
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, September 06, 2011)

Entity: Nittany Valley CS

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Nittany Valley CS

Date of Local Chartering School Board/PDE Approval: April 1998

Length of Charter: 3 years/5years/5years/5years **Opening Date:** August 1998

Grade Level: 1-8 **Hours of Operation:** 8:15-3:15

Percentage of Certified Staff: 88% **Total Instructional Staff:** 10

Student/Teacher Ratio: 8:1 **Student Waiting List:** 13

Attendance Rate/Percentage: 95.3%

Summary Data Part II

Enrollment: 48 **Per Pupil Subsidy:** (from SCASD)10,972 reg. ed/ 22,419 spec. ed.; (from BASD 8816.88 reg. ed.;18161.88 spec.ed.; from BEASD 9007.20 reg ed/ 16711.44 spec. ed.; Penns Valley 8775.84 reg. ed.; 17671.44 spec. ed.; Juniata Valley 8496.24 reg ed.; 16546.80 spec. ed.

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	6
Black (Non-Hispanic):	2
Hispanic:	1
White (Non-Hispanic):	39
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
13.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 14

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	180	180	0	180
Instructional Hours	0	0	0	1080	1080	0	1080

SECTION I. EXECUTIVE SUMMARY

Educational Community

Nittany Valley Charter School was originally chartered in 1998. After fourteen years of working to implement our original concept, the school family, including teachers, staff and trustees, has found effective ways to contribute to the academic opportunity that we provide to our students. As a school, we have made it through the growing pains of infancy and the rebellion of the young adult years and are finally at a level of maturity allowing us to focus on the business of educating our special group of students. Together, we continue to learn and to improve what we do to best meet the needs of our diverse student body.

Nittany Valley Charter School is a small school with 48 students and six full-time teachers. Four of the teachers serve in the regular classroom; one teaches science and math to all levels; one full-time Special Education teacher works to meet the needs of our identified and struggling students. We also now have three part-time classroom assistants whose roles are to support the teachers in the ways we, as a team, determine would best serve our students. Our school serves grades one through eight. The student population reflects the community of this university town, with diverse cultural and national backgrounds, family education levels, and socio-economic standings. Yet the school provides a close-knit learning community, in large part due to the family emphasis with multiple siblings attending the school and mandatory parent participation.

The Nittany Valley Charter School Mission Statement itemizes the core beliefs of the staff and families of this school: each learner is an individual with different strengths and challenges; parents are a vital part of each child's education; involvement in the community enhances learning; and an understanding of and respect for our environment is necessary for the future.

Respecting each child's individualism preempts a promise of knowledge and skills in a given time frame. However, providing a comprehensive curriculum along with instruction in skills necessary for future learning prepares each child based on his or her ability. Each child should be prepared to progress with an education based on the state mandated standards. At a minimum, each child will be prepared to grow toward a life that realistically represents their ability level.

Although many aspects of the program at NVCS are innovative, few of them are unique. All around the country, educators are struggling to improve education. In some cases we have learned from their efforts and, at times, they have implemented aspects of our program. Without a doubt, the three most important aspects of our program in furthering the academic success of the children are small class size, parent involvement, and individualized learning. Our environmental education program, in which children spend time in class and time out of doors, is also a significant part of our program.

Everyone at NVCS values each and every whole child. Not only do we work to further their academic progress but to ensure growth in physical, social, and emotional well-being. However, caring for the child is not the only consideration in preparing for the future. Our values dictate that we work to help our students become responsible citizens and care-takers of our earth.

Mission

The mission of the Nittany Valley Charter School is:

To provide a flexible learning environment with small classes and a high teacher-student ratio where individualized instructional programs are designed to meet the needs of the whole child. We believe that school must be able to accommodate each child's individual learning style and developmental pace, and respond not only to their intellectual needs, but equally importantly to their emotional, social, and physical needs.

To provide opportunities for students to interact with a variety of instructional materials, as well as to stress the importance of learning from each other, from adults, and from community resources. We believe experiences outside the traditional classroom setting are an essential component of learning.

To involve parents as an integral part of the overall school program.

To integrate the learning process with a personal understanding of the natural environment.

Our vision is a school where individualized instruction, small classes, and a flexible, open classroom environment encourages the development of an intrinsic motivation to learn. This offers the opportunity for the academic success of all students and also contributes to the essential character traits of self-esteem, self-confidence, and self-sufficiency.

The need for this charter school comes from the broad spectrum of children's educational needs. The small classes and high teacher-student ratio at Nittany Valley Charter School make it possible for teachers to individually design each student's educational program. This creates an environment where all children can strive to reach their highest potential.

We feel the charter school model is perfect for our mission. It gives Nittany Valley Charter School the autonomy to admit those students whose families are in agreement with the mission and are willing to uphold the requirements of the school's charter. That autonomy will also be important to hiring staff who must also be dedicated to the school's mission and all aspects of its implementation. The charter school will afford the opportunity of an option in education to all district students.

Vision

Vision Statement (Core Purpose)

Education would be a simple process if everyone learned in the same way and valued the same knowledge and skills. If we were all headed to the same place and could get there in the same way, there would be little need for charter schools.

At Nittany Valley Charter School, we hold a vision of every child learning in the way that is best for them and having a major role in determining what they will learn. As involved, valued learners they will develop a foundation for continued growth, both academically and as human beings. They will have the confidence to ask for help when needed and to work toward personal goals. Every student has limitations, strengths, and their own personal style. By developing those strengths and overcoming limitations, each child will move ahead in their own style to meet their potential.

To do this, we cannot ignore the whole child as we concentrate on academics. Rather, we must first acknowledge the emotional, physical, and social needs of the child. Meeting those needs can help the student achieve academically.

To accommodate 48 different learners, flexibility is key. We need teachers with many strengths and talents; we need a curriculum that easily adjusts to different interests and levels of skills; we need caring support personnel to provide for all of each child's needs. Still, as a school we cannot do this alone. We must involve parents in all aspects of the school; we must reach out to the community to give and to receive; we must use resources provided locally, statewide, and internationally through the use of technology and interactions with others.

Our small size is key to our success with our mission. Small classes with highly qualified teachers and paraprofessionals and a small school environment where everyone feels safe and comfortable enable us to successfully fulfill our vision.

As our students change, so must our program change. It is not up to us to discover "the right way" to do school, but rather to continue to take the time to know our students and their needs and to devote ourselves to meeting those needs. Where we are going and how we are going to get there will vary as long as our students and our world continue to change.

Shared Values

At Nittany Valley Charter School we value an environment that responds to the unique developmental needs of the whole child, including the physical (gross and fine motor skills), the social (cooperative teamwork, conflict resolution, and independence), the emotional (self-control, confidence, security, and happiness), as well as the intellectual, so that each student develops into a healthy, happy, productive adult. We recognize the importance of academic and non-academic goals and objectives.

A. Our academic goals and objectives:

1. Provide an individualized program for each student to recognize and meet:

a. Individual needs for learning pace

b. Individual learning styles

c. Individual interests

2. Provide opportunities for each student's active involvement with all curriculum areas by providing and encouraging:

a. Activities that are relevant to each student

b. Activities that integrate various subject areas

c. Activities that foster an appreciation of the environment

d. Activities that foster self-expression

e. Active involvement with instructional materials, each other, adults, and community resources

3. Provide a specially prepared environment maximizing learning by:

a. Maintaining a non-threatening, non-competitive learning experience

b. Maintaining continuity in instructional sequence, behavioral expectations, and experiences with students and teachers

c. Maintaining open learning, utilizing community facilities and moving outside of the classroom whenever appropriate

d. Maintaining flexibility and readily adjusting to individual needs

4. Provide a balanced educational program that includes:

a. Activities across the spectrum of learning experiences, from interactions with nature to use of the latest technology

b. Elements of varied educational philosophies

c. Both individual and group learning activities

5. Provide preparation for each child's continued learning by ensuring:

a. A strong foundation in mathematics, communication/language arts, sciences, and social studies

b. A mastery of the processes of learning

c. The development of higher-order thinking skills, problem-solving skills, and creativity

d. The continued intrinsic motivation to learn

6. Provide the basis for self-esteem, self-confidence, and self-sufficiency by encouraging:

a. Self-directed learning and self-evaluation through goal setting

b. Perseverance in meeting challenges

c. A respect for a wide diversity of individuals and cultures

B. Our non-academic goals and objectives:

1. Provide an emphasis on physical development by including a variety of activities:

a. For gross motor development

b. For fine motor development

c. Contributing to personal health

2. Provide an emphasis on social development by offering experiences:

a. With cooperative teamwork

b. With conflict resolution

c. That contribute to independence

3. Provide an emphasis on emotional development by developing:

a. Self-control

b. Confidence gained through significant successes

c. Feelings of security which are accomplished through self-reliance and an understanding of one's own values

To accomplish all of these goals and objectives, we provide small classes with a high teacher-student ratio. The teachers operate as a team to meet the needs of each child. We require the involvement of parents with the school and their child's learning experiences. We integrate these goals in the development of activities and experiences designed to teach the school's curriculum.

Academic Standards

At Nittany Valley Charter School the academic program provides a strong foundation in the core subjects of mathematics, communication/language arts, sciences and social studies. In addition, students study environmental education, Spanish or Chinese, music, art, physical education and health. Teachers incorporate the state standards into their teaching and all students participate in state mandated testing.

Reading, writing, grammar, and spelling are taught through integration with social studies, science, and environmental education, as well as through specific skill lessons. Through read-aloud time in younger grades, book groups, poetry study, group reading, and individual choice reading, students expand their knowledge of and appreciation for literature. Students of all levels enjoy writing and participating in theater presentations, from their own version of Greek myths, to Broadway musicals, to Shakespeare. Students write in journals, do weekly writing assignments, and write larger projects as part of their thematic studies.

In mathematics, students work individually or in small groups according to their abilities and learning styles. There is opportunity for students at any level to review material and to be challenged with new concepts at their own pace. Many students catch up quickly if they are behind their grade level and those who are ready to advance can easily do so. Students learn problem-solving skills at all levels and algebra and geometry are introduced early.

Social studies and science are taught through integrated units that often involve the whole school. Using a four-year rotation, students study history from the dinosaurs to the 21st century and geography from pole to pole with all seven continents in between, based on the processes of learning rather than the memorization of facts. Building on prior knowledge, students develop questions that intrigue them on each topic. Reading, researching, and completing projects all contribute to their understanding and prepares them to be independent learners.

Science units are also on a rotation, meaning that a student will be introduced to content as a primary student and then receive more advanced instruction as a middle schooler. In addition to our weekly environmental education lessons, students have whole units based on science, such as Oceans, Simple Machines, or Chemistry. In addition, guest speakers from the university are regularly welcomed to the science classes to further enrich the children's experiences with science.

Environmental Education is a vital component of the Nittany Valley Charter School. Each week, the Environmental program includes a 45 minute classroom session. In the fall and spring, the program is supplemented by a half-day or full-day field trip. The classroom time can be structured into mini-lessons, activities, and/or observation but its ultimate goal is to give the students the information needed to then go out into the field and conduct real environmental activities. The field trips give the students a chance to apply book learning to a real life experience, foster in them an appreciation and sense of stewardship for nature, and teach them about our natural environment, geology, and cultural history. Perhaps most importantly, they also provide opportunities for team building, cooperation, adventure, and the sense of accomplishment that comes from hiking up a mountain, going through a cave, or learning how to steer a canoe.

Spanish and Chinese studies begin in first grade and continue through eighth. Much of the learning is self-paced, individual work with the advantage of having a class for group work and

conversational practice. The students learn vocabulary, pronunciation, grammar, reading, and writing and study about Spanish speaking cultures.

Music class provides students with a variety of vocal and instrumental opportunities, depending on the interests and abilities of each group of children. Students learn music appreciation, study basic music theory, and sing and/or provide instrumental accompaniment. Students who are interested can learn keyboarding, guitar, or choral singing and they have three or four opportunities for performance each year. A particular strength of the current music program is developing the students' abilities to write songs and music that they then perform in front of the school or at times a larger audience.

This past year our art program stresses creativity and communication through the arts. Students of all ages completed some beautiful, meaningful work.

Physical Education is an active, fun program with a variety of games and activities that build skill levels, promote physical confidence, encourage team building, and increase fitness levels. The students play sports like soccer, tennis, and basketball as well as participate in games like Pickle Ball, Wacky Ball, and Webbie Ball. Once again this year, additional gym classes in fitness and skills were available and were quite successful. All students had gym at least twice a week; some students had gym one or more times a day. In addition to increasing, physical stamina, participating students performed better in academic classes and improved social skills in an authentic setting.

Health is taught first in practice with a healthy, high-protein snack offered at morning break, two active, outdoor play periods a day in addition to PE and hikes and other outdoor activities as a part of Environmental Education. Students also participation in health-related instruction during their regular science classes.

Nittany Valley Charter School's motto is "We work hard today to make dreams come true tomorrow." Perhaps we should have added " . . .while having a good time." Our well rounded program with primary concern for the well being of the whole child and a strong academic program allows each child to meet their fullest potential. Student accomplishment on Pennsylvania System of School Assessment and the Terra Nova exam, each administered yearly, prove that students can meet their academic potential while enjoying the process of learning.

Strengths and Challenges

Nittany Valley Charter School has developed a great strength in working with individual students and meeting the needs of each child. Teachers are continually attending professional education seminars on students with special needs and new support staff is being added to help implement best teaching practices with all students. Students feel that they belong here, they feel safe and important. This allows them to achieve to the best of their ability.

An ongoing challenge at our school is balancing an acceptance of our students with their disabilities and the level of change necessary for them to continue to find success in other environments. Teaching the students strategies to be independent learners and contributing citizens is an important part of our curriculum. Helping students to modify unacceptable behaviors related to their disabilities is also an important goal at NVCS.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A charter school's goals are explicit in their mission. It is the responsibility of the Board of Directors to ensure that all decisions are based on meeting these goals.

The Board of Directors of our school is made up of parents, teachers, and the head administrator. As a board, they determine how best we can meet the mission of our school. To develop our strategic plan, the board surveyed the families and staff of the school in regards to their priorities for the future. The survey clearly conveyed the direction that the school is to follow as it continues to serve its students. The first priority based on the surveys during the 2011-2012 school year was the improvement and maintenance of a safe environment conducive to learning. The second priority was to balance the budget during the tight economic times. A continuing priority was to hire and retain highly qualified teachers who will work to contribute to the community of the school as a whole in addition to maintaining a high level of academic expectations. As always, meeting our mission dictates how we will address the educational needs of our students.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brannaka, Larry	PA Fish and Game Commission	Community Representative	Board of Directors, Eric Grele, President
Branstetter, Kristi	My Foodie Chef	Parent	Nina Jenkins, committee chair
Carolyn Maroncelli	Nittany Valley Charter School	Administrator	Carolyn Maroncelli
Emel, Melissa	Nittany Valley charter School/Centre Crest Nursing Home	Business Representative	Board of Directors, Eric Grele, President
Jenkins, Nina	Penn State University	Community Representative	Board of Directors, Eric Grele, President
Joyce Kreuter	Nittany Valley Charter School	Middle School Teacher	Team of Teachers
Kara Martin	Nittany Valley Charter School	Other	Carolyn Maroncelli
Katherine Daley	Nittany Valley charter School	Elementary School Teacher	Carolyn Maroncelli and team of teachers
Martin, Danielle	Nittany Valley Charter School	Administrator	Board of Directors, Eric Grele, President
Martin, Danielle	Nittany Valley Charter School	Special Education Teacher	Danielle Martin, Special Education Director
Mary Michaluk	Nittany Valley Charter School	Elementary School Teacher	Carolyn Maroncelli and team of teachers
Mike Fogelsanger	Nittany Valley Charter School	Secondary School Teacher	Team of teachers
Phyllis Little	Nittany Valley Charter School	Middle School Teacher	Team of Teachers
Skinner, Carol	Mid Step	Ed Specialist - School Psychologist	Danielle Martin, Special Education Director
Tune-Pierrot, Katie	Nittany Valley Charter School	Secondary School Teacher	Team of teachers

Goals, Strategies and Activities

Goal: Attendance/work completion

Description: Students will have 95% attendance based on hourly accounting with a reduction in tardiness and/or 95% of assignments turned in on time

Strategy: Communication

Description: Communication with parents encouraging participation

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Strategy: Reduce tardiness

Description: Tardiness is currently a chronic problem for 12.5% of our students. They miss the plan for the day and disturb the class when they arrive.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Develop classes to ensure success for special needs students

Description: Students who are unable to experience success in the regular classroom shall participate in specially designed classes where they can be successful

Strategy: Individualize instruction

Description: Each student's areas of weakness in reading, vocabulary, or language will be expressly targeted by individual or small group instruction.

Activity: Foreign language optional

Description: Students struggling with receptive or expressive language will be exempt from the foreign language requirement and will spend additional time on language arts instruction/practice

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/20/2010 The policy on foreign language classes has been modified and implemented.

Activity: Offer individual music lessons

Description: For students who cannot tolerate the noise of a general music class, an independent class will be designed

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 8/26/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Offer individual song writing class

Description: For students who have very strong, narrow interests, develop a class for songwriting about their interests

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 8/26/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Implement environmentally friendly practices throughout the school

Description: The school will incorporate new ways of helping the environment into its operation

Strategy: Reduce the use of paper

Description: Consume less copy paper

Activity: Individual whiteboards for students

Description: Students will use individual whiteboards instead of scratch paper

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 8/26/2009 Finish: Ongoing	\$100.00
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Status: Complete

Date Comment

7/20/2010 Whiteboards have been purchased and distributed.

Activity: Use projectors for distributing information

Description: Project IEP's, agenda, etc. whenever possible to avoid paper copies

Person Responsible Timeline for Implementation Resources

Joyce Kreuter	Start: 8/27/2009 Finish: Ongoing	\$4,500.00
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Status: Complete

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Improve sense of community throughout the school

Description: A continuing priority from the 2011-2012 surveys was to hire and retain highly qualified teachers who will work to contribute to the community of the school as a whole in addition to maintaining a high level of academic expectations.

Strategy: Deal with parent concerns quickly

Description: Deal with parent concerns as soon as possible

Activity: Online forum

Description: Develop an online forum for communication between parents and teachers

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 8/23/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Introduce new students and their parents to our school

Description: Introduce new students and their parents to all of the aspects of our school community early in the school year

Activity: Special activities to welcome new students

Description: Develop special activities for students and open house for parents at the beginning of the school year to make them feel a part of the community

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 8/23/2012	-
	Finish: 8/23/2012	

Status: Not Started — Overdue

Goal: Improve students' level of independence

Description: Students will rely less on the teacher

Strategy: Provide students with complete written directions for project work

Description: Students will refer to written direction for project work and only ask questions that are not answered in the directions

Activity: Instruct students to re-read directions

Description: Teachers will not answer questions that are answered in the written directions

Person Responsible Timeline for Implementation Resources

Mike Fogelsanger	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Strategy: Use self and peer assessment

Description: Students will ask themselves or a peer for evaluation before approaching the teacher

Activity: Require students to self check math work before submitting

Description: Students shall be taught and required to use methods for checking math work before submitting it

Person Responsible Timeline for Implementation Resources

Phyllis Little	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Students will edit own writing before submitting it

Description: Students will complete an editing checklist before submitting writing

Person Responsible Timeline for Implementation Resources

Katherine Daley	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Use peer evaluation of writing pieces

Description: Have students read their writing to a peer to check for general content organization and detail

Person Responsible Timeline for Implementation Resources

Katherine Daley	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Individualize instructional programs

Description: Accomodate each child's individual learning style and developmental pace

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
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Finish: Ongoing

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Strategy: Individualize instruction

Description: Each student's areas of weakness in reading, vocabulary, or language will be expressly targeted by individual or small group instruction.

Activity: Appropriate level of instruction

Description: Provide instruction at an appropriate level so each student has sufficient background knowledge and a level of challenge

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Meaningful activities

Description: Students will participate in meaningful activities that connect to the student at least 20% of the time and have the number relationship to the activity clearly explained

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Modify curriculum for special needs students

Description: With help from professionals, modify curriculum for students with special needs

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	\$500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

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"> Early childhood (preK-grade 3) Middle (grades 6-8)

- Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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:

- 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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey

Status: Complete

Date	Comment
7/20/2010	This activity was successful and will be used again.

Goal: Integrate technology goals throughout the curriculum

Description: Technology will be used as a tool in all subject areas as appropriate

Strategy: Develop and practice technology skills

Description: Learn to use technology through meaningful content area assignments

Activity: Tech skills will be coordinated for optimum use in each subject area

Description:

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

7/20/2010 This is an ongoing activity.

Strategy: Establish tech goals for each core subject area

Description: Coordinate the tech goals for students with work in each core subject area

Activity: Tech skills will be coordinated for optimum use in each subject area

Description:

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

7/20/2010 This is an ongoing activity.

Strategy: Provide technology training for all teachers

Description: Technology team members will attend sessions on use of latest technology in the classroom

Activity: Train teachers in latest technology

Description: Teachers will take online courses in latest technology and share with other staff members.

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 10/1/2010	\$3,600.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

7/20/2010 This is an ongoing activity.

Goal: Integrate understanding of natural environment

Description: Integrate the learning process with a personal understanding of the overall school program

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli Start: 7/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
7/20/2010	This is an ongoing activity.

Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin Start: 7/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
7/20/2010	This is an ongoing activity.

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date **Comment**

7/20/2010 This activity was successful and will be used again.

Goal: Involve parents

Description: Involve parents as an integral part of the overall school program

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

7/20/2010 This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

7/20/2010 This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Language Arts

Description: At least 75% of all students will make progress in Reading, Vocabulary, or Language as measured by the annual state-wide PSSA assessments and/or district administered Terra Nova. Students already scoring 95% will be excluded from this data.

Strategy: More time for Language Arts

Description: Reschedule the daily activities to allow more periods dedicated to language arts

Activity: Add a silent reading period to the day

Description: The entire school will participate in silent reading every day

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/20/2010 This has been successfully implemented.

Activity: Improve student comprehension

Description: Use Read Naturally and reading group discussion to improve comprehension

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Increase reading fluency

Description: Use Read Naturally and reading groups to increase student reading fluency

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Increase use of detail in student writing

Description: Students will improve writing by adding more detail

Person Responsible Timeline for Implementation Resources

Katherine Daley	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Maintain a high level of academic expectations

Description: A continuing priority from the 2011-2012 surveys was to hire and retain highly qualified teachers who will work to contribute to the community of the school as a whole in addition to maintaining a high level of academic expectations.

Strategy: Hire and retain highly qualified teachers

Description: All teachers should be highly qualified in content areas and pedagogy

Activity: Employ highly qualified teachers

Description: Assign teachers to positions that best use their strengths

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/2/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Professional development for all teachers

Description: Provide professional development in content areas and pedagogy

Activity: Develop a positive support plan based on the school's needs

Description: Develop a plan based on Pennsylvania's Schoolwide Positive Behavior Support System

Person Responsible	Timeline for Implementation	Resources
Mike Fogelsanger	Start: 7/18/2012 Finish: 8/24/2012	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	5	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Intermediate Unit 10	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Improve the overall school and classroom climate; reduce the number of office discipline referrals, suspensions, and expulsions, increase the academic success of students.	School-wide Positive Behavior Support is a research-based, highly effective, approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improves and sustains academic achievement and mental and emotional well-being of all students.	
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Reduction in behavior (Data will reflect a reduction in behavior problems.)

Status: Not Started — Overdue

Goal: Mathematics

Description: At least 75% of all students will show improvement in Mathematics, as measured by the annual state-wide PSSA assessments and/or the district administered Terra Nova. Students already scoring above 95% will be excluded from the data.

Strategy: Increase student motivation to learn by making learning meaningful

Description: Connect subject area content to the learner's interests and experiences

Activity: Improve number sense

Description: Use a variety of activities designed to increase student's number sense

Person Responsible Timeline for Implementation Resources

Phyllis Little	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Integrate math into student projects

Description: A math component will be integrated into student projects at least 20% of the time

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Strategy: Use self and peer assessment

Description: Students will ask themselves or a peer for evaluation before approaching the teacher

Activity: Require students to self check math work before submitting

Description: Students shall be taught and required to use methods for checking math work before submitting it

Person Responsible Timeline for Implementation Resources

Phyllis Little	Start: 8/26/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Meet the needs of the whole child

Description: Respond not only to the students' intellectual needs, but equally importantly to their emotional, social, and physical needs

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/20/2010	This is an ongoing activity.
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Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson 	<ul style="list-style-type: none"> Participant survey

discussions

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
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|---|--|
| <ul style="list-style-type: none">• Peer-to-peer lesson discussions | <ul style="list-style-type: none">• Participant survey |
|---|--|

Status: Complete

Date	Comment
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7/20/2010	This activity was successful and will be used again.
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Goal: Operate on a balanced budget

Description: The second priority from the 2011-2012 surveys was to balance the budget during the tight economic times.

Strategy: Increase income

Description: Consider all ways to increase income

Activity: Add a kindergarten

Description: Apply to the district to add a kindergarten class to the school

Person Responsible	Timeline for Implementation	Resources
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Carolyn Maroncelli	Start: 8/1/2012 Finish: 8/1/2012	-
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Status: Not Started — Overdue

Activity: Increase enrollment

Description: Increase middle and upper classrooms to 18 students each

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Reduce spending

Description: Consider all ways to reduce spending

Activity: Prioritize staff assignments

Description: Determine best staff assignments to eliminate unnecessary spending

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Professional staff will grow as an educator so that they may help students meet state standards

Description: Professional staff will work continually to grow as an educator so that they may help students meet state standards

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Improve literacy in the content areas

Description: Provide professional development to improve educators ability to teach reading and writing through the content areas

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 9/21/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Walley Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will gain specific strategies for teaching literacy throughout the content areas.	Our achievement data shows a very strong correlation between reading scores and content areas scores. We want to improve in both areas by targeting reading a writing.	<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	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Environment and Ecology History Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- 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
- pedagogy and standards, classroom environment, instructional delivery and professionalism.
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data

Status: Complete

Date	Comment
6/14/2012	Teachers have worked to integrate reading and writing instruction throughout the content areas. This is necessary to cover all skills and content within the time frame allowed.

Activity: Use drama to build literacy skills.

Description: Provide teachers with training so that they can use drama in the classroom to practice and motivate literacy skills.

Person Responsible	Timeline for Implementation	Resources
Katherine Daley	Start: 9/21/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to direct students in play productions.	Research shows that drama improves literacy in every area.	<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:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Arts & Humanities

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Participant survey

Status: Complete

Date	Comment
6/14/2012	Drama has been used on a regular basis throughout the school to improve literacy, fluency, and content area knowledge.

Goal: Professional staff will improve subject area knowledge

Description: Professional staff will work continually to increase knowledge of applicable subject areas

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Use drama to build literacy skills.

Description: Provide teachers with training so that they can use drama in the classroom to practice and motivate literacy skills.

Person Responsible	Timeline for Implementation	Resources
Katherine Daley	Start: 9/21/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	3	8
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn to direct students in play productions.	Research shows that drama improves literacy in every area.	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Arts & Humanities

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

Status: Complete

Date	Comment
6/14/2012	Drama has been used on a regular basis throughout the school to improve literacy, fluency, and content area knowledge.

Goal: Professional staff will improve teaching skills

Description: Professional staff will work continually to increase their ability to teach each student as needed skillfully

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Improve literacy in the content areas

Description: Provide professional development to improve educators ability to teach reading and writing through the content areas

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 9/21/2010 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	7	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Walley Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The participant will gain specific strategies for teaching	Our achievement data shows a very strong correlation between	<i>For classroom teachers, school counselors and education</i>

literacy throughout the content reading scores and content areas. We want to improve in both areas by targeting reading a writing.

specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Environment and Ecology • History • Geography

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. • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Complete

Date	Comment
6/14/2012	Teachers have worked to integrate reading and writing instruction throughout the content areas. This is necessary to cover all skills and content within the time frame allowed.

Goal: Provide a flexible learning environment with small classes and a high teacher-student ratio

Description: Small classes that adapt to the needs of learners

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/20/2010	This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/20/2010	This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities**Evaluation Methods**

- Peer-to-peer lesson discussions
- Participant survey

Status: Complete**Date Comment**

7/20/2010 This activity was successful and will be used again.

Goal: Provide a safe environment for learning**Description:** The first priority based on the surveys during the 2011-2012 school year was the improvement and maintenance of a safe environment conducive to learning.**Strategy: School wide positive support plan****Description:** Develop and implement a school wide positive support plan**Activity: Coordinate student discipline****Description:** Create a part time staff position to coordinate student discipline**Person Responsible Timeline for Implementation Resources**

Mike Fogelsanger	Start: 7/2/2012 Finish: 7/2/2012	\$2,000.00
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Status: Not Started — Overdue**Activity: Develop a positive support plan based on the school's needs****Description:** Develop a plan based on Pennsylvania's Schoolwide Positive Behavior Support System**Person Responsible Timeline for Implementation Resources**

Mike Fogelsanger	Start: 7/18/2012 Finish: 8/24/2012	\$1,000.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	5	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Central Intermediate Unit 10	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improve the overall school and classroom climate; reduce the number of office discipline referrals, suspensions, and expulsions, increase the academic success of students.	School-wide Positive Behavior Support is a research-based, highly effective, approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improves and sustains academic achievement and mental and emotional well-being of all students.	

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Reduction in behavior (Data will reflect a reduction in behavior problems.)

Status: Not Started — Overdue

Goal: Provide experiences outside the traditional classroom

Description: Experiences outside the traditional classroom setting are an essential component of learning

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 7/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CIU	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Empowers educators to work

effectively with parents and community partners.

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

- 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"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or	Type of Provider	Provider's Department of

Institution Name	Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date	Comment
7/20/2010	This activity was successful and will be used again.

Goal: Provide opportunities for student to learn through a variety on instructional materials and from a variety of human sources

Description: Stress the importance of learning from each other, from adults, and from community resources

Strategy: Clear communication

Description: Provide various methods of communication

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Report Cards and conferences

Description: Meet with parents during conferences to discuss report cards and student progress and communicate about student services

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli Start: 7/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Activity: Website

Description: Maintain a school website with all student service and academic program information

Person Responsible Timeline for Implementation Resources

Kara Martin Start: 7/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/20/2010	This is an ongoing activity.

Strategy: Professional development

Description: Provide professional development in all areas related to student services as needed

Activity: Attend workshops at CIU

Description: Teachers, administrators, and paraprofessional will attend workshops at CIU

Person Responsible	Timeline for Implementation	Resources
Carolyn Maroncelli	Start: 7/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

CIU

• Intermediate Unit

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge and skills that will enhance the school's student services; these may pertain to health, nutrition, extra activities, etc.	These activities help each student develop in all regards as a whole child. Research shows that tending to the whole child enhances academic progress.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date	Comment
7/20/2010	This has been successful and will be continued.
7/20/2010	This is an ongoing activity.

Activity: Shared Readings

Description: Professional books and journals will be read and discussed by all staff members

Person Responsible	Timeline for Implementation	Resources
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Carolyn Maroncelli

Start: 7/1/2009
Finish: 6/30/2010

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Nittany Valley Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn methods of meeting the needs of the whole child	Research shows that meeting the needs of the whole child increases academic performance	<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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Date	Comment
7/20/2010	This activity was successful and will be used again.

Goal: Remain current with technology development

Description: Technology team will remain current of developments in technology and it's use in schools

Strategy: Provide technology training for all teachers

Description: Technology team members will attend sessions on use of latest technology in the classroom

Activity: Train teachers in latest technology

Description: Teachers will take online courses in latest technology and share with other staff members.

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 10/1/2010 Finish: Ongoing	\$3,600.00
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Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Goal: Use technology to help meet the school's mission

Description: Technology is a vital tool in meeting our school's mission

Strategy: Use technology to help reduce the school's impact on the environment.

Description: The use of technology can greatly reduce the use of paper.

Activity: Communication

Description: Communicate with parents encouraging attendance

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/20/2010	This has been clearly communicated in the handbook and ongoing communications, such as the newsletter.
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Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010	This is an ongoing activity.
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Activity: Newsletter

Description: Weekly school publication

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/20/2010	This is an ongoing activity.
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Activity: Use projectors for distributing information

Description: Project IEP's, agenda, etc. whenever possible to avoid paper copies

Person Responsible Timeline for Implementation Resources

Joyce Kreuter	Start: 8/27/2009 Finish: Ongoing	\$4,500.00
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Status: Complete

Date Comment

7/20/2010 This is an ongoing activity.

Strategy: Use technology to individualize education and provide a flexible learning environment

Description: The use of computers and the internet can be tailored to meet individual needs.

Activity: Appropriate level of instruction

Description: Provide instruction at an appropriate level so each student has sufficient background knowledge and a level of challenge

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/20/2010 This is an ongoing activity.

Activity: Meaningful activities

Description: Students will participate in meaningful activities that connect to the student at least 20% of the time and have the number relationship to the activity clearly explained

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
7/20/2010	This is an ongoing activity.

Activity: Students will practice math skills on the computer.

Description: Repeated practice of math skills will be done on online programs.

Person Responsible Timeline for Implementation Resources

Kara Martin	Start: 9/30/2010 Finish: Ongoing	\$3,600.00
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Status: Complete

Date	Comment
6/14/2012	Students practice and compete with online math games.

Strategy: Use technology to involve parents.

Description: Clear communication is necessary to involve parents.

Activity: Communication

Description: Communicate with parents encouraging assignments to be completed when school is missed

Person Responsible Timeline for Implementation Resources

Carolyn Maroncelli	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
7/20/2010	The assignment policy for travel have been added to the handbook.

Activity: Friday notes

Description: Teachers will communicate with parents through a weekly Friday note home

Person Responsible Timeline for Implementation Resources

Rigorous Instructional Program

Rigorous instructional program

The curriculum at NVCS is constantly evolving as the state standards continue to be developed in various subject areas and the population of the school changes. Teachers continually evaluate students' interests and learning with current curriculum and incorporate new content and teaching strategies as required.

The PA content standards form the basis for our curriculum. Teachers and volunteer educators have developed year-by-year checklists to assist classroom teachers in progressing towards the benchmark standards in all of the major subject areas. Looking at the big picture presented in each group of standards, units are developed to deliver content material in a relevant and integrated manner. Yearly state assessments show that our curriculum is more than meeting the proficient standards in most cases.

The NVCS curriculum revolves around a four-year rotation of units to present standards-based material to all students at an appropriate level. Whenever appropriate, students are pre-tested on subject matter and skills prior to class instruction. Their instruction is then compacted to allow the advanced learner to move ahead as appropriate. Background content or skill instruction is offered to students who require such remediation. Students benefit from individualized instruction, working at their own pace to move ahead in math and other subjects if skills and knowledge warrant it. Enrichments are offered with mixed age groups to further involve students in areas of learning that are of special interest to them.

Using cues from students, the teachers at NVCS have the liberty to engage in inquiry-based learning in all areas. From a few extra moments during a regularly scheduled lesson to entire units based on a student's questions, teachers take advantage of each child's natural curiosity to further their learning. An object or article that may pique a student's interest is offered in the classes on a regular basis. Discussing current events each morning in the middle school classroom connected unit materials to what is happening in the world today. Students were anxious to learn more about the lead stories or articles discovered in special interest sections. In addition, all students have convenient access to the Internet for in-depth study in a particular area. Students are encouraged to continue their inquiries with the benefit of conversation and research with their parents. Individualizing instruction and allowing students to pursue areas of greatest interest allow for significant in-depth study. Both individual lessons and entire units are designed with a progression of knowledge, incorporating an application phase whenever possible. To apply their new knowledge, students must have an in-depth understanding.

The first step in accelerating skill development, content knowledge, or learning strategies is a thorough understanding of why the child is lagging in this area. Following informal evaluation, diagnostic testing is administered by the classroom teacher or special education teacher, as necessary. Instructional methods that assist the individual child are then put in place. The classroom teacher is offered assistance in the process from special

education teachers or aides and parent volunteers. One-on-one instruction is readily available if needed in addition to the regular individualized classroom instruction. Students who need additional help are offered after school assistance by classroom teachers.

A variety of strategies are employed to actively engage students in the learning process. At all grade levels, students set academic and behavioral goals on a regular basis. They are taught to recognize their responsibility for their own learning. Students evaluate the learning materials and activities offered and offer suggestions for ways that the teacher can further assist their learning. The learning activities themselves are usually student-centered, activity based lessons that draw on many skills and subject areas. Students may work alone or in a group to complete project-based activities. Students speak, move, create, share, and further engage in active involvement with their learning. All-school presentations or competitions developed by the students at the culmination of their learning are very memorable and popular with the students.

Teachers work together as a team to meet the needs of each child. They help each other to determine which of three ways of individualizing will be most effective for a given assignment or a given student. The learning style of each child is determined through inventories and observation. Necessary accommodations are then made to maximize the student's learning ability. Content area assignments are differentiated to help individualize content, process, and product. Finally, students are allowed to work in their strongest intelligence but are also challenged to work in and strengthen areas that are not naturally as strong for them. Process and product integrate the multiple intelligences. All teachers are trained in these three areas and are encouraged to use these strategies to engage students in successful learning.

The goals of the mission at NVCS also include ways to actively engage a student in the learning process. The use of experts from the community, the use of a variety of technologies, and learning experiences and application of knowledge outside the classroom all enrich the curriculum at Nittany Valley Charter School.

Rigorous Instructional Program - Attachments

- Professional Education approval 2010
- Teacher Induction Report History 2010

English Language Learners

English Language Learners

Although some of our other students are bilingual, all speak, read, and write English as appropriate for their grade level.

In preparation for future ELL students, one of our paraprofessionals, who is bilingual, has

completed the ELL certification training. If any ELL students enter the school, she will be prepared to test them to determine services needed. We will use the Central Intermediate Unit for support if such a need arises.

English Language Learners - Attachment

- 2011-2012 ELL report

Graduation Requirements

Although NVCS has students only through 8th grade, we work diligently to prepare students to meet high school graduation requirements by offering standards-based curriculum and learning strategy instruction to all students to build a strong foundation for their future academic success.

Special Education

Nittany Valley Charter School's small class size and individualized approach makes it ideal for an inclusive model of special education. Most students receive all services in the regular education classroom with itinerant support. Students who require extra instruction in a given subject area may be pulled out individually or with a small group. In addition, support services are contracted for students who require occupational, speech, physical, or psychological therapy.

At NVCS, we believe that all students can learn. It is our responsibility to discover how they learn best and to provide the level of support that meets their needs. At the beginning of each year, the classroom teachers informally evaluate students to determine the best academic program within their classroom of peers. If a student appears to have difficulty grasping objectives, the student support team will contact the parent(s) and determine if further formal evaluations are needed. When necessary, we contract related services, such as speech therapy, occupational therapy, and physical therapy. If needed, an individual educational program is set up for a child. Our learning support teachers, classroom teachers, and paraprofessionals work with each child, as needed, to help them meet his or her goals. With educational support and our small, safe environment, special needs students are provided excellent opportunities for success at Nittany Valley Charter School.

Special Education - Attachments

- Special Education-Behavior Support Policy
- Special Education-Child Find Policy
- Special Education-Independent Education Evaluation
- Special Education-Surrogate Parent Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Danielle Martin	1	Learning Support/Behavior Support	Nittany Valley Charter	14	Danielle is the special education coordinator and all paraprofessional follow her directions. This year we had 3 paraprofessionals working part time at the school to support our special education program.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or	Location	# of	Other Information
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	support	Students
Central Intermediate Unit	.20 Speech Therapy	NVCS 8 Contracted speech services

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Resource Room 1	1
Paraprofessional (4)	Classroom	2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Clear-Care	Occupational Therapy	45 minutes
CIU 10	Hearing Teacher	45 minutes

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova Third Edition	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Terra Nova Third Edition	Yes	Yes	Yes	No	No	No	No

Student Assessment

Students at NVCS receive two batteries of standardized tests each year, the state assessment and the Terra Nova. We use the results of both of these instruments to check our students' progress and to set goals for improvement. In general, our scores show very high levels of achievement when the high percentage of special needs students is considered. We also chart year to year progress for all students. These test scores help us to update academic plans and to reevaluate staff placements for paraprofessionals. Additionally, our year's professional development plans reflect needs determined through the analysis of test scores.

Students are also evaluated continually and less formally throughout the school year. Teachers keep records of all student progress and report it on a weekly basis to parents. Three times a year, these observations, test scores, and projects are evaluated for a more formal reporting. The information in these reports is used to develop each child's academic program. Failure to make adequate progress with intervention usually leads to an evaluation for special needs.

One strategy used for improving performance is assessing if the content and skills being presented is at an appropriate level and that the student has adequate background knowledge. If this is the case, and the student "connects" with the material, additional support in the classroom is our next step. We have four full-time regular education teachers and three paraprofessionals offering assistance as needed. If after a period of time, a student is unable to make progress, an evaluation is recommended and provided by the school. The majority of our students make wonderful progress in our small, personal environment.

Our test scores for the 2011-2012 school year reflect our growing population of special needs students. With only 48 students in the school, the average score can fluctuate a great deal with one outlying score. We had a range of national percentile scores of 96. However, we will study the trends and adapt our teaching to meet any needs. After targeting Social Studies scores this past year we were pleased

Student Assessment - Attachment

- Terra Nova Scores 2010-2011

Teacher Evaluation

The four main features of the teacher evaluation plan currently in place include an evaluation on adherence to the Mission, a self evaluation, an evaluation of student growth, and evaluation of professional development.

The teachers at NVCS who have had outstanding evaluations for three or more years are mainly assessed by self-evaluations. They have the primary responsibility to continually evaluate their effectiveness. In addition, each teacher will be evaluated by the special education teacher at the school for their compliance in meeting each child's IEP requirements. However, Level I teachers and teachers new to our school are evaluated by the CEO. Our CEO is required to be a certified educator but not a certified administrator.

During our in-service at the beginning of the academic year, all teachers and the CEO participate in trainings related to the main components of the mission — individualized instruction, multiple intelligences, and learning styles. This is an annual training with both theoretical discussions as well as hands-on applications through activities and role-playing.

The Special Education teacher facilitates a number of trainings specifically on the implementation of the IEPs and meeting the needs of our special education population. Furthermore, different ways of modifying curriculum to help our struggling students is often the topic at staff meetings and in-service days. Outside speakers on special needs are brought in throughout the year to supplement the in-house trainings.

Teacher Evaluation - Attachment

- Multi-Measure Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees elects a new executive committee every year. Usually, the board members work their way through the ranks. This year's president, Larry Brannaka, has served on the board for many years and had served two years as vice president of the board. Erin Campbell served as vice-president. Kristi Branstetter served her second year as secretary. Our treasurer, Katie Tune-Pierrot, was serving her third year as treasurer.

The Chief Executive Officer, Carolyn Maroncelli, completed her sixth year in this position. Carolyn is the founder of the school and has worked at the school since its beginning, even prior to receiving its charter.

Board of Trustees

Name of Trustee	Office (if any)
Carolyn Maroncelli	CEO
Katie Tune-Pierrot	Treasurer
Larry Brannaka	President
Nina Jenkins	n/a
Melissa Emel	n/a
Kristi Branstetter	Secretary
Erin Campbell	Vice President
Tanya Pukutz-Greenland	n/a

Jane Sleigh	n/a
Oksana Behrer	n/a
Tricia Roth	n/a

Professional Development (Governance)

Trustees are provided with references to and/or copies of the Pennsylvania Charter School Law, the Sunshine Act, Public Officials Act, the NVCS Charter and Charter Application, and the NVCS Bylaws. It is the responsibility of each trustee to read and understand these documents. Board meetings frequently include discussions of governing documents to assist trustees in their decision-making.

Coordination of the Governance and Management of the School

The Board of Trustees establishes the policies for the operation of the school in accordance with the NVCS mission. Day-to-day management of the school and implementation of school policies is accomplished by the Chief Executive Officer, working as a team with the classroom teachers and other staff. At each regular board meeting, the CEO reports to the Board of Trustees issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize her responsibilities and assists her as needed with interpreting and applying the appropriate guidelines for the operation of the school.

The Board of Trustees primarily interacts with the charter-granting district through the Chief Executive Officer. The CEO attends monthly meetings with the district and is in frequent contact with the district representative when questions arise either originating with NVCS or the district. We have always felt that our relationship with the district has been one of cooperation and good will. It is the policy of NVCS to welcome visitors from the district to attend Board of Trustee meetings, or to observe the school at any time. Representatives from the district officially visit the school once each year.

Coordination of the Governance and Management of the School - Attachment

- Calendar of Board Meetings 2011-2012

Community and Parent Engagement

Meaningful parent involvement in school activities is part of the charter of NVCS and it is a commitment we take very seriously. Our parent volunteers are involved in a wide range of activities, including operating after school clubs, teaching enrichments, assisting in the classrooms with groups or reading aloud to the class, preparing and distributing healthy snacks, organizing and maintaining our facility, and many others. Every year parent volunteers make a tremendous effort with fundraising! Every member of the Board of Trustees is a parent of a current or former student of NVCS.

The NVCS mission stresses the need for students to be involved with the community outside the walls of the school. We interact with the community on several levels: academic, charitable, environmental, and professional. We welcomed numerous professors from Penn State University throughout the year. We continue to have weekly field trips related to our environmental program. This year NVCS cooperated with Penn State's College of Education to provide classroom experience to their pre-student teachers. This program was a benefit to both NVCS and the university.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The main source of funding continues to be from the local school district. The classroom teachers and CEO also apply for applicable grants but because of our small, heterogeneous population, we do not qualify for most grants. In addition, parents lead small fund raising activities that take place throughout the year. With our small school population, it is difficult for fund-raising activities to provide a significant source of income; however, we do plan to continue activities that will financially help the school as well as provide opportunities for getting the school community together.

Fiscal Solvency Policies

All financial decisions over \$500.00 must have the approval of the Board of Trustees. The board treasurer double checks all financial activity and reports quarterly to the board. In addition to maintaining an emergency reserve for regular expenses in case of a temporary loss of income, we maintain a building emergency fund. We plan to add to this fund on a yearly basis (between 3-5% of our annual revenues) in order to ensure that an unexpected expense or a delay in receiving monies will result in minimal disruption to the operation of the school.

During the 2011-2012 school year, this reserve served its intended function. Because of the loss of some state and federal funding, our income was less than anticipated. In addition, we had exceptional costs for special education. The reserve fund operated to keep us financially viable.

Accounting System

NVCS revenue and expenses are recorded in QuickBooks. QuickBooks chart of accounts is set up based on the chart of accounts for PA Public Schools for the ease of budgeting, accounting, and reporting. Payroll service is contracted through Keystone Payroll. They provide payroll service and quarterly reporting. We have a part-time Business Manager who is responsible for keeping all of our accounting up-to-date.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Expenditures page with signatures
- Fiscal Template complete 2011-2012

- Revenues with signature

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

Independent Audit completed by:
Parente Randolph LLC
220 Regent Court
State College, PA

October 7, 2011

We have audited the accompanying financial statements of the governmental activities and the major fund of Nittany Valley Charter School, Inc. (the "School") as of and for the year ended June 30, 2011, which collectively comprises the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Nittany Valley Charter School, Inc., as of June 30, 2011, and the respective changes in financial position and budgetary comparison for the General Fund, thereof for the year then ended in conformity with the accounting principles generally accepted in the United States of America.

The School has not presented Management's Discussion and Analysis (MD&A) that accounting principles generally accepted in the United States of America has determined is necessary to supplement, although not required to be part of, the basic financial statements.

Parente Beard LLC

The audit for the 2010-2011 school year will not be submitted to the auditor until August 1, 2011. The previous year's audit is attached.

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

- 2010-2011 Audit

Citations and follow-up actions for any State Audit Report

We did not receive a state audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

Nittany Valley Charter School has been in its current building since the fall of 2003. The building was expanded and brought up to code during the summer of 2008. This year, repair work on the foundation was necessary due to a design flaw with the drainage. Odds and ends of furnishings were purchased from Penn State Salvage, where we are able to get high quality furniture for very low prices. The majority of our technology equipment purchases were of refurbished equipment, keeping costs low.

Future Facility Plans and Other Capital Needs

For a second year, a major repair was necessary on the foundation due to a design flaw with the drainage. The school was able to cover the cost of the repair with the regularly budgeted repair monies plus money from the reserve account.

For the first time in recent years, the school does not have a financial surplus at the end of the fiscal year. However, repairs, new furnishings and equipment are all a part of the annual budget. In addition, any surpluses are saved for this purpose.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Our 'Emergency Evacuation Procedures and Rules' policy is still in effect and its application is reinforced through monthly fire drills. In addition, two years ago we adopted an Emergency Plan, which is much more comprehensive than our previous plan. We now include crisis drills in our regular emergency drill schedule. We have also contracted with AlertNow for emergency notification to all families. Our school is inspected annually by the Centre Region Code

Administration to ensure that all necessary safety precautions are in place and in working order in the building.

The sponsoring school district's nurse comes to the school each year for physical check-ups of the entire student body (this includes vision checks as well). While she is here, she reviews all health and immunization records and ensures that they are up-to-date. We follow up with any missing information and coordinate with the nurse to ensure that all health and immunization requirements are met. The nurse provides us a summary of her findings, and we submit the annual health report to the Department of Health.

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

- Compliance with Health and Safety Requirements-Wellness Policy
- Request for Reimbursement and Report of Health Services 2011-2012

Current School Insurance Coverage Policies and Programs

The school contracts with the State College Area School District for employee coverage for health, life, dental, and disability insurance. Erie Insurance covers us for general liability, auto, property, liability, and workers compensation insurance.

Erie Insurance Exchange Ultraflex Policy (Property protection, liability, etc.)

Erie Insurance Exchange Workers Compensation and Employers Liability Insurance Policy

Erie Insurance Exchange Business Catastrophe Policy (liability)

Current School Insurance Coverage Policies and Programs - Attachments

- Business Catastrophe Insurance 2011-2012
- Ultra Flex Policy 2011-2012
- Worker's Compensation and Employee Liability Insurance 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Nittany Valley Charter School has eleven instructional employees. All employees are highly qualified. Eight are full time; three are part-time. Teachers who only teach part time, work the rest of the day in a second capacity such as Business Manager or Paraprofessional. One of our teachers who was on the founding coalition and has been with the school since the beginning serves as the CEO. The CEO and all full time teachers were returning from last year. The only

new employee this year was the Spanish teacher. Our staff remains relatively stable. Teachers enjoy the autonomy that our school allows and most departures are based on career moves for spouses. Part-time teachers are more likely to leave when they find a full time position.

We have attached the ACS log from PDE verifying submission of our personnel reports.

Quality of Teaching and Other Staff - Attachments

- HQT ACS 2012
- PDE 414 2011-2012

Student Enrollment

Our Admission Policy, which was approved by the Board of Trustees in June 2004, is used as the basis for all student enrollment. The policy was developed based on state law and clearly defines the procedure for the lottery and waiting list. All students currently enrolled in NVCS, whether in-district or out-of-district, are exempt from the lottery process but must fill out a re-enrollment application. NVCS returning students' applications are reviewed and class placement determined by the Admissions Committee and staff. The committee will then determine how many openings are available for each class realizing that the best class size is 12 students in four classrooms. All completed new student applications received by April 30 will be processed through a lottery system. As in-district applications are received, each will be given a number. These numbers are then their identification during the lottery process. The actual lottery process will be conducted by the Secretary of the Board of Trustees, the CEO and the Chairman of the Admissions Committee. As each number is drawn, it is placed in order by grade on the Lottery Chart. Out of district applications are similarly drawn with separate identifiers and are then placed by grade on the chart behind the in-district applicants. Any openings are then filled using the following guidelines:

First, the opening can be filled with a child of the founding coalition or a sibling (of a current student) in the same grade as the opening.

Second, the opening can be filled with a student from the same grade waiting list.

Third, if appropriate to maintain balance in the classroom, the opening can be filled with a student from a different grade but same class as the opening.

Fourth, if the class that has the opening has a size greater than 12, the admissions committee and staff will review the school population to determine the best placement for a new student.

Students applying for 1st grade must be six years of age by September 1. Application procedure is described in the Admissions Policy.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

<i>Grade Level</i>	<i>Initially enrolled</i>	<i>Dropped</i>	<i>Added</i>	<i>Destination</i>
1	7	1	1	Hawaii
2	7	3	0	Hawaii, Korea, SCASD
3	6	0	1	
4	8	0	0	
5	10	0	0	
6	4	1	0	SCASD
7	3	1	1	SCASD
8	3	0	0	
<i>Total</i>	48	6	3	

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

30 of 48 students will be returning.

Provide numbers of students who left at the requirement of the schools, and the numbers who left voluntarily.

Six students left voluntarily during the 2011-2012 school year.

Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to return to the school or not. If the school is under- or over-enrolled, provide an explanation.

Most students return to Nittany Valley Charter School year after year. In addition, many siblings from the same family attend over the years. The majority of students who elect to leave NVCS before moving on to high school choose to move to the middle school for extra curricular and special curricular activities and/or for a larger peer group. The other major reason for electing to leave the school is the family moving out of town due to a parent completing a degree at the university. We consistently have turn over of 1/4 to 1/3 of the student body.

This year we were under enrolled by three students for the last two months of the year. Because of late departures of some families, it was too late in the year for incoming families to choose to make a change.

Student Enrollment - Attachment

- Admissions Policy

Transportation

Transportation to and from school for the majority of our students is provided by our chartering district, State College Area Schools. The SCASD has been very cooperative and helpful with regards to transporting students to NVCS. We have worked to bring our calendar as closely in line with the district calendar as possible. Our one complaint continues to be about the shuttling of the students to the High School in the morning. Many students who live quite near the school are transported an hour before the start of school. As a result, a number of parents chose to bring their children to school instead of using the provided busing. As more students enter our school from the surrounding districts, we have been very happy with the busing service provided. At this time four outlying districts provides vans or buses for our students.

Two students required special accommodations for transportation this year.

NVCS directly hires another company, Longs Buses, to provide transportation for our weekly fieldtrips. In addition, one trip each year is taken on a more luxurious charter bus.

We are pleased with the overall transportation program at our school. Changing the morning pick-up schedule by SCASD is our only transportation goal.

Food Service Program

Students at NVCS must bring their own lunch from home. Due to our size, it is not feasible to participate in the Free and Reduced Lunch Program.

Student Conduct

Students at NVCS are expected to show respect for all other students, employees and volunteers, as well as people of the community with whom they have contact during school time. Students are expected to take responsibility for their own behavior. Students who exhibit persistent behavioral problems or endanger others with physical violence,

endanger school relationships with the community through destruction of property or thievery, or participate in any illegal activity shall proceed with the due process for exclusion from school, including notification of student and parents, development and implementation of behavior contract, and ultimately suspension or expulsion.

The school's discipline policy is in compliance with Chapters 12 of the Public School Code. Specifically it includes expectations for students' assuming responsibility for their learning and showing respect to others (Section 12.2) and it outlines due process in cases of exclusion from school (Section 12.6)

In addition to our formal discipline policy, we have a day-to-day discipline code with clear consequences for inappropriate behavior.

There were two in-school suspensions this year and no expulsions.

Student Conduct - Attachment

- Code of Conduct, Discipline, and Bullying Policy updated June, 2009

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Nittany Valley CS within Central IU 10 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 Nittany Valley 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: Carolyn Maroncelli **Title:** Mrs.
Phone: 814-867-3842 **Fax:** 814-231-0795
E-mail: carolyn@nvcs.org

Signature of the Chief Executive Officer and Date

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

Name: Larry Brannaka **Title:** Mr.
Phone: 814-355-3188 **Fax:** na
E-mail: lkb56@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Danielle Martin **Title:** Mrs.
Phone: 814-867-3842 **Fax:** 814-231-0795
E-mail: danielle@nvcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurances 2012 pg 1
- Assurances 2012 pg 2