
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 29, 2012)

Entity: New Hope Academy CS
Address: 459 W. King St.
York, PA 17401-3801
Phone: (717) 845-4046
Contact Name: Karen Schoonover

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: New Hope Academy CS

Date of Local Chartering School Board/PDE Approval: April 13, 2007

Length of Charter: 5 years **Opening Date:** September 2007

Grade Level: 5, 6, 7, 8, 9, 10,11,12 **Hours of Operation:** 7:30am - 3:20pm

Percentage of Certified Staff: 98% fully certified **Total Instructional Staff:** 45

Student/Teacher Ratio: 15:1 **Student Waiting List:** 40

Attendance Rate/Percentage: 93%

Summary Data Part II

Enrollment: 699 **Per Pupil Subsidy:** Subsidies are per diem. York City: \$48.92 (reg), \$121.32(sp.ed); Central York: \$47.81 (reg), \$94.95 (sp.ed); Dallastown: \$58.79 (reg), \$111.52 (sp.ed); Dover: \$108.50 (sp.ed); Eastern York: \$53.68 (reg); Northeastern: \$54.62 (reg); West Shore: \$48.97 (reg); West York: \$52.93(reg), \$112.31 (sp.ed); Red Lion: \$102.58 (sp ed)

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	1
Black (Non-Hispanic):	270
Hispanic:	328
White (Non-Hispanic):	61
Multicultural:	38

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 164 Special Ed; 114 English Language Learners

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	180	180	180	180
Instructional Hours	0	0	0	1126.7	1126.7	1126.7	1126.7

SECTION I. EXECUTIVE SUMMARY

Educational Community

New Hope Academy Charter School is a diverse, urban school that served 699 students in grades 5 through 12 during the 2011-2012 school year. We offer a rigorous academic program that is intertwined within four pillars: academic achievement, small learning environment, structure, and relationships. We emphasize a physically and emotionally safe school milieu that ensures an optimum educational experience, leadership development, and real world connections through project based learning for each student that we serve.

The current student population at New Hope Academy Charter School includes 47% Hispanic, 39% African American, 5% Multi-racial and 9% white children. 95.1% come from low income families. We serve a significant special education population; 23% of our students have Individual Education Plans (IEPs). 16% of our students are English Language Learners. We are a Title I School-Wide program.

New Hope Academy Charter School began operations in September of 2007 with 168 students in grades 7 and 8. 9th and 10th grades were added in 2008, increasing the population to 312 students. 11th grade was added in 2009 and, because of parental requests and the need to better align with the local school district, 6th grade was also added in 2009 and 5th grade in 2011. These additions increased the total middle school population to 386 and the high school population to 313. In 2011-2012, the total school population was 699.

Our founding premise was to create a small learning environment where the staff would know each child by name. Because of the addition of grades and, therefore students, it became necessary to realign our administrative staff. For the 2011-12 school year, New Hope Academy employed a certified administrator to serve as the CAO for the 5-12 program. This person supervised three additional certified administrators who served as a high school principal, middle school principal, and supervisor of special education. Additionally, assistant administrators were employed in both the middle school and the high school to serve as supervisors to support staff and to serve as the first line in student behavior management. In addition to educational and behavioral leaders, New Hope Academy also employs two licensed social workers and a school psychologist to assist with the social and emotional needs of the population we serve.

Mission

The mission of New Hope Academy Charter School is to provide a small learning environment that will encourage a diverse population of students to reach for their full potential, excel in the academic arena, gain leadership and character building skills, and become prepared to successfully engage in the global world of the 21st century.

Vision

The vision of New Hope Academy Charter School is to:

- Provide a small, supportive learning environment for students who have been underserved and underrepresented in careers within our global society.
- Create a culture of excellence and high academic performance.
- Emphasize the importance of building and maintaining relationships.
- Develop a structure that provides a safe environment for students, staff, and visitors.
- Increase student achievement, preparing students to graduate with the tools necessary to be successful in post high school education and in life.

- Retain high quality, team-oriented, supportive teachers by providing extensive professional development, and the materials and technology required to present rigorous classroom instruction.
- Partner with parents/guardians, businesses within the community, and institutions of high learning.
- Provide continuance of superior fiscal management practices.

Shared Values

New Hope Academy Charter School's academic program is built on high standards which create a meaningful, positive learning experience and eliminate the need for students to maintain an "urban attitude" towards education. Based on the Pennsylvania Academic Standards, students receive tutoring, acceleration, enhancement, and individualized support from highly qualified teachers and teaching assistants. Classes incorporate project-based learning infused with state of the art technology, real world connections, and a strong emphasis on preparation for college and post high school training.

Research has indicated that academic performance and success increases when multiple staff members know students on a first name basis. New Hope Academy Charter School's class size maintains a maximum of 21 students. This allows each student's voice to be heard and enables academic struggles to come to the forefront. Students have the opportunity to participate in activities and sports that they may not have chosen to do in larger schools.

Building strong relationships with students has been a key component in developing the strong academic program at New Hope Academy Charter School. Relationship building begins with all staff utilizing the customer service approach towards students, parents, agencies, the community, and each other. These same approaches are extended to the family and the community, developing "an army of winners" who are committed to getting to the root of any problem and creating an avenue for student success.

New Hope Academy Charter School is firmly committed to maintaining a safe physical and emotional environment for students. This is accomplished by ensuring that the culture of the school consistently reflects a safe haven within the sometimes tumultuous urban community. Trenches, a Behavior Management Program, is the foundation for changing attitudes that transcend race and street mentality. Students are encouraged to modify behaviors or attitudes that can impede educational progress and become aware that they are vibrant, talented leaders who have the skills to take a dream and turn it into a reality.

Finally, NHACS believes that educational change and innovation starts with choice. New Hope Academy Charter School strives to provide a quality alternative to traditional public schools. NHACS holds the belief that parents have the right to choose the educational environment that best suits their child. Leadership strives to create a community school where parents and families feel comfortable seeking the services they

need to live healthy fulfilled lives. As such, a comprehensive parent engagement program is planned each year.

Academic Standards

New Hope Academy Charter School's curriculum is based on the Pennsylvania Academic Standards. All academic programs are designed to align with the State standards, anchors and benchmarks.

Programs of Study

Communications Arts

New Hope Academy Charter School's English Department integrates all forms of communication including reading, writing, speaking, listening, spelling, and vocabulary development into each course. The program teaches students how to understand, interpret and create printed materials, to listen, and to speak with clarity and awareness. Since these language processes are not isolated but rather integrated, the program fosters the idea that the entire growth of communication skills should be utilized and developed in all subject areas.

Middle School

Reader's Journey (Pearson): This text was designed to teach students to read and interpret literature by providing instruction on reading and analytical skills through the use of correlated novels. Using the *Reader's Journey*, students are taught a specific concept during a structured lesson. This concept is then applied as the students read the novel that is associated with the unit. This method of instruction allows students to gain real practice in analyzing literature while reading complete novels. The skills are strategically timed in the *Reader's Journey* to allow for application as the students move through the unit novel. Additionally, the students are reading complete novels. This allows them to gain a sense of accomplishment and also build the stamina to work through longer pieces of literature. Over the course of this year, the students in the middle school communication arts program read between 6 and 8 complete novels. In addition to the reading component, teachers designed writing activities based on the readings. These writing assignments are developed through a writer's workshop concept.

High School

Anthology series (Pearson): The novel based approach utilized in middle school is also used in the high school. Teachers select novels from a list provided for each course. The novels cover all genres of literature and are used to illustrate literary concepts as well as to develop reading fluency, stamina, and comprehension. Students are required to pass four years of English in succession. In all English courses, students complete assignments aligned with the Pennsylvania State Reading, Writing, and Listening Standards. High School English electives include:

- Creative Writing I and Creative Writing II (Publishing and Formal Writing)
- Drama I and II
- Public Speaking I and II

- School Newspaper
- Debate
- 20th Century Literature

NHACS has embedded project based learning opportunities throughout the curricula. Larger projects are a part of every subject area.

World Language

The New Hope Academy Charter School World Language Department integrates the four basic communication skills: listening, speaking, reading and writing. Students improve their proficiency in each of these areas through a wide range of learning and cultural activities. Since these language processes are not isolated, but rather integrated, the world language program fosters the idea that the entire communication process should be utilized and developed. NHACS offers two world languages including French and Spanish at the high school level.

High School

Realidades, Books 1, 2 and 3 (Pearson) Spanish and *Bon Voyage* (Pearson) French: We currently offer Spanish I and II and Spanish III as well as three levels of Spanish for fluent speakers. Additionally, we offer French I and French II. The goal of this program is to build written and oral fluency in the students' native language where appropriate.

Mathematics

The philosophy of the mathematics curricula is that all students should be exposed to the beauty and order of mathematics. Students will become efficient problem solvers working cooperatively as well as individually. Technology is utilized to strengthen concepts and increase understanding.

The mathematics program at New Hope Academy Charter School is designed to provide every student with the basic understanding and knowledge of mathematics in accordance with the Pennsylvania Academic Standards. Students have an opportunity to develop a strong foundation of computational and analytical skills along with the ability to apply these skills to the adult world. They will gain an understanding of the importance of mathematics and how it relates to their own lives as well as to other content areas. Students will learn to reason and communicate mathematically and will become confident of their mathematical abilities.

Middle Level Texts

Middle Math Series, Connections (Glencoe): Much of our time is spent working to develop basic math skills. We find that many of our 6th grade and new seventh grade students are arriving in middle school with no real fluency in basic math facts (especially multiplication and division). We spend the necessary time re-teaching the facts and working towards automaticity. The goal of our middle school math program over the past two years has been to build a strong mathematics foundation that will allow our students to be successful in the rigorous math program in the high school. Our long term

goal is to not only develop strong basic skills but to insure that by the end of 8th grade all students have successfully completed Algebra I. Saxon Math Course Series is also used as a part of the mathematics curricula.

High School Texts

Algebra I, Algebra II, Geometry, and Pre-Calculus (Glencoe): The series also utilizes a spiraling

curriculum but the students spend a longer period of time working through a series of related skills before moving on to the next concept, This has allowed for students to gain confidence in a skill are before moving to a new skill. The pre-calculus course uses the *Advanced Mathematical Concepts* text. This course prepares student for college level mathematics. Saxon Math Course Series is also used as a part of the mathematics curricula.

Statistics: Elementary Statistics — A Step by Step Approach (McGraw Hill) is the text used to teach 12th grade statistics. This program prepares students for college level statistics courses and the mathematical skills necessary to ensure that they are able to complete the mathematical analysis necessary for collegiate level research and writing.

Science

New Hope Academy Charter School's Science Program exposes students to all phases of scientific knowledge including physical, life, environmental, biological and chemical. It develops scientific language, use of equipment, and the application of the Scientific Method through many project based experiences. The program provides students with the opportunity to think on their own while evaluating ideas and theories and then apply this knowledge to everyday situations and possible careers. Students are afforded the opportunity to experience science by feeling, touching, and exploring through their senses those things that are real, tangible and apparent in their lives. Students participate in laboratory work as well as observe and work out-of-doors in environmental areas. A classroom atmosphere is maintained where a student has the opportunity to blend logic and creativity to solve authentic problems and, consequently, gain insight into the nature of science.

Science courses play a unique and essential role in today's rapidly changing world. Knowledge of earth, space, life, and physical sciences are important because most human activities are related to interaction with planet Earth. Civilization is absolutely dependent upon utilization of earth's energy, mineral, and human resources; therefore, understanding scientific processes and challenges is the key to development of an informed citizenry.

NHACS science courses align with state standards for science including six main themes or strands:

1. Science as Inquiry
2. Science in Social and Personal Perspectives
3. History and Nature of Science
4. Life Science
5. Earth and Space Science
6. Physical Science

Science courses provide multiple opportunities to study problems within the framework of science. All of the science courses are laboratory and activity-oriented.

As a part of their middle school curricula students are required to take Life Science, Earth Science, and Physical Science. High School students are required to take four core science classes including Earth Science, Biology, Chemistry, and Physics. Other high school electives include:

- Forensic Crime Scene Investigation 1 and 2
- Environmental Science
- Marine Biology
- Anatomy
- Astronomy
- Meteorology

Middle Level Texts

Life Science (6th), Glenco (student text and supplements available online)

Earth Science (7th), Glenco (student text and supplements available online)

Physical Science (8th), Glenco (student text and supplements available online)

High School Texts

Earth Science (9th), Glenco (student text and supplements available online)

Biology (10th), Glenco (student text and supplements available online)

Chemistry (11th), Glenco (student text and supplements available online)

College Prep Chemistry, Pearson (student text and supplements available online)

Forensic Crime Scene Investigation I, Glenco

Environmental Science, Pearson

Astronomy, Pearson

Meteorology, Holt McDougal

Marine Biology, Glenco biology book as well as supplemental materials.

Physics, Glenco (student text and supplements available online)

Social Studies

New Hope Academy Charter School's Social Studies program is designed to prepare students at all levels of learning to take their place as productive, functioning citizens of the United States and the World Community. It provides the foundation of knowledge of the geographical, historical, political, economic, religious, social and cultural aspects of the United States and other societies around the world. It brings about an understanding of the interaction and interrelationship of the people of the world and develops an appreciation of the values and richness of diversity found among these peoples. An

integral part of the program is the opportunity afforded students to sharpen communication skills while developing creative and analytical thinking. Students can express their ideas and opinions through the use of multimedia while moving through the complexities presented in the various courses.

Our goal is to provide students with the opportunity to become productive and confident citizens of a society that offers much freedom and many responsibilities. Teachers utilize the latest technology and learning strategies to actively involve students in learning. Our elective programs in Social Studies allow students to delve deeper into subjects of personal interest.

Students are required to pass four years of required Social Studies courses in order to graduate. Because individual schools reserve the right, through the site council process, to increase this requirement if they wish, NHACS also requires that students take two (2) half (.5) credit courses as a part of their high school program labeled Leadership I and II. In the middle school, students are required to take Geography, Ancient Civilizations, and American History I as a part of their course work. These courses are designed to ensure that students have the necessary information to be successful and productive citizens.

Middle Level Texts

Geography and Culture (6th), TCI

Ancient History (7th), McGraw-Hill (student text and supplements available online)

American History I (8th), McGraw-Hill (student text and supplements available online)

High School Texts

American History II (9th), TCI (student text and supplements available online)

World History (10th), TCI (student text and supplements available online)

Economics and Civics, (11th), Pearson (student text and supplements available online)

20th Century Conflicts, Pearson

Voices of Diversity, Pearson

Street Law, Pearson

African American History, Pearson

Anthropology, Pearson

Psychology, Pearson

Economics, Glenco (student text and supplements available online)

Anthropology, Glenco (student text and supplements available online)

Sociology, Glenco (student text and supplements available online)

Citizenship/Leadership Education

Today's students are an integral part of the global community and are expected to navigate successfully in the real world. New Hope Academy Charter School's Citizenship course is a seven year continuum geared towards the building of skills required for productivity beyond high school and in life. The continuum is divided into seven segments: Character Education, Leadership Development, Career Education, Study Skills and Test Preparation. Students are presented with information within the segments as it relates to their grade level. The learning strategies focus on the use technology to

gather and compile information, group discussions, and individual projects. We also use the Keys to Work program as a tool to develop awareness of career preparation and student future career goal planning. The software includes an interest and skill inventory, an opportunity to investigate the necessary education to gain employment in the field, and an exploration of the salary/financial implications of their career choice.

Students are required to take citizenship as a part of their 5th, 6th, 7th, and 8th grade curricula. This class is taught separate from social studies in a block every other day for one semester. The class utilizes a variety of text books and supplemental materials including *10 habits of Highly Effective Teens*, *Leadership 101*, and supplements from teachingtolerance.org, to name a few.

Students, as a part of Leadership, participated in the second annual Interview Day at Martin Memorial Library. As a part of this program, students were required to create a resume and apply for a mock position within Martin Memorial Library. They then interviewed for this position with a local business leader who held a position that aligned with their future career aspirations. At the completion of the interview process, the business leader critiqued the student's performance and took the time to speak about their future career plans.

Technology

A cornerstone at New Hope Academy Charter School is the Technology Program. Our philosophy is that when students are technologically equipped, they have the resources to engage in further meaningful learning. Students may concentrate on specific technological skills to prepare themselves for careers in the field. They may choose to develop skills that will enhance their production and presentation in other disciplines. The goal is that all students will be technologically prepared for success in the global community.

Health, Safety and Physical Education

New Hope Academy Charter School's Health, Safety and Physical Education Program is designed to provide students with an understanding of sound physical, social and emotional wellbeing. The program endeavors to promote lifelong fitness as well as skills and attitudes for safe and healthful living. Students are afforded opportunities to appreciate individuality through class discussions and physical activities. They are encouraged in their efforts to make well-informed decisions that will affect their future well-being.

New Hope Academy Charter School partners with the YMCA for physical education classes. The following are a list of activities in which our students cycled through during the school year: fitness, team sports, swimming, gymnastics, baseball, and golf.

This year a Health course was required for all 6th and 11th grade students. Both classes utilized Glenco Health textbooks designed for middle school and high school.

Arts

The Arts Program at New Hope Academy Charter School is designed to provide artistic and musical enrichment and appreciation for all students, leading toward higher aesthetic values. Through real and vicarious experiences, students learn applicable skills and techniques, significant historical developments, current practices in the arts, the impact of art on society, and the interrelationships between the arts. All students are afforded the opportunity to become involved with the concepts and principles that are common to various forms of artistic expression including creative thinking. Hands-on experiences provide students with the opportunity to explore new ideas, develop specific skills, appreciate innovative efforts of others, intelligently criticize their own work as well as that of others, and exhibit their talents for others to appreciate.

Art is required for all middle school students. In the high school, students can elect to pursue courses in art studio (varied media), drawing, or art history.

Additionally, students who are searching for a more comprehensive arts education can elect to participate in the Performing Arts program, run through a partnership with the Strand-Capitol Performing Arts center. In this program, students have the opportunity to study dance, theater, music, production, and direction from teachers who have worked as performers/artists in related careers. The program is housed at the performing arts center. This allows students to develop their skills and talents in a state of the art facility with the support of adult mentors who guide and coach their efforts.

English as a Second Language

The ELL Program serves the needs of students whose native language is not English and who have not yet reached a level of English. English learners are tested and placed into the program and are classified according to English language ability as beginning, intermediate, developing, or advanced. English Language Learning at NHACS is based on full inclusion with the exception of specific pull-out language programming. Students are assessed annually using the WIDA ACCESS assessment as well as internally using the Woodcock Munoz Assessment as needed. ELL students benefit from the Santiannas Program for Language Acquisition © as well as regular participation in the Rosetta Stone Program©.

Special Education

NHACS is a full-inclusion program which uses a co-teaching model. Students with special needs are provided with small group and one-to-one instruction as needed or dictated in their IEP's. Classroom accommodations can include, but are not limited to, use of classroom assistive technology, modified tests and quizzes, and extended time on task. Students with and without identified special needs are able to participate in additional accommodations on an as needed basis to ensure they are academically successful. Students are provided with ability level remediation through the use of technology programs such as Study Island and Plato Learning System. Content support

classes developed during the school year allowed students to receive additional support, as needed, in all courses.

Strengths and Challenges

Strengths:

- Dedicated team of energetic, hard working teachers and staff
- Class sizes of no more than 21 students
- Abundance of technology available to the school
- Smartboards in every room
- Support from a Board of Trustees committed to our mission
- Community partnerships with the YMCA, Martin Library, the YWCA, and the Strand Capital Performing Arts Center create a variety of opportunities for our students.
- Americorps program provides support in the classroom.
- An after-school and summer remediation and enrichment program developed cooperatively with the YWCA and funded through the 21st Century Grant Program,
- On-Site Counseling services through Pressley Ridge
- Through a partnership with the York City Food Bank, we have a NHACS Food Bank which parents can access.
- Full Inclusion Special Education program whenever possible with supplementary support offerings to meet the needs of all learners,
- an RtII approach to offering remediation, support, and interventions to students as needed, in a timely manner,
- ELL program providing both pull out and push in resources to students
- Availability of bilingual staff in the classrooms, offices, and other non-instructional areas
- Frequent, personal, teacher communication with parents regarding their child's progress
- Safe, supportive learning environment for all students
- Ability to make changes quickly based on the needs of the students
- A Performing Arts program to give the students a unique learning environment and another healthy avenue to showcase their talents
- Excellent college/post-high school placement rate
- Family Liaisons provide consistent "home to school to home" communication through home visits and conferencing when needed.
- Transition coordinator provides parents with college financing programs, and assistance with FAFSA and other application processes
- Family and community engagement through sporting events, plays, awards ceremonies, Art Show, annual last day of school Block Party that includes a Talent Show, and National Night Out
- Holiday "adopt a family" food and gift giving
- OUR STUDENTS and their FAMILIES

- A new addition to the school, completed in the Fall of 2011 provided up to date science labs and much needed additional classrooms.
- Student growth as measured by PVASS and the projected growth on PSSA reports has shown that the educational programming provided is meeting the needs of 70-80% of all learners.
- Graduation rates have been 91% and 95% over the past two school years.

Challenges:

- Due to growth in enrollment, space continues to be at a premium..
- Constant influx of “new” students (due to growth) has had a tremendous impact on making AYP.
- Constant student growth has necessitated the continual addition of new teachers, administrators, and staff, resulting in a great deal of training time.
- Ability to facilitate catch up growth in basic skills while still moving students forward on grade level work

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

During the 2010-2011 school year, New Hope Academy Charter School worked with the Strategic Planning Team to analyze data, determine strengths and weaknesses, identify root causes of weaknesses, and create a three year plan to address areas of concern. This comprehensive plan then became the basis for our 2011 School Improvement Grant, our 2011-2012 Getting Results School Improvement Plan, and became the guiding document for all educational and fiscal decision making. This plan is summarized in another section of this report.

During the 2011-2012 school year, New Hope Academy focused on the Goals, Strategies, and Activities outlined in our plan. From building leadership and teacher capacity to realigning systems, the leadership and faculty of NHACs have engaged in an aggressive plan of action to insure that every possible opportunity for academic success is afforded to our students. A summary of the 2011-2012 actions is provided below.

Building Leadership Capacity

- A CAO was positioned to oversee the entire educational program in grades five through twelve.
- A certified administrator with a master's degree in Special Education was hired to oversee the special education and ELL instruction at NHACS.
- The CAO and building principal both attended the PA Inspired Leadership Courses throughout the school year. Both are scheduled to complete these offerings during the 2012-2013 school year.
- The Special Education Supervisor began the PILS program in the summer of 2012.
- All certified administrators were trained in the use of the Danielson Teacher Evaluation system as a component of the Phase II Teacher Effectiveness Pilot. This training will be enhanced during the 2012-2013 school year as the administrators are each certified via the Teachscape Inter-rater reliability module offered in Phase III of the pilot.
- All administrators were trained in the use of the SAS resources.
- All administrators worked independently and cooperatively with Dr. Michael Clemens, independent consultant to NHACS, to develop leadership skills and competencies, as needed.

Building Teacher Capacity

- All teachers were trained on the SAS resources available through PDE.
- All teachers were observed and coached using the Danielson framework for Teaching and the Teacher Effectiveness pilot tools.
- All teachers were provided with an introduction to Backwards Design and the Understanding by Design model for unit and lesson planning.
- The teachers participated in a year long study of formative assessment strategies. This was organized through the development of professional learning communities led by teacher facilitators. This was accomplished through the support of PaTTAN.
- Teachers were paired with one another to facilitate the co-teaching of at least one class. The pairings joined a special educator or ESL instructor with a regular classroom teacher. Up front professional development and on-going coaching of this initiative was provided by LIU 12.

Aligning Systems

- During the 2011-2012 school year, New Hope Academy received the findings of a curriculum audit, completed by a private educational consulting company. The report of the audit indicated that while the curriculum was aligned to the PA Academic Standards, several revisions were suggested to insure a closer alignment. These revisions were implemented.
- The faculty and leadership of NHACS have reviewed the curriculum of the school and compared it to the levels of performance indicated in the Common Core Standards. Departmental teams created analysis documents summarizing the changes necessary in the curriculum to meet the higher expectations of the Common Core.
- NHACS has contracted with SunGuard/Performance Pathways to create a database of assessment scores and curricular documents. The software and trainings provided will allow the leadership and faculty to analyze trends in assessment data to identify areas of the curriculum that need further evaluation and possibly, revision.
- During the summer of 2011, NHACS with 3Cord Inc reviewed all Board Policies and administrative procedures to insure that the policies and practices of the school are in line with the mission, vision, and beliefs of the New Hope program. All necessary changes to policies were approved by the Board.
- With the help of an independent educational consultant, the leadership of NHACS, in cooperation with the Board, has reviewed all hiring and budgetary decisions to insure that the decisions being made are in alignment with the values of the program.
- New Hope Academy has made efforts to strengthen relationships with parents and community. This remains a goal area for future growth.

Increase Reading and Math Performance

- NHACS has partnered with LIU 12 to implement an RtII model. This initiative allows for Tier II interventions for Reading and Math for II students in the middle school.
- With the assistance of LIU 12 staff, data dialogue meetings were held in each grade level to analyze assessment data and to create targeted instructional interventions based on the data. This initiative will be expanded upon during the 2012-2013 school year.
- To focus students on their own personal academic growth, SMART goal setting activities were conducted with students during the 2011-2012 school year. During the 2012-2013 school year, this process will become more formal and will include progress monitoring activities for every child.

Based on the growth and increased achievement levels shown in 2012 AYP data, New Hope Academy will continue to implement the three year improvement plan. The data supports the

effectiveness of the initiatives in place to date. It is believed that continued implementation with increased effectiveness and fidelity will produce the desired results, namely allowing NHACS to make AYP within the next two years.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Clemens, Michael	New Hope Academy CS	Other	Karen Schoonover, CAO
Hagenberger, Sharon	New Hope Academy CS	Administrator	Karen Schoonover, CAO
Isiah Anderson	3Cord, Inc (Education Management Organization)	Other	Karen Schoonover, CAO
Karen Schoonover	NHACS	Administrator	NHACS Board
Kraft, Rijelle	NHACS	Other	Administration
Leon-Rivera, Carmen	Parent of NHACS Student	Parent	Administration
Smith, Marcy	New Hope Academy Charter School	Special Education Representative	Karen Schoonover, CAO
Trost, Donald	NHACS	Administrator	Administration
Washington, Sherry	Community Member	Community Representative	Karen Schoonover, CAO

Goals, Strategies and Activities

Goal: Goal #1: Build Leadership Capacity

Description: New Hope Academy Charter School will build leadership capacity at the administrative level.

Strategy: Strategy #1: Train all administrators in research based Instructional Leadership.

Description: Train all administrators in research based Instructional Leadership.

Activity: Danielson Admin

Description: Administrators will learn about the Danielson model of teacher evaluation

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 7/7/2011 Finish: 1/4/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	8	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Hope Academy charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administrators will be provided with observation tools and lessons on their effective use to improve teaching and learning	Danielson is a research based model for teacher observation and evaluation and is the basis for PDE's teacher evaluation system.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	

Status: Not Started — Overdue

Activity: PILS

Description: All administrators will complete the PA Inspired Leadership Training Program beginning with Unit 1.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 7/25/2011 Finish: 5/8/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	10	4
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PA Inspired Leadership Academy	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
PILS explores the concepts of Instructional Leadership by focusing on identifying areas in need of change and the process used to create the change.	The program is based on the NISL leadership program and is research based, showing that schools led by NISL trained leaders out perform non-NISL schools in academic achievement of all students.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, 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
<ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities Evaluation Methods

Status: Not Started — Overdue

Activity: SAS - Admin

Description: Train all administrators on the use of PDE's Standards Aligned Systems.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 7/5/2011 Finish: 7/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	2	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Hope Academy Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administrators will review the components of the Standards Aligned System and the use of the SAS site as the basis for unit and lesson planning.	SAS is reserch based and promoted by PDE.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: UbD

Description: Administrators will receive instruction on the implementation of Understanding by Design as a teaching and learning framework for all NHACS teachers. The plan will focus on the use of SAS Big Ideas in the development of backwards designed units of instruction. The assessments of the unit must include performance based tasks that measure understanding and transferability of the concepts and skills.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 7/6/2011 Finish: 8/5/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of	Estimated Number of Participants

	Sessions Per School Year	Per Year
4.00	5	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Hope Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
see description	Understanding by Design is a research based framework promoted by ASCD.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Principals / asst. principals Superintendent / asst. superintendents Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with 	<ul style="list-style-type: none"> Review of participant lesson plans

mentoring

Status: Not Started — Overdue

Strategy: Strategy #2: Administrative Evaluation

Description: Improve Administrative Evaluation process.

Activity: Administrative Evaluation

Description: NHACS will create and implement an new administrative evaluation procedure that provides for on-going feedback to insure professional growth of all administrative staff.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Administrative Goals

Description: All administrators will create SMART Goals for their position. They will then publish, implement and monitor the completion of the goals.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Strategy #3: Realign Building Leadership.

Description: Realign Building Leadership to increase effectiveness

Activity: CAO

Description: Position an educational administrator in a centralized role to align budgeting, professional development, hiring, and curricular planning to insure that all decisions reflect the mission and delineated plans for the school.

Person Responsible Timeline for Implementation Resources

Isiah Anderson	Start: 8/1/2011	-
	Finish: 8/1/2011	

Status: Not Started — Overdue

Activity: Certified Administrators

Description: Position a certified administrator in the high school and a second certified administrator in the middle school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Complete

Date Comment

7/30/2012	At the beginning of the 2011-12 school year, Jill Kling, a PA certified administrator, was hired as middle school principal. She was replaced by Sharon Hagenberger, also a PA certified administrator, in late Fall, 2011.
-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity: Special Education Administrator

Description: Hire a certified administrator with a Master's Level degree in Special Education to oversee the Special Education and ELL programs.

Person Responsible Timeline for Implementation Resources

Isiah Anderson	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Goal: Goal #2: Build Teacher Capacity

Description: Build Teacher Capacity to utilize data to identify targeted areas of improvement for each student. Teachers will also learn to identify and monitor interventions for effectiveness.

Strategy: Strategy #1: Develop Data Dialogue Teams

Description: Develop Data Dialogue Teams

Activity: CFIP

Description: Teach the CFIP model of data analysis to the entire teaching staff.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 8/30/2011 Finish: 5/15/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Hope Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to collect, analyze and apply data to the instructional decision making processes in the school. This includes changing daily practices, recommending students for remediation and enrichment, and making recommendations for educational testing.	The CFIP model was designed for use by the Maryland State Education Agency. The model structures data dialogue sessions to insure that educators make the best use of the available data.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. 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.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Not Started — Overdue

Activity: Interventions

Description: Recommend students for more intensive interventions based on data. Monitor the success of all interventions.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 9/6/2011 Finish: Ongoing	\$331,100.00
---------------	------------------------------------	--------------

Status: Not Started — Overdue

Activity: Root Causes

Description: Determine underlying root causes for negative trends in student data. Research interventions and instructional practices aimed at addressing the root causes.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 8/30/2011 Finish: Ongoing	-
---------------	-------------------------------------	---

Status: Not Started — Overdue

Activity: Update Instruction

Description: Make and monitor changes in the daily classroom instruction based on the data analysis.

Person Responsible	Timeline for Implementation	Resources
Trost, Donald	Start: 9/6/2011 Finish: 6/5/2012	-

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	40

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
New Hope Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved

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

<p>Two new instructional strategies will be highlighted each month. These strategies will be selected from Educational Research publications such as Educational Leadership, ASCD resources, etc.</p>	<p>They will be selected from published educational resources that demonstrate a research basis.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Weekly Data Teams

Description: Create weekly data teams to collect and analyze data. These teams will complete weekly data meeting minutes using the CFIP data dialogue model.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 8/30/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Strategy #2: Integrate PDE’s Standards Aligned Systems into all classroom planning and instruction.

Description: Integrate PDE’s Standards Aligned Systems into all classroom planning and instruction.

Activity: SAS Lesson Plans

Description: Require teachers to show alignment of all instruction to PDE curricular Standards and Anchors.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 8/22/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: SAS Teachers

Description: Provide professional development training related to the use of the SAS system.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 8/16/2011 Finish: 9/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	40
Organization or Institution	Type of Provider	Provider’s Department of

Name		Education Approval Status
New Hope Academy Charter School	<ul style="list-style-type: none"> <li data-bbox="690 241 901 273">• School Entity 	Approved

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

Teachers will become familiar with the components of the SAS website. They will learn to use the Big Ideas as the basis for unit planning and the development of assessments.

SAS was developed by PDE and is tied to a standards driven curriculum and instructional planning.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

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

Grade Level

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Evaluation Methods

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

Status: Not Started — Overdue

Activity: SAS UbD

Description: Align all units to the SAS Big Ideas. Use the UbD backwards planning model to develop these units.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 8/18/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Strategy #3: Provide Professional Development training to all teachers related to improving instructional design and assessment.

Description: Provide Professional Development training to all teachers related to improving instructional design and assessment.

Activity: Co-Teaching

Description: Provide professional development related to co-teaching models and their effective use in the inclusionary classroom.

Person Responsible	Timeline for Implementation	Resources
Smith, Marcy	Start: 8/16/2011 Finish: 11/9/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU 12	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will learn the various co-teaching models and their specific applications. This will allow teachers to have a basis for building successful co-teaching partnerships.	The models provided and the methods described are based on PATTAN co-teaching training models.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5)

- superintendents
- School counselors
- Other educational specialists
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	

Status: Not Started — Overdue

Activity: UbD Teachers

Description: Train all teachers in Understanding by Design.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 8/16/2011 Finish: 1/23/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	4	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
New Hope Academy Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will learn strategies for designing effective units of instruction based on Big Ideas. These units will	Understanding by Design is reaserch based and is supported by ASCD.	<i>For classroom teachers, school counselors and education specialists:</i>

teach for understanding, application, and transferability of knowledge and skills. The participants will also learn how to develop a comprehensive system for assessment to monitor student learning.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- | | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and | <ul style="list-style-type: none"> • Classroom observation focusing on factors such |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

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

as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Classroom student assessment data
- Review of participant lesson plans
- Portfolio

Status: Not Started — Overdue

Activity: UbD Units and Assessments

Description: Require all unit plans and assessment plans to be turned in for administrative review at least two weeks prior to the start of each new unit. These plans will be evaluated by an administrator based on a unit plan rubric.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 8/17/2011 Finish: Ongoing	-
---------------	-------------------------------------	---

Status: Not Started — Overdue

Activity: Update Instruction

Description: Make and monitor changes in the daily classroom instruction based on the data analysis.

Person Responsible	Timeline for Implementation	Resources
Trost, Donald	Start: 9/6/2011 Finish: 6/5/2012	-

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	40

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

New Hope Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved
---------------------------------	-----------------------------------------------------------------	----------

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

Two new instructional strategies will be highlighted each month. These strategies will be selected from Educational Research publications such as Educational Leadership, ASCD resources, etc.	They will be selected from published educational resources that demonstrate a research basis.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
----------------------	--------------------

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

Status: Not Started — Overdue

Strategy: Strategy #4: Provide structured collaborative planning time for all teachers

Description: Provide structured collaborative planning time for all teachers

Activity: Allocate Collaborative Planning Time

Description: Allocate Collaborative Planning time in the Daily Schedule.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 8/5/2011	-
	Finish: 8/5/2011	

Status: Not Started — Overdue

Activity: Collaborative Planning Structure

Description: Provide a structured schedule of activities to be completed during collaborative planning based on a weekly schedule. Appoint a leader/chairperson for each collaborative team to insure compliance with scheduled activities and to be responsible for completing and submitting meeting minutes.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 8/5/2011	-
	Finish: 8/5/2011	

Status: Not Started — Overdue

Goal: Goal #3: Align Systems

Description: NHACS will work to align curricular documents, assessment data and management and polices and procedures to ensure that all reflect the vision, mission and pillars of the school.

Strategy: Strategy #1: Align curricular documents

Description: Align curricular documents

Activity: Curriculum Audit

Description: Complete an independent audit of all curricular documents for alignment to Standards and vertical alignment.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Activity: Curriculum Revision

Description: Revise curricular documents to insure alignment.

Person Responsible Timeline for Implementation Resources

Isiah Anderson	Start: 8/5/2011	-
	Finish: 8/5/2011	

Status: Not Started — Overdue

Activity: Curriculum Training

Description: Train staff on new curricular documents

<u>Person Responsible</u>	<u>Timeline for</u>	<u>Resources</u>
----------------------------------	----------------------------	-------------------------

Implementation

Trost, Donald	Start: 8/18/2011 Finish: 2/16/2012	-
---------------	---------------------------------------	---

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	------------------------------------------	-------------------------------------------

4.00	4	40
------	---	----

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

New Hope Academy Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
---------------------------------	-------------------------------------------------------------------	----------

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

Participants will review curricular documents that have been revised to show vertical and grade level articulation and alignment with the PA SAS.	Aligning to SAS insures that curricular documents are aligned to state assessments.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.
---------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education

specialists

- World Languages
- Mathematics
- History
- Career Education and Work
- Economics
- Geography

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with administrator and/or peers
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Load Curriculum Database

Description: Load curricular documents in assessment database.

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/7/2011 -
Finish: 10/7/2011

Status: Not Started — Overdue

Strategy: Strategy #2: Acquire and implement and data management system for assessment data that will allow for the efficient analysis and use of collected data.

Description: Acquire and implement and data management system for assessment data that will allow for the efficient analysis and use of collected data.

Activity: Database Training

Description: Train a team of local experts and use them to assist in traing the teaching staff as a

whole on the use of a data warehouse software program to integrate curriculum, instruction, and assessment data.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/7/2011 Finish: 12/22/2011	\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SunGuard Systems	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will learn to load, use, and manipulate data in a database designed to align curriculum, instruction, and assessment data.	The use of the system has been shown through research to improve instructional and assessment alignment, therefore improving student mastery of state standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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. Provides leaders with the ability to <u>access and use appropriate data</u> to

inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities **Evaluation Methods**

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

Status: Not Started — Overdue

Activity: Implement data analysis tool

Description: Incorporate the new tool into the weekly data meetings.

Person Responsible Timeline for Implementation Resources

Trost, Donald	Start: 11/28/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Purchase Data Warehouse Software

Description: Purchase Data Warehouse Software

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/9/2011	\$45,000.00
---------------	-----------------	-------------

Finish: 9/9/2011

Status: Not Started — Overdue

Strategy: Strategy #3: Insure the policies, procedures, and daily practices reflect the vision, mission and pillars of New Hope Academy Charter School.

Description: Insure the policies, procedures, and daily practices reflect the vision, mission and pillars of New Hope Academy Charter School.

Activity: Board Policy Approval

Description: Seek administrative and Board approval of all policies

Person Responsible Timeline for Implementation Resources

Lynda Crim	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Activity: Create procedures for implementing all policies

Description: Create procedures for implementing all policies

Person Responsible Timeline for Implementation Resources

Lynda Crim	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Activity: Review Policies

Description: Review all Board Policies for accuracy and alignment.

Person Responsible Timeline for Implementation Resources

Lynda Crim	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Activity: Write Needed Policies

Description: Write policies that are needed but not yet written

Person Responsible Timeline for Implementation Resources

Lynda Crim	Start: 7/1/2011	-
	Finish: 7/1/2011	

Status: Not Started — Overdue

Strategy: Strategy #4: Insure that hiring, budgeting, and daily management practices align to the vision, mission and pillars of New Hope Academy Charter School.

Description: Insure that hiring, budgeting, and daily management practices align to the vision, mission and pillars of New Hope Academy Charter School.

Activity: CAO

Description: Position an educational administrator in a centralized role to align budgeting, professional development, hiring, and curricular planning to insure that all decisions reflect the mission and delineated plans for the school.

Person Responsible Timeline for Implementation Resources

Isiah Anderson	Start: 8/1/2011	-
	Finish: 8/1/2011	

Status: Not Started — Overdue

Activity: Policy Monitoring Tool

Description: Create a monitoring rubric to evaluate adherence to the policies and core beliefs during daily operation of the school. Seek approval of the tool and implement its use.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 8/26/2011	-
------------------	------------------	---

Finish: 8/26/2011

Status: Not Started — Overdue

Goal: Goal #4: Strengthen Relationships with Parents and the Community

Description: NHACS will work to build stronger relationships with parents and expand partnerships in the community to ensure the success of our students.

Strategy: Strategy #1: Develop a School Advisory Council to serve as a representative group of parents, community members, and staff.

Description: Develop a School Advisory Council to serve as a representative group of parents, community members, and staff.

Activity: Create a School Advisory Council

Description: Develop a School Advisory Council to serve as a representative group of parents, community members, and staff.

Person Responsible Timeline for Implementation Resources

Karen Schoonover	Start: 10/12/2011	-
	Finish: 10/12/2011	

Status: Not Started — Overdue

Strategy: Strategy #3: Create opportunities for parents and the community to connect with NHACS and our facility.

Description: Create opportunities for parents and the community to connect with NHACS and our facility.

Activity: Parent and Community Connections

Description: Create opportunities for parents and the community to connect with NHACS and our facility.

Person Responsible Timeline for Implementation Resources

Karen Schoonover Start: 10/12/2011 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: Goal #5: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

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

Strategy: Strategy #1: Implement the RtII model

Description: Implement the RtII model

Activity: Staff RtII Training

Description: Train the entire staff on the RtII model

Person Responsible	Timeline for Implementation	Resources
Trost, Donald	Start: 1/23/2012 Finish: 2/16/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
------------------------------------	-------------------------------------------------	--------------------------------------------------

4.00	3	40
------	---	----

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

New Hope Academy Charter School	• School Entity	Approved
---------------------------------	-----------------	----------

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

Trained Trainers will outline the concept of RtII for all staff members. Implementation plans for the model will be reviewed with	RtII is a research based model promoted by PATTAN.	<i>For classroom teachers, school counselors and education specialists:</i>
-----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	-----------------------------------------------------------------------------

planning put in place for future implementation in grades 5-9.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- | | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Not Started — Overdue

Activity: Train the trainer - RtII

Description: Train the trainer on the RtII model

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 10/19/2011 Finish: 10/20/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	7	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU 12	<ul style="list-style-type: none"> • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
RtII is a research based model for monitoring student progress and making data driven decisions regarding intervention strategies for under-performing students.	RtII is a reserch based program promoted by PATTAN.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities **Evaluation Methods**

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

- peers
- Creating lessons to meet varied student learning styles

Status: Not Started — Overdue

Strategy: Strategy #2: Develop a system of Progress Monitoring and Reporting for each individual student.

Description: Develop a system of Progress Monitoring and Reporting for each individual student.

Activity: Progress Monitoring Tool

Description: Develop a progress monitoring tool that allows for use of multiple assessment measures including 4Sight, PSSA, and classroom based assessment.

Person Responsible Timeline for Implementation Resources

Smith, Marcy	Start: 7/15/2011 Finish: 7/15/2011	-
--------------	---------------------------------------	---

Status: Not Started — Overdue

Activity: Train staff to progress monitor all students.

Description: Train staff on the completion of the tool and the use of the tool in parent and student conferencing and goal planning.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 8/31/2011 Finish: 8/31/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

New Hope Academy Charter School	• School Entity	Approved
---------------------------------	-----------------	----------

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

Participants will learn to use multiple assessment data to set goals and monitor student growth toward those goals.

Progress monitoring allows the teacher to chart the individual growth of every child over the course of the year, this provides evidence that the instructional strategies being employed are allowing adequate yearly growth.

For classroom teachers, school counselors and education specialists:

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

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

Grade Level

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Not Started — Overdue

Goal: Goal #6: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

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

Strategy: Strategy #1: Implement the RtII model

Description: Implement the RtII model

Activity: Staff RtII Training

Description: Train the entire staff on the RtII model

Person Responsible	Timeline for Implementation	Resources
Trost, Donald	Start: 1/23/2012 Finish: 2/16/2012	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

New Hope Academy Charter School

- School Entity

Approved

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

Trained Trainers will outline the concept of RtII for all staff members. Implementation plans for the model will be reviewed with planning put in place for future implementation in grades 5-9.

RtII is a research based model promoted by PATTAN.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role**Grade Level**

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. | <ul style="list-style-type: none">• Middle (grades 6-8)• Elementary |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

- superintendents (grades 2-5)
- School counselors • High school
- Other educational specialists (grades 9-12)

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

Status: Not Started — Overdue

Activity: Train the trainer - RtII

Description: Train the trainer on the RtII model

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 10/19/2011 Finish: 10/20/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	7	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LIU 12	<ul style="list-style-type: none"> • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
RtII is a research based model for monitoring student progress and making data driven decisions regarding intervention strategies	RtII is a reserch based program promoted by PATTAN.	<i>For classroom teachers, school counselors and education specialists:</i>

for under-performing students.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: Not Started — Overdue

Strategy: Strategy #2: Develop a system of Progress Monitoring and Reporting for each individual student.

Description: Develop a system of Progress Monitoring and Reporting for each individual student.

Activity: Progress Monitoring Tool

Description: Develop a progress monitoring tool that allows for use of multiple assessment measures including 4Sight, PSSA, and classroom based assessment.

Person Responsible Timeline for Implementation Resources

Smith, Marcy	Start: 7/15/2011	-
	Finish: 7/15/2011	

Status: Not Started — Overdue

Activity: Train staff to progress monitor all students.

Description: Train staff on the completion of the tool and the use of the tool in parent and student conferencing and goal planning.

Person Responsible	Timeline for Implementation	Resources
Karen Schoonover	Start: 8/31/2011 Finish: 8/31/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
-----------------------------	------------------------------------------	-------------------------------------------

3.00	2	40
------	---	----

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

New Hope Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved
---------------------------------	-----------------------------------------------------------------	----------

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

Participants will learn to use multiple assessment data to set goals and monitor student growth toward those goals.	Progress monitoring allows the teacher to chart the individual growth of every child over the course of the year, this provides evidence that the instructional strategies being employed are allowing adequate yearly growth.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. 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.
---------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-

- Superintendent / asst. superintendents 12)
- School counselors
- Other educational specialists

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

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Statement of Quality Assurance - Attachment

- School Improvement Plan 2011-2012

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

New Hope Academy Charter School uses a customized curriculum. Although the basic sequence of instruction/courses aligns to the course sequence of the York City School District, the curricular documents were created by New Hope teachers and leadership team members, under the guidance of 3Cord Inc. All curriculum documents have been developed to align to the PA Academic Standards and are now being revised to insure

that the courses also meet the Common Core Standards in both content alignment and level of performance required by the student.

A comprehensive audit of the curriculum was performed in 2011 by an independent educational consultant. Based on the findings of the audit, edits and revisions to the curriculum were developed, allowing for more complete alignment between PDE standards and the NHACS curriculum.

NHACS is committed to providing project based instruction throughout the school, in all content areas. To insure that teachers create project based lessons, the teachers of New Hope Academy have been trained in Backwards Planning and the use of the Understanding by Design instructional framework. This framework requires that teachers create meaningful assessments focused on Big Ideas within the curriculum. By focusing on Big Ideas, teachers develop units that have depth and cohesion rather than teaching a series of lessons on seemingly unrelated topics. NHACS also requires that unit assessments include performance based applications of the concepts and competencies of the instructional units. Additionally, the lessons used to teach the concepts and competencies of the unit must be developed in engaging, project based explorations of the content. Lesson plans are required from each teacher, weekly, showing the development of these assessments and lessons, including instructional strategies. Leadership team members review the lesson plans regularly and discuss with teachers the need to create in-depth learning activities, tiered to meet the needs of all learners in the classroom. During the 2012-2013 school year, professional development activities will focus on inquiry based science instruction, reader's and writer's workshop development in the language arts classrooms, and the development of conceptual math instruction using constructivist concepts. By providing specialized professional development to each department, all teachers will have training, coaching, and support related to meaningful project based instruction in their own classrooms.

To insure that all students are growing academically, NHACS has implemented an RtII model of intervention and support. The students at NHACS are assessed quarterly using benchmark assessments aligned to grade level performance goals. Those students who show indications of poorer than expected growth are then further assessed to identify areas of need in basic reading and/or math skills. These students are then targeted for intervention to address missing skills. During a daily enrichment/remediation period, students identified for targeted intervention are pulled by reading and math coaches. These coaches use either Read 180/System 44 or the I CAN LEARN math system to provide small group and one on one instruction. After a period of time providing the intervention, the assessment data is analyzed to insure that the students are making progress with the intervention in place. Students still not showing the desired level of

growth are provided with increasing levels of intervention and support until academic growth is achieved.

Rigorous Instructional Program - Attachments

- NHACS Professional Development Approval Letter
- NHACS Teacher Induction Letter Exp 2013

English Language Learners

The ELL Program serves the needs of students whose native language is not English and who have not yet reached a level of English proficiency. English learners are tested and placed into the program and are classified according to English language ability as beginning, intermediate, developing, or advanced. English Language Learning students at NHACS are included with the exception of specific pull-out language programming. Students are assessed annually using the WIDA ACCESS assessment as well as using the WIDA-ACCESS Placement Test for placement of new students. ELL students benefit from the Santiannas Program for Language Acquisition © as well as regular participation in the Rosetta Stone Program©.

During the 2011-2012 school year, 114 students were enrolled in the English Language Learner program. New Hope Academy Charter School utilizes full inclusion and pull-out/push-in teaching strategies to provide all students with appropriate access to the school's middle and high school curriculum as well as specialized content support and English instruction. Students receive one-on-one tutoring as needed during the school day and for the first time this year were able to receive after school tutoring during specialized ELL academic support sessions.

English Language Learners - Attachments

- NHACS LEP Report 4.11.2012
- NHACS Oct 3 2011 ACS Signed

Graduation Requirements

BOARD OF TRUSTEES

Number:	240
Section:	Students
Title:	Graduation Requirements

Date Adopted: July 14, 2011
Revised: June 14, 2012

Section I. Purpose

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies.

Section II. Authority

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, and results of NHACS and/or state assessments.

Title 22, Sec. 4.24

The Board shall award a regular high school diploma to every student enrolled in NHACS who meets the requirements of graduation established by this Board.

A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, which are aligned to established academic standards.

SC 1611, 1613

Title 22, Sec. 4.13, 4.24

The Board requires of each candidate for graduation for the class of 2013 and thereafter, the minimum graduation requirements of twenty-six (26) credits including a graduation project. Students must also meet all standardized testing requirements set forth by the Pennsylvania Department of Education, including but not limited to PSSA and/or Keystone Exam minimum performance standards.

Title 22, Sec. 11.4

Program of Study

English (4) Credits	Grades 9, 10, 11, 12 Humanities or English
Social Studies (5) Credits	American History II, World History, Civics and
Economics, Leadership I	(.5 credit) and Leadership II
(.5 credit) are required	
Mathematics (4) Credits	Geometry, Algebra I and II are required
Science (4) Credits	Earth Science, Biology, Chemistry, and Physics

Health (2) Starting with Physical Education scheduled in grades 9, 10, and 12 and Health scheduled in grade 11. Students can earn up to .5 (half credit) of Physical Education credit for participation in varsity level sports per year.

Arts & Humanities (2) Two (2) credits Art, Music, Foreign Language, Technology Education, English Electives, Performing Arts, and Social Studies Electives

Electives (4) Elective credits may not be used to meet any other graduation requirement listed above.

Graduation Project (1) Successful completion of all components of the graduation project.

Section III. Delegation of Responsibility

The CAO or designee shall be responsible for planning and executing graduation ceremonies that appropriately recognize this important achievement.

Section IV. Guidelines

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations.

Students shall be informed of graduation requirements they are required to complete. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.

A list of all candidates for the award of a diploma shall be submitted to the Board for its approval.

SC1613

Methods Of Obtaining A Diploma If a Student Does Not Graduate With His/Her Class

A senior who receives failing grades may enroll in summer school during the summer months immediately following the graduation of his/her class from high school for not more than two (2) subjects. Upon satisfactory completion of the course, the student will

be given the subject credit(s) and a diploma will be awarded providing all other graduation requirements have been met.

A senior who received failing grades may attend a Department of Education approved evening school at other high schools to earn the necessary subject credits for graduation. The student must submit an official transcript of the credits earned. The particular school shall furnish evidence that the course content and time spent in class meets the minimum requirements for New Hope Academy Charter School.

Drop-outs and senior failures who do not qualify under either of the above two (2) plans are permitted to earn a high school diploma through application to the Department of Education for the Commonwealth Secondary School Diploma which is earned by achieving satisfactory scores in General Education Development tests administered through the Department of Education

Special Education

Attached are the New Hope Academy Charter School Special Education Manual and the updated Special Education Policies and Procedures

NHACS is a full-inclusion program which uses a co-teaching model. Students with special needs are provided with small group and one-to-one instruction as needed or dictated in their IEP's. Classroom accommodations can include (but are not limited to) use of classroom assistive technology, modified tests and quizzes, and extended time on task. Students with and without identified special needs are able to participate in additional accommodations on an as needed basis to ensure they are academically successful. Students are provided with ability level remediation through the use of technology programs such as Stdy Island, Read 180/System 44, I CAN LEARN math software, and Plato Learning System.

Special Education - Attachments

- NHACS Special Education Procedure
- NHACS Special Education Policy
- NHACS Spec. Ed. Manual 11-12

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Buchmoyer,	1.00	Full Inclusion	NHACS	35	There are no unique

Shayna	Program				circumstances to report.
Cook, Brian	1.00 Full Inclusion Program	NHACS	34		There are no unique circumstances to report.
Erb, Karen	1.00 Full Inclusion Program	NHACS	33		There are no unique circumstances to report.
Raudenbush, Joel	1.00 Full Inclusion Program	NHACS	42		There are no unique circumstances to report.
Yoder, Meredith	1.00 Emotional Support	NHACS	16		There are no unique circumstances to report.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Lincoln Intermediate Unit 12	1.0	Hearing Impaired Interpreter	NHACS	1	N/A
Lincoln Intermediate Unit 12	0.13	Hearing Itinerant	NHACS	1	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Supervisor of Special Education and ELL Services	NHACS	1.00
School Psychologist	NHACS	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Janice Taylor	Nurse Practitioner for Medical Approvals	As needed
Helen Tuten, Therapy Source	Physical Therapist	As needed
Mary Drabik, Therapy Source	Speech Therapy	As needed
Kelly McClintock, Therapy Source	Occupational Therapy	As needed
Eric Landis, NHACS	School Psychologist	As needed
Tami Bahoric, NHACS	School Social Worker	As needed
George Graupera, IU13	Bi-lingual School Psychologist	As needed
Barb Leonard, NHACS	School Social Worker	As needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

PSSA	No	No	No	No	No	Yes
4Sight	No	No	No	No	No	Yes
WIDA (LEP testing only)	No	No	No	No	No	Yes
Woodcock-Munoz (LEP testing only)	No	No	No	No	No	Yes
KTEA Comprehensive (Special Education students only)	No	No	No	No	No	Yes
Scholastic Reading Inventory	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes						
4Sight	Yes						
WIDA (LEP testing only)	Yes						
Woodcock-Munoz (LEP testing only)	Yes						
KTEA Comprehensive (Special Education students only)	Yes						
Scholastic Reading Inventory	Yes	Yes	Yes	No	No	No	No

Student Assessment

New Hope Academy began to implement a three year school improvement plan during the summer of 2011. This plan included goals of building leadership and teacher capacity, aligning systems including instructional assessments and interventions, and focusing on the improvement in math and reading proficiency across all grade levels. The specifics of this plan are outlined in the Goals, Strategies, and Activities section of this report.

During the 2011-2012 school year, a heavy focus was placed on developing instructionally sound units following the Backwards Design philosophy outlined by Grant Wiggins in the Understanding by Design framework for teaching. All leadership team members and faculty were trained in the use of the Understanding by Design framework and this became the basis for discussion related to curriculum, instructional planning, and assessment. Following the framework, teachers used the Big Ideas outlined in the SAS framework to create unit plans and authentic assessments. Once a unit plan was designed and an assessment created, teachers then planned backwards to identify the content and competencies necessary for students to be successful on the unit assessment. These ideas then became the basis for the daily lessons. Throughout the year, teachers and administrators worked collaboratively to insure that this process for planning was in place. Additionally, benchmark assessment data (4Sight) was used to insure that the instructional programming was promoting growth for all students toward the end of year assessment goals. (Note: NHACS will move from 4Sight tests to

Classroom Diagnostic Tools for the 2012-2013 school year. The 4Sights do not appear to be as predictive of PSSA performance as the CDTs have been.) If the data indicated that students were not making sufficient growth, additional assessments (diagnostic tests like the SRI) and data collection was undertaken to identify root causes for a students lack of growth. Grade level teams, under the guidance of administrators and intervention specialists, then designed a support and intervention program for identified students. These interventions were implemented during an enrichment and remediation period built into every middle school and some high school schedules. These students were then periodically re-assessed to insure progress was now being made.

Based in the preliminary AYP data released to New Hope in July of 2012, the initiatives implemented in year one of the school improvement plan have led to improvements in overall student achievement in middle school grades. Sixth grade PSSA Math and Reading scores show an increase in the percentage of student proficient and advanced by 4% and 12% respectively. Seventh grade PSSA Math and Reading scores also increased by 8% and 5% respectively. While 8th grade Math PSSA scores increased by 11%, reading scores declined by 7%. This drop in reading scores can be attributed to a poor performing teacher who worked with all eighth grade students at the beginning of the year. She was released from service and replaced with a competent teacher, mid-year. Our eleventh grade scores do not reflect similar growth. An analysis of the initiatives shows that the bulk of the effort was directed toward middle school students and this, therefore, reinforces the notion that the improvement plan is working and should be continued next year. However, the initiatives must also be consistently implemented in the high school in order to achieve the same levels of growth with all students.

Approaching the start of the 2012-2013 school year, academic performance targets are being set for each grade level based on the 2012 PSSA achievement results. Each team will be expected to produce at least a 12% reduction in the percentage of students scoring less than proficient on the PSSA. Additionally, the 2011-2012 goal of ALL students achieving sufficient growth to be "Projected Proficient" will be carried forward to the 2012-2013 school year. In fifth grade, the growth model shows that our students moved from 22.7% and 37.3% projected proficiency in math and reading to 74.7% and 68.0% respectively. Our sixth to eighth grade span shows similar increases from 35.9% to 55.4% in math and from 36.9% to 69.4% in reading. This tremendous growth did not meet the ambitious 100% goal but does show significant improvement. This, too,

supports the school's plan to continue with our three year improvement plan, committing to fidelity of implementation from grades 5 to 12.

Student Assessment - Attachment

- NHACS Local Student Assessment Data 2011-2012

Teacher Evaluation

All full-time teachers and instructional staff receive two semi-annual formal observations which culminate in an end of the year performance appraisal. Administrators conduct learning walks and informal and formal observations. School administrators are trained to conduct observations that provide teachers with accurate feedback, target strengths and weaknesses, and increase academic rigor and student engagement. The observations specifically target teacher's performance in six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

Throughout the year, teachers receive coaching in areas that need improvement and are provided with support to improve their performance and practice of instruction.

Staff Responsible for Teacher Evaluation

The persons responsible for the formal teacher evaluation at New Hope Academy Charter School are the Chief Academic Officer/Building Principal (Karen Schoonover), High School Principal (Donald Trost), Middle School Principal (Sharon hagenberger), and Director of Special Education (Marcy Smith). All have administrative certificates.

PDE Phase Two Teacher Effectiveness Pilot

NHACS participated in the PDE Phase Two Teacher Effectiveness Pilot. In the fall of 2011, all administrators from New Hope Academy attended a two day comprehensive training at IU 12. During the training, the administrative team was provided with the new format for classroom observations and walk-through procedures. The model presented at the training was similar to a clinical supervision model in that it consisted of a pre-conference, a formal observation, and a post-conference. The data collection templates

were based on the Danielson rubrics and were similar to those rubrics already in use at NHACS. After the training, the administrative team created a plan to implement the modified Teacher Effectiveness model during all spring 2012 observations. A calendar of observations was created for each administrator and shared with all staff.

In January, Mrs. Schoonover, the CAO of NHACS, presented a professional development session to all teachers. The session reviewed the process that would be used to conduct observations, the tools and rubrics, the teacher's role in the process, and the concepts contained in the Danielson rubrics. An overview of the proposed model for teacher evaluation, including a discussion of the student performance criteria, was presented to all teachers. All materials for this professional development were based on the training materials provided by the IU and the overall training outline was developed based on a model proposed by the IU for participating school districts.

The observations conducted during the spring of 2012 were completed using the pilot materials, which are attached. In general, teachers and administrators found that the pre-conference and post-conference were productive and more in depth than previous observation conferences. However, the teachers stated frequently that they felt the process was more time consuming (and it was) on their parts. Administrators also felt that the process took more time but that the additional time was paying off in the changes to instruction as were evidenced on follow up visitations.

In addition to the observations, the administrative team scheduled bi-weekly classroom walk-throughs as an administrative team. These group walk-throughs allowed leadership to not only observe classroom instruction, but to also observe how other evaluators assessed the same settings and activities. The debriefing conversations following walk-throughs created a focus for upcoming staff meetings and in some cases, prompted individual conversations with teachers regarding classroom processes and practices.

Teacher Evaluation - Attachments

- NHACS 406 Evaluation of Professional Employees Policy
- Instructional 1 Evaluation PDE 426
- Instructional 1 Evaluation Attachment PDE 426A
- Instructional 1 to Instructional 2 Evaluation PDE 427
- Instructional 1 to Instructional 2 Evaluation Attachment PDE 427A
- Instructional 2 Evaluation PDE 428
- Instructional 2 Evaluation Attachment PDE 428A
- NHACS Coaching Plan
- NHACS Plan for Improvement
- PDE New Teacher Evaluation Classroom Observation Tools

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

- Karen Schoonover was named CAO, overseeing all school operations and administrators. Mrs. Schoonover acts as the primary liaison to the Board of Directors to New Hope Academy Charter School.
 - Don Trost moved into the role of High School Principal
 - Sharon Hagenberger was hired as the Middle School Principal
 - Richard Miller, Rev. Adrian Boxley, and David Graybill resigned from the Board of Trustees. Debra Stock was appointed to the Board of Trustees.
 - Scott Wilt, Controller, was appointed as a non-voting Treasurer.
 - Kristin Fix, Executive Assistant to the CAO, was appointed non-voting Secretary.

Board of Trustees

Name of Trustee	Office (if any)
Stephen Mitchell	President
Robert Cooper	
John Eyster	Vice President
Hope Johnson	
Benjamin Pratt, Esq.	
Montez Parker	
Debra Stock	
Scott Wilt - Non-Voting	Treasurer
Kristin Fix - Non-Voting	Secretary

Professional Development (Governance)

On August 11, 2011 the Board of Trustees of New Hope Academy Charter School received training on Emerging Trends in Governance from Leadership York, a local leadership training organization.

Topics covered included:

- Nonprofit Governance Trends
- Individual Board Member Responsibilities

- Legal Responsibilities including duty of care, duty of loyalty, duty of obedience
- Collective Responsibilities
- Maximizing Committee Effectiveness
- Principles of Governance including adherence to mission, oversight, developing resources, and advocacy
- Governance Best Practices

Additional professional development is planned for August 2012.

Coordination of the Governance and Management of the School

When the New Hope Academy Charter School charter application was approved by York City School District, the Board of Trustees hired Three Cord, Inc as the management company for the school. The Board continues to work in conjunction with the Managing Officer, Isiah Anderson and the Chief Operations Officer, Samuel Sutton, on matters pertaining to the school. Additionally, in the 2011-2012 school year, Karen Schoonover, CAO worked closely with the Board to insure that all hiring, fiscal matters, and policy oversight was directly led by informed decisions at monthly Board meetings. Monthly reports regarding all areas of oversight were provided to the Board and summarized at each meeting. This additional tool allowed Board members to be up to date regarding matters pertinent to Board governance.

During the 2011-2012 school year, the managing company and New Hope Academy Charter School continued to work with York City School District administration. Specific areas included enrollment, records release, billing, and food service. New Hope Academy Charter School has maintained a working relationship with both the Administration and the Board of Directors of York City School District.

New Hope Academy Charter School also coordinates enrollment, records release, and billing with the following school districts: Central York, Dallastown, Dover, Eastern York, Northeastern, West Shore, West York, and Red Lion.

Coordination of the Governance and Management of the School - Attachment

- NHACS 2011-2012 Board of Trustees Meeting Schedule

Community and Parent Engagement

NHACS recognizes the importance of a whole child approach to education, ensuring that students live a well-rounded and healthy life. Families in urban areas, like those served by New Hope, often face many unavoidable hardships including transient housing, poverty, inadequate healthcare, and unemployment. Seeking assistance from agencies is often uncomfortable and embarrassing for our parents. At NHACS, we believe that a

school is more than just an academic institution; it is a supportive, caring community resource. This support keeps our students in school and engaged in the community. Through our school-community engagement program, community partners provide opportunities for our students to learn and grow, and for our families to learn about services they provide. The whole child approach ensures that the child feels nurtured and safe at school which decreases their likelihood of dropping out.

Parent Resource Fairs are held each fall and spring in conjunction with parent-teacher conferences. A variety of organizations are represented, including those from the health sector, social services, housing, higher education, and youth development. Parents have the opportunity to ask representatives from the organizations questions and learn about their programs. We provide dinner and each attendee has the opportunity to win school supplies and groceries through door prize drawings. During these events, we also provide Title 1 information to parents and give the opportunity to provide feedback through school satisfaction surveys.

Our End of Year Block Party is a celebration of student accomplishments and a kick-off to summer. We offer free food and entertainment including pony rides, a bounce house, face painting, games and music. Students showcase their abilities at our Talent Show. Organizations are invited to set up tables, providing particular emphasis on summer programming. The Block Party offers an opportunity for New Hope to interact with our neighborhood as everyone is invited. Our party this year on June 5, 2012 was a success with more than 800 people in attendance.

National Night Out is a national celebration that focuses on neighborhood safety and community relationships. Each year, NHACS partners with Salem Square Neighborhood Association to put on a huge block party for the community. We offer free food and fun as well as an opportunity for neighbors to interact in a positive way with law enforcement officials who provide assistance and programming that evening. National Night Out is in the first week of August when families are beginning to prepare for the school year. We purchase backpacks and school supplies for those in need.

In addition to these events, parents are encouraged throughout the school year to communicate with teachers, administrators and staff. Two family liaisons are available to help with procurement of services and as an advocate for families as they navigate the educational process. This year a bilingual family liaison was added to serve our increasing population of Spanish-speaking families. In addition a Director of Student Services was added to the guidance department this year. This licensed social worker has been instrumental in pairing students with mentoring activities, career-readiness training, and along with the school psychologist, setting up school based support groups centered around themes such as self-esteem, mental health, and teen pregnancy.

New Hope Academy Charter School follows a community school model which manifests in strategic partnerships with service providers in the community that allow NHACS to serve as a “one-stop-shop” for all of our families’ needs. We have nurtured these relationships and regularly advertise the services available to our families. In the 2011-2012 school year a position was added specifically to oversee these partnerships. The Director of Community Partnerships has strengthened existing partnerships and guided

the formation of new opportunities with the YWCA, HACC, Martin Memorial Library, and more.

Health services are continually expanding through our partnership with Family First Health, who currently works to ensure that our students have primary care providers and dental care. Additionally, they provide assistance to our students who become pregnant through their Nurse Family Partnership program.

Parents can also participate in their child's well-being through our on-site behavioral health program which includes a school psychologist, 2 social workers, and therapists provided through a partnership with local mental health provider, Pressly Ridge. During the 2011-2012 school year, New Hope Academy Charter School served as a site for the Strengthening Families Program, provided by Memorial Hospital, which is a multi-week program that helps parent form stronger bonds with their children.

NHACS was awarded the School Improvement Grant in during the 2011-2012 school year. Through this transformation plan we sought to extend learning times for students. We sought out the expertise of our long-time partner the YWCA York to develop and manage an after school and summer program that included not only fun activities and health meals but also an additional 90 minutes of instructional time 2-3 days per week. Halfway through the school year, NHACS and the YWCA applied for and received the 21st Century Community Learning Center Grant to implement an expanded after school and summer program with the capacity to serve 300 children. We continue to work with the YWCA to implement an academically rigorous and physically active program that complements the growth and development of our students.

NHACS recognizes the importance of planning for college and the fact that many of our students will be the first generation in their families to attend college. Therefore, we provide extra supports not only for students, but parents as well. We have a dedicated staff member, our Transition Coordinator, who guides our students and families through this process and engages community partners such as HACC to help demystify the application and financial aid process for families. This year more than 50 students attended a HACC sponsored Financial Aid night and then followed up with school sponsored FASFA fill in nights.

To further their familiarization with the higher education system, our students have the opportunity to enroll in the Penn State Educational Talent Search program which has an on-site office to help students as they choose and apply to post-secondary education. In the 2011-2012 School year, the Talent Search provided more than 1700 hours of additional counseling and academic support to 165 New Hope Academy students. Talent Search also assisted with the fees for 73 post-secondary applications for 18 students. Penn State further expanded their role in our school this year by offering the Challenge Program. The Penn State Challenge Program is a coordinated effort between The Pennsylvania State University and the Department of Education to provide services to underrepresented high school students in becoming academically and financially prepared for post-secondary education. The services that will be provided to students of New Hope Academy Charter School include college application assistance, career planning, SAT/ACT registration and coaching, and financial aid information and

assistance. The Challenge program will allow services to be offered to even more students.

Another major way New Hope Academy engages and partners with our local colleges and universities is through our AmeriCorps Program which affords college students the opportunity to interact with students in an urban setting. AmeriCorps participants mentor students, provide support in the classroom, and assist with after school tutoring alongside highly qualified teachers. In 2011-2012, AmeriCorps student workers provided more than 4,500 hours of academic and behavioral mentoring with NHACS students in classrooms and in our after school enrichment programs.

During the 2011-2012 school year, we added a Performing Arts Program that engages students who are interested in pursuing studies related to theater production, theater, and dance. To make this an innovative experience for our students, we partnered with the Strand Capitol Performing Arts Center (SCPAC) to offer the program in their facility. In 2011-2012 we bussed 60 students daily to this program where they had the opportunity to hone their skills in a professional theater. Because of our partnership, the program was not only housed at the Strand, but will also be bolstered by the expertise of SCPAC staff. The program proved transformative and popular with students and expanded offerings including stagecraft and design, music production, and video production will be offered during the 2012-2013 school year.

Building strong relationships is one of the four pillars on which NHACS was founded. These relationships include those with our families and organizations within the community. During the 2012-2013 school year, we plan to expand our parent and community engagement programs through the formation of a Parent Advisory Council and exploring additional partner organizations to expand services for our students.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The New Hope Academy Charter School fundraising approach is two-fold. First, the school works with the federal, state and local government to obtain grant and other available monies. Additionally the grants team works to identify and secure additional funding sources from community, private and corporate foundations.

The second part of the approach involves engaging community partners to leverage existing dollars in the community. To do this, NHACS leadership staff and Board of Trustees have cultivated community partnerships locally with established nonprofit organizations that maintain excellent programming. When possible, NHACS partners with these organizations to extend their programming to New Hope students. This allows existing dollars in the community to be used more effectively and efficiently.

Occasionally small product fundraisers and sponsorship drives are undertaken to supplement specific programs but these are short-lived and gain modest revenue. Examples include product fundraising done by students for athletics and sponsorships for our parent engagement programs.

Fiscal Solvency Policies

New Hope's controller supervises all accounting and financial functions of the school. Cash flow is constantly monitored. Inflows and outflows are projected for a rolling twelve month period. Updates are made whenever new information becomes available. A second increase to New Hope's line of credit was obtained this year. The total now available is \$1,000,000. Actual expenditures and receipts are compared to the budget monthly to insure adherence to the financial plan. The results are the school's payables and receivables are within terms and the year ends with no deficit.

New Hope Academy Charter School follows several board approved fiscal policies:

Budget Planning — Policy 601

Authority

The budget shall be designed to reflect the Board's goals and objectives concerning the education of New Hope Academy Charter School Students. Therefore, the budget shall be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. The financial requirements of school programs shall be reviewed on a continual basis.

Delegation of Authority

To meet the objectives of this policy, the Board directs the CAO and his/her administrative staff in conjunction with the Management Company to:

1. Include an estimated annual cost for implementation of the school's educational program.
2. Prepare a long range plan for annual maintenance and replacement of facilities.
3. Prepare a plan for current and future technology needs.
4. Maintain an inventory of school equipment.
5. Establish a projected budget of expenditures and income for the ensuing year.
6. Prepare an annual estimate of anticipated school enrollments.
7. Maintain a plan of anticipated revenues based on changes in state and federal legislation.
8. Report to the Board any serious financial implication arising from the budget plan.

Budget Preparation — Policy 602

Purpose

The Board considers preparation of an annual budget to be one of the most important responsibilities because the budget is the financial reflection of New Hope Academy Charter School's educational plan. The budget shall be designed to carry out that plan in a thorough and efficient manner, to maintain the facility, and to honor school obligations.

Authority

The Board recognizes its obligation to the sending school districts to approve only those expenses reasonably required to provide an educational program suitable to the needs and goals of the school and its students. The budget should be studied by each Board member during its preparation, but once adopted; it deserves the full support of all members of the Board.

Delegation of Responsibility

In preparing the budget, the Chief Administrative Officer shall set general priorities for expenditures for:

1. Staff for maintenance of programs
2. Technology, equipment and supplies
3. Maintenance of existing facility and equipment
4. New staff necessary for improvement or expansion of programs
5. New technology, equipment and supplies necessary for improvement or expansion

Budget Preparation — Policy 603

Purpose

It is the philosophy of the Board that the annual budget proposal represents the position of the Board, and all reasonable means shall be employed to present and explain the proposed budget to the sending school districts and their residents when required by law.

Delegation of Responsibility

Board members and New Hope Academy Charter School administrators shall be thoroughly familiar with, and understand the need for proposed expenditures so that they may answer questions directed at them.

Authority

At least 30 days prior to adoption of the final budget, the Board shall prepare and present a proposed budget which shall be set forth in detail using the forms required by the Department of Education. The final date for the adoption of the budget is June 30 since the fiscal year begins on the first day of July.

The proposed budget shall be available for public review at the administrative offices at least 20 days prior to the adoption of the budget. Final action shall not be taken on the proposed budget until after 10 days of public notice.

Guidelines

The CAO shall develop procedures for the dissemination of budgetary information to the sending school districts and the communities when required by law.

Tuition Income — Policy 604

Authority

When New Hope Academy Charter School receives students, it shall assess tuition charges to the appropriate school district in accordance with the School Code. Tuition shall be assessed for those students who have been accepted at New Hope Academy Charter School in accordance with policy.

Delegation of Responsibility

It shall be the responsibility of the Controller or designee to invoice tuition for accepted students.

Guidelines

Tuition billings will be made in at the end of each month of attendance or as required by the sending school district.

Bank Accounts — Policy 605**Authority**

The Board, by a majority vote, shall designate one or more banks or bank and trust companies as depositories for the safeguarding of school funds.

Each depository shall be required to report monthly to the Treasurer or Board on the status of funds, in the manner required by law. Each designated depository shall furnish proper security for deposits in the amount designated by the Board and in accordance with law.

Guidelines

Each designated depository shall be advised not to cash checks payable to New Hope Academy Charter School but to deposit said checks into the school account(s).

The Board shall periodically obtain quotations for specified banking services prior to designating its depositories.

Payment of Bills — Policy 612**Purpose**

It is the Board's intent to direct prompt payment of bills but at the same time to ensure that due care has been taken in the review of New Hope Academy Charter School bills.

Authority

Payment of bills prior to Board approval can be made by the Controller under any of the following conditions:

1. The prompt payment of items that will accrue to the school's advantage.
2. Progress payments to contractors specified in a contract approved by the Board.
3. Orders to cover approved salaries and agency account deposits.
4. Utility bills in months the Board does not meet.

Delegation of Responsibility

It shall be the responsibility of the Controller or designee upon receipt of an invoice to verify that the purchase invoice is in order, goods were received in acceptable condition

or services were satisfactorily rendered, funds are available to cover the payment, the Board has budgeted for the item, and the invoice is for the amount contracted.

Should the invoice vary from the acknowledged purchase order, the Controller or designee shall document on the invoice the reason for such variance.

Should funds not be available in the account to which a proposed purchase will be charged, the

Controller or designee shall determine the overage and request the Board make a legal transfer to cover it. A listing of any bills paid under this section will be provided to the Board on a monthly basis for their approval.

All claims for payment shall be submitted to the Board and recorded in the minutes of the Board meeting. The list of bills shall include for each

- Check number
- Check date
- Vendor
- Amount of remittance

Upon approval of an order, the Treasurer or designee shall prepare a check for payment and cancel the commitment placed against the appropriate account.

All checks approved by the Board shall be signed by the Board Secretary or by any other Board member authorized to sign checks. The signatures of check signers may be engraved on a signature plate or stamp. No check shall be made out to cash.

New Hope Academy Charter School is exempt from sales tax on the purchase of tangible, personal property or services that are sold or used by the school. The school shall control use of its sales tax exempt number issues by the Department of Revenue, in compliance with established regulations. The exemption number shall be used only when buying property or services for school use.

The school shall obtain a sales tax licenses number for school organizations who purchase items to be resold.

School Audit — Policy 615

Purpose

The Board recognizes the importance of the public's right to have access to the public records of New Hope Academy Charter School, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the school's accountant and the audit conducted by the Auditor General's office.

Authority

The Board shall employ an independent, certified public accountant to conduct an annual school audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval.

The Board recognizes its obligation to represent the best interests of the community. Therefore, the Board shall make the results of both the school's audit and the Auditor General's audit available to the public at the Administrative Office. The Board believes that the two available audits provide adequate safeguards for public interest. Therefore, special audits by special interest groups are not permitted. The Board recognizes that certain information shall not be made available to the public.

Guidelines

A statement of the financial condition of New Hope Academy Charter School shall be presented to the Board of Trustees annually. Such presentation shall immediately follow the completion of the annual audit.

Accounting System

NHACS follows GAAP in recording its transactions. It also follows the structure, definitions and chart of accounts in the Manual of Accounting and Financial reporting for PA Public Schools. NHACS uses software by QuickBooks. The current version in use is Premier Non-Profit 2010 edition.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- NHACS 2011-2012 Fiscal Template - Preliminary Revenue and Expenditures and Fund Balances

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

As of the filing deadline for this Annual Report, the 2011-2012 audit has not been completed. The tentative date for completing the audit is early September 2012. SF & Company, PC completed the audit for the 2010-2011 school year and will do so again for school year 2011-2012.

In regards to the 2010-2011 audit, they state that in their opinion, the financial statements present fairly, in all material respects, the financial position, the governmental activities, the general fund as of June 30, 2011, and the changes in financial position and the budgetary comparison of the general fund for the year ended June 30, 2011 of New Hope Academy Charter School in conformity with accounting principles generally accepted in the United States of America.

The year ended June 30, 2011 is the fourth year in which the NHACS reported its financial activities in accordance with the Government Accounting Standards Board Statement No. 34 (GASB No. 34). This results in a change in the format and content of the basic financial statements. The financial statements include the Management's Discussion and Analysis, which provides an analysis of the Charter School's overall financial position and results of operations and financial statements prepared, using full accrual accounting for all of NHACS accounting.

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

- NHACS Audited Financial Statements Year Ending June 30 2011

Citations and follow-up actions for any State Audit Report

Concerning Compliance and Other Matters, SF & Company stated there were no instances of noncompliance material to the financial statements of NHACS disclosed during the audit of the financial statements in accordance with government auditing standards.

SECTION VII. FACILITY RESPONSIBILITIES

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

New Hope Academy Charter School did not purchase a facility this year.

The following fixtures and equipment were added to our inventory during the 2011-2012 school year:

Facility Upgrade:

- 11,718 sq ft Addition
- Sprinkler System
- Elevator-
- New Bleachers-
- New Basketball Hoops-
- New Electric Transformer-

Equipment Upgrade:

- 8 SmartBoards
- 352 Lap Top Computers
- 50 Apple iPads

- 15 Computer Carts
- 33 Science Tables with chairs
- 42 Tables with chairs for Computer Pods
- Wireless Microphone system for Performing Arts Performances
- 2 Commercial Refrigerators
- 10 Cafeteria Tables
- Physical Education Equipment
- 7 Outside Security Cameras
- 1 School Bus

Future Facility Plans and Other Capital Needs

NHACS leases the school building at 459 West King Street in York, PA. An addition to and an overall upgrade of the building was completed in November of 2011. No further improvements to the building are currently planned. An additional 352 lap top computers and 13 carts are being purchased in the 2012-2013 School Year. Funding from a School Improvement Grant is covering the cost. Also planned is a wireless public address system for the school along with directional and informational signage inside the building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

New Hope Academy Charter School follows all guidelines set forth by the State of Pennsylvania in regards to fire drills, crisis intervention, severe weather conditions, and health records.

York City Fire Department monitors the frequency and implementation of fire drills.

Policies and procedures are in effect for crisis intervention.

Our school nurse is responsible for health records and continuously monitors them.

For severe weather conditions and school delays or cancellations, all of our students are contacted by phone through our one-call system. Students without phone service may view WGAL or other local television stations. Closings are also listed on local television websites.

New Hope Academy Charter School has a wellness policy that includes a fitness/health curriculum and promoting high nutritional standards.

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

- NHACS 2010-2011 SHARRS Report
- NHACS Wellness Policy 2011-2012

Current School Insurance Coverage Policies and Programs

Medical — Health, Dental, Vision

NHACS provides eligible regular full time employees access to medical, insurance benefits (health, dental, vision). Eligible employees may participate in the medical insurance plans subject to all terms and conditions of the agreement between NHACS and the insurance carriers. Spouses and/or dependents may be added to this coverage under the medical insurance plans according to the current benefits scale. NHACS contributes a percentage of the cost of coverage of each medical insurance plan according to the negotiated agreement each year. The eligible employee will be required to contribute to the cost of coverage as a deduction in their bi-weekly pay check. The contribution is deducted over a 9 or 12 month period whichever is applicable.

Life

NHACS provides life insurance coverage to all eligible full time employees. This is a company paid benefit. Employees may participate in the life insurance plan subject to all terms and conditions of the agreement between NHACS and the insurance carrier.

Supplemental Insurances

Disability insurance, cancer insurance, accident insurance, and life insurance are offered at the employee's expense. The employee enters into a contract with the carrier directly. NHACS is responsible for collecting and disbursing premium payment only.

Workers' Compensation Insurance

NHACS provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any illness or injury sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or if the employee is hospitalized, immediately. NHACS provides coverage as required by all state and federal laws.

Insurance

New Hope Academy Charter School utilizes Kocman Insurance Group, Inc. to facilitate needed insurance policies. NHACS is a name insured under Selective Insurance Company of America. Policies and programs in place for the Commercial Package include: Commercial Property Coverage, Commercial General Liability Coverage, Commercial Automobile Coverage, Commercial Inland Marine, Commercial Umbrella Coverage, Abuse and Molestation, Social Services, and School Board Legal Liability. Workers Compensation Insurance is provided by Guarantee Insurance Company.

Health Insurance is provided by Capital Blue Cross. Also provided to employees is life insurance provided by MetLife. Supplemental Insurances are provided by Colonial Life.

Current School Insurance Coverage Policies and Programs - Attachment

- NHACS Insurance Declarations Pages 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The data from the Professional/ Certificated ACS from Spring 2012 and Support Staff information from SupPer November 7, 2011 indicates that:

- Professional/Certified Staff: 91 (77 Full time, 14 Part Time)
- % of HQT Sections 96.9%
- % of NHQT Sections 3.1%

Number of Support Staff: 14

Education Level of all Staff:

- High School Graduate: 17%
- Less Than Bachelors Degree: 8%
- Bachelors Degree: 57%
- Masters Degree: 18%

Staff turnover at the instructional level has evened out in recent years. However, the leadership structure has changed several times, so administrators have held multiple positions over their tenure. Teacher turnover experienced has been a result of

having novice teachers and those without experience in urban environments. Turnover has been experienced among support staff.

Because the ESPP report is no longer in existence, the Staff ACS Report is attached in addition to PDE-414.

Quality of Teaching and Other Staff - Attachments

- NHACS Evidence of ESPP - Staff ACS Reprt 2011-2012
- Attachment 414

Student Enrollment

There were 699 students enrolled in New Hope Academy Charter School for the 2011-2012 school year. Of the 699, 335 were male and 364 were female.

The numbers of students in each grade level submitted October 3, 2011 were:

- 84 fifth graders
- 90 sixth graders
- 98 seventh graders
- 114 eighth graders
- 70 ninth graders
- 90 tenth graders
- 84 eleventh graders
- 69 twelfth graders

Historically, York City is a transient area. This has been compounded by the current economic situation and families leaving the area in search of secure employment. Additionally some students prefer a less structured school environment. Finally, familial issues such as parental custody and relatives in distant areas affect student retention.

Number added after start of school: 105

Number withdrawn: 29

- 1 Committed to Correctional Institution
- 2 Pulled out because of child care agency
- 18 Moved from district of residence
- 6 Transferred to another school

- 2 Quit after turning 18 or illegally absent for 10 days

629 students are expected to return for the 2012-2013 school year and we project our overall enrollment to increase to approximately 800 students.

Student Enrollment - Attachments

- 200 Enrollment in New Hope Academy Charter School Policy
- 200 enrollment in NHACS Procedure
- 201 Eligibility of Nonresident Students Policy
- 201 Eligibility of Non-Resident Students Procedure
- 202 Lottery selection Policy
- 202 - Lottery Selection Procedure

Transportation

New Hope Academy Charter School is located in the City of York and is geographically situated in the York City School District. York City Schools do not provide transportation services to their students except those students in need of services due to medical or other disabilities. Despite this, in the Fall of 2011, New Hope Academy began to offer transportation to students living in the York City School District. A morning and afternoon school bus stops at several designated locations around the city. Students who choose to ride the bus are picked up at the various stops and are dropped at school approximately 15 to 20 minutes prior to the start of the school day. At the end of the school day, students are returned to the designated bus stops from which they were picked up. Any child in need of specialized transportation services is provided with that service through a contract with the local Intermediate Unit.

Students who attend New Hope Academy Charter School from surrounding school districts are provided transportation by their home school districts.

During the school day, a New Hope school bus transports students to and from the YMCA and the Strand-Capitol Performing Arts Center where students engage in physical education and performing arts instruction as components of the regular curriculum.

Bus service is contracted for all field trips.

Food Service Program

New Hope Academy Charter School participates in the Free and Reduced Lunch program and, in the 2011-2012 school year, 95% of our students were enrolled.

York City School District provides our food service program that includes breakfast and lunch served on a daily basis.

Student Conduct

PHILOSOPHY OF THE STUDENT BEHAVIOR PROGRAM

A school's climate must support quality teaching by instructors and effective learning by students. Good citizenship and adherence to the rules are required for student participation at New Hope Academy Charter School. We believe that parents/guardians are essential partners in the educational process and must be properly involved as well as accountable for the achievement and behavior of their children. Our Student Behavior Program is a progression through which the school and the home intervene as soon as possible when a student demonstrates inappropriate behavior. This early intervention permits the school to bring this behavior to the attention of both the student and the parent/guardian, and affords the opportunity for parents/guardian and the school to work together to modify behavior.

GOALS OF THE STUDENT BEHAVIOR PROGRAM

- * To insure the rights and personal dignity of students and staff
- * To emphasize the need for acceptance of personal responsibility
- * To assure a fair, reasonable and consistent approach to the enforcement of the Student Behavior Program
- * To maintain an effective and safe learning environment
- * To maximize learning and minimize disruptions
- * To protect and maintain property
- * To identify, diagnose and remediate students who exhibit inappropriate behavior
- * To refer students to appropriate persons for counseling, examination, remediation or rehabilitation
- * To promote and recognize exemplary student behavior

STATEMENT OF STUDENT BEHAVIOR

New Hope Academy Charter School believes that our school should provide an environment conducive to learning the basic values and standards incorporated into the community. These include the development of self-discipline and individual responsibilities fundamental to a democratic society. Because irresponsible behavior and violations of good conduct can substantially disrupt or interfere with a learning environment, it is necessary to establish and enforce consistent disciplinary regulations and procedures. Conduct is closely related to learning. An effective instructional program requires a safe and orderly school environment and the efficacy of the educational program is, in part, reflected in the behavior of students and employees. Consequences are viewed as the school's efforts to assist in the learning process and are not viewed as punitive deterrents.

RESPONSIBILITIES

Appropriate student behavior is realized when each student develops the desire and the ability to participate as a responsible citizen. Responsibilities outlined by the Student Behavior Program are:

- a. Student responsibilities include regular school attendance, conscientious effort in class work, and conformation to school rules and regulations. Most of all, students will share with the administration and faculty, a responsibility to develop behaviors within the school climate that are conducive to wholesome learning and living.
- b. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
- c. Student responsibilities will include, but not be limited to the following:
 - * Being aware of all rules and regulations for student behavior and conducting themselves in accordance with them.

- * Dressing and grooming themselves so as to meet fair standards of health and safety and so as not to cause substantial disruption of the educational process.
- * Assuming that a rule is in full effect until waived, altered or repealed.
- * Assisting the school staff in operating a safe school for all students enrolled.
- * Being aware of and complying with state and local laws.
- * Exercising proper care in the use of all school facilities and equipment.
- * Attending school daily, except when excused, and being on time for all classes and other school functions.
- * Making all necessary arrangements for making up work missed during absence from class or school.
- * Pursuing and attempting to complete satisfactorily or above the courses of study prescribed by state and local school authorities.
- * Refraining from abusive language in written, verbal or other forms of communication.
- * Exhibiting appropriate behavior on school computer networks and the Internet.

Because the Safe Schools Report has not been filed for 2011-2012 school year, data from the 2010-2011 school year shows 2 expulsions and 69 suspensions.

Student Conduct - Attachments

- 117 Discipline of Students with Disabilities Policy
- 117 Discipline of Students with Disabilities Procedure
- 117A Positive Behavior Support Plan Policy
- 236 Discipline Policy
- 236 Discipline Procedure
- 236A Cutting Class Procedure
- 236B academic misconduct Procedure
- 236C Smoking-Tobacco Discipline Procedure
- 236D Discipline Due Process Procedure
- 237 Suspension and Expulsion Policy
- 237 Suspension & Expulsion Procedure

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The New Hope Academy CS 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: Karen Schoonover **Title:** CAO, Principal
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: kschoonover@newhope3c.org

Signature of the Chief Executive Officer and Date

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

Name: Stephen Mitchell **Title:** NHACS Board President
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: smitchell@rudyglass.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Marcy Smith **Title:** Director of Special Education
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: msmith@newhope3c.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 1112