" approach, connecting school-wide content vertically. With successful progression through the program, students gain greater breadth and depth into science topics and environmental content strands as they move to the intermediate grade levels. As with all integrated components of ECS's curriculum, inquiry-based investigations and content explorations cross disciplines and subject areas to provide an academically rich experience for students.

**What strategies does the charter school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?**

Assessments used to identify student skill development

1. DIBELS-Students are benchmarked in reading in the fall, winter, and spring. Students who fail to meet grade level benchmarks receive biweekly progress monitoring to chart progress. This information informs instructional practices, classroom grouping, and differentiated instruction.
2. Stanford 10-Students participate in this summative assessment in the fall and spring of each year. The fall data is used to identify students in need of remediation and highlights the areas of concern.
3. 4-SIGHT- Students in third grade and above participate in this assessment three times annually. The information gleaned from this summative assessment is used to drive classroom instruction in reading and math.
4. CHILDREN'S PROGRESS - Students in kindergarten and first grade participate in this assessment three times annually. The information is used to differentiate instruction in reading and math.

The above assessment tools are discussed at monthly grade-level data meetings.

Interventions used to meet the needs of students significantly below standards

Child Study Team: ECS has developed a program of identification and intervention for struggling learners. The program is roughly based on the state's Response to Intervention (RTI) model. The team includes one teacher from each grade level as well as a school administrator and special education teacher. It is composed of three tiers. Students move into more intensive tiers only when progress is not being made with current interventions.

Tier I: The student's teacher monitors the child's present levels of performance for 30 school days. Students are provided with effective and appropriate differentiated instruction.

Tier II: The CST team meets with the child's parent/guardian to discuss concerns. The child begins participation in two 20 minute sessions of small group, pull-out instruction each week. Additionally, the child's regular education classroom teacher initiates 2 interventions in the classroom. Student progress is monitored for 60 days.

Tier III: The CST team meets with the child's parent/guardian to discuss concerns. The child begins participation in one 20 minute session of one-on-one instruction each week. The child continues participation in two 20 minute sessions of small group, pull-out instruction each week. The classroom teacher evaluates the effectiveness of current classroom based interventions and adapts them as needed. Student progress is monitored for 30 days.

At the end of the Tier III time period the school/parent may request a full multidisciplinary evaluation to assess the child's potential need for special education.

Based on the results of the evaluation an Individualized Education Plan (IEP) or a Section 504 Plan is developed for the student.

Classroom Interventions used to meet the needs of students significantly below standards

-*Reading A-Z Curriculum* provides leveled readers for classroom and home use at student's instructional reading levels. Running records, comprehension checks, fluency checks, and graphic organizers help assess student progress.

-*Compass Learning Odyssey* is an online reading, math and science instructional program aligned with the state standards. It provides differentiated instruction in an engaging and informative format to assist students in meeting proficient levels of achievement.

-*Reading Mastery* is a K-2 intervention for students who are performing significantly below grade level in reading. It provides a direct, systematic approach to teaching phonics, decoding, and comprehension skills.

-*Soar to Success* is a 3-6 intervention for students who are performing 1.5 years below grade level or more. The program provides a direct and systematic approach to increasing reading fluency and comprehension.

-*Math Triumphs* is an integral part of the McGraw-Hill Everyday Math curriculum and is aimed at students who fall 2 or more years below grade level expectation. It is an accelerated program aimed at returning students to grade level.

-*The Sonday System* is an intensive phonics program based on Orton-Gillingham. It is used for grades K-6.

### **What types of teaching strategies are used to actively engage students in the learning process?**

*Multiple intelligence learning* (nine multiple intelligence factors: linguistic, bodily kinesthetic, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and existential or naturalist) Student strengths are identified and daily lesson plans incorporate a variety of strategies aimed at multiple intelligence. Students are offered various mediums to demonstrate understanding.

*Guided Reading* is an opportunity for students at the same reading level to meet with a teacher and receive targeted instruction that matches needed skills and concepts.

*Small group instruction* is used following the initial presentation of information to extend, reteach and practice.

*Flexible grouping* allows teachers to move students according to their strengths and needs.

*Use of manipulatives* in the classroom reaches kinesthetic learners and provides concrete examples of abstract concepts.

*Differentiated instruction* allows teachers to reach students at their individual instructional levels and accelerate skill development.

*Use of smartboards* in the classroom will meet the needs of a diverse body of learners and bring real-world experiences into the classroom.

*Pull-Out/Push-In Instruction* allows pupils to be taught in the most advantageous setting.

*Outdoor Experiences/Discovery Learning* provides interaction with physical or social environment, relevant prior knowledge, and structured experiences.

*Cross-curricular integration* provides multiple methods of delivery of content across varied settings.

*Writing across the curriculum* is an extension of the cross-curricular integration and allows students to hone their writing skills in all areas.

The "Professional Development Approval Letter" and the "Teacher Induction Approval Letter" are attached. See Attached.

## **Rigorous Instructional Program - Attachments**

- Professional Development Approval
- Teacher Induction Letter

## **English Language Learners**

- English Language Learners

In 2011-2012, ECS had no ELL students. Therefore, there is no ELL Report to attach to this section of the Charter School Annual Report. The school has in place a statement of programs and goals if this service were needed, which follows:

### English as a Second Language

To ensure equal educational opportunity for every child in the Commonwealth of Pennsylvania, appropriate experiences and instruction shall be provided for children with limited English proficiency.

Legal interpretations advanced by the federal government and the courts make it illegal to impede the education process of students because the students speak a language different from that of their school. In as much as English language skills are the foundation of the curriculum of the public schools, the inability of a limited English proficient (LEP) student to profit from the regular instructional program because of lack of English skills can have the effect of denying that student access to the educational program. Districts and Charter Schools are required to address this situation by providing such specialized assistance as will enable each child to participate in the educational system with the student's English-speaking peers.

School districts and charter schools will find the Pennsylvania School Code and regulations of the State Board of Education sufficiently flexible to permit them to fulfill this obligation immediately. It is the intent of the regulations to recognize the legal obligation of all districts to provide educational assistance to each limited English proficient student enrolled. The processes IECS will use to serve such students follows.

### Identification of ESL Students:

1. All students enrolled in ECS must complete the Home Language Survey. The Home Language Survey must be placed in the student's permanent record file.
2. All students that answer any questions on the HLS with a response of a language other than English require a formal English language proficiency assessment to determine if ESL instruction is needed as required by federal law. The assessment results must be placed in the students' permanent record file.
3. The following criteria may exempt students enrolled and attending IECS from taking the formal English language proficiency assessment:

(Students must meet two of the following three criteria to be exempted from a formal English language proficiency assessment.)

- Final grades of B or better in main subject areas (Math, Language Arts, Science, and Social Studies);
- Scores on the District-Wide Assessments (ECS' is the Stanford 10) that are comparable to the basic performance on the PSSA; and
- Scores of Basic or higher in Reading, Writing, and Math on the PSSA.

Formal English Language Assessment:

\* Students that answer any questions on the Home Language Survey with a response of a language other than English and do not meet the exempt criteria must complete a Formal Language Assessment.

· ECS will contract with the Allegheny Intermediate Unit (AIU3) for Formal Language Assessments as necessary.

· ECS will also contract with both IU2 and AIU3 for ESL teachers as needed.

English as a Second Language Services:

\* ECS has a full range of ESL services available for students who are found through assessment procedures to be in need of the ESL services.

\* Services that are available to students' in need of ESL include but are not limited to (if found in need at time of initial assessment): ESL instruction, counseling, instructional support teams, and special education.

Communication with Parents:

ECS will make every effort to inform language-minority parents of all school matters of which other parents are notified. ECS will utilize translators as needed to translate written notices, and interpreters will be provided for parent conferences as needed. Additional building notices will be translated as required. Every attempt will be made to ensure that communication will be carried out in the home language.

ECS will maintain a list of all staff or community contacts who are able to act as translators or interpreters.

Exiting ESL Students:

The Allegheny Intermediate Unit (AIU3)/Pittsburgh-Mt.Oliver Intermediate Unit 2 (IU2) or an ESL teacher will complete formal English language assessments to be used for exiting purposes.

The assessments will be used to assess the following communication areas: Productive, Receptive, Social, and Academic.

An ESL student will be able to exit the program at any time during the course of the year once the formal English language assessment is given and satisfactory scores are earned. Documentation of all exiting decisions and assessment results will be located in the student's cumulative folder.

### Monitoring:

A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher(s) will be responsible for monitoring the ESL student. Student monitoring will occur formally at the end of each trimester and informally throughout the school year. Monitoring will consist of the following measures of student progress: grades, test scores, student performance, teacher observation, and progress in meeting the PA Academic Standards in reading, writing, and mathematics. If monitoring reveals continued limited English proficiency, non-remediated academic deficits, or other indications that the student was exited too soon, the ESL teacher will meet with the regular education classroom teacher and/or other teachers to re-evaluate the student's needs. A plan of action will be formulated and the information will be maintained in the student's cumulative file.

There are currently no supporting documents selected for this section.

## Graduation Requirements

ECS is a K-8 school. Not Applicable

## Special Education

### Special Education

Environmental Charter School offers a full continuum of special education programs and services to all students eligible for such services. Special education programs and services are available for eligible students who attend the school. Special education programs available include services for eligible students who are identified with:

Mental Retardation	Emotional Disturbance
Specific Learning Disability	Speech and Language Impairment
Visual Impairment	Other Health Impairment
Hearing Impairment	Autism
Physical Impairment	Traumatic Brain Injury
Emotional Disturbance	Multiple Disabilities

Environmental Charter School is committed to meeting all state and federal Special Education regulations. In accordance with the Individuals with Disabilities Education Act, all of our students receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

**Testing:** When students experience difficulties in school, teams will meet to develop interventions to help students be successful in regular education. The Child Study Team (CST) accomplishes/documents this work.

If a student continues to experience difficulties even with regular education interventions, the student may be referred for a multidisciplinary evaluation by the multidisciplinary team, which includes the student's parents/guardians.

**Evaluation Process:** Parent/Guardian permission is necessary before any evaluation can take place. The parent/guardian is notified in writing of the types of assessments that will be given and the proposed date(s) of the evaluation.

An evaluation team reviews all pertinent data and compiles a report called an Evaluation Report (ER) which states whether a disability or disabilities exist and if the student is in need of special education. Parents/Guardians are members of the evaluation team and will be asked to provide relevant information.

The entire evaluation process must be completed within 60 calendar days from the date the IECS receives signed parent permission on the "Permission to Evaluate" form. A copy of the ER will be given to the parents/guardians and a summary of the report will be communicated to them.

If a student is found to be eligible for special education, the parents/guardians will be invited to an Individualized Education Plan (IEP) meeting. Students eligible for special education must require specially designed instruction and meet one or more of the criteria established by State Standards and regulations for the following categories:

Mental Retardation	Emotional Disturbance
Specific Learning Disability	Speech and Language Impairment
Visual Impairment	Other Health Impairment
Hearing Impairment	Autism
Physical Impairment	Traumatic Brain Injury
Emotional Disturbance	Multiple Disabilities

A reevaluation is conducted at least every three years unless a student is disabled due to mental retardation, in which case reevaluations are conducted every two years. Reevaluations may also be conducted at parent/guardian request.

**Individual Education Program Process:** The IEP is developed by a team, which includes some members of the evaluation team as well as the parent(s)/guardians, the special education teacher, a school administrator, the regular education teacher(s) and sometimes the student. The IEP includes a description of the programs and services necessary to assist an eligible student. Information that is contained in the ER is used to write the IEP.

The student's program is reviewed every year at an IEP meeting or more frequently at the request of an IEP team member, which includes the parent(s)/guardians.

The IEP team will write annual goals which can be measured and are designed to meet the needs of the student. The IEP team will determine special education services and programs. The annual goals will be evaluated on a regular schedule and parents/guardians will be notified of progress of these goals in writing.

Once the IEP has been developed, the parent will receive a Notice of Recommended Educational Placement (NOREP). The NOREP details the educational program recommended by the IECS. A parent/guardian must approve the NOREP in writing before implementation of the student's first special education placement.

The location and level of placement are determined at the IEP meeting and are based upon the least restrictive environment where the student can successfully achieve his/her goals. The Least Restrictive Environment would include providing special education services and programs provided outside the general education classroom only when supports and services can not be provided successfully within general education classroom.

IECS considers a full continuum of services when determining an appropriate program for every student with a disability.

## Special Education - Attachments

- Special Education
- Special Education
- Special Education
- Annual Public Notice of Special Education Services

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kate Dattilo	0.3	SLS/Case Management	Environmental Charter School	0	Shared Responsibilities
Jessica Maxwell	1.0	Learning Support/Inclusion	Environmental Charter School	10	Shared Responsibilities
Jennifer Bencho	1.0	Learning Support/Inclusion	Environmental Charter School	10	Shared Responsibilities
Jessica Padezan	1.0	Learning Support/Inclusion	Environmental Charter School	9	Shared Responsibilities
Carly Catello	1.0	Learning Support/Inclusion	Environmental Charter School	7	Shared Responsibilities

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Family Links School	1.0	Emotional Support Classroom	Pittsburgh, PA	1	None
Pace School	1.0	Emotional Support Classroom	Pittsburgh, PA	1	None

## Special Education Program Profile - Chart III

Title	Location	FTE
Personal Care Aide	Environmental Charter School	0.7
Personal Care Aide	Environmental Charter School	1.0
Paraprofessional	Environmental Charter School	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Laura Murphy, IU2	Speech/Language	16hrs/wk

Therapist		
Tricia Michaels, AIU3	Occupational Therapist	5hrs/wk
Tabitha Brown, AIU3	School Psychologist	Multidisciplinary evaluations as requested
Holly McElhinny, AIU3	Physical Therapist	2hrs/wk
Tara Forte, IU2	School Psychologist	Multidisciplinary evaluations
Lis Kellick, AIU3	Special Education Supervisor	8hrs/wk

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Stanford 10	Yes	Yes	Yes	Yes	Yes	Yes
Dibels	Yes	Yes	Yes	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
Olweus Bullying Questionnaire	No	No	No	Yes	Yes	Yes
Children's Progress	Yes	Yes	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
PASA	Yes	No	No	No	No	No	No
Stanford 10	Yes	No	No	No	No	No	No
4Sight	Yes	No	No	No	No	No	No
Olweus Bullying Questionnaire	Yes	No	No	No	No	No	No

### Student Assessment

Concerning an analysis of the 2010-11 student achievement data, the results of the local assessments of Dibels, Stanford 10, 4Sight, and the PSSA lead us to the conclusions outlined below about their impact on the education program of our charter school.

On the PSSA 78% of the students were advanced or proficient in reading and 84% were advanced or proficient in math. Within our racial subgroup there was a gap although all groups met AYP. For mathematics 92% of whites were advanced or proficient while 60% of Blacks were advanced or proficient. For reading 87% of whites were advanced or proficient while 55% of Blacks were advanced or proficient. For economically disadvantaged 73% were advanced or proficient in math and 66% were advanced or proficient in reading. Our male/female breakdown was identical in mathematics (84% proficient or advanced) but in reading 81% of females were proficient or advanced while only 75% of males were.

Stanford 10 was administered in the fall in the areas of reading and mathematics. Reading measures the skills of comprehension, basic understanding, analysis of text, and reading/writing strategies. Mathematics measures number relationships, computation and estimation, measurement, geometry, spatial sense, data, statistics, probability, patterns, and functions in algebra.

Dibels, a reading measure, was administered three times over the school year in addition to progress monitoring. The following skills are measured in Kindergarten: letter naming, phoneme segmentation, and nonsense word fluency; in first grade: letter naming fluency; phoneme segmentation and nonsense word fluency; and, in both the second and third grade: oral reading fluency. The results of these measures by grade level are found in the attachment.

4Sight was administered in reading and math three times during the year: fall, winter, and spring.

An analysis of the learning gains data suggest the following:

- In reading and mathematics the overall learning gains for the school stand at 82% of students making one year or greater growth and leaving 18% of students with less than a year's growth. The students in the 18 percentile will be identified and provided with student specific interventions and entry into the CST process, if necessary. We will also track student growth from school year to school year to ensure: (1) growth for students falling below the benchmark; and (2) consistency or increase in growth for students who have achieved learning gains for one year or greater.

An analysis of the Dibels reading data suggests the following:

- In Kindergarten nonsense word fluency was an issue with only 60% of students at benchmark.
- First grade instruction will continue to focus on oral reading fluency.
- Second, third, fourth, fifth, and sixth grade instruction will continue to place an emphasis on oral reading fluency through vocabulary building, comprehension, decoding and phonics.

Strategies and interventions in our charter school that are in place to ensure students at-risk of failure receive the proper interventions include the following.

#### Assessments used to identify students significantly below standards

1. DIBELS-Students are progress monitored in the fall, winter, and spring. Students who fail to meet grade level benchmarks receive biweekly progress monitoring to chart progress. This information informs instructional practices, classroom grouping, and differentiated instruction.
2. STANFORD 10-Students participate in this summative assessment in the fall. The fall data is used to identify students in need of remediation and highlights the areas of concern.
3. 4-SIGHT- Students in third grade and above participate in this assessment three times annually. The information gleaned from this formative assessment is used to drive classroom instruction.
4. CHILDREN'S PROGRESS - Students in kindergarten, first, and second grade were administered this assessment three times a year for reading and math. This provides specific areas of need for each student.

The above assessment tools are discussed at monthly grade-level data meetings.

#### Interventions used to meet the needs of students significantly below standards

Child Study Team: IECS has developed a program of identification and intervention for struggling learners. The program is roughly based on the state's Response to Intervention (RTI) model. The team includes one teacher from each grade level as well as a school administrator and special education teacher. It is composed of three tiers. Students move into more intensive tiers only when progress is not being made with current interventions.

Tier I: The student's teacher monitors the child's present levels of performance for 30 school days. Students are provided with effective and appropriate differentiated instruction.

Tier II: The CST team meets with the child's parent/guardian to discuss concerns. The child begins participation in two 20 minute sessions of small group, pull-out instruction each week. Additionally, the child's regular education classroom teacher initiates 2 interventions in the classroom. Student progress is monitored for 60 days.

Tier III: The CST team meets with the child's parent/guardian to discuss concerns. The child begins participation in one 20 minute session of one-on-one instruction each week. The child continues participation in two 20 minute sessions of small group, pull-out instruction each week. The classroom teacher evaluates the effectiveness of current classroom based interventions and adapts them as needed. Student progress is monitored for 30 days.

At the end of the Tier III time period, the school/parent may request a full multidisciplinary evaluation to assess the child's potential need for special education.

Based on the results of the evaluation, an Individualized Education Plan (IEP) or a Section 504 Plan is developed for the student.

#### Classroom Interventions used to meet the needs of students significantly below standards

-*Reading A-Z Curriculum* provides leveled readers for classroom and home use at student's instructional reading levels. Running records, comprehension checks, fluency checks, and graphic organizers help assess student progress.

-*Compass Learning* is an online reading, math and science instructional program aligned with the state standards. It provides differentiated instruction in an engaging and informative format to assist students in meeting proficient levels of achievement.

-*Reading Mastery* is a K-2 intervention for students who are performing significantly below grade level in reading. It provides a direct, systematic approach to teaching phonics, decoding, and comprehension skills.

-*Soar to Success* is a 3-5 intervention for students who are performing 1.5 years below grade level or more. The program provides a direct and systematic approach to increasing reading fluency and comprehension.

-*Math Triumphs* is an integral part of the McGraw-Hill Everyday Math curriculum and is aimed at students who fall 2 or more years below grade level expectation. It is an accelerated program aimed at returning students to grade level.

-*The Souday System* is an Orton-Gillingham program with a heavy emphasis on systematic phonics instruction. It is used with struggling reader in kindergarten through fifth grades.

Aggregate scores from local test data are not attached since we do not administer such tests.

## **Student Assessment - Attachment**

- Stanford Learning Gains 10-11

## Teacher Evaluation

Teacher performance plans in our charter school include goals related to academic achievement and professional development. The evaluation examines teaching as leadership, including the extent to which: students work at or above grade level; students who are not working at grade level are making adequate progress to ultimately attain a grade level proficiency performance; students and their families are driven to a sense of urgency and purpose; the teacher exhibits a strong sense of focus of control, maintaining high expectations in the face of challenges; and the teacher infuses new ideas into the classroom.

The school uses the Danielson model for teacher evaluation and growth. This model is aligned with the state's forms 426, 427, and 428 for teacher evaluation. The teacher does a self-evaluation using Danielson's Framework for Teaching and then meets with members of the Leadership Team who have administrative certification to review their evaluation and determine a goal or goals for the year. Formal observations occur at least twice a year while informal observations occur weekly. Observations focus on the Danielson domains as well as the area the teacher has decided to focus on for the year. At the end of the year the teacher does another self-evaluation and shares what he/she has learned through his/her area of focus.

A copy of the teacher evaluation form is attached as well as the Danielson domains.

The school also uses PDE forms 426, 427, and 428 for evaluations.

## Teacher Evaluation - Attachment

- Teacher Evaluation - Danielson Domains

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

In the 2011-12 school year Amy Constantine was president of the school board. New board members include: Daniel Abeshouse, Kevin Perkey, Costa Samras, and Amy Schrempf.

### Board of Trustees

Name of Trustee	Office (if any)
Donna Bour	Treasurer, Chair Finance Committee
Richard Butler	
Amy Constantine	Chairman
Robert Warden	
Eric Anderson	
Leigh Halverson	Secretary
Daniel Abeshouse	
Carla Freund	

J. Alexander Hershey

---

Jeffrey Miller

---

Kevin Perkey

---

Constantine Samaras

---

Amy Schrempf

## **Professional Development (Governance)**

The Board of Trustees scheduled a retreat for Board members in early October, 2010. For new Board members an overview of the school and of the philosophy of the school was given. The rest of the retreat was provided by the Dewey & Kaye, non-profit consulting service. The presentation focused on the role of boards, strategic planning, and leadership. All Board members were present.

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

The Board of Trustees coordinates the governance of the school in the following manner:

- Monthly Executive Committee meetings are held at which key issues facing the governing body related to governance (policy, accountability, strategic plans, facility expansion, etc.) are reviewed and recommendations related to them are formulated to bring forward to the monthly meetings of the Board of Trustees.
- Monthly meetings of the Finance Committee to review revenue and expense reports and quarterly financial reports and present summaries of these documents to board members at the monthly meetings of the Board of Trustees. When necessary, the committee also presents recommendations regarding financial policy amendments, additions and changes in financial management as recommended by annual audits of our charter school finances. The committee also reviews the proposed annual budget, assures a period of public review and comment on the annual budget as per law, and recommends the annual budget to the Board of Trustees for adoption.
- The Personnel Committee meets as necessary to review personnel practices as they relate to our charter school's personnel policies and to conduct evaluations of the principal. The committee makes recommendations to the Board of Trustees regarding personnel policy amendments, additions and changes as necessary and regarding the evaluation of the principal on at least an annual basis.
- The Education Committee meets monthly to review policies and the results of the education program. A particular focus is monitoring the development of the environmental curriculum of our charter school as defined in the charter school application. The committee also reviews policies and practices related to curriculum, instruction, professional development and assessment and reviews summative and formative assessment data to determine whether our charter school is on target for meeting and achieving its annual yearly progress goals. The committee makes recommendations regarding policy amendments, additions and changes as necessary and reports the results of student achievement as measured by assessments of student work to the Board of Trustees.
- The Board of Trustees meets monthly throughout the year to hear reports of its committees and to act on the recommendations coming forward from them for board action.

The Board of Trustees coordinates the management of the school by delegating it to the principal. The President of the Board supervises the principal and the Personnel Committee of the board (composed of the Executive Committee members and the chair of the Personnel

Committee) evaluates the principal at least on an annual basis. The Board of Trustees relationship with the principal is one of evaluating the results of his/her overall performance and not that of micro-managing the day to day activities the principal employs to operate our charter school. The principal attends the monthly meetings of the Executive Committee and provides a report on the status of the school. A report from the principal is a standing item on the agenda of the monthly meetings of the Board of Trustees. This opportunity provides the principal with a platform to inform the board about how the school is making progress toward achieving the academic and non-academic goals in our charter school's application, emerging policy issues related to the operation of the school's programs and provide information to the board about school/community events of which members should be aware.

The Board of Trustees maintains a working relationship with the charter granting's Board of School Directors, the School District of Pittsburgh, in several ways. The board has agreed, as per its charter, to participate in the school district's "Real Time Information" system. This data base contains student information, attendance and discipline information, the results of the state assessments, and all of the other information in our charter school necessary for reports to the Pennsylvania Department of Education. The Board of Trustees also responds to any inquiries the school district makes regarding aspects of the school's operations during the school year. The Board of Trustees accommodated representatives from the school district who visited our charter school in the fall of 2011 to conduct the third annual review of our charter school's performance and responded to the request for additional information and data. Finally, The school will not be under contractual agreement with IMAGINE Schools, Inc. for charter school management services during the 2012-13 school year and thereafter. Accordingly, the school will be revising its name to reflect the change.

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

- Board Meeting Dates for 2011-12
- Board Meeting dates 2011-12

## **Community and Parent Engagement**

The Board of Trustees maintains a seat for a representative of the Parent Community Organization (PCO). The representative is selected by the Executive Committee of the organization and provides input at Trustee meetings regarding ideas for strengthening and developing parent and community support.

The Trustees wrote the Parent Community Organization into the charter application, providing it with a prominent place in the organizational framework. Input and advice from the PCO is taken seriously by the principal and staff as they respond to issues facing the school. As a result, parent and community involvement in the ECS is significant.

The PCO holds monthly meetings and is actively involved in ECS in a variety of ways. Initially in 2008, before ECS opened its doors, the PCO planned and publicized open houses to attract prospective families and volunteered at summer social events for the school community. At the start of the first school year and continuing on, the PCO began publishing a high-quality bi-monthly newsletter, The Compost, for the whole school community and for the residents in the immediate neighborhood, Regent Square. Environmentally responsible fundraisers are held by the PCO to provide resources for mini-grants that are awarded to staff and other members of the school community using an application process. The mini-grants can be used for school supplies, special projects and programs for students.

PCO volunteers have helped to host and are available at all 2011-12 open houses for prospective families and will continue this practice in subsequent school years. Additionally, the PCO has a Parent Involvement Committee which organizes parents to aid in the daily operations of the school. These activities include room parents for both classroom and specialist teachers who are present in the classroom on a daily basis to read books, conduct small group activities and help the teacher as needed. Parents also serve as volunteers to help chaperone students on field trips and on hikes scheduled several times a week as part of the ECS's environmental curriculum into the adjacent Frick Park. Other parent volunteer activities include lunchroom and recess duties, serving as tutors for students, managing and contributing to a comprehensive PCO website, and managing an online message board system with over 120 subscribers. The message boards provide a place for parents of each grade-level to discuss grade-level issues and questions, for parents to make arrangements to carpool, for parents to discuss transportation/bussing issues, for the principal, staff and parents to post school related media such as charter school articles and other appropriate topics, and for PCO committee members to discuss their work. Messages with school reminders and volunteering opportunities are sent via email to PCO members once a week.

The PCO is actively involved in the community on behalf of the school to strengthen community relations. Examples of this include: working with the East End Food Co-op on a national contest to win a playground for the school; assisting a local moms' group to collect books for the library and do service projects for the school; bringing events to the school from other local organizations, such as the Sierra Club and the Group Against Smog and Pollution. The PCO Social Committee provides social events that build school and community relationships. These socials include regular movie nights, a Fall Festival, ice skating outings, and a gingerbread house event.

To help on a key issue related to establishing a safe and caring school, the PCO engaged in an effective letter-writing campaign which resulted in the acquisition of a crossing guard at a busy intersection near the school. This not only helped to improve safety for all students but also to improve traffic flow through the neighborhood during the opening and closing times of the school.

Finally, the PCO organizes staff appreciation breakfasts and other celebrations for the school staff. PCO officers and members meet with the principal on a weekly basis to bring parental concerns to his attention and to work together to address school issues.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

During the fourth school year of our charter school, the following fundraising activities occurred:

- a \$70,000 grant from the Fisher Fund to support technology
- a \$40,000 grant from the Pittsburgh Foundation to support technology
- the Book Bash, sponsored by the PCO which raised \$20,000 to support classroom libraries

### **Fiscal Solvency Policies**

Our charter school maintains several policies to ensure fiscal solvency.

- First, we are aggressive about billing school districts in a timely manner for tuition reimbursement.

- Second, we use, in partnership with the Pennsylvania Department of Education, the unipay system to receive tuition payments as soon as possible for students who are from the four school districts that do not reimburse our charter school directly.
- Third, we effect timely payment of all bills within the billing cycle and thereby we have achieved a good credit rating.
- Fourth, we are frugal, carefully purchasing only that which our charter school needs to operate effectively for our students, parents, staff and community.
- Fifth, we applied for and received sales tax exemption.
- Sixth, we have received from the Federal Internal Revenue Service our 501c3 status.

## **Accounting System**

The accounting system our charter school uses is MAS500. When the accounts were established in our MAS500 system last Spring, we aligned them with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report. In this regard, we have utilized the Generally Accepted Accounting Principles for budgeting, accounting and reporting.

The MAS500 software accounting system includes: a glossary of terms; directions for getting started and general information; applications for accounts payable invoice data entry; accounts payable checks and reports; purchase orders; general ledger inquiry and journal entry; general ledger reports; and, budget maintenance.

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

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

- Revenues and Expenditures Preliminary Report

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

The Board of Trustees has selected Maher Duessel, a Pittsburgh, PA firm that maintains offices at 3 Gateway Center, 15222, to conduct our annual audit. The audit was completed in the fall of 2011 with the report received in December, 2011. The auditors found the financial statements presented fairly the financial position of the school. A material weakness in internal control was in the area of segregation of duties. Significant deficiencies in internal control were found in the areas of cash disbursements, financial reporting and timeliness, and tracking of federal funds. All of these areas have been addressed over the past year and the Board of Trustees hired the CPA firm of Crawford Ellenbogen of Allenby Ave. 15218 to assist in correcting these deficiencies.

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

- Auditor's report 2011

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

No State audit reports were received at our charter school during the current school year.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The school acquired the Park Place building to allow for expansion in the 2012-13 school year. The Park Place site will be used to house K-3 beginning in August, 2012.

Furniture, fixtures and equipment acquired during the fiscal year follow: (1) classroom desks, chairs, files, cabinets, AV equipment, carts, literature organizers, overhead projectors, lateral files, bookcases, and bulletin boards; (2) Additional desktop and laptop computers.

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

The current facility is in excellent condition and no significant capital needs, other than those necessary for routine maintenance that can be provided via the facility maintenance fund that is part of our five-year budget pro-forma, are expected.

The Board of Trustees acquired the Park Place site to allow for expansion of the school. The building will be renovated from October, 2011 through March, 2012.

The expansion of the facility is integrated into our strategic plan via a key goal in the Board Governance focus area. The five-year budget pro-forma for our school reflects the added costs of facility expansion, which can be accommodated without incurring annual deficits. Capital to cover the cost of constructing the additional space will be made available to the Board of Trustees either directly from local financial institutions or through Schoolhouse Finance, the financial arm of Imagine Schools. To accommodate Kindergarten enrollment, the charter school leased a facility located at 100 North Braddock Avenue, Pittsburgh, PA. Only Kindergarten students will use the North Braddock Avenue facility.

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

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

The Evidence of Submission of Request for Reimbursement of Report of School Health Service form is attached.

Our charter school has a Guardian Protection System that was inspected on August 5, 2008 and found to be in satisfactory operating order and was approved by the Pittsburgh Fire Department. The Board of Trustees maintains a Fire Drill Policy and Procedures. Under this policy, fire drills are held in accordance with the PA School Code once a month during the school year. The drills are carefully planned at varying times of the school day and simulate differing fire conditions that require students to use different means of exit. The fire drills are unannounced. Also, in accordance with the policy, at least two bus emergency drills are held each year, initially during the first week of the school term and then the second during March.

Inspections of our school took place by the Allegheny County Health Department on September 23, 2008 to ensure the school is in compliance with Chapter 171, Schools, of the Pennsylvania

Department of Environmental Protection and on September 30, 2008 for compliance with Article III, "Food Safety", of the Rules and Regulations of the Allegheny County Health Department. These inspections found the school structure and the food service facility to be in compliance with these regulations. The school's Asbestos Hazard Emergency Response Act Report is current, having been updated in November, 2008.

Our school also maintains Emergency Procedures for: (1) general building lock down for threats from both inside and outside of the building; (2) kidnapping; (3) fire explosion or other explosive emergency; (4) bomb or suspicious device; (5) tornado; (6) on campus student or staff death, serious injury, or medical condition; and (7) student health emergency procedures.

With respect to student health data, our charter school maintains a School Health Record from the Commonwealth of Pennsylvania Department of Health, Division of School Health for each student. This record aligns with the requirements of the PA School Code of 1949 as amended and contains immunization and test records by month, day and year each immunization/test was given for: (1) Difterial and Tetanus; (2) Polio; (3) Hepatitis B; (4) Measles, Mumps, and Rubella; (5) Varicella; (6) Tuberculin Tests; and (7) Chest X-Rays. The School Health Record also includes documentation of physical examinations and any interval history information if significant changes have occurred. In addition, records are kept for illnesses students report for each school day they are reported. Finally, our charter school provides health services mandated by the Pennsylvania Department of Health including: (1) vision and hearing screening; (2) maintaining student height, weight and body mass index information; (3) TB screening; (4) physical examinations for students in Kindergarten, 1st, and 6th grades; and (5) dental examinations for students in Kindergarten, 1st, 3rd, and 7th grades.

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

- Compliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students
- Evidence of Submission

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

The Environmental Charter School maintains comprehensive insurance coverage for the school and for employees.

Through the Philadelphia Indemnity Insurance, General Liability, Automobile Liability, Excess/Umbrella Liability, and Crime Liability is contracted. General Liability is held in the amounts of: \$1m for each occurrence; \$100K for damage to rented premises; \$10K for medical expenses for any one person; \$1m for personal and adv. injury; \$3m for general aggregate; and \$3m for products. Automobile Liability is in a combined single limit of \$1m. Excess/Umbrella Liability is in the amount of \$15m for both each occurrence and the aggregate. Insurance for Crime Liability is in the amount of \$1m.

Workers Compensation and Employers Liability is contracted through the Insurance Company of the State of Pennsylvania. It is in the amounts of: \$1m for each accident; \$1m for disease for each employee; and \$1m for the policy limit for disease.

Through the National Union Fire Insurance Company of Pennsylvania insurance for the Board of Directors and its Officers is held in the amount of \$3m.

An Accord Certificate of Liability Insurance documenting these insurances is attached.

The insurance provided to full time employees via a benefits package is as follows:

Health and Dental/Vision benefits are provided on an opt-in basis. The monthly cost to the employee is based on whether the policy is for the employee only or for a dependent or dependents. Two health plans are offered: Highmark PPO Blue (A) with a \$500.00 deductible and Highmark PPO Blue High Option I (B). Dental and vision insurance are offered through Metlife.

Employees are also provided Basic Life Insurance and Accidental Death and dismemberment Insurance at no additional cost for one time for an annual salary to a maximum of \$50,000.00. Additional insurance provided at no additional cost includes Short Term Disability and Long Term Disability.

The retirement program for all qualifying employees, including some part-time and hourly staff, is the Pennsylvania Public School Employees Retirement System.

The following table contains the cost of the employee share of insurances.

Name of Insurance Company	Type of Insurance	Cost of Insurance	Employee Monthly Payment	2 Person Monthly Payment	Family Monthly Payment
Highmark A	Health	3565.65	92.04	253.10	276.12
Highmark B	Health	6582.78	104.46	287.28	313.40
Metlife	Dental and vision	1442.37	10.88	29.88	29.88

Highmark A = PPO Blue \$500 Deductible (17employees)

Highmark B = PPO Blue High Option ( 26 employees)

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

- Insurance Document 2011-12

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The professional staff of our K-6 charter school consists of full-time positions of a principal, 23 regular education teachers, 9 instructional aides, 4 special education teachers, a nurse, 3 environmental education teachers, a student services coordinator, a curriculum coordinator, a math coach, an inquiry coach, 1.5 reading specialists, 2 music teachers, 1.5 art teachers, and 2 physical education teaches.

Of this staff 24 were a part of the school last year.

The PDE 414 Verification Form is attached.

## Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-12

### Student Enrollment

Our charter school has no admissions requirements, and no tests of any sort are given to determine whether admission is granted. Admission preference is given to students who reside within the School District of Pittsburgh, our authorizer, and no preference is given to any particular residence(s) within the city limits. Admissions preference is also given to students of parents/guardians who were actively involved in the development of our charter school, and to siblings of students already enrolled in the school.

Our enrollment procedures follow. We have a re-enrollment period in January to determine how many of those students already enrolled in our charter school are planning to attend the next school year. Once that data is known, the number of seats available in each grade is determined and an open enrollment period takes place immediately following the re-enrollment period. City and non-city students are placed on the enrollment list in the order in which their completed enrollment forms are received, giving city students first preference.

If the number of city students desiring to enroll exceeds the seats available, then a lottery is held for city students to determine which of them will be enrolled. After all seats are filled, a waiting list of city students is established for each grade that is over-enrolled. Finally, a second lottery takes place for each overenrolled grade in which there are enrollment forms for non-city students, and they are placed on the waiting list in the order their names are drawn after the name of the last city student.

If the number of city students does not exceed the number of seats available in a grade, then non-city students are given a seat in the order their completed enrollment form is received, unless there are more non-city students wishing to enroll than there are seats available. In such a situation, a lottery is held for non-city students only and they are either granted enrollment in the school or placed on a waiting list in the order in which their names have been drawn from the lottery.

These enrollment and lottery procedures and policies are in line with Act 22, the state charter school law.

Kindergarten is open to children who turn five years of age on or before September 1<sup>st</sup> of the year in which they start Kindergarten classes. The ages of students in other grades will correspond accordingly. Children accepted into upper grades, e.g. at the opening of the charter school, or due to openings in upper grades in subsequent years, may be: (1) younger than the target age if they were enrolled in Kindergarten in a school district with a different age requirement or (2) older than the target age, if they have needed to repeat grades in schools they previously attended.

Enrollment data follows:

Grade	Students	# of Students	# of Students	#of Students	Returning Next School Year
	Initially Enrolled	Dropped	Added		
K	37	1	0		36
1	60	4	0		56

2	65	0	0	65
3	71	2	2	71
4	70	2	1	69
5	72	2	0	70
6	68	2	1	68
Total	443	13	4	435

Grade # of Students Voluntarily

# of Students Leaving School

Required to Leave School

K	0	1
1	0	4
2	0	0
3	0	2
4	0	2
5	0	2
6		2
Total	0	13

The enrollment and re-enrollment policy for our charter school is attached.

## Student Enrollment - Attachment

- Student Enrollment

## Transportation

According to the Pennsylvania Charter School law, our charter school's students are provided transportation by the school districts in which they reside, if that jurisdiction also transports its own students.

Three of the ten school districts in which our students reside do not transport students. They are the Wilkinsburg, Keystone Oaks and Steel Valley school districts. These children are transported to our charter school by parents or in car pools arranged by their parents.

The remaining seven school districts (Pittsburgh, Woodland Hills, Gateway, Penn Hills, Shaler, McKeesport, and Plum Boro) transport our students.

Approximately one-third (142) of the student body ride buses to school. All of the transporting school districts are equipped to accommodate special education students. IEP teams determine the best means of transporting special education students and ECS contracts with bus companies to accomplish special needs.

## Food Service Program

Our school lunch program follows the dietary requirements of the National School Lunch Program. A typical day's lunch menu includes a choice of regular or vegetarian entrée, steamed vegetables, fresh fruit, and a selection of hormone-free locally produced milk. Daily snacks are also provided (at no charge to the student), which range from fresh fruit and vegetables to yogurt parfaits.

We currently partner with a number of area restaurants to cook and deliver our meals. They have been very flexible and understanding of our unique dietary requirements, specifically the vegetarian entrees and fresh fruit and vegetables.

We participate in the Free and Reduced Lunch Program, with approximately 34% of our current student enrollment qualifying.

## **Student Conduct**

Maintaining a safe and caring environment where teachers can teach and students can learn is one of the highest priorities in the Environmental Charter School. Responsibility for this kind of school climate is shared by the principal, teachers, other school staff, students, and parents/guardians. The principal works with teachers and staff to apply the Code of Student Conduct (attached) in an equitable and just manner and seeks to build parent/guardian support for the same.

The principal, faculty and other school staff correct students for the purpose of building self-discipline, using active listening and conflict resolution strategies to mediate disagreements with and between students and with parents. Consequences for violations of school rules are made proportionate to the infraction and its frequency. Students not mastering the core values and moral standards taught by staff as aligned to the discipline code, and who demonstrate a continuous violation of these values, will be referred to a Student Assistance Team (SAT). The SAT will make recommendations for behavioral amendment and monitor the student's progress.

Suspension and expulsion in our charter school will be used only as a last resort, except for the infractions in the Code of Student Conduct that require such action. Suspended and expelled students will be afforded due process as defined by law. Our charter school will report all incidences of weapons possession to local law enforcement officials and expulsions for weapons possession to the Pennsylvania Department of Education by completing the Violence and Weapons Possession Report as per the law. Additionally, information on suspensions and/or expulsions for weapons possession or for any other reason will be included in the student's record.

In order to reinforce positive behaviors, a Positive Behavior Support Plan has been implemented. The plan focuses on being safe, kind, and respectful. Positive reinforcements are provided to both individuals and classes.

The school also provides training to the staff in the Olweus Bullying Prevention Program. This program was implemented in January, 2010. The program is reviewed every August and monthly reports are compiled to track incidences. The form used to report bullying is attached.

The student discipline policy of our school is attached.

## **Student Conduct - Attachments**

- Student Conduct
- ECS Bully Report

## Signature Page

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

**School Year: 2013**

The Environmental Charter School at Frick Park within Pittsburgh-Mt Oliver IU 2 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**  
**2012 - 2013 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 Environmental Charter School at Frick Park 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:** Jon McCann   **Title:** Mr.  
**Phone:** 412-247-7970   **Fax:** 412-247-7971  
**E-mail:** Jon.McCann@environmentalcharterschool.org

---

*Signature of the Chief Executive Officer and Date*

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

**Name:** Amy Constantine   **Title:** Ms.  
**Phone:** 412-247-7970   **Fax:** 412-247-7971  
**E-mail:** constantineace@hotmail.com

---

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

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

**Name:** Kate Dattilo   **Title:** Ms.  
**Phone:** 412-247-7970   **Fax:** 412-247-7971  
**E-mail:** Kate.Dattilo@environmentalcharterschool.org

---

*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature page 2012