
Pennsylvania Department of Education



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

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

Entity: Seven Generations Charter School
Address: 154 East Minor Street
Emmaus, PA 18049
Phone: (610) 421-8844
Contact Name: Susan Pfeil

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Seven Generations Charter School

Date of Local Chartering School Board/PDE Approval: 5/11/2009; 5/14/2012

Length of Charter: 3 years; 5 years respectively **Opening Date:** 9/8/2009

Grade Level: K - 6 **Hours of Operation:** 8:45 AM - 3:30 PM; 8:45 AM - 1:30 PM [Wednesdays]

Percentage of Certified Staff: 92% **Total Instructional Staff:** 19 Full-time, 2 Part-time
(regular and special education teachers)

Student/Teacher Ratio: 16:1 **Student Waiting List:** 158

Attendance Rate/Percentage: 91.62%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 315 **Per Pupil Subsidy:** EPSD Regular Ed = \$8845 / Special Ed = \$17,613

Student Profile

| | |
|--|-----|
| American Indian/Alaskan Native: | 0% |
| Asian/Pacific Islander: | 2% |
| Black (Non-Hispanic): | 8% |
| Hispanic: | 10% |
| White (Non-Hispanic): | 76% |
| Multicultural: | 4% |

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
10%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 43

Instructional Days and Hours

| Number of: | K (AM) | K (PM) | K (F.Time) | Elem. | Middle. | Sec. | Total |
|---------------------|---------------|---------------|-------------------|--------------|----------------|-------------|--------------|
| Instructional Days | N/A | N/A | 181 | 181 | N/A | N/A | 362 |
| Instructional Hours | N/A | N/A | 920 | 920 | N/A | N/A | 1840 |

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Seven Generations Charter School was chartered in 2009 and is now in its third year of operation. Seven Generations is located at 154 E. Minor Street, Emmaus, PA 18049. The school itself is housed in a former silk mill originally built in 1892 and is located near quiet residential neighborhoods, a thriving small town business district, several local historical sites, the main headquarters for Rodale Publishing, and an expansive local community greenspace.

Seven Generations currently serves 315 students in Kindergarten through Grade 6. The general education population is comprised of a diverse group of children that is representative of the Lehigh Valley region where the school resides. We celebrate the diversity of our school

population, with 24% of the students coming from backgrounds other than white and 10% of our students economically disadvantaged. The special education population (approximately 18% of the school population) is comprised of children with mild to moderate disabilities. Students representing 23 school districts attend Seven Generations. Through positive publicity and excellent word-of-mouth, good word has gotten out throughout the Lehigh Valley region about our innovative educational program, our unique learning environment, our strong academic foundation, and our enthusiastic teachers. As a result, we have students coming from around the corner as well as from approximately 30-35 miles away, students coming from the most rural parts of Lehigh County along with students coming from the most urban sections of Allentown.

Seven Generations employs 18 regular education classroom teachers and a special education staff of 7, including 2 teachers, 4 paraprofessionals, and a 1 special education coordinator/teacher. Seven Generations also employs a Spanish teacher/ESL teacher, music teacher, art teacher, physical education teacher, two reading specialists, a math specialist, a certified school nurse, and a social worker. Seven Generations is led by experienced administrator and CEO, Susan Pfeil. Seven Generations' Board consists of eleven members, of which six are parents, including one with extensive experience in finances. The remaining four Board members possess significant experience in non-profit operations, charter school consulting, education, and human resources and marketing.

Our founding members' vision included a community that fosters mutual respect. To foster a positive school climate, we adopted the Responsive Classroom model and are fully training all staff members. We offer support to meet a wide variety of individualized needs including Gifted Individualized Education Plans, an Instructional Support Team, a fully staffed special education program, and an ESL program. To foster a sense of school-wide community, we hold weekly all-school meetings. Our students are actively involved in hosting this meeting and in planning activities to share with the school community. Interaction between grade levels is actively promoted through activities such as building a habitat garden, classroom partners and book buddies, cross grade level grouping, and articulation of units that build on each other year after year.

We are also fulfilling the founding vision by including the surrounding area as a part of our educational system. Seven Generations has become an active part of Emmaus community. Our fifth grade students march in the local Halloween Parade. We open our building to host the Snow Blast for activities, such as Native American storytelling. Our students sing at the Sustain-A-Ball held annually in Allentown, and our second graders perform community service by raking leaves in our neighborhood. We have community partnerships beyond Emmaus, including a student presentation about the negative effects of car idling at a local restaurant's Green Drinks event. We have formed partnerships with the 1803 House (a local historical site) and Rodale Institute. We have over 35 active community partnerships, such as these.

Not only do we participate in the surrounding community, but Seven Generations embraces the EIC program requirement that all students improve their local environment through community-based service learning activities. Examples of these activities include second graders partnering with residents at Good Shephard Home as pen-pals, and fourth graders running various events to support various animals in distress. These are two of many examples of service learning that have grown out of our innovative curriculum and our students' heightened sense of community responsibility.

Mission

The mission of Seven Generations Charter School is to provide an academically rich educational community that creates generations of stewards who respect our world and each other. All members of the Seven Generations Charter School community are committed to creating a public education alternative that promotes sustainability and citizenship with an interdisciplinary, individualized, project-based curriculum.

Vision

Seven Generations provides its students with:

- An integrated learning experience that emphasizes sustainable living practices;
- an experiential approach to education that encourages hands-on learning in the community as well as in the classroom;
- a culturally rich atmosphere that celebrates the expansive world around us; and
- an environment of academic excellence that taps into the creativity and uniqueness of each child and that fosters mutual respect.

Focused on an underlying theme of environmental sustainability, the foundation of Seven Generations' rigorous academic program is the research-based "using the Environment as an Integrating Context for learning" (EIC) Curriculum Model and associated curriculum framework. The State Education and Environmental Roundtable (SEER) has conducted extensive research, showing that the EIC Model increases student performance on standardized measures of academic achievement in reading, writing, math, social studies and science; reduces discipline and classroom management problems; develops of problem-solving, critical thinking and decision-making skills, increases engagement and enthusiasm for learning; and, demonstrates of greater pride and ownership in student schoolwork.

As we build our students' knowledge of self and community, we also build their sense of appreciation for the environment and those who contribute to it. We observe that this sense of appreciation drives our students to become more involved in both their local community and the world at large. We believe that understanding their role in this interdependent system causes our students to become more active as caretakers of the environment as well as more active citizens in the greater community.

We believe that our curriculum, supported by passionate and dedicated teachers, inspires our students to become excited about learning. Our students quickly come to see Seven Generations as a dynamic and challenging place where learning and citizenship are celebrated. This involvement in the educational process keeps them engaged in the quest for knowledge and the protection of their environment throughout their lives.

Shared Values

- We believe that in our every deliberation, we must consider the impact of our decisions on the next seven generations. This is the primary philosophical underpinning of Seven Generations Charter School.
- We believe that we must always remember that the needs of the children always come first.
- We believe in active learning through hands-on experiences that promote inquiry and discussion.
- We believe that it is vital for healthy academic, cognitive, intellectual, emotional, and physiological development of all children that they spend time outside in the natural environment on a regular and meaningful basis. This should be integrated into each student's regular school day whenever possible.
- We believe that children will embrace the role of being stewards of their environment, be it the natural environment, the man-made environment, or both.
- We believe that children will embrace the concept of sustainability and will develop mindful, mutually-respectful behavior that reflects the ideal of meeting one's needs without negatively impacting the capacity for future individuals to meet their needs as well.
- We believe that collaborative relationships are vital to the growth of the learning environment. This is true for students, staff, leadership, parents, and the community.
- We believe that children should be empowered to make thoughtful and responsible decisions. In addition to knowing how to do things, children should be able to think about, to think critically, to question, and to understand why.
- We believe that it is vital to encourage children to not simply tolerate, but to enjoy and to actively search for diversity.
- We believe that it is vital for children to recognize that many perspectives are necessary to create a complete picture of our world.
- We believe that it is vital to encourage children to recognize that world problems are complex and that the search for answers must include research into sciences, human cultures, politics, economics, and the interconnection of social and natural systems.
- We believe that, within safe limits, children should uninhibitedly make mistakes, coming to know that each mistake is a profound opportunity to discover new information, and that mistakes are an essential part of the search for knowledge and that mistakes provide for unparalleled learning opportunities.
- We believe that it is vital and healthy to recognize that change and growth is a process, not a single action, and that we must nurture that process so that children can continue to grow in positive ways. Through small, consistent steps, students develop the vital habit of self-improvement, doing things better, little by little, all the time.
- We believe that children should be able to comfortably ask for what they feel they need, and to confidently trust that assistance will be available and provided, while also learning that some answers are not always immediate. Additionally, we believe that children, as well as parents and adults in the community, need to know that they have a voice and that that voice should be heard, recognized, and responded to.
- We believe that it is essential to recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning

environment for all. Subsequently, we believe that an inclusive education is the right of every student.

- We believe that all stakeholders, administrators, staff, students, and parents/families, should engage in ongoing self-assessment and seek opportunities for improvement and new learning. We should be appropriately self-critical, with a drive towards constant learning, revision, and continuous improvement, in conjunction with accepting responsibility to set high expectations for ourselves and our students.

Academic Standards

Seven Generations' curriculum, instruction, and assessment are aligned to state approved standards. Generations Charter School currently implements the state standards outlined by 22 PA Code Chapter 4, 4.12. In the 2011-2012 school year we continued the transition in literacy and math to the Common Core standards adopted by the state in the spring of 2010.

The foundation of Seven Generations' instructional program is the EIC curriculum model. In this model the local environment serves as a context for subject integration and a vehicle for teaching state standards. The Seven Generations teaching staff has worked for the past three years to develop a high quality, standards-based curriculum for our students. An EIC Team supports teachers with curriculum development and serves as liaisons between the staff and the State Education and Environment Roundtable, who coordinate the EIC Model School Network. Specific steps in this process included:

- Teams of teachers met to assign standards to specific grade levels.
- Subject area grids were developed to indicate major areas of focus and content for each grade in Science and Technology, Environment and Ecology, Civics and Government, Geography, Economics, and History.
- Grade level teams developed program objectives related to state standards. Common Core language arts and math objectives were writing in the spring of 2012.
- Grade level teams used their standards and objectives to develop Organizing and Supporting Questions, integrating subject areas into cohesive units involving community investigations.
- Both authentic and traditional assessments were developed to measure unit goals and objectives related to student understandings of unit objectives.
- Activities were selected to effectively teach the goals and objectives for each unit.
- Goals, activities, and assessments are modified, as needed, for students with IEPs.
- The quality of the units, activities, and assessments are evaluated annually to determine their effectiveness in comprehensively teaching and assessing student proficiency.

Reading and mathematics are core subject areas; therefore, Seven Generations employs both reading and math specialists. To support a three-tiered instructional support system, these specialists enable teachers to provide excellent programming at the classroom level for all students. Each year the math and reading specialists conduct program evaluations and make recommendations for improving instruction, curriculum, and assessment, as well as recommending materials and professional development activities that are effective vehicles for

teaching state standards. Our standards aligned resources include Singapore Math, which correlates highly with the Common Core standards, and 6 +1 Traits of writing, which correlates with the state writing rubrics. This year, standards aligned professional development included teachers meeting in grade level teams to analyze student writing samples. Teachers were also given monthly collaborative work time for teachers to develop pre- and post-assessments of the standards for each integrated unit.

To identify students in need of support at the second level, the specialists coordinate benchmark testing throughout the school in reading, math, and writing to assess student proficiency in math computation, math concepts and applications, reading fluency, reading comprehension, and various writing domains. When students fall below certain levels of proficiency they receive Title 1, reading support, or supplemental math instruction. Assessment portfolios record progress in core subject areas as students move through the grades.

Another aid for students below proficiency in state standards is the Instructional Support Team (IST) that assists children failing to make sufficient academic progress. This team conducts assessments and observations to aid in understanding the underlying causes for lack of achievement and to develop supports tailored specifically for each student. The Instructional Support Team carefully monitors each students' performance until progress is made or the student is referred for a formal evaluation.

During the 2011-2012 school year we continued to focus on bringing students to proficiency. We implemented a remediation block for students below proficiency in reading and math in grades 4-6. Students received 30 minutes of supplemental instruction in math and reading 4 times per week and were regularly progress monitored. Through these efforts a majority of students were brought to proficiency.

Strengths and Challenges

Seven Generations has a strong academic program with excellent teachers who adhere to the PA state standards, and are beginning to transition to the Common Core State Standards. We made AYP all three years of the school's existence. PSSA data will inform future instruction and used to determine strengths and weaknesses of our academic program. Targeted remediation will be provided for students that have not met proficiency.

A review of student progress reports showed that students who are on grade level or above in reading and math are increasing, while students below grade level are decreasing. Ongoing benchmark assessments are used throughout the school year to monitor student progress in reading, mathematics and writing.

One reason for our academic success is our use of SEER's EIC Model Curriculum Framework, which uses the "Environment as an Integrating Context" for learning. Over the past three years, each grade level team has implemented integrated units, which use natural and community surroundings to develop an understanding of natural and social systems around the school. Seven Generations maintains a contractual professional development relationship with the State Education and Environmental Roundtable (SEER), which has been a vital resource for our school. This support has included site visits from a SEER representative, who evaluates the implementation of the model, trains staff, reviews units, and assists planning for future development. This spring, Seven Generations, received EIC certification and special

recognition as an EIC model school. Seven Gen is the only school in Pennsylvania to be awarded this status thus far.

Seven Generations' location in the heart of Emmaus is a significant strength. Our position near a wild life conservancy and within walking distance of the borough provides us with a rich environmental context for our integrated units. The property is situated next to a stream and wooded area to study, with plenty of space for our organic and natural habitat gardens.

According to the SEER Annual Assessment, Seven Generations' EIC Units are well-developed and include integration between subject areas, student collaboration, and teamwork. Authentic assessments were noted as integral to the learner-centered, constructivist units. Students investigate real world issues and apply knowledge and problem solving skills in 3 successful service learning projects at each grade level. The EIC units have incorporated more than 30 field experiences and speakers and utilized over 30 community partners.

The demographic data at Seven Generations is worthy of celebration. We maintain a low student/teacher ratio with 15 students per class in grades kindergarten thru second, and 22 or 23 students per class in grades three thru six. We have a high number of returning students and low numbers of student leaving mid-year implying satisfaction with the school. Currently, we have 155 students on our wait list. We serve students from twenty area school districts, including suburban, urban and rural settings.

The school climate at Seven Generations is positive and supportive. The majority of our students show respect for each other, as demonstrated by the school climate survey and progress reports. Records of office discipline referrals show 98% of students had one or fewer office discipline referrals. A majority of students were satisfied with the school environment and have a positive perception of the school. Our use of the *Responsive Classroom* model ensures that students receive an autonomous message of respect and support from all members of the staff. Our thirty minute weekly All School Morning Meetings create a unique

and consistent opportunity for the entire learning community to join together to celebrate learning and school successes.

We continue to work hard towards student attendance. Overall attendance levels are acceptable; there are students with high numbers of absences and tardies. The addition of a new school guidance counselor this past spring will help us to provide stricter adherence to our truancy elimination plans.

Seven Generations continues to seek ways to provide a safe and enjoyable work environment for all staff members. Increased participation by staff in decision making is a goal of our new administration and the Board of Trustees.

A significant strength of Seven Generations is our active parental involvement. The Annual Survey indicated excellent participation levels, and showed that parents feel they are involved with the school. A vast majority of parents indicated that they are pleased with the school experience. Although overall parent involvement is strong, we are challenged to increase the percentage of parents that are

highly involved. Strategies in place to improve parent involvement include a weekly newsletter that goes out to all families, having class representatives reach out to families individually, and surveying families regarding their interests. As a part of teacher study groups on issues of cultural and racial diversity, teachers will work to investigate and address ways they can increase parental involvement, particularly from historically underrepresented groups.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Committee consists of an administrator, members of the Board of Trustees, members of the school staff, and at least one parent. The committee meets on the First Tuesday of each month at Seven Generations Charter School. Communication between committee members is via email. A Board of Trustees representative reports at the school board monthly meetings. A staff representative communicates with school staff members via email or at monthly Team Leaders meetings. Parents are notified using school newsletters and reports are posted on the school website.

Timeline

| Step | Target Date | Person Responsible |
|--|--------------------|---|
| Finalize Action Plan for Success 2012-2013 School Year | June 15, 2012 | Curriculum Instructor (C.I.) & Strategic Planning Committee; CEO/Academic Director; BOT |
| Prepare Charter Annual Report | Aug. 1, | C.I.; CEO/Academic Director |

| Step | Target Date | Person Responsible |
|---|--------------------|---|
| | 2012 | |
| Analyze data and prepare 2011-2012 Accountability Report | Oct. 15, 2012 | C.I.; Strategic Planning Committee; CEO/Academic Director |
| Present 2011-2012 Accountability Report to stakeholders who identify progress on goals, strengths, and challenges | Nov. 30 2012 | Strategic Planning Committee |
| Implement 2012-2013 Action Plan for Success | Begin June 2012 | As assigned in plan |
| Evaluate community identified progress on goals, strengths, and challenges to determine need for goal revision and considerations for 2013-2014 budget. | Jan. 31, 2013 | Strategic Planning Committee |
| | | |
| Locate research relevant to action plan goals. Create staff/community groups for each action plan goal. Convene groups to evaluate research, evaluate progress, and make revisions for 2013-2014 Action Plan for Success. | May 31, 2013 | Strategic Planning Committee and C.I. |
| Assess progress on 2012-2013 Action Plan for Success | ongoing | As assigned in plan |
| Prepare and adopt 2013-2014 Action Plan for Success | June 15, 2013 | Strategic Planning Committee; Staff; and BOT |
| Prepare data collection plan for 2013-2014 | June 1, 2013 | Strategic Planning Committee |
| Prepare Annual Charter School Report | August 1, 2013 | C.I.; Strategic Planning Committee; CEO/Academic Director |
| Analyze data and prepare 2012-2013 Accountability Report | Oct. 15, 2013 | Curriculum Instructor and individuals as designated by data collection plan |

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|-----------------|--|---------------------------|------------------------|
| Friebolin, Lori | Seven Generations Charter School | Parent | BOT |
| Green, Camilla | Seven Generations Charter School | Board Member | SGCS Board of Trustees |
| Mayger, Linda | Seven Generations Charter School (staff) | Regular Education Teacher | SGCS Board of Trustees |
| Pfeil, Susan | Seven Generations Charter School | Administrator | SGCS Board of Trustees |
| Rowan, Andy | Seven Generations Charter School | Parent | SGCS Board of Trustees |

Goals, Strategies and Activities

Goal: EIC (Environment as an Integrating Context)

Description: Each EIC unit will include valid and reliable performance and traditional assessments, that measure state standards and are aligned with essential questions, skills, and concepts.

Strategy: Differentiate Instruction for Diverse Learners

Description: Alter instruction to meet the needs of diverse learners.

Activity: Use digital resources for differentiating student products and assessments.

Description: Develop banks of digital cameras, video recorders, and tripods so that students can create authentic products.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|------------|
| Pfeil, Susan | Start: 9/1/2012 Finish: Ongoing | \$5,200.00 |
|--------------|------------------------------------|------------|

Status: Not Started — Overdue

Activity: Use technology to differentiate instructional delivery

Description: Procure tools for teachers to modify the delivery of instruction to meet the needs of diverse learners, such as projectors, document cameras, software, science equipment, and a Discovery Education account.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|-------------|
| Pfeil, Susan | Start: 9/1/2012 | \$16,150.00 |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Strategy: Increase Teacher Content Area Knowledge

Description: Develop teacher expertise in content areas.

Activity: Content area training.

Description: Provide science and social studies content area training for teachers directly related to standards taught in the EIC units at their grade levels. EIC team will provide information on outside workshops and classes that are relevant for specific grade levels. Use technology to facilitate individualized training.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------|------------|
| Pfeil, Susan | Start: 9/1/2011 | \$2,000.00 |
| | Finish: 1/4/2012 | |

Professional Development Activity Information

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

3.00

1

15

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Varied

- Non-profit organization

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Teachers will develop subject area expertise.

Teacher effectiveness is directly correlated with subject area knowledge.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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 | <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"> • Science and Technology • Civics and Government • Environment and Ecology • History • Economics • Geography |

Follow-up Activities

Evaluation Methods

- Creating lessons to meet varied student learning styles
- Lesson modeling

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

with mentoring

- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

Status: Complete

Date **Comment**

3/23/2012 Teacher have been provided details on subject area training, but the team has not yet had a chance to identify specific training for individuals.

9/21/2011 Lists of training are being compiled.

Activity: SEER EIC Training

Description: Provide yearly summer EIC workshops, EIC support, and EIC evaluation.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|------------------------------------|------------------|
|---------------------------|------------------------------------|------------------|

| | | |
|--------------|---------------------------------------|-------------|
| Pfeil, Susan | Start: 7/15/2009 Finish: 6/30/2015 | \$20,000.00 |
|--------------|---------------------------------------|-------------|

Professional Development Activity Information

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

| | | |
|------|---|----|
| 8.00 | 8 | 31 |
|------|---|----|

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

| | | |
|------|---|----------|
| SEER | <ul style="list-style-type: none">• Non-profit organization | Approved |
|------|---|----------|

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

| | | |
|-----------------------|------------------|---------------------------------------|
| SEER develops teacher | The EIC model is | <i>For classroom teachers, school</i> |
|-----------------------|------------------|---------------------------------------|

expertise in various pedagogies, as well as development of curriculum and lesson delivery.

research supported.

counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- 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">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions | <ul style="list-style-type: none">• Participant survey• Review of participant lesson plans |
|---|---|

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|--|
| 3/23/2012 | SEER conducted a technical support visit in November and a second short visit in February. |
|-----------|--|

| | |
|-----------|---|
| 7/20/2011 | The entire staff was trained in EIC during summer 2009. SEER conducted three site visits in the 2009-2010 school year and conducted their evaluation. During 2010-2011 SEER conducted three site visits and conducted their evaluation. Summer of 2011 all new staff went through EIC training. |
|-----------|---|

Strategy: Professional Collaboration

Description: Provide, respect, and protect opportunities for teachers to work together.

Activity: Professional Collaboration

Description: Regular time will be scheduled for teachers to work in teams on integrated units, common assessments, and inclusion strategies for supporting students with specialized needs. Specific protocols will be used to support structured collaboration.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2011 Finish: Ongoing | - |
|--------------|------------------------------------|---|

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|--|
| 3/23/2012 | Teachers have been meeting 3 times per month in their grade level teams. The focus of most meetings has been developing pre- and post-assessments. |
|-----------|--|

| | |
|-----------|--|
| 9/21/2011 | Collaboration began on Wednesdays in September. Protocols have been and are being developed. |
|-----------|--|

Activity: Substitute Release Time

Description: Facilitate peer coaching and mentoring by providing substitute release time.

| Person Responsible | Timeline for Implementation Resources |
|--------------------|---------------------------------------|
|--------------------|---------------------------------------|

| | | |
|--------------|--------------------------------------|------------|
| Pfeil, Susan | Start: 9/1/2012 Finish: 6/30/2013 | \$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 |
|-----------------------------|--|---|
|-----------------------------|--|---|

| | | |
|------|---|----|
| 1.00 | 3 | 25 |
|------|---|----|

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

| | | |
|-------------------|-----------------|----------|
| Seven Generations | • School Entity | Approved |
|-------------------|-----------------|----------|

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

| | | |
|---|--|---------------------------------------|
| Teachers will develop teaching skills in lesson | Peer coaching and mentoring is an effective practice for | <i>For classroom teachers, school</i> |
|---|--|---------------------------------------|

delivery.

professional development.

counselors and education 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 | <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">• Science and Technology• Environment and Ecology |

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">• Review of written reports summarizing instructional activity |
|--|--|

Status: In Progress — Upcoming

Date **Comment**

3/23/2012 Collaborative release time has been provided for grade level teams to work on curriculum.

Strategy: Use Assessment to Inform Instruction

Description: Effectively use assessment data to improve classroom practices.

Activity: Using Data Effectively

Description: Teachers will further develop their abilities to use formative assessment to identify areas of student weakness and modify teaching methods to bring them to proficiency.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|-----------|
| Pfeil, Susan | Start: 10/14/2011 Finish: 6/15/2012 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 3.00 | 1 | 25 |

| Organization or Institution Name | Type of Provider | Provider’s Department of Education Approval Status |
|----------------------------------|---|--|
| Seven Generations | <ul style="list-style-type: none"> School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|--|
| Teachers will develop the ability to choose and evaluate assessment and assessment data. | Aligning instructional practices to assessment data has been shown to increase student outcomes. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and |

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals | <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 Mathematics |

Follow-up Activities Evaluation Methods

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

Status: Complete

Date Comment

3/23/2012 The Instructional Support Team and subject area specialists have focused on data driven interventions and progress monitoring. All members of the IST have learned to use AIMSweb to track student progress.

Goal: MATHEMATICS

Description: Seven Generations will meet the PSSA annual state performance target for proficiency in Mathematics.

Strategy: Supplemental Instruction for Non-proficient Students.

Description: Students below proficiency are provided small group instruction in addition to their regular core curriculum.

Activity: Professional Development in Modifying and Differentiating Curriculum

Description: Provide training in the use of differentiated instruction to meet the needs of all students, including gifted learners and students identified with disabilities or 504 plans. Provide training in the specific needs of specialized groups of learners, such as gifted learners and those in specific diagnostic categories. Provide strategies for maximizing the potential of flexible grouping to differentiate for students.

| Person Responsible | Timeline for Implementation | Resou |
|--------------------|-------------------------------------|-------|
| Pfeil, Susan | Start: 9/1/2009 Finish: 9/1/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estima Partici |
|-----------------------------|--|-------------------|
|-----------------------------|--|-------------------|

| | | |
|------|---|----|
| 2.00 | 4 | 20 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provid Depart Educa Status |
|----------------------------------|------------------|-------------------------------------|
|----------------------------------|------------------|-------------------------------------|

| | | |
|-------------------------------------|---|--------|
| Seven Generations Charter School | <ul style="list-style-type: none"> School Entity | Approv |
|-------------------------------------|---|--------|

| Knowledge and Skills | Research and Best Practices | Design Accom |
|----------------------|-----------------------------|-----------------|
|----------------------|-----------------------------|-----------------|

| | | |
|--------------------------------------|--|-------------------|
| Teachers will appropriately monitor, | Differentiation is a research-based strategy for meeting the needs of learners. Differentiating for Gifted learners Gubbins, E.D. et.al. (2002) Implementing a | For cla teache |
|--------------------------------------|--|-------------------|

modify, and adapt curriculum for exceptional learners. Staff members will effectively collaborate and communicate in the planning and delivery of the curriculum for students with IEPs. Staff will understand and implement educational law. Teachers will understand the specific needs of specialized groups of learners.

Professional Development Model Using Gifted Education Strategies with All students. Retrieved September 10, 2010 from <http://www.gifted.uconn.edu/nrcgt/reports/rm02172/rm02172.pdf> Differentiating for special needs students VanSciver, J.H. & Conover, V.A. (2009) Making Accomodations Work for Students in the Special Education Setting. Retrieved September 10, 2010 from <http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1767&context=education/tecplus>

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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 | <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">• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Journaling and reflecting | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Participant survey |
|---|---|

Status: In Progress — Upcoming

Date **Comment**

3/23/2012 A representative from the IU came to discuss choosing appropriate accommodations with the entire staff.

7/20/2011 2009-2010 there were two workshops- one on gifted learners and one on differentiating for special education students. 2010-2011 there was a gifted and talented workshop on differentiation. There was a workshop on flexible grouping and accommodating students with special needs.

Activity: Supplemental Instruction

Description: Provide supplemental math and reading instruction for non-proficient students of at least 90 minutes per week and systematic progress monitoring at least monthly.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|---|
| Pfeil, Susan | Start: 9/7/2010 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|--|
| 3/23/2012 | Students were benchmarked using AIMSweb math probes. Identified students in grades 4 and 6 received support from the Math Specialist during the enrichment block. Non-proficient readers and writers received support from the Title 1 and Reading Specialists. AIMSweb literacy probes were used to track their progress. |
|-----------|--|

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|-----------|--|
| 3/23/2012 | Student in targeted grades received supplemental help in math and reading. |
|-----------|--|

Strategy: Use Assessment to Inform Instruction

Description: Effectively use assessment data to improve classroom practices.

Activity: Align instruction with Standards

Description: Teachers will develop instruction and assessments consistent with the Common Core and PA standards.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| Pfeil, Susan | Start: 9/15/2012 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 3.00 | 1 | 20 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
| Reading Specialist | | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|------------------------------------|--|
| Teachers will develop instructional skills and assessment skills in literacy instruction. | Based on the Common Core Standards | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <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 teachersPrincipals / asst. principalsOther educational specialists | <ul style="list-style-type: none">Early childhood (preK-grade 3)Middle (grades 6-8) | <ul style="list-style-type: none">Reading, Writing, Speaking & ListeningKindergarten Early Learning Standards |

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 peersPeer-to-peer lesson discussionsLesson modeling with mentoring | <ul style="list-style-type: none">Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.Student PSSA dataStandardized student assessment data other than the PSSAClassroom student assessment dataParticipant survey |
|--|--|

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|---|
| 6/10/2012 | Representatives from each grade level met with the curriculum coordinator in April 2012 to write objectives for math and literacy aligned with the Common Core Standards. |
|-----------|---|

| | |
|----------|--|
| 8/1/2012 | The reading specialist conducted and in-service for classroom grade level teachers on August 31, 2011. |
|----------|--|

Activity: Study Groups to Investigate Issues Related to Diversity

Description: Professional learning community study groups, text-based discussions, descriptive review of the child, student data sharing, and book studies of topics related to diversity.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Pfeil, Susan | Start: 9/1/2011 Finish: 7/1/2012 | - |

Professional Development Activity Information

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

| | | |
|------|---|----|
| 2.00 | 9 | 20 |
|------|---|----|

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

| | | |
|-------------------|---|----------|
| Seven Generations | <ul style="list-style-type: none"> School Entity | Approved |
|-------------------|---|----------|

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

| | | |
|--|---|--|
| Teachers will gain an understanding of their classroom practices, attitudes, and competencies and how they affect different learners in the classroom. | Research has shown schools that close achievement gaps are ones that consciously explore issues related to diversity. | <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. Empowers educators to work effectively with <u>parents and community partners</u>. |
|--|---|--|

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 teachersPrincipals / asst. principalsSchool counselorsOther educational specialists | <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">Student PSSA dataParticipant survey |

Status: Complete

| Date | Comment |
|-----------|--|
| 3/23/2012 | A book group has met throughout the year to study Lisa Delpit's book, "Other People's Children." Three study groups met at the end of March to discuss Culture, Resiliency, and High Expectations for All. |

Activity: Using Data Effectively

Description: Teachers will further develop their abilities to use formative assessment to identify areas of student weakness and modify teaching methods to bring them to proficiency.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|-----------|
| Pfeil, Susan | Start: 10/14/2011 Finish: 6/15/2012 | - |

Professional Development Activity Information

| Number of Hours Per | Total Number of Sessions | Estimated Number of Participants Per |
|---------------------|--------------------------|--------------------------------------|
|---------------------|--------------------------|--------------------------------------|

| Session | Per School Year | Year |
|---------|-----------------|------|
| 3.00 | 1 | 25 |

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

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|---|
| Teachers will develop the ability to choose and evaluate assessment and assessment data. | Aligning instructional practices to assessment data has been shown to increase student outcomes. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <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) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics |

Follow-up Activities**Evaluation Methods**

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

Status: Complete

| | |
|-------------|----------------|
| Date | Comment |
|-------------|----------------|

| | |
|-----------|--|
| 3/23/2012 | The Instructional Support Team and subject area specialists have focused on data driven interventions and progress monitoring. All members of the IST have learned to use AIMSweb to track student progress. |
|-----------|--|

Goal: READING**Description:** Seven Generations will meet the PSSA annual state performance target for proficiency in Reading.**Strategy: Consistently Literacy Practices Within and Across Grade Levels****Description:** Establish common expectations and language for literacy instruction across classrooms.**Activity: 6 + 1 Writing Traits program****Description:** Assess and evaluate the progress of the 6 + 1 Traits of Writing program. Collect and examine benchmark papers using rubrics to standardize assessment.**Person Responsible****Timeline for Implementation****Resources**

Pfeil, Susan

Start: 9/1/2010
Finish: 6/20/2013

-

Professional Development Activity Information

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

| | | |
|------|---|----|
| 1.00 | 3 | 20 |
|------|---|----|

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

| | | |
|--------------------|--|----------|
| Reading Specialist | | Approved |
|--------------------|--|----------|

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

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|--|--|---|
| Teachers will develop the ability to accurately assess writing, which will inform instruction. | 6 + 1 Traits of writing is a research-based program. | <i>For classroom teachers, school counselors and education specialists:</i> |
|--|--|---|

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

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

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

decision-making.

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | 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• Kindergarten Early Learning Standards |

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date Comment

3/23/2012 There has been one session of collecting and analyzing benchmark papers.

5/14/2011 6 + 1 Traits of writing program was implemented in the 2010-2011 school year. Teachers met twice per month to share lessons and student writing.

Activity: Align instruction with Standards

Description: Teachers will develop instruction and assessments consistent with the Common Core and PA standards.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Pfeil, Susan | Start: 9/15/2012 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 3.00 | 1 | 20 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|-------------------------|---|
| Reading Specialist | | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|------------------------------------|--|
| Teachers will develop instructional skills and assessment skills in literacy instruction. | Based on the Common Core Standards | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> |

- 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) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards |

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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey |
|--|--|

Status: In Progress — Upcoming

Date Comment

6/10/2012 Representatives from each grade level met with the curriculum coordinator in April 2012 to write objectives for math and literacy aligned with the Common Core Standards.

8/1/2012 The reading specialist conducted an in-service for classroom grade level teachers on August 31, 2011.

Activity: Literacy Best Practices Checklist

Description: Teacher representatives create literacy best practices checklist including common spelling, vocabulary, and reading instructional practices.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|---|
| Pfeil, Susan | Start: 9/6/2012 Finish: Ongoing | - |
|--------------|------------------------------------|---|

Status: Not Started — Overdue

Activity: Professional Learning Communities

Description: Professional learning community study groups, text-based discussions, and book studies to create common assessments at each grade level, examine student performance, and explore effective teaching practices.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| Pfeil, Susan | Start: 9/15/2012 Finish: 6/30/2014 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 2.00 | 8 | 30 |

| Organization or Institution Name | Type of Provider | Provider’s Department of Education Approval Status |
|----------------------------------|------------------|--|
| Seven Generations Charter School | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|---|
| Educators will develop skills related to bringing students from diverse groups to academic proficiency. They | Research indicates that students from various sub-groups have differing needs and that educators are more effective when they are | <i>For classroom teachers, school counselors and education specialists:</i> |

will develop common assessments and use them to determine the effectiveness of teaching practices.

aware of how to best work with a variety of students and their families. Common assessments are found to lead to improvement in teacher practices and better outcomes for an increased number of students.

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

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

- 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 • School counselors • Other educational specialists | <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"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the |
|--|--|

learning styles

PSSA

- Classroom student assessment data

Status: Not Started — Overdue

Strategy: Differentiate Instruction for Diverse Learners

Description: Alter instruction to meet the needs of diverse learners.

Activity: Assistive Technology

Description: Software, hardware, and other equipment to meet the needs of diverse learners with IEPs, 504s, and BIPs.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|-------------|
| Carpenter, Beth | Start: 9/1/2012 | \$10,000.00 |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Activity: Parent/Child Literacy Nights

Description: Implement a parent/child literacy evening activities to promote family involvement in literacy.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------|---|
| Pfeil, Susan | Start: 10/1/2011 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date **Comment**

3/23/2012 Three parent/child literacy nights and different grade levels have taken place.

Activity: Understanding the Needs of Specialized Groups of Learners

Description: Provide training for teachers in the specific needs of specialized groups of learners, including gifted learners and those in specific diagnostic categories. Provide training in skills needed for staff to effectively understand and deliver curriculum or other services for students with IEPs or 504s. Further develop relationships with outside agencies, such as physicians, to better coordinate services for students allowing them to participate in the instructional program to the fullest extent.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|-----------|
| Carpenter, Beth | Start: 6/9/2011 Finish: 6/30/2015 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 2.00 | 1 | 25 |

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

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|--|
| Teachers will understand the specific needs of specialized groups of learners. | Differentiation is a research-based strategy for meeting the needs of diverse learners and is mandated by law. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. |

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|--|--|
| <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) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA |

Status: In Progress — Upcoming

| Date | Comment |
|-------------|--|
| 3/23/2012 | A representative from the IU conducted a workshop on differentiation strategies for inclusion. A group of teachers met together to study differentiation strategies. |

Strategy: Supplemental Instruction for Non-proficient Students.

Description: Students below proficiency are provided small group instruction in addition to their regular core curriculum.

Activity: Professional Development in Modifying and Differentiating Curriculum

Description: Provide training in the use of differentiated instruction to meet the needs of all students, including gifted learners and students identified with disabilities or 504 plans. Provide training in the specific needs of specialized groups of learners, such as gifted learners and those in specific diagnostic categories. Provide strategies for maximizing the potential of flexible grouping to differentiate for students.

| Person Responsible | Timeline for Implementation | Resou |
|---------------------------|------------------------------------|--------------|
|---------------------------|------------------------------------|--------------|

| | | |
|--------------|-------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2009 Finish: 9/1/2014 | - |
|--------------|-------------------------------------|---|

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estima Partici |
|------------------------------------|---|---------------------------|
|------------------------------------|---|---------------------------|

| | | |
|------|---|----|
| 2.00 | 4 | 20 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provid Depart Educat Status |
|---|-------------------------|--|
|---|-------------------------|--|

| | | |
|----------------------------------|---|--------|
| Seven Generations Charter School | <ul style="list-style-type: none"> School Entity | Approv |
|----------------------------------|---|--------|

| Knowledge and Skills | Research and Best Practices | Design Accom |
|-----------------------------|------------------------------------|-------------------------|
|-----------------------------|------------------------------------|-------------------------|

| | | |
|--|---|---|
| Teachers will appropriately monitor, modify, and adapt curriculum for exceptional learners. Staff members will | Differentiation is a research-based strategy for meeting the needs of learners. Differentiating for Gifted learners Gubbins, E.D. et.al. (2002) Implementing a Professional Development Model Using Gifted Education Strategies with All students. Retrieved September 10, 2010 from http://www.gifted.uconn.edu/nrcgt/reports/rm02172/rm02172.pdf Differentiating for special needs students VanSciver, J.H. & Conover, V.A. (2009) Making | <i>For cla teache counse educat</i> |
|--|---|---|

effectively collaborate and communicate in the planning and delivery of the curriculum for students with IEPs. Staff will understand and implement educational law. Teachers will understand the specific needs of specialized groups of learners.

Accommodations Work for Students in the Special Education Setting. Retrieved September 10, 2010 from <http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1767&context=education/teplus>

For sch
admini
other e
seeking
roles:

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">• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Journaling and reflecting | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Participant survey |
|---|---|

Status: In Progress — Upcoming

Date Comment

3/23/2012 A representative from the IU came to discuss choosing appropriate accommodations with the entire staff.

7/20/2011 2009-2010 there were two workshops- one on gifted learners and one on differentiating for special education students. 2010-2011 there was a gifted and talented workshop on differentiation. There was a workshop on flexible grouping and accommodating students with special needs.

Activity: Supplemental Instruction

Description: Provide supplemental math and reading instruction for non-proficient students of at least 90 minutes per week and systematic progress monitoring at least monthly.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|---|
| Pfeil, Susan | Start: 9/7/2010 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date Comment

3/23/2012 Students were benchmarked using AIMSweb math probes. Identified students in grades 4 and 6 received support from the Math Specialist during the enrichment block. Non-proficient readers and writers received support from the Title 1 and Reading Specialists. AIMSweb literacy probes were used to track their progress.

3/23/2012 Student in targeted grades received supplemental help in math and reading.

Strategy: Use Assessment to Inform Instruction

Description: Effectively use assessment data to improve classroom practices.

Activity: Assessment Review

Description: Use technology to systematically analyze and share the effectiveness of assessments used to identify students for Level 2 academic interventions and make recommendations for change.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|------------|
| Pfeil, Susan | Start: 9/1/2011 Finish: 6/20/2012 | \$4,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 2.00 | 3 | 25 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
| Seven Generations | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|--|--|
| Teachers will analyze and develop assessments. | Systematic assessment is correlated with effective teaching. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|------|-------------|--------------|
|------|-------------|--------------|

- Classroom teachers
- Principals / asst. principals
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Reading, Writing, Speaking & Listening
- Mathematics

Follow-up Activities

Evaluation Methods

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

Status: Complete

Date Comment

6/10/2012 EIC collaborative time focused on assessing standards this year. The Reading Specialists piloted using AIMSweb benchmarking tools in the sixth grade to determine if they would be a better assessment for grades 3-6 to replace the DRA, which has been less effective.

8/1/2012 Data comparing assessments was discussed at the Aug. 31, 2011 in-service.

Activity: Using Data Effectively

Description: Teachers will further develop their abilities to use formative assessment to identify areas of student weakness and modify teaching methods to bring them to proficiency.

| | | |
|---------------------------|------------------------------------|------------------|
| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|------------------------------------|------------------|

| | | |
|--------------|--|---|
| Pfeil, Susan | Start: 10/14/2011 Finish: 6/15/2012 | - |
|--------------|--|---|

Professional Development Activity Information

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

| | | |
|------|---|----|
| 3.00 | 1 | 25 |
|------|---|----|

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

| | | |
|-------------------|---|----------|
| Seven Generations | <ul style="list-style-type: none"> School Entity | Approved |
|-------------------|---|----------|

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

| | | |
|--|--|---|
| Teachers will develop the ability to choose and evaluate assessment and assessment data. | Aligning instructional practices to assessment data has been shown to increase student outcomes. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
|--|--|---|

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|------|-------------|--------------|
|------|-------------|--------------|

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Classroom teachers | <ul style="list-style-type: none"> Early childhood (preK-grade 3) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
|--|--|--|

- Principals / asst. principals
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Mathematics

Follow-up Activities

Evaluation Methods

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

Status: Complete

Date **Comment**

3/23/2012 The Instructional Support Team and subject area specialists have focused on data driven interventions and progress monitoring. All members of the IST have learned to use AIMSweb to track student progress.

Goal: SCHOOL CLIMATE

Description: All members of the school community will show increases in their perception that students treat each other with respect, as measured by the Annual Survey. Students will demonstrate respect for others by increasing compliance with school rules, as demonstrated by decreases in student Office Discipline Referrals and student suspensions.

Strategy: Effective and Consistent Communication Between Stakeholders

Description: School climate is improved by open communication between staff members and between home and school.

Activity: Communication Technology

Description: Provide means for archiving student work and performances in a location for parent

and staff access. Provide access to digital communication and organizational tools for all staff members.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-------------|
| Pfeil, Susan | Start: 11/1/2011 Finish: 2/29/2012 | \$16,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00 | 4 | 30 |

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

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|--|---|---|
| Teachers will increase their ability to use digital communication tools. | Increased communication with and involvement of families enhances student academic achievement. | <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"> 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 |
|------|-------------|--------------|
|------|-------------|--------------|

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Science and Technology

Follow-up Activities

Evaluation Methods

-
-
- Use of digital tools
 - Participant survey

Status: Complete

Date Comment

3/23/2012 All staff members have been provided laptops or netbooks.

9/21/2011 Five teacher computers were purchased September 2011. A school digital camera/digital recorder was purchased September 2011.

Activity: Peer Observations

Description: Teacher classroom peer visits with the goal of systematic inquiry into classroom practice, non-proficient students, and achievement gaps.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|-----------|
| Pfeil, Susan | Start: 10/17/2012 Finish: 1/16/2013 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00 | 3 | 25 |

| Organization or Institution | Type of Provider | Provider's Department of Education |
|-----------------------------|------------------|------------------------------------|
| | | |

| Name | Approval Status |
|-------------------|--|
| Seven Generations | <ul style="list-style-type: none"> School Entity Approved |

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

| | | |
|---|--|--|
| Teachers will develop insights into their own practices related to teaching and assessment. | Peer observations and structured inquiry are effective practices for teacher growth. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |
|---|--|--|

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|--|---|
| <ul style="list-style-type: none"> Classroom teachers | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) |

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

| | |
|--|---|
| <ul style="list-style-type: none"> Peer-to-peer lesson discussions Journaling and reflecting | <ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA |
|--|---|

Status: In Progress — Overdue

Date **Comment**

3/23/2012 Peer observations for positive teacher language were conducted school wide.

Activity: Technology Coordinator

Description: Hire a technology coordinator to support teachers and maintain school equipment so it is available for instruction and communication between stakeholders.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|--------------|
| Pfeil, Susan | Start: 9/1/2013 | \$120,000.00 |
| | Finish: Ongoing | |

Status: Not Started — Upcoming

Activity: Update School Discipline Code

Description: Representatives from the school community meet to revise the school code of conduct and present the changes to staff.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------|---|
| Pfeil, Susan | Start: 6/15/2012 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Strategy: Positive Behavior Support Systems

Description: Implement a three tiered system for behavioral support.

Activity: Data Management System

Description: Contract with an electronic data management system to keep track of discipline, attendance, and other demographic data.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-------------------------------------|-------------|
| Pfeil, Susan | Start: 8/15/2012 Finish: Ongoing | \$18,000.00 |
|--------------|-------------------------------------|-------------|

Status: Not Started — Overdue

Activity: Functional Behavior Analysis

Description: Use functional behavior analysis to develop and monitor remediation strategies for children in need of behavior support.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2011 Finish: Ongoing | - |
|--------------|------------------------------------|---|

Status: In Progress — Upcoming

Date **Comment**

6/10/2012 When applicable, FBAs are being used. An incident form based on FBA protocols is used to analyze crisis situations.

9/21/2011 FBA form used in nonviolent crisis intervention. IST is using for behavior plans.

Activity: Guidance Counselor

Description: Hire a full-time guidance counselor to assist with screening, counseling, prosocial skills training, behavior planning, and FBAs.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-------------------|-------------|
| Pfeil, Susan | Start: 4/30/2012 | \$50,000.00 |
| | Finish: 6/29/2012 | |

Status: Complete

Date **Comment**

6/10/2012 Guidance counselor was hired May 2012.

Activity: Parent Training and Speakers

Description: Increase opportunities for parent involvement, including parent training opportunities and speakers on topics of interest to parents, including health, specialized needs of learners, learning support, and topics related to student well-being.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|---|
| Pfeil, Susan | Start: 9/1/2011 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date **Comment**

3/23/2012 The first is "Nurturing Persistence and Resilience in Children" by Heidi Grant Halvorson.

9/21/2011 The first parent speaker, a New York Times best selling author on the subject of resiliency, is being scheduled for late in the first trimester.

Activity: Responsive Classroom Book Study

Description: Directed reading and discussion of Teaching Children to Care to develop an understanding of the Responsive Classroom and Developmental Designs programs and how to help children develop a respectful community.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-------------------------------------|-----------|
| Pfeil, Susan | Start: 8/1/2011 Finish: 8/1/2015 | \$800.00 |

Professional Development Activity Information

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

| | | |
|------|---|----|
| 3.00 | 1 | 31 |
|------|---|----|

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

| | | |
|-------------------|---|----------|
| Seven Generations | <ul style="list-style-type: none"> School Entity | Approved |
|-------------------|---|----------|

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

| | | |
|---|--|--|
| Teachers will develop positive behavior supports and classroom management skills. | Responsive classroom has been shown by research to effectively enhance school climate. | <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. | <ul style="list-style-type: none"> Early childhood (preK-grade 3) |

Responsive Classroom

- Company

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Positive behavior support strategies. Teachers will use class meetings to create learning communities in their classrooms. Staff members will use common language in discussing character and culture issues with students and peers. Teachers help students develop skills in self-management and demonstrating respect for others.

Responsive Classroom is a research supported program proven to decrease negative student behaviors and increase positive behaviors. Rimm-Kaufman, S.E. (2006) Social and Academic Learning Study on the Contribution of the Responsive Classroom Approach. Retrieved September 10, 2010 from http://www.responsiveclassroom.org/pdf_files/sals_booklet_rc.pdf

For classroom teachers, school counselors and education specialists:

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

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 • School counselors • Other educational specialists | <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 • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey • ODRs and Suspensions (Office Discipline Referrals and Suspensions) • Survey (Surveys of Parents and Student) |
|---|---|

Status: In Progress — Upcoming**Date Comment**

7/20/2011 Three staff members were trained in the summer of 2010. Four staff members were trained in the summer of 2011.

Activity: SAP**Description:** Evaluate SAP and IST process (Parent/Teacher feedback) Maintain 5 SAP certified staff for diverse grade levels.**Person Responsible Timeline for Implementation Resources**

| | | |
|--------------|------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2011 Finish: Ongoing | - |
|--------------|------------------------------------|---|

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|--|
| 6/10/2012 | The SAP team has been compiling community support agencies and is working with a coordinator to develop the SAP team. There are five certified SAP team members. |
|-----------|--|

| | |
|----------|---|
| 8/1/2012 | In-service Sept. 1 outlined new SAP procedures. Forms were developed and distributed. |
|----------|---|

Activity: Study Groups to Investigate Issues Related to Diversity

Description: Professional learning community study groups, text-based discussions, descriptive review of the child, student data sharing, and book studies of topics related to diversity.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
|--------------------|-----------------------------|-----------|

| | | |
|--------------|-------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2011 Finish: 7/1/2012 | - |
|--------------|-------------------------------------|---|

Professional Development Activity Information

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

| | | |
|------|---|----|
| 2.00 | 9 | 20 |
|------|---|----|

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

| | | |
|-------------------|-----------------|----------|
| Seven Generations | • School Entity | Approved |
|-------------------|-----------------|----------|

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

| | | |
|--|---|---|
| Teachers will gain an understanding of their classroom practices, attitudes, and competencies and how they affect different learners in the classroom. | Research has shown schools that close achievement gaps are ones that consciously explore issues related to diversity. | <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.

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

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• School counselors• Other educational specialists | <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">• Student PSSA data• Participant survey |

Status: Complete

Date **Comment**

3/23/2012 A book group has met throughout the year to study Lisa Delpit's book, "Other People's Children." Three study groups met at the end of March to discuss Culture, Resiliency, and High Expectations for All.

Activity: Systematic Schoolwide Pro-social Skills Training

Description: Provide all teachers access to pro-social skills training materials.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|----------|
| Pfeil, Susan | Start: 9/1/2011 Finish: Ongoing | \$300.00 |
|--------------|------------------------------------|----------|

Status: In Progress — Upcoming

Date **Comment**

8/1/2012 Staff were given resource, "Skill streaming for the Elementary School Child" and in-serviced on systematic pro-social skills training on Aug. 30, 2011. Classroom teachers are now implementing.

Goal: STUDENT ATTENDANCE

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

Strategy: Systematically Address Attendance Problems.

Description: Establish a system for quickly and effectively identifying and remediating attendance problems.

Activity: Attendance agreement

Description: Implement an attendance agreement that all parents will sign on the first day their child attends Seven Generations to clearly communicate attendance expectations.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------------------------|---|
| Pfeil, Susan | Start: 9/1/2011 Finish: Ongoing | - |
|--------------|------------------------------------|---|

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

| | |
|-----------|---|
| 3/23/2012 | The Parent Handbook now includes this attendance agreement. |
|-----------|---|

| | |
|-----------|---|
| 9/21/2011 | Attendance agreement draft was written. |
|-----------|---|

Activity: Data Management System

Description: Contract with an electronic data management system to keep track of discipline, attendance, and other demographic data.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-------------------------------------|-------------|
| Pfeil, Susan | Start: 8/15/2012 Finish: Ongoing | \$18,000.00 |
|--------------|-------------------------------------|-------------|

Status: Not Started — Overdue

Activity: Policy Awareness

Description: Inform staff and families about attendance policy and clearly outline each person's role in enforcing the policy. Post attendance policy digitally for access by families and staff.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
|--------------------|-----------------------------|-----------|

| | | |
|--------------|---------------------------------------|---|
| Pfeil, Susan | Start: 8/30/2011 Finish: 8/30/2011 | - |
|--------------|---------------------------------------|---|

Professional Development Activity Information

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

| | | |
|------|---|----|
| 1.00 | 1 | 30 |
|------|---|----|

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

Seven Generations

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Staff members will become familiar with school policy and understand how to work effectively with parents to problem solve attendance problems.

Student attendance is directly related to school performance.

For classroom teachers, school counselors and education specialists:

- 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 • School counselors • Other educational specialists | <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"> • Attendance data (Absences and tardies) |
|---|--|

Status: Complete

Date **Comment**

3/23/2012 The attendance policy has been included in the parent handbook and is available digitally. All parents must sign an acknowledgement of the policy at the beginning of the school year.

Activity: TEP Meetings

Description: When student tardies or absences meet a specific threshold problem-solving meetings with parents, teacher, administrator and social worker will be held. Coordinate community or health resources to support families when they have unmet needs that impact attendance.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|-----------------|---|
| Pfeil, Susan | Start: 9/7/2011 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

| Date | Comment |
|-------------|----------------|
|-------------|----------------|

| | |
|-----------|--|
| 3/23/2012 | TEP meetings have been conducted with families that are experiencing truancy problems. |
|-----------|--|

| | |
|-----------|------------------------------|
| 9/21/2011 | Meetings are held as needed. |
|-----------|------------------------------|

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: 100% of eligible students will participate in required state-wide assessments.

Strategy: Use research-proven effective test taking strategies.

Description: Train teachers and students to understand the skills necessary for success on standardized tests.

Activity: Test Taking Strategies

Description: Systematically teach students research-proven effective test taking strategies.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
|--------------------|-----------------------------|-----------|

| | | |
|--------------|---|---|
| Pfeil, Susan | Start: 10/14/2011 Finish: 10/14/2011 | - |
|--------------|---|---|

Professional Development Activity Information

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

| | | |
|------|---|----|
| 2.00 | 1 | 25 |
|------|---|----|

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

| | | |
|-------------------|-----------------|----------|
| Seven Generations | • School Entity | Approved |
|-------------------|-----------------|----------|

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

| | | |
|--|---|--|
| Teachers will understand how to help students achieve to their maximum potential on state assessments. | Research shows that there are a variety of reasons that students do well on standardized tests and that there are ways to ensure students perform to the best of their abilities. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and |
|--|---|--|

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|--|--|
| <ul style="list-style-type: none"> Classroom teachers | <ul style="list-style-type: none"> 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"> Student PSSA data |

Status: Complete

| Date | Comment |
|-----------|--|
| 3/23/2012 | A workshop was given in January for teachers in grades 3-6 on research-proven test taking strategies. All grade level teachers attended. |

Activity: Tracking participation

Description: Track participation during PSSA's and schedule make-up days to ensure 100% participation.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|------------------------------------|---|
| Mayger, Linda | Start: 9/7/2010 Finish: Ongoing | - |
|---------------|------------------------------------|---|

Status: In Progress — Upcoming

| Date | Comment |
|------|---------|
|------|---------|

5/14/2011 PSSA attendance was closely tracked. All students made up tests that were missed.

Goal: WRITING

Description: Seven Generations will meet the PSSA annual state performance target for proficiency in Writing.

Strategy: Consistency in Writing Instruction

Description: Common language and expectations for writing at each grade level.

Activity: 6 + 1 Writing Traits program

Description: Assess and evaluate the progress of the 6 + 1 Traits of Writing program. Collect and examine benchmark papers using rubrics to standardize assessment.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Pfeil, Susan | Start: 9/1/2010 Finish: 6/20/2013 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|------------------------------------|---|--|
| 1.00 | 3 | 20 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|-------------------------|---|
| Reading Specialist | | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|-----------------------------------|------------------------------------|---------------------------------------|
| Teachers will develop the ability | 6 + 1 Traits of writing is a | <i>For classroom teachers, school</i> |

to accurately assess writing, which will inform instruction.

research-based program. *counselors and education specialists:*

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | 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 • Kindergarten Early Learning Standards |

Follow-up Activities

Evaluation Methods

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

- sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

- planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Portfolio

Status: In Progress — Upcoming

Date Comment

3/23/2012 There has been one session of collecting and analyzing benchmark papers.

5/14/2011 6 + 1 Traits of writing program was implemented in the 2010-2011 school year. Teachers met twice per month to share lessons and student writing.

Activity: Student Digital Work Stations

Description: Banks of work stations with Internet and applications access to allow for differentiation of presentation, content, process, and assessment.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------|------------------|-------------|
| Pfeil, Susan | Start: 9/30/2011 | \$70,000.00 |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date Comment

3/23/2012 Sixth grade has a bank of computer work stations.

Strategy: Use Assessment to Inform Instruction

Description: Effectively use assessment data to improve classroom practices.

Activity: Assessment Review

Description: Use technology to systematically analyze and share the effectiveness of assessments used to identify students for Level 2 academic interventions and make recommendations for change.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--------------------------------------|------------|
| Pfeil, Susan | Start: 9/1/2011 Finish: 6/20/2012 | \$4,000.00 |

Professional Development Activity Information

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

| | | |
|------|---|----|
| 2.00 | 3 | 25 |
|------|---|----|

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

| | | |
|-------------------|-----------------|----------|
| Seven Generations | • School Entity | Approved |
|-------------------|-----------------|----------|

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

| | | |
|--|--|---|
| Teachers will analyze and develop assessments. | Systematic assessment is correlated with effective teaching. | <i>For classroom teachers, school counselors and education specialists:</i> |
|--|--|---|

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <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) | <ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics |

Follow-up Activities

Evaluation Methods

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

Status: Complete

Date Comment

6/10/2012 EIC collaborative time focused on assessing standards this year. The Reading Specialists piloted using AIMSweb benchmarking tools in the sixth grade to determine if they would be a better assessment for grades 3-6 to replace the DRA, which has been less effective.

8/1/2012 Data comparing assessments was discussed at the Aug. 31, 2011 in-service.

Activity: Using Data Effectively

Description: Teachers will further develop their abilities to use formative assessment to identify areas of student weakness and modify teaching methods to bring them to proficiency.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--|------------------|
| Pfeil, Susan | Start: 10/14/2011 Finish: 6/15/2012 | - |

Professional Development Activity Information

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

| | | |
|------|---|----|
| 3.00 | 1 | 25 |
|------|---|----|

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

| | | |
|-------------------|---|----------|
| Seven Generations | <ul style="list-style-type: none"> School Entity | Approved |
|-------------------|---|----------|

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

| | | |
|--|--|---|
| Teachers will develop the ability to choose and evaluate assessment and assessment data. | Aligning instructional practices to assessment data has been shown to increase student outcomes. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
|--|--|---|

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each

other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals | <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 Mathematics |

Follow-up Activities

Evaluation Methods

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

Status: Complete

Date Comment

3/23/2012 The Instructional Support Team and subject area specialists have focused on data driven interventions and progress monitoring. All members of the IST have learned to use AIMSweb to track student progress.

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Seven Generations is committed to an experiential, project-based curriculum that promotes hands-on learning in nature and the community, as well as the classroom. What makes

Seven Generations unique and stand out from other charter schools is our use of the EIC ("using the Environment as an Integrating Context for learning") curriculum model. The EIC provides a framework for integrating academic content areas and PA academic standards. Using the environment as the focal point for our curriculum allows Seven Generations students to become immersed in experiential investigations providing them with ample opportunities to apply their learning in a real world context. Although subject areas are separated for discussion purposes, in practice they are connected.

CURRICULAR FRAMEWORK

Seven Generations Charter School's project-based curriculum uses the natural and social systems in the local community to complement the sound instruction in the core academic areas, facilitating learning characterized by high levels of student engagement and student achievement. Using the Environment as an Integrating Context (EIC) Model provides the curricular framework at SGCS. Through the EIC Model, PA Academic standards drive curriculum unit development and assessment. EIC permeates all aspects of the classroom and outdoor learning.

SEER (State Education and Environment Roundtable) was founded in 1995 and the EIC Model was developed as a result of extensive research into the effects of environment-based education on student achievement and behavior in K-12 schools. The academic and behavioral benefits of environment-based education are reported in *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning* (2002). The EIC Model is an approach to improving academic performance in cooperation with state departments of education.

In July 2009, SGCS' teaching team and administration spent three full days participating in the SEER EIC Model Implementation Institute where we learned how to design and implement the EIC Model. Since then, SGCS has worked closely with SEER in refining, editing, and revising our K-5 EIC Model curricular framework. In July 2011, SGCS held another full two days of professional development with SEER to educate new faculty and develop curriculum for the new sixth grade classes being added in the fall.

Seven Generations uses the complex system of the EIC Model's interconnected and interrelated pedagogies. This educational framework allows SGCS to use the natural and social systems in the local community as a context within which students can construct their own learning, guided by their teachers and other members of a collaborative instructional team. The EIC Model encompasses integrated- interdisciplinary instruction as a means of addressing educational standards while also allowing opportunities for students to develop basic life skills, citizenship, problem solving skills, and understanding of natural and social systems.

The principal components of EIC include: integrated- interdisciplinary instruction, community based investigations, service learning, collaborative instruction, learner centered, constructivist approaches, cooperative and independent learning and local and natural community surroundings as a context for learning. Using these innovative approaches, teachers address state content standards and adopt instructional materials to insure that SGCS students have authentic and engaging learning opportunities. The comprehensive nature of our EIC Model curriculum has emphasis placed on addressing multiple intelligences, differentiating instruction, and hands-on, experiential learning.

Seven Generations' students interact with a variety of instructional partners- local experts, business owners and resource agencies. Students are exposed to diverse cultural, economic and political perspectives that make up their community. SGCS students not only gain a better understanding of how these social systems work, but they are also provided opportunities to explore issues of personal interest. The EIC Model empowers SGCS students to take responsibility for building a deeper understanding of the world around them.

Seven Generations' plan is to revise and edit our curriculum both during the 2011-2012 school year as well as during a two day professional development session by SEER that took place in July of 2011. In addition to this, three, 2 1/2 hour sessions a month will be devoted to focusing on EIC pedagogies using protocols throughout the entire school year.

LITERACY

Seven Generations Charter School identifies academic excellence as a core value. To facilitate excellence in literacy, the Seven Generations literacy program incorporates three core elements: PA State Standards, research proven best practices, and the mission and vision of the school. These three elements anchor a coherent program of study articulated throughout the grades. To facilitate high achievement in literacy, Seven Generations provides all students the opportunity to engage in challenging tasks that balance conceptual knowledge, procedural fluency, and problem solving skills. To that end, literacy instruction is integrated into each EIC community investigation to engage students in real world purposes for reading and writing.

Opportunity to Learn

Seven Generations' literacy program is structured to allow all students to experience literacy in a way that is compatible with their learner profiles. Equal opportunity includes both high expectations for all and the supports students need to meet them. Whole group instruction along with flexible grouping enables teachers and students to construct meaning collaboratively and enable students with similar needs to be instructed together. All students are given opportunities to interact with grade level standards in engaging ways. Students may move between groups as their needs change.

Coherent Programming

Reading instruction at Seven Generations incorporates instructional strategies aligned with research on effective differentiation to meet individual needs. Frequent formative assessments assist teachers in scaffolding instruction and choosing tasks to build upon students' prior knowledge. A school-wide assessment process involves benchmark testing two times per year. These formative assessments and school-wide benchmarking allow teachers to identify students most likely to benefit from extra support, including explicit instruction, clear models, extensive practice, and abundant feedback. This also allows students to accelerate at their own pace.

Current research supports self-discovery with scaffolding and repeated practice emphasizing student proficiency across reading, spelling, writing and comprehension. Students are instructed in small groups using a guided reading framework, reciprocal teaching, literature circles, explicit skills instruction along with modeled writing, guided writing and independent writing supported with conferencing. Through these frameworks students develop fluency and automaticity in decoding, encoding and comprehension.

To support coherent programming the literacy instruction at Seven Generations Charter School involves the use of leveled texts, magazines, trade books, and authentic texts. Literacy instruction is not driven by any specific publisher but all prepared materials are chosen considering the best practices in literacy instruction and used in alignment with Pennsylvania Standards. Students need to read with understanding a variety of text for a variety of purposes. Students also need to write effectively for a variety of purposes and audiences. They need to understand and know how to use language structure, features, conventions and vocabulary. The 6 + 1 Writing Traits Model is aligned with the PA writing rubric and provides students and teachers a common language for talking about the characteristics of writing and establishes a clear vision of what good writing looks like. Teachers and students use this across the curriculum, allowing students to apply strategies in real situations. The elementary and middle school literacy goal is to produce students who are critical readers and able to document ideas through the written word resulting in productive habits of the mind.

The elementary program emphasizes explicit instruction in phonemic awareness, phonics, fluency and prosody, guided reading and independent reading, vocabulary instruction and comprehension using multiple modalities. As students move into the intermediate grades, higher reading comprehension “the essence of reading” (Durkin 1993) becomes paramount not only for academic learning but also for life-long learning. The instructional emphasis moves along Bloom’s Revised Taxonomy: remembering, understanding, applying, analyzing, evaluating and creating. At Seven Generations teachers are expected to monitor instructional levels in order to assess when and where literacy scaffolding is needed in decoding, comprehending and responding to literature. Open-ended activities across all content areas are used to present students with opportunities to interpret, problem solve and apply individual thinking through the written word.

Summary

The Seven Generations Literacy Program supports students as they become independent processors of the written word. At the core of the program are state standards, research proven methodologies and the vision of the school. Literacy instruction at Seven Generations is structured to meet the needs of all individual learners as they progress through the grades. The instructional focus is one of viewing the skills and strategies of successful literacy engagement while supporting the end result of understanding and constructing new meaning, leading to student excellence in literacy.

MATHEMATICS

Seven Generations Charter School identifies academic excellence as a core value. To facilitate excellence in mathematics, the Seven Generations math program incorporates three

core elements: PA state standards, research proven best practices, and the mission and vision of the school. These three elements anchor a coherent program of study articulated throughout the grades. To facilitate high achievement in mathematics, Seven Generations provides all students the opportunity to engage in challenging tasks that balance conceptual knowledge, procedural fluency, and problem solving skills. To that end, math is integrated into each EIC community investigation, to provide students real world contexts for engaging in mathematics.

Opportunity to Learn

Seven Generations' math program is structured to allow all students to experience mathematics in a way that is compatible with their learner profiles. Equal opportunity includes both high expectations for all and the supports students require to meet them. Students are grouped for math, within and between grade levels, to enable students with similar needs to be instructed together. All math groups are given opportunities to interact with grade level standards in engaging ways. Students may move between groups as their needs change.

Math programming at Seven Generations incorporates instructional strategies aligned with research on effective differentiation to meet individual needs. Frequent formative assessments assist teachers in scaffolding instruction and choosing tasks to build upon students' prior knowledge. A school-wide assessment process involves benchmark testing three times per year. This benchmarking allows teachers to identify students most likely to benefit from extra support, including explicit instruction, clear models, extensive practice, and abundant feedback. Mathematically gifted students are allowed to progress through the program at an accelerated pace.

Coherent Programming

Seven Generations balances the needs of individual learners with a curriculum aligned with the Pennsylvania state standards, following a focused and coherent progression articulated throughout the grades. Seven Generations' math program is comprehensive, connecting all of the curriculum focal points identified by the National Council of Teachers of Mathematics. When planning individual lessons, teachers strive to organize mathematics in a way that enables fundamental ideas to connect and form an integrated whole. The elementary and middle school math programs are designed to enable the majority of students to successfully complete an authentic Algebra 1 course by the end of the eighth grade year.

To support a coherent instructional program, Seven Generations teachers may use textbooks, worktexts, or workbooks; however, the Seven Generations' curriculum is not driven by any specific publisher. All prepared materials are chosen considering best practices in mathematics education and used in alignment with Pennsylvania standards. Current research supports materials that emphasize thoroughly developing students' proficiency in a limited number of key areas at each grade level. Shorter, more focused math materials that do not use a spiraling curriculum are preferred, such as Singapore Math and Math Mammoth.

Balanced Instruction

Seven Generations' math instruction enables children to understand key concepts, develop automaticity and fluency in computation, and use competencies to solve problems. Although addressed separately for the purposes of explanation, these three components are mutually supportive; learning each is dependent upon the others. Student curiosity and creativity is developed using both real-world experiences and contexts that are purely mathematical.

Mathematics instruction at Seven Generations focuses on helping students construct conceptual understanding. Conceptual development facilitates learning with understanding and helps students develop into autonomous learners. Various hands-on models are used to help students develop core concepts, such as place value, equivalence, proportionality, function, and rates of change. Teachers make clear connections between mathematical topics and they stress logical reasoning and flexible thinking throughout their lessons. Students have ample opportunities to explain and represent mathematical ideas, using mathematics to model and predict real-world phenomena.

To develop mathematical proficiency, Seven Generations' students are provided ample practice in automatic recall of basic facts and fluency with standard algorithms. Arithmetic and computation do not dominate the math program, but are recognized as necessary skills that enable students to work with higher level concepts. Seven Generations' teachers understand that overuse of calculators can impede the development of automaticity and fluency in computation, but that technology can be a valuable support for problem solving, afford access to powerful visual models, and facilitate higher level thinking.

Seven Generations values problem based learning while recognizing the importance, strengths, and limitations of various types problem solving. Three types of problem solving are incorporated into math instruction:

- Problem solving exercises, designed to help students recognize patterns and solutions of a specific type or to stimulate cognitive dissonance leading to development of a new concept. Exercises usually have one correct answer and are abundant in packaged math programs.
- Open-ended problems, which allow students to apply their skills and creativity in mathematical situations with more than one correct answer. Marilyn Burns' Math Solutions and the AIMS materials are an excellent source for open-ended problems.
- Real world contexts, which allow students to experience math as a meaningful human activity. Problem solving in the real world is integrated into the EIC units at each grade level, but can also involve many other meaningful applications of mathematics.

Research shows that problem solving activities are most successful when specific strategies and supports are used. At Seven Generations' teachers are expected to carefully plan problem solving activities, to ensure students possess the skills necessary to address the problem. Teachers must also monitor lesson execution to keep students focused on mathematical goals and find ways to support students without reducing the complexity of the activity or reducing the demands of the task. Students are provided ample time to discuss problems with each other and learn from their peers by questioning, clarifying, and justifying. Open-ended activities conclude with teachers providing students with clarity, connections, and closure to make the mathematics apparent and meaningful.

SOCIAL STUDIES

Seven Generations provides a social studies program aligned with its mission to promote citizenship in a culturally rich atmosphere that celebrates the expansive world around us. The social studies program uses research proven best practices to support the Pennsylvania standards in History, Geography, Civics, and Economics. Seven Generations' social studies program is designed to help students acquire the skills, knowledge, and attitudes that will prepare them become thoughtful participants in their communities, involved citizens of a diverse nation, and stewards of an interdependent world. To this end, the social studies curriculum is coordinated between grade levels, and integrated with other subject areas using Big Ideas and Essential Questions in units that are often connected by local environmental contexts using the EIC model.

Meaningful Instruction

Seven Generations makes social studies meaningful for students by structuring units around enduring understandings, essential questions, and important ideas. Challenging social studies instruction includes disciplined inquiry and in-depth investigation of a few targeted topics at each grade, with deep processing and detailed study of each topic. Key social studies concepts and themes are developed in depth as students acquire skills in information gathering, communication, and data analysis.

Students must understand both content and concepts if they are to develop sophisticated ideas. Content skills and factual knowledge are embedded throughout meaningful social studies investigations, rather than taught in isolation. Teachers use discussions, debates, authentic documents, community investigations, simulations, research, and written reports to help students construct understandings in the social studies program.

Hands On, Minds On Investigations

Students work individually and collaboratively in hand-on, minds-on activities. Rather than just learn about the actions and conclusions of others, students at Seven Generations also make decisions, solve problems, and reach their own understandings. Lessons may include verbal explanation and modeling from the teacher, but students are additionally given opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking. A core component of the integrated units is creating solutions to community problems through service learning, providing a venue for students to make a difference in their world.

Integrated and Interconnected Learning

The Seven Generations social studies curriculum is comprehensive and integrated. Students investigate human experiences from all over the world, understanding the past, linking to the present, and looking ahead to the future. Students at Seven Generations are taught to consider issues from a global perspective, exploring the interconnectedness of the human and natural environments. At Seven Generations, integrated investigations provide opportunities for

students to conduct inquiry, develop and display data, synthesize findings, and make judgments. Social studies is connected to other disciplines, including the arts, sciences, and humanities. Integrated Investigations also provide a context for students to effectively use technology, read to learn, and use written communication skills.

Values

Throughout the Seven Generations social studies program, students are taught to think critically and make reasoned decisions about a variety of issues, assessing the merits of competing arguments and attentive to the interrelated nature of problems and ideas. Students engage in experiences that develop fair-mindedness by exposing students to opposing points of view. Through debate and analysis, students learn to construct and identify well-supported positions. Sensitivity to cultural similarities and differences is fostered and teachers seek to develop a sense of individual and social responsibility. Students explore the values embodied in our democratic form of government, including justice, equality, freedom, and the common good.

SCIENCE

Through its science programming, Seven Generations Charter School furthers its mission to help students become stewards who embrace the world, using hands on learning in both the community and the classroom. Most importantly, Seven Generations science programming reflects current educational research and is based on the state Science and Technology, Environment and Ecology standards. Using the EIC model, science is integrated with other subject areas using Big Ideas and Essential Questions in units that are connected by local environmental contexts, whenever possible. The science curriculum is coordinated between grade levels, covering the major science disciplines and the addressing the broad conceptual themes common to them all.

Scientific Inquiry

At Seven Generations, science instruction helps students develop the ability to think and reason as scientists. Teachers build upon students' conceptual frameworks and accommodate individual differences as students construct an understanding of the natural world, the history of science, and well-established laws and theories. The scientific contributions of prominent individuals from various backgrounds and ethnicities are recognized and valued. Through an understanding of science as a discipline, students discover that creativity is a vital ingredient in producing the ever-changing body of scientific knowledge. Students also learn to appreciate the importance of skepticism when evaluating their own work and the work of others, seeking empirically based answers that are logically consistent.

Inquiry is a most important component of Seven Generations' science. Students act as explorers, interacting with their peers as they do first-hand investigations and problem solving. They learn to reason as scientists by developing and investigating the types of questions that can be answered scientifically. While designing and conducting experiments, students collect evidence from a variety of sources and use appropriate equipment, technology, and tools to

collect and analyze data. At Seven Generations, mathematics and communication skills are integrated with science instruction as students develop explanations from data, then communicate and defend their conclusions. The scientific learning cycle is ongoing as students question, explore, and raise new questions.

Community Involvement

The wider community, including parents and community partners, is an integral part of Seven Generations science program. Field trips, speakers, and local partnerships enrich the learning experience. Students are given the opportunity develop an awareness of science careers and their roles, through meaningful interactions with science professionals in the community. As students consider the broader implications of human actions on the living systems around them, they begin to understand how they can affect the world for good or ill. A main feature of each integrated unit is students creating solutions to community problems through service learning, with the school's core principles of sustainable living, environmental stewardship, and respect for all living things as guides.

Assessment

Evaluation in science takes into account best practices including the use of both formative and summative assessments. Teachers use multiple valid and reliable assessments, which are closely aligned to both standards and the Big Ideas in each unit. Students are assessed on content, process knowledge, and skills, including their ability to design experiments, collect data, and analyze results using mathematics. Important components of science assessment involve determining students' ability to connect scientific knowledge to the real world and to communicate their findings effectively, orally and in writing.

WORLD LANGUAGE

Early foreign language introduction has been proven to contribute to cognitive benefits, higher academic achievement and positive attitudes toward diversity. At Seven Generations, second language learning is implemented as a supplemental subject to the integrated curriculum. The content of the second language coincides with the same topics being discussed in the core classes, thereby allowing students to learn a second language while reinforcing core curricular concepts. In keeping with the Seven Generations Charter School core value of celebrating cultural richness, students make connections to other subject areas while discovering comparisons among cultures. Spanish instruction is also integrated into each EIC community investigation.

Because they are introduced to the language as early as Kindergarten, and receive consistent and consecutive instruction at every grade level, most students will be highly proficient in the basics of a second language by the end of 8th grade. At this point, students will be ready to explore a third language or continue on to advanced levels of the same second language. In either situation the student will be at an advantage having listened to, spoken, written and read a second language during his/her formative years.

Spanish is taught as the second language. Not only does the process of learning Spanish introduce new and different cultures to students and the importance of tolerance on a global scale, it also allows the students to apply the knowledge of language and cultural diversity to their own surroundings in their local community. According to the proposed PA Department of Education Academic Standards, the study of world languages does more than simply foster the ability to communicate and interact with people in the target language. Students also improve their understanding and sensitivity to cultural similarities and differences and develop an appreciation for those differences. They develop the ability to succeed in a competitive global community, enter a diverse workplace, and participate in local, national and world communities. Finally, students improve critical thinking and problem-solving skills and have the opportunity to engage in life-long learning.

The World Language curriculum has the ability to be flexible in its effort to integrate in the EIC curriculum. Rather than letting a textbook dictate the curriculum, supplemental sources are used, when applicable. Other organizations and educational institutions that have studied and implemented foreign language in the elementary school (FLES) serve as resources for benchmarks and assessments in order to guide the curriculum at Seven Generations Charter School. Examples of these resources include:

- CAL — The Center for Applied Linguistics: www.cal.org
- University of Minnesota CARLA (Center for Advanced Research of Language Acquisition: www.carla.umn.edu
- National K-12 Foreign Language Resource Center at Iowa Department of Education: www.nflrc.iastate.edu]
- New Jersey Department of Education (FLES): www.state.nj.us/education/frameworks/worldlanguages/chap5.pdf
- Preparing Learners for Life/West Des Moines Community Schools/FLES: www.staff.wdmcs.org/ www.wdm.k12.ia.us/district/curriculum/FLES/index/php

Students focus on the skill set of Stage 1 of the Proposed PA Academic Standards. By the end of grade 3 they should have achieved a mid novice level (Stage 1) of the skills required in the three main Standards of World Language acquisition: Communication (12.1), Culture (12.3), and Community (12.5). At this level, students know the basic sound system, spelling patterns and vocabulary through speaking and writing, and recognize these basics through listening and reading. They communicate by using simple sentences and questions. Students identify fundamental cognates, products, and customs from the target language and culture, and know how it has influenced other curriculum areas. They know and compare typical expressions, gestures and structures of social interaction between the cultures. Students know where the target language and culture exist in the local, regional, national and global community and draw comparisons and connections between it and their own culture.

Elementary students continue through the mid and high levels of Stage 1 of the Proposed PA Academic Standards, expounding upon the previous acquired skills they acquired at the primary level. In middle school students focus on Stage 2. By the end of grade 8 students will have achieved a low intermediate level (Stage 2) of the skills required in the three main standards of World Language acquisition, Communication (12.1), Culture (12.3), and Community (12.5).

PHYSICAL EDUCATION and HEALTH

Seven Generations' Physical Education program is based on the Pennsylvania standards for Health, Safety, and Physical Education. Health and Physical education are integrated into each EIC community investigation. Incorporated into all instruction and assessment are:

- Concepts of Health
- Healthful Living
- Safety and Injury Prevention
- Physical Activity
- Concepts, Principles, and Strategies of Movement

The health and nutrition program plays an integral role in the EIC curriculum. Instruction centers on the beneficial effects of healthful practices and good nutrition on learning and behavior. Students learn about human growth and development and the factors affecting development, such as genetics/family health history, cultural values, lifestyle choices. Students develop decision-making and refusal skills to cope with peer pressure. The school organic gardens are used as a teaching aid and outdoor laboratory. By connecting students to the source of their food in everyday situations, teaching them how it is grown, harvested and prepared, they discover the health and ecological benefits of sustainability, care for self, the community and the wider world.

In grades K-3 students develop general understanding of the workings of their bodies and how to keep their bodies healthy. Students study basic human anatomy: major muscles, bones, body systems and their functions. They examine the roles of these body systems in exercise and apply the principles of fitness. Students learn about nutrition, food groups, and how to make healthful food choices. In grades 4 and beyond, students have regular health education coursework involving learning about human body systems and ways to keep the body healthy. Students explore healthy choices starting with their immediate environment to discovering global health issues. Students analyze their families' health history, fitness, and food choices and extend their understanding to what causes chronic disease, as well as how to take preventative measures in preserving health over time. In grade 6 and beyond, students will have sex education and drug prevention education provided by physical education teacher in cooperation with school nurse and local medical agencies.

In addition to the organic garden, we considering the following resources and learning aids:

- Goodall, Jane, Gary McAvoy, and Gail Hudson.
- Harvest for Hope: A Guide to Mindful Eating. New York: Warner Books, 2005.
- Learn to Be Healthy (www.learntobehealthy.org)
- President's challenge
- Fitnessgram
- Lehigh Valley Hospital
- Too Good for Drugs
- USDA's Healthy School Meals resources (www.healthymeals.nal.usda.gov)

The Physical Education curriculum teaches our students to enjoy and increase their self-confidence in movement so that they can become healthy, fit, and embrace physical fitness

throughout life. Regular physical exercise is essential to optimal brain functioning and academic performance; therefore we incorporate physical education into the daily life of students at the school. The program is designed to promote responsible social behavior, as well as improve mental health and self-esteem, and guide students to value physical activity for the benefits of health, enjoyment, challenge, self-expression, and social interaction. The goal of the physical education class is to involve children in maximum amount of physical activity while achieving skill attainment, learning, and social benefits.

We utilize a mindfulness-based approach to physical education in which students come into greater awareness of their proximate world in three basic arenas: movement exercises; activity in nature; and play and games, including traditional sports. Through traditional sports and fitness activities, children develop both basic movement skills and manipulative skills. Students participate in a diverse skills practice using independent practice, small group interaction, and whole class involvement. Children learn to analyze the skills involved in sports, as well as to practice injury prevention and safety techniques such as warm-ups, cool-downs, responsible use of equipment, communication with other players, first aid, and considering environmental hazards.

Some of the resources we use are:

- National Outdoor Leadership School (NOLS),
- Orlick, Terry. Cooperative Games and Sports: Joyful Activities for Everyone, 2nd Edition. Illinois: Human Kinetics Publishers, 2006.
- Emile Jacques-Dalcroze (Dalcroze Society of America)
- Experiential Anatomy (The School for Mind-Body Centering)
- Exuberant Animal (www.exuberantanimal.com)
- Jacques Laban Movement Analysis
- Jacques Lecoq International Theatre School and Laboratory of Movement Study
- The Mindfulness Center at Lehigh Valley Hospital
- YogaED
- Yoga K-12
- The National Institute for Play (www.nifplay.org)
- SPARK — Sports, play and Active Recreation for Kids!

MUSIC

The music program at Seven Generations Charter School provides a variety of musical experiences for all students. The outcomes on which the music curriculum is based are those in the Pennsylvania Standards of Music and the American Kodaly Institute. Music is incorporated into each EIC community investigation.

Planning for, and instruction in, vocal music employs the “Three P” process of preparing, presenting and practicing knowledge and skills in various strands of curriculum, including melody, rhythm, harmony, form, and expression. Subjects learned outside of music are integrated into the music classroom. While learning all songs, students develop and understanding of the context and history of each song and how it fits into our culture. Each musical element to be taught is prepared over the course of a number of lessons by having the students learn songs that contain that element in various configurations. When the students demonstrate readiness to learn the element, by performing it accurately within the context of the preparation songs, it is presented

(made conscious) as one segment of a lesson, during which the students gain the ability to identify, name, describe, read, and write it. Over the of a number of subsequent lessons, the element is practiced by having the students use/apply it in various contexts and configurations, eventually gaining mastery by being able to use it to compose and improvise music.

The “Three P” lesson happens simultaneously in class, with different elements of music. Students have a balance of singing, dancing, composing, improvising, and playing instruments in each class.

VISUAL ARTS

Visual Arts are included in all grade levels. In addition to Art history, Art criticism, and presentation, this content area heavily integrates math, literacy/writing, and science/EIC based on the PA Visual Arts Standards and classroom Core Curriculum Standards. Visual arts are integrated into each EIC community investigation.

The instructional methods which have proven to be effective and so will continue to be used in the art room include a mix of direct instruction, teacher lecture, differentiated instruction, modeling, guided practice, cooperative learning, and independent practice that raises student engagement and reduces behavioral issues. Underlying and utilized throughout each art project will be other core skills such as scaffolding, creative expression, and critical thinking (problem-solving, analyzing, and applying knowledge).

The Seven Generations Charter School Visual Arts Program supports the development of self-esteem, confidence, discipline and determination, and teamwork through student-centered projects.

REFERENCES

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Rigorous Instructional Program - Attachments

- Induction Approval Letter
- Professional Education Approval Letter

English Language Learners

Program for Educating Students with Limited English Proficiency (LEP) And English Language Learners (ELL)

Overview

Seven Generations is committed to providing a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English Proficiency and the academic standards. State regulation, 22 PA Code 4.26 We provide planned instruction by a qualified ESL or Bilingual teacher and adaptations or modifications in the delivery of content instruction by all teachers based on the student's language proficiency level, the Pennsylvania Language Proficiency standards for ELLs, and the state standards. English Language Instruction is considered part of the basic curriculum.

Program Goals and Objectives

Seven Generations has developed the following goals and objectives for the ESL Program.

Goal 1: To use English to communicate in social settings.

Objective: By the end of the school year, ELLs will improve and increase their ability to use English to participate in social interactions. This will be evidenced by observation of ESL students in cooperative learning activities, playground interactions and personal conversation.

Objective: By the end of the school year, ELLs will improve and increase their ability to interact, through and with spoken and written English for personal expression and enjoyment. This will be evidenced by personal writing journals and book choice with reading log.

Goal 2: To use English to achieve academically in all content areas.

Objective: By the end of the school year, ELLs will improve and increase their ability to use English to interact in the classroom, evidenced by conversations with ESL teachers, observations of student in cooperative group settings, and observations of students in social interactions, report cards and test results.

Objective: By the end of the school year, ELLs will improve and increase their ability to use English to obtain, construct and provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of student work, and ESL teachers' observations of the ELLs' ability to pose questions and have discussions in content area classes.

Goal 3: To use English in socially and culturally appropriate ways.

Objective: By the end of the school year, ELLs will improve and increase their ability to use the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by ELL academic presentations, observations of ELLs' social conversations with peers, and conversations with ESL teachers.

Objective: By the end of the school year, ELLs will improve and increase their ability to use nonverbal communication appropriate to audience, purpose and setting. This will be evidenced by observations of ELLs by ESL teachers.

The success of the ESL program is measured by: ELLs increasing scores within their level of the program, ELLs testing to the next level of the program, and ELLs testing out of the program as evidenced by yearly English proficiency testing. Success is also measured by an increase in academic scores on a content area standardized test. 22 Pa. Code § 403; No Child

Left Behind Act, 20 U.S.C.A. § 6841. The ESL Director also looks at student portfolios and ESL teacher narratives to demonstrate progress of each ESL student.

Identification of ELLs

Identification of students for placement in an ELL instructional program begins with the Home Language Survey (HLS), which must be given to each child enrolled at Seven Generations. The HLS is given one time and remains in the student's permanent record file. If the HLS identifies the student as a person whose home language is other than English, additional questions that relate to language proficiency may be asked. If it is determined that a child is a person whose home language is other than English, further screening is warranted.

Students with a home language other than English who are newly enrolled without educational records are given the WIDA Access Placement Test (W-APT) by the ESL Instructor to assess them for placement in language instructional program for ELLs. Students with educational records (from any state), who meet the two of the following criteria, are exempted from the formal W-APT.

- Student will perform on grade level.
- Scores on district-wide assessments that are comparable to Basic performance on the PSSA.
- Scores of Basic in Reading, Writing, and Math on the PSSA or equivalent assessment from another state.

Placement of ELLs

The W-APT results are only one of the indicators for placement in the Seven Generations ESL Program, and must be used in combination with the above multiple criteria, if available, to determine placement in the appropriate level of the ESL program. Educators must use the English Language Proficiency levels described in the Pennsylvania standards to place students in the ESL Program. All ELL instructional placements must be age and grade appropriate. Additionally, ELLs must be given equal access to all educational programs, opportunities, and extra-curricular activities in the same manner as for all students. The level of support offered to each student is aligned with the state guidelines.

Instructional Models and Programming Accommodations for ELLs in General Education Classrooms

Seven Generations' ESL Program is focused on developing literacy in English and offers both ESL Push-in and ESL Pull-out support from an ESL certified support teacher. The language of instruction is English. The language of content instruction is English adapted to the student's proficiency level and supplemented by gestures and visual aids. The ESL teacher may also provide clarification and translation as needed. Language arts instruction is often focused on grammar, vocabulary, and communication skills. In a pull-out setting, students with similar language skills may be grouped together at times. If a student is pulled out of the classroom for

ESL instruction, this should not be scheduled in such a way that the student is pulled from instruction in other core content areas, such as math or social studies. ESL instruction, especially for students at the lower proficiency levels, can replace Language Arts classes for ELLs. In this case, an ESL certified teacher provides direct English language instruction, using the PA Academic Standards (Reading, Writing, Speaking, Listening) and the English Language Proficiency Standards to ELLs. Seven Generations' ESL teacher will offer staff development related to ESL as part of the Professional Development Act 48 Plan. Regular education teachers must provide appropriate accommodations to instruction and assessment.

Criteria for Program Exit

ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.

This annual state ELP assessment of ELLs in grades K-12 is required by Federal Law. Seven Generations will administer this test annually to measure progress and/or attainment of the student's English language proficiency for each language domain. Students with identified disabilities may have state-approved accommodations as outlined in their IEPs, as long as they do not invalidate the assessment. ACCESS score results are to be maintained in the student's permanent record folder.

Seven Generations uses the exit criteria provided by the state for ELLs, using valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

Monitoring Process After Exit

Monitoring is required for two years after a student is exited from the ESL Program. Appropriate records of student progress must be maintained including all or some of the following:

- Periodic review of grades
- Local assessments
- PSSA scores
- Teacher observations

Teachers may offer support to monitored students, as they would for any student seeking assistance with classroom work, instruction, or assessment. Monitoring is not considered an extension of the ESL Program; therefore, exited students being monitored are not to be reported to the state or federal government as ELLs for the purposes of acquiring funding. Seven Generations will use the monitoring guidance and forms found on the PDE website.

Program Evaluation

Seven Generations will review the effectiveness of the ESL Program annually to make sure that all components are aligned and working effectively to facilitate the acquisition of English language and academic achievement defined by the PA academic standards. PSSA and ACCESS test scores will be used for program review and to evaluate improvement.

English Language Learners - Attachment

- ELL 2012

Graduation Requirements

Seven Generations Charter School currently serves and instructs children in grades K - 6.

Special Education

Seven Generations Charter School is dedicated to inspiring each student to reach his or her highest potential, as well as shaping responsible citizens for an ever-changing society. To further this goal, Seven Generations offers a special education program that addresses the various needs evident in its student population. Our continuum of services include, but are not limited to the following:

- Learning Support program,
- Autistic Support program,
- Speech and Language program,
- Emotional Support program,
- Occupational Therapeutic Support,
- Physical Therapeutic Support, and
- Counseling services.

The listed programs include full time, supplemental, and itinerant facets. In addition, Seven Generations offers an Extended School Year (ESY) program which provides a range of services and delivery modalities including academic tutoring services, Carbon Lehigh Intermediate Unit Camps, and other related services.

We believe that our students' successes are due to the highly dedicated and qualified staff who are committed to developing self-directed, proficient learners, as well as family and community support and involvement.

Seven Generations Charter School currently employs three full time teachers and three assistants, including classroom assistants and one-to-one assistants. We are also hiring three additional assistants for the 2011/2012 school year. Having this amount of support enables the special education teachers and assistants to provide support within the regular education classroom.

A special education audit was performed on May 3, 2011. We created an improvement plan, implemented the plan and received recognition of compliance on June 7, 2012 from The Department of Education.

CHILD FIND PROCESS

The Instructional Support Team (IST) is the child study team which consists of a group of professional personnel who meet to discuss concerns relative to a student's school functioning. Concerns can be academic, behavioral, emotional, and/or social. The team includes the Special Education Coordinator, an administrator, the math specialist, the reading specialist, the classroom teacher, social worker, and the parents. The learning support teacher, speech therapist, occupational therapist, physical therapist, nurse, and/or school psychologist may be called upon to serve on the Instructional Support Team (IST) if deemed necessary. Other individuals may be called upon to serve on the Instructional Support Team (IST) team dependent upon the needs of the student.

The Instructional Support team process consists of a variety of steps designed to enable problem solving, collaboration, and determine the appropriate type of support each student needs.

Step 1: Identifying Students of Concern. Classroom teachers document interventions and work with parents to problem solve concerns.

Step 2: IST referral. Parents are notified and teacher prepares referral forms and documentation for the IST.

Step 3: Case manager assigned. The IST reviews forms and assigns a case manager to observe the child, perform a series of screening tests, and consult with the teacher. A confidential file for documenting the student's case is opened.

Step 4: IST problem solving meetings. Documentation is shared as the team develops possible strategies, timelines, and responsibilities for supporting the student.

Step 5: Monitoring and adjusting. Documentation is collected and changes are made as necessary to support student success.

IN ACCORDANCE WITH STATE AND FEDERAL LAWS, INTERVENTIONS ARE PLANNED, TRIED, AND DOCUMENTED BEFORE THE INSTRUCTIONAL SUPPORT TEAM CONSIDERS REFERRING A STUDENT FOR AN EVALUATION.

IDENTIFYING STUDENTS WITH LEARNING DISABILITIES

Seven Generations uses data from a variety of sources to determine whether a student has a specific learning disability. These include, but not limited to: nationally recognized norms and criterion referenced instruments administered by the school psychologist; classroom observations; review of the cumulative file; classroom based assessments with curriculum materials; and information provided by the parents and teacher.

The psychologist analyzes the data and makes a recommendation to the Instructional Support Team and/or the IEP team regarding the student's eligibility and need based on three factors. The first factor is whether there is a discrepancy within the child's cognitive profile which is correlated with significantly impeded academic achievement or whether there is a significant discrepancy between global cognitive functioning and academic achievement in some area. The second factor is whether the student's functional level of skills is so discrepant from age and grade placement standards that the student's instructional needs cannot be met within the regular curriculum. The third factor is that other contributory cultural or environmental factors, for example, lack of prior education due to significant absences or frequent changes in schools, cultural differences, bilingual status, etc. can be ruled out as the cause of the academic difficulties.

The contracted psychologist for Seven Generations does not utilize an arbitrary discrepancy criterion on standardized tests, for example, a difference of one standard deviation in scores, to determine if there is a significant discrepancy between cognition and achievement. Instead he/she perform a series of analyses of cognition and achievement that incorporate base rates of discrepancy for the total population. The contracted psychologist analyzes the obtained cognitive profile to examine underlying psychological processes and determine if there is significant discrepancy within the profile. He/she also analyzes the obtained cognitive scores to determine whether the Full Scale IQ or another statistical analysis, such as the GAI, best represents the child's cognitive potential.

Using the presence or absence of discrepancy within the cognitive domain, the psychologist then compares the obtained achievement scores to determine if they are within expectation for the cognitive profile. If they are not, the psychologist determines how discrepant they are. This is determined not only by the magnitude of significance in actual points difference from an obtained versus predicted score, by also by the prevalence that the magnitude of difference occurs in the general population. In general, the contracted psychologist considers a score to be significant if the magnitude of difference occurs in ten percent or less of the population.

LEAST RESTRICTIVE ENVIRONMENT 34 CFR §300.551

Ensuring Maximum Integration

Seven Generations Charter Schools' procedures strive to ensure that children with disabilities are educated with non-disabled students in the least restrictive environment to the maximum extent possible. If a student is found to be eligible and in need of Special Education as documented through the Evaluation Report, the IEP team meets to develop an Individualized Education Plan (IEP) with goals and objectives to meet the needs of the student. As part of the development of the IEP, the team determines how and where the services can be delivered in the least restrictive environment. Included in the IEP process, the team will consider a variety of supplementary aids and services that are necessary for the student to derive meaningful educational benefit from his/her educational program. If a student is not showing meaningful educational progress in the educational placement determined by the IEP team, and after the team feels they have exhausted all appropriate supplementary aids and services, the IEP team may decide to explore more restrictive environments through a continuum of services and/or alternative placements.

Special Education - Attachments

- Special Education ESY
- Special Education Evaluations and Reevaluations
- Special Education Hearing Aid Maintenance
- Positive Behavior Support Policy
- Evaluations, Reevaluations, and Independent Evaluations Policy
- 2011 Special Education Annual Notice
- Special Education Alternative Assessment
- Special Education Assistive Technology
- Special Education Child Find
- Special Education Discipline Exclusions
- Special Education Disproportionality
- Special Education English as a Second Language

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|------------------|-----|--|-------------------|---------------|---------------------------------------|
| Melissa Peck | 1.0 | Special Education/Learning and Emotional Support | Seven Generations | 24 | Inclusion support; Direct Instruction |
| Stephanie Kipper | 1.0 | Special Education/Learning and Emotional Support | Seven Generations | 32 | Inclusion support; Direct Instruction |

Special Education Program Profile - Chart II

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

N/A 0 N/A N/A 0 N/A

Special Education Program Profile - Chart III

| Title | Location | FTE |
|--|-------------------|------------|
| Amanda Brady, Personal Care Assistant | Seven Generations | 1.0 |
| Scott Lesko, Personal Care Assistant | Seven Generations | 1.0 |
| Beth Carpenter, Special Education Coordinator, Special Education Teacher | Seven Generations | 1.0 |
| Danielle McConaghy, Personal Care Assistant | Seven Generations | 1.0 |
| Jerline Schaffer, Paraprofessional | Seven Generations | 1.0 |

Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|---|----------------------------------|--------------------------------|
| Jacqueline Hoxie (Therapy Bridges) | Occupational Therapist | 1 hour/week |
| Beth Pfeiffer (Therapy Bridges) | Occupational Therapist Evaluator | 14 times/year (evaluations) |
| Brian Tizio (Therapy Bridges) | Occupational Therapist | 2.75 hours/week |
| Dr. Ellen Novik Cohen, Ph.D. (Psychological Services) | School Psychologist | 16 times/year |
| Katie Barnes (Val Singley, LLC) | Speech Therapist | 6.5 hours/week |
| Heather Stauffer (Therapy Bridges) | Occupational Therapist | 1.5 hours/week |
| Jennifer Miller (Therapy Bridges) | Occupational Therapist | 6/5 hours/week |

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

| | | | | | | |
|-----------------------------|-----|-----|-----|-----|-----|-----|
| PSSA Math | No | No | No | Yes | Yes | Yes |
| PSSA Reading | No | No | No | Yes | Yes | Yes |
| PSSA Science | No | No | No | No | Yes | No |
| PSSA Writing | No | No | No | No | No | Yes |
| Directed Reading Assessment | Yes | Yes | Yes | Yes | Yes | Yes |
| Aimswab: Mcomp | No | Yes | Yes | Yes | Yes | Yes |
| Aimswab: Mcap | No | No | Yes | Yes | Yes | Yes |

Student Assessment - Secondary

| Test/Classification | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-----|----|----|----|----|----|----|
| PSSA- Math and Reading | Yes | No | No | No | No | No | No |
| Aimswab Mcap | Yes | No | No | No | No | No | No |
| Aimswab Mcomp | Yes | No | No | No | No | No | No |
| Aimswab Maze | Yes | No | No | No | No | No | No |
| Aimswab Rcbm | Yes | No | No | No | No | No | No |

Student Assessment

Although Seven Generations made AYP all 3 years of operation, we have taken care to evaluate our instructional program using a variety of measures to determine the areas where we most need to improve. Benchmark testing is done in mathematics three times per year using the Aimswab Mcomp and Mcap tests in grades 1-6. The lowest performing Kindergarten and first grade students are given the Aimswab Early Numeracy probes. All students in grades K-5 are given the Directed Reading Assessment (DRA) at the beginning and end of each school year. Students in grade 6 are given the Aimswab Maze and Rcbm tests twice per year. These scores are compiled and recorded by the reading and math specialists and used to determine students who are in need of level 2 interventions.

Reading

Reading data from Directed Reading Assessments and from student progress reports give a more comprehensive picture of student achievement and provide information on the

achievement of students below the third grade. Progress report marks also reflect non-traditional assessments, such as performance tasks, rubrics, and observations in the classroom, which give a more holistic view of the child. It is clear that students in the lower grades are showing higher levels of achievement. Students in the 5th and 6th grades have about a fourth of the class below proficiency. Although we see growth in reading over time, we are not yet meeting our goals.

Reading has been targeted as an area for growth through the strategic planning process. The following steps are being taken during the next year to improve proficiency in literacy.

- Establish and implement a research-based framework to ensure consistency in reading instruction across grade levels
- Develop literacy best practices checklist
- Investigate, establish, and implement a system for vocabulary development using a 3-tiered approach
- Investigate, establish, and implement a research-based framework in spelling to ensure consistency
- Systematically teach students research-proven effective test taking strategies
- Provide supplemental instruction for 90 minutes per week for non-proficient readers
- Implement parent/child literacy evening events
- Investigate and evaluate how we use assessment to inform instruction
- Systematic teacher investigation of teaching practices related to non-proficient students

Mathematics

Indicators of proficiency in math include Aimsweb benchmark testing three times per year and student progress report grades. The student progress report grades incorporate authentic, formal, and informal assessments. Math achievement is steady at the lower grades, but has about a fourth of the fifth and sixth grade classes below proficiency. This is less than our goals would indicate. To accelerate math achievement next year we intend to:

- Analyze PSSA performance on assessment anchors to determine areas most in need of attention.
- Systematically teach students research-proven effective test taking strategies
- Provide 90 minutes of supplemental math instruction for non-proficient students in grades 4-7

At Risk Students

Regular education students below proficiency are identified at the beginning of each school year using curriculum based measures and PSSA scores, if applicable. An additional reading specialist was hired this year to support the upper grades. Non-proficient students were targeted to receive reading support in grades K- 6. Math students in grades 4 through 6 were targeted for supplemental math instruction 4 days per week for 30 minutes. Students receiving Tier 2 supplemental math and reading instruction are progress monitored monthly. If adequate progress is made, they are exited from intervention. If adequate progress is not made, instruction is modified by increasing frequency or altering the type of support. If a student fails to make significant growth over time, they may be referred for additional testing.

Student Assessment - Attachment

- Aggregate Scores from Local Tests 2012

Teacher Evaluation

Charlotte Danielson's Framework for Teaching (1996; 2007) is the underlying structure for teacher evaluation at Seven Generations Charter School. It provides a common language, as well as common expectations for the teaching staff. The Framework for Teaching is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities. Each competency/skill set defines a distinct aspect of that particular domain. Levels of teaching performance rubrics describe each component and provide a roadmap for improvement of teaching.

The Framework may be used for many purposes, but its full value is realized as the foundation for professional reflection and conversations among practitioners as they seek to enhance their skill in the complex task of teaching. Common themes which apply to the components include the following:

- The components of professional practice are part of a comprehensive framework reflecting the many aspects of teaching.
- By providing an agreed-upon framework for excellence, a framework for professional practice serves to structure conversations among educators about exemplary practice. A uniform framework allows conversations to guide novice professionals as well as to enhance the performance of veteran educators.
- A framework for professional practice has important uses in the service of teaching and learning. These uses demonstrate the Framework's power to elevate professional conversations that characterize the interaction of exemplary teachers everywhere.
- The components of professional practice are part of a long tradition of applying standards to both student learning and the complex role of teaching. Despite challenges, the benefits for student learning and achievement, personal professional growth and school use are enormous.

In addition, the Framework, is the preferred evaluation process expected by the Pennsylvania Department of Education. The Commonwealth of Pennsylvania believes it has an important obligation to ensure that teachers are able to offer high-quality instruction to their students and also meet the Pennsylvania Code requirements. In compliance with that regulation, PDE Forms 426, 427 and 428, which emulate the Danielson Framework, will be used as the official teacher evaluation process/document for all teachers at Seven Generations Charter School.

Evaluations at Seven Generations are performed by the CEO, who is a certified administrator. Teacher and evaluator collaboratively establish S.M.A.R.T. goals based on Charlotte Danielson's four domains. Goal plans are submitted to the CEO by October 15th.

The teacher evaluation process differs for teachers with Instructional I and Instructional II Certificates. For Instructional I teachers, there are a minimum of two formal observations completed by the evaluator with written feedback. The first formal observation is scheduled prior to January 15th and the second observation by May 15th. Pre-and-post-observation conferences are a part of all formal observations utilizing appropriate forms for each conference. Teachers are required to sign and date the formal observation to indicate they have received the PDE Form 426, "Employee Evaluation Form for Instructional I Teachers" from the evaluator.

Teachers who have achieved Instructional II status are evaluated yearly. Staff members receiving satisfactory ratings are also eligible to participate in a three year differentiated supervisory process. Instructional II certified teachers may be observed formally and informally as part of the differentiated supervisory model, if that option has been chosen. If the Differentiated Supervisory Growth Model is chosen by a staff member(s), a collaboratively developed plan is dedicated to the teacher's involvement in professional learning activities based upon goals and objectives developed with the evaluator. As teachers consider potential professional growth options, they are asked to reflect on the Seven Generations Charter School Core Values of: Sustainability, Creativity, Mutual Respect, Cultural Richness, Integrated Learning, Hands-on Learning, and Academic Excellence. The Professional Growth Option enables the individual teacher and the school community to strengthen one or more of the Seven Generations Charter School's core values. The professional activities associated with the Differentiated Supervisory Professional Growth Model ensure that teachers meet or exceed the standards in the Frameworks' Four Domains, as well as the criteria referenced in the PDE Form 428, "Employee Evaluation for Instructional II Teachers."

To ensure that the CEO is able to be an effective evaluator of educational staff, he participated in all professional development activities and initiatives provided to staff members, including, special education, Responsive Classroom, and EIC training. The CEO also participated in offerings from the IU and professional conferences to ensure that (s)he has the expertise to adequately determine the effectiveness of a variety of professional staff members.

Teacher Evaluation - Attachment

- 2012 Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-12 school year, the board accepted new members to fill vacant positions. At the June 2011 meeting, two board members' terms ended; another member completed his term in September 2011; in the same month, one more board member resigned. One board member committed to a second term beginning in July 2011. The Board Recruitment Committee interviewed and, using a formal consensus process including the entire board, recommended four new members to bring the total number of board members to 11 by September 2011. Three new members were sworn in at the August meeting and one new member was sworn in at the September meeting. The Board Recruitment Committee will begin interviewing in June of 2012 for one anticipated opening due to one board members' term ending in that month.

Seven Generations Charter School hired a permanent CEO-Academic Director, Susan Pfeil, in May of 2011. A formal evaluation of her performance was performed by the board and consented to in executive session at the March 13, 2012 meeting. A final yearly evaluation of her performance will be performed and completed by July 1, 2012.

Board of Trustees

Name of Trustee Office (if any)

Pia Houseal-Allport Co-Coordinator

Michael Gibson Co-Coordinator

Christopher Sten Treasurer

Ellie Fitts Fulmer Secretary

Mary Ellen Jackson Member

James Moreno Member

Liz Wheeler Member

Camilla Greene Member

Greg Edwards Member

Julie Thomases Member

Mariska Van Aalst Member

Professional Development (Governance)

Each new board member receives an orientation training meeting and board manual including the Sunshine Law, Right to Know Law, BEC for Charter Schools, and duties and responsibilities, as well as the school's bylaws, mission and values, and Code of Conduct. Additional information and training on Formal Consensus, the consensus based decision making model used by SGCS were provided throughout the year. A follow up training was provided to board members by the school's law firm of Latsha, Davis, Yohe & McKenna, P.C. in the areas of charter school law, board accountability, prevailing wage act and public bidding, special education, reporting requirements to PDE, legal and ethical obligations of the board including the Public Official and Employee Ethics Act (the "Ethics Act"), Nonprofit Corporation Law, Sunshine Act and Right to Know Law. Additionally, individual board members attended trainings in cultural competency and Safe Schools. Board members also attended the training and informational sessions conducted by Grace Leiberman of the State Education & Environment Roundtable

(SEER) organization related to SGCS's curricular model Environment as an Integrating Context (EIC).

Select board members continued to serve on the committee regarding school culture along with staff and a few parents. Several of the staff members on the committee received training in the Responsive Classroom approach to school culture, and all committee members have studied the Responsive Classroom training materials and had regular meetings to discuss the program. The CEO-Academic Director attends all board meetings and work sessions. Exchange of information regarding curriculum and instruction is ongoing.

On June 23, 2012, the Board engaged in a half day Advance. A consultant met with the board to discuss methods of improving governance. There was also a financial workshop on budgeting.

Board members receiving training were as follows: Greg Edwards, Ellie Fitts Fulmer, Michael Gibson, Camilla Greene, Pia Houseal-Allport, Mary Ellen Jackson, James Moreno, Christopher Sten, Julie Thomases, Mariska Van Aalst, and Liz Wheeler

Coordination of the Governance and Management of the School

During the 2011/12 academic year, the SGCS Board continued to work towards establishing an effective system of governance and worked with their school attorneys, Latsha, Davis, Yohe & McKenna, P.C, on matters related to board activity in the areas of board ethics, Sunshine Law and board confidentiality. The board also attended information sessions with SEER. Governance and management of the school occur at monthly board meetings. Communication among committees and the board and administration continue to be clarified and improved. Other governance and management opportunities include the work of the Governance Committee, as well as all board and school committees, participation in school events and volunteering at various school activities, the review and adoption of school policies, and adoption and revisions of the SGCS Parent and Student Handbook. As of June 30, 2012 the following policies are in place:

GENERAL

Child Abuse Prevention Policy

Abuse of Students by School Employees Statute

Child Find and Public Outreach Awareness System Policy

Clearance Policy for Volunteers

Co-Curricular Activities Policy

Code of Conduct School's Policies Regarding Student Expulsion and Suspension Including Student with Disabilities

Community Public Complaints Policy

Conflict of Interest Policy

Corporal Punishment Policy

Disciplinary Exclusions and Hearing Policy

Document Destruction and Retention Policy

Employee Evaluation Policy

EOE Policy

Field Trip Chaperone/Driving Policy

FERPA Annual Notice

Freedom of Expression Policy

Grievance Policy

Human Resources Policy

Internet Use Policy

Non-Discrimination Policy

Pledge of Allegiance Policy

Policies and Procedures for Gifted Students

Prayer Policy

Public Disclosure Policy

Public Participation in Board Meetings Policy

Residency Policy (Residency Affidavit, Affidavit of Support, Affidavit of Custody)

Right to Know Policy

Right to Know Request Form

School Dress Policy

School-Family Conference and Truancy Elimination Plan

Search Policy

Sexual Harrassment Policy

Standards for Victims of Violent Crimes Policy

Student Vacation Policy

Weapons Policy

Whistle Blower Policy

ADMISSIONS/ENROLLMENT

Admissions Policy

Early Admissions Policy

Enrollment Policy

TITLE 1

Parent Involvement Policy for Title I Requirements

School-Parent Compact

Title 1 Parent Individual Policy

Title 1 Parents Right to Know Sample Letter

MEDICAL

Asthma Assessment Interview

Asthma Medical Management Plan

Asthma Medication and Equipment Policy

Diabetes Awareness and Management Policy

Diabetes Medical Management Plan

Education and Training of Staff for Diabetes, Asthma and Allergic Reactions

Emergency Care Plan Template Sample

Epinephrine Auto Injector Policy

Health Exam Waiver Policy

Hearing Aid Check Policy

Possession/Use of Asthma Inhaler Policy

Self Monitoring & Treatment for Diabetes and Asthma Policy

Use of Medication/Medical Equipment Policy

FINANCIAL

990 Review Policy

Checks Signing Policy

Conflict of Interest Policy

Fixed Assets Capitalization Policy

Internal Controls Policy

Petty Cash Policy

SPECIAL EDUCATION

Access to Instructional Materials Policy

Alternate Assessment of Students Policy

Annual Notice of Special Education Services and Programs with Child Find Policy and Public Outreach Awareness System

Assistive Technology Policy

Disciplinary Exclusions of Special Education Student Policy

Disproportionality Prevention Policy

Dispute Resolution Policy

English as Second Language Policy/Bilingual Program Policy (IN MAIN POLICY SECTION)

Enrollment Policy

Evaluation and Re-evaluation Policy

Exceptional Student Records Policy/Confidentiality Policy

Extended School Year

FAPE

FERPA (IN MAIN POLICY SECTION)

Homebound Policy

Homeless Student Policy

Inclusion Policy

Independent Evaluation Policy

Independent Education Evaluations (IEE) Administrative Procedures

Individualized Education Program Policy

Intensive Interagency Policy
Least Restrictive Environment
Nonacademic Services and Settings Policy
Physical Education
Positive Behavioral Support Policy and Procedures
Program Options
Psychological Services
Related Services
Section 504
Special Education Policy
Special Education Student Enrollment Policy
Special Education Training
Students with Specific Learning Disabilities Policy
Surrogate Parent Policy
Transition Services Policy

Additionally, the working relationship of the Board of Trustees members within the school's committees and community further the governance and management of the school. All of these working practices ensure that SGCS actions and activities are in alignment with the mission as stated in our charter and with all state and federal regulations.

Coordination of the Governance and Management of the School - Attachment

- 2012-2013 BOT Meeting Schedule

Community and Parent Engagement

During the 2011/2012 school year, SGCS focused on bringing parents into the school and reaching out to them in a variety of ways, including: monthly Community Circle meetings, monthly work days, Coffee Chats with the administrator, weekly newsletters, interaction with classroom volunteer coordinators, community service and fundraising events, after-school programs, library coordination, and the recommendation that families volunteer 2 hours per month.

The Community Circle

The Community Circle is SGCS's parent/community/staff/teacher organization, akin to a PTA or PTO. The Circle's monthly meetings create a forum for all community members to work together, express concerns, and devise constructive solutions. Each meeting agenda includes presentations by staff members and committee updates (i.e. the Fundraising Committee, Food Committee, Playground Committee, or the Seven Gen Lends Committee (dedicated to providing resources and supplies for disadvantaged families at the school)). The Community Circle makes all decisions related to finance, governance, and other concerns by the process of Formal Consensus. Open comment periods allow all parents the opportunity to address the Circle at the start and end of each meeting.

The mission of the Community Circle is:

- To enrich the learning experience of all Seven Generations children.
- To support teachers and staff with resources, energy, ideas, accolades, and trust
- To empower parents to take an active role in their children's education.
- To build community by promoting school-wide communication.
- To coordinate events that support the Seven Generations School mission and core values.

Monthly Work Days

Monthly work days are held during the first Saturday of the month from 9 to noon. All community members are encouraged to attend and select from a running list of tasks, such as cleaning classrooms, painting, organizing, building (for example, picnic tables or raised bed gardens), or making small repairs. The work days have been well attended and have saved Seven Generations from having to pay for these services, which allows us to direct a greater percentage of our money directly to student instruction.

Coffee Chat

Coffee Chats are held at the school monthly, to give parents a chance to sit down with the school administrator and ask questions in an open, informal forum. The administrator often

arranges a small presentation on subjects pertaining to the school and how the parents can help support the students.

Classroom Volunteer Coordinators

Each SGCS classroom has at least one Classroom Volunteer coordinator. The Classroom coordinators meet at the beginning of the year to train new coordinators and plan events. The coordinator's main role is to assist the teacher with communication to the classroom parents and to help recruit volunteers for field trips, mystery readers, holiday parties, teacher gifts, and classroom cleaning. The coordinators also organize the work days and help disseminate information. This year the coordinators organized a staff breakfast, provided meals for the teachers during conferences, and ran an "angel" program to give little thank-you gifts to the teachers.

Weekly Newsletters

The parent community is informed of events in the form of a school newsletter that is sent out every Wednesday, via email, which saves dollars in paper and printing costs each year. The newsletter lists upcoming events (meetings, activities, fundraisers), calls for volunteers, parenting and Title 1 reading tips, and a personal message from the administrator. The newsletter also contains direct links to meeting minutes, which are kept in a binder in the front office as well as a centralized, easily accessible page on the school website. Parents are routinely encouraged to attend Community Circle and Board of Trustee meetings, where they can participate in all public discussion, per Formal Consensus guidelines.

Community-Oriented Events

The Seven Generations parent community is invited to participate in many community and service events, such as local Earth Day clean-ups, annual town celebrations, and local artisan craft fairs.

After-School Programs/Library

All Seven Generations parents are invited to propose, create, and help chaperone (with teacher supervision) after-school student programs, such as the Lego Club and the Ski Club. The Seven Generations library is entirely run by parent volunteers, and each class has a regular weekly visit, facilitated by parent volunteers.

Volunteer Recommendation

The Community Circle recommends that each SGCS family volunteer 2 hours per month to help keep the school vibrant.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2011-2012 academic year, the following fund-raising activities were held:

- Holiday Market,
- Scholastic Book fairs,
- snack sack and logo stickers sale,
- organic t-shirt sale,
- Game Night,
- Equal Exchange/Fair Trade chocolate sale,
- DVD sales of school-based performances,
- Fundraising Night with our Before and After School Care for Students,
- merchant partners,
- Fall and Spring flower sale,
- Art designed household goods sale,
- Family carnival,
- haircutting raffle,
- fundraising nights through partnerships with local eating establishments,
- Movie Fundraising event, and a
- Spring Hike-a-Thon.

A Board-facilitated Silent Auction event was held in February of 2012. These fund-raising activities raised approximately \$36,084 for the school; many of the funds have been targeted for specific wish-list items and growth within the school, such as a sound proof music space for SG students that have been identified by the faculty, the administration, the parent volunteers, and several parent-led committees.

It is planned that many, if not all, of these fund-raising activities will be repeated in the upcoming school year. Plans are also being developed regarding a major corporate outreach initiative that would successfully generate additional donated funds or in-kind services for the school.

Fiscal Solvency Policies

The Board of Trustees at Seven Generations Charter School contracts with Charter School Choice, a business management services company based in Philadelphia, to serve as third-party business manager for Seven Generations. It is the procedure of the Seven Generations Board to maintain fiscal solvency by doing a thorough review and analysis of the monthly financial statements and by approving the bill list separately each month.

The monthly financial package review at the BOT meetings includes:

- Balance Sheet
- Income Statement including Budget vs. Actual for Current Month and YTD
- Cash Flow Forecast
- Accounts Payable Aging
- Student enrollment reporting by district (budget and actual)
- Revenue analysis and a full year Forecast

Annual audits are conducted in the summer and reports are available annually.

Accounting System

Seven Generation's accounting system is QuickBooks 2008. The general ledger structures and chart of accounts are in accordance with the Pennsylvania Department of Education guidelines. The contracted third-party Business Manager, Charter School Choice, posts all transactions. All Charter School Choice staff are experienced in business management and accounting. All reports are generated to comply with the state's requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2011 Preliminary Statements of Revenue
- Preliminary Statements of Rev, Exp & Fund Balances

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

Audit Info

Seven Generations Charter School uses an independent audit firm, Buckno, Lisicky & Company, to audit the school's financial statements and prepare the tax return (IRS Form 990). In Buckno, Lisicky & Company's audit report, Seven Generations received an unqualified opinion with no internal control deficiencies or material weaknesses found. Audits are conducted annually in August.

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

- 2011 Previous Year Audit

- 2011 Financial Report

Citations and follow-up actions for any State Audit Report

No state audit report was received by Seven Generations during the current school year. Seven Generations Charter School has never been audited by the State. Subsequently, Seven Generations currently has no citations or follow-up actions for any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

Major Initiatives 2011-2012

- Two 800 square foot sixth grade classrooms were added and equipped.
- Major water remediation and drainage project was conducted to eliminate mold and dampness in isolated areas of the building.
- Hired one full-time and one part-time facility maintenance staff.
- Installed a playground area.
- Removed several aged trees and created vegetable gardens.
- Began search for a new Middle School facility.

Future Facility Plans and Other Capital Needs

Planned Initiatives 2011-2012

- Entered agreement to lease 11,000 square feet of space for Middle School.

- SGCS has engaged the services of an architect to assist the school with planning the renovations of the building for 6th, 7th and 8th grades and a realignment of space in the 154 Minor Street facility.
- Major assessment of on-site technology and future needs for both facilities.
- Continuation of water drainage project.
- A systematic indoor air quality program

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Seven Generations complies with all health and safety requirements. Fire drills were conducted once a month during the course of the school year. In conjunction with the local school district and transportation companies, bus evacuation drills were conducted twice during the year.

The school's nurse maintains all required health records, including immunization records, physical examinations for Kindergarten or original entering students, and dental exams for entering 3rd grade students. The school nurse, in conjunction with the school's academic director, is also responsible for the acquisition and maintenance of student health records and school immunizations. Seven Generations school nurse provides growth screenings, vision, and hearing screenings to all students and refers failures to parents and or guardians.

Seven Generations provides a Mobile Dentist to students needing dental care and provides in school physicals conducted by the Seven Generations Chief School Physician. As overseen and administered by the school nurse, the school provides, as appropriate, the treatment of acute and chronic illness, first aid, emergency care, medication administration, and general health counseling as guided by the school's standing orders set forth by the Chief School Physician. An automatic external defibrillator (AED) is now available on the Seven Generations campus for emergency care.

Seven Generations does not participate in the National School Lunch Program or the School Breakfast Program; therefore, Seven Generations is not required to develop or submit a Local Wellness Policy. However, Seven Generations' school nurse, in coordination with the Food Committee, is currently developing a wellness policy. The school nurse also facilitates access for our students to receive primary care as well as education for preventive health care. Seven

Generations developed a general school health structure that is highlighted by our unique EIC educational process and one that is meant to maintain and improve a student's health status

through the promotion of healthy practices in conjunction with healthy activities within the school environment and daily school-based activities.

The School health Annual Reimbursement Report is complete and will be submitted soon.

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

- 2011-2012 Wellness Policy

Current School Insurance Coverage Policies and Programs

Medical Insurance: Coverage provided through Capital Blue Cross -- PPO

Dental Insurance: Coverage provided through United Concordia - Concordia Flex plan

General Liability: Coverage provided through First Nonprofit

Property: Coverage provided through First Nonprofit

Workers' Compensation: Coverage provided through First Nonprofit

Umbrella Policy: Coverage provided through First Nonprofit

D & O: Coverage provided through Great American Insurance Group

Current School Insurance Coverage Policies and Programs - Attachments

- 2011 Insurance 1
- 2011 Insurance 2
- 2011 Insurance 3
- 11-12 Insurance Policy

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During 2011/2012, Seven Generations' professional staff consisted of

- 16 full-time regular education classroom teachers (15 certified)
- 2 part-time regular education classroom teachers (.5)
- 2 full-time certified special education teachers
- 1 full-time special education supervisor/ special education teacher
- 1 part-time certified math specialist (.8)
- 2 part-time certified Title 1 reading specialist (.8 and .5)
- 1 full-time certified music teacher
- 1 full-time certified Art teacher
- 1 full-time certified Spanish and ELL teacher
- 1 full-time K-6 PE teacher
- 1 full-time school nursing position filled by an agency, usually by certified school nurses
- 1 CEO/Academic Director
- 1 social worker (this position terminated and the school hired a Guidance Counselor late in the year)

Of the 18 regular education classroom teachers, 3 were newly hired, 2 for new positions. Of the 6 specialists, 1 was newly hired and 1 new position was created. Two special education teachers were new. The department was restructured, so all three positions were new.

In 2011 there were 3 non-returning staff members and 2 that left after the school year began. One staff member that left was a part-time non-certified school nurse because the school decided to hire a full-time certified school nurse. The position was filled by an agency until a suitable candidate could be found for the 2011/2012 school year.

Staff members left for a variety of reasons, including positions eliminated, contract non-renewal, and people seeking positions elsewhere. In some cases, the demands of a new charter school were too great and in others there was not a good fit between the school and the employee. Staff members who left were usually replaced by someone with equal qualifications and similar levels of experience.

Quality of Teaching and Other Staff - Attachments

- 2011 Staff Report
- 2011 PDE 414
- 2011-2012 414 Teacher Verification

Student Enrollment

Enrollment Procedures

Seven Generations adheres to an enrollment and admissions policy that is fully aligned with state law, including procedures that are legal, transparent, and non-discriminatory. The Seven Generations enrollment period takes place during the winter trimester; parents are invited to attend an Open House with enrollment application packets and tours of the building. When more applications are submitted by the February deadline than we have open seats for all grades, a public lottery is held. All deadlines are strictly followed and the public lottery is an open meeting, presided over by the Board of Trustees and posted in advance.

The lottery procedures include separating enrollment forms by grade and priority levels as outlined in the enrollment policy, in alignment with the school's charter and state law. The order of priority for enrollment is:

1. Students who reside in the chartering district and whose parents actively participated in the development of the Charter School (defined as founding members).
2. Students who do not reside in the chartering district but whose parents actively participated in the development of the Charter School (defined as founding members).
3. Students who reside in the chartering district and who have at least one sibling (defined as a child having at least one common parent) currently enrolled in the Charter School.
4. Students who do not reside in the chartering district but who have at least one sibling (defined as a child having at least one common parent) currently enrolled in the Charter School.
5. Students who reside in the chartering district and who do not fall into paragraphs 1 or 3.
6. Students who do not reside in the chartering district and who do not fall into paragraphs 2 or 4.

At the lottery, student names are drawn and students are enrolled, based on priority, until a level is reached that cannot be fully enrolled. A drawing of names is held until all open slots in each grade level are filled. Within one week after the lottery has been held, a mailing is sent to all applicants regardless of their status. This status letter indicates either that the student has been enrolled or that the student has been placed on the waiting list and the student's place on the waiting list.

A waiting list is maintained in order drawn by lot, if needed, for the admission of students at a grade level, should space become available during the school year. Students whose applications are received after the deadline are placed on the waiting list in the order that their applications are received. Preference is given first to students related to the priority for enrollment listed above. Waiting lists do not carry over into the next school year, so parents are required to re-apply during the Open Enrollment period each year to participate in the lottery.

For all enrolling students, parents complete PDE's Charter School Enrollment Notification form along with other formal enrollment documents or forms: release of records/release of information form, emergency contact form, ACT 372 form (if applicable), Home Language Survey, medical/dental forms, student health history form, and an admissions affidavit. All completed and signed forms are maintained in the students file.

The admittance policy from 2010-2011 for Kindergarten was that a child must be 5 years old by August 20. Children entering Seven Generations from another private or public school or homeschool program and eligible for the grade level following the previous grade successfully completed.

2011-2012 Enrollment by Grade Level

Kindergarten: 44 enrolled, 2 students withdrew during year, 3 added during year

1st grade: 45 enrolled, 2 students withdrew during year, 2 added during year

2nd grade: 45 enrolled, 0 withdrew, 0 added

3rd grade: 45 enrolled, 2 students withdrew during year, 2 added during year

4th grade: 45 enrolled, 1 student withdrew during year, 1 added during year

5th grade: 44 enrolled, 1 added during year

6th grade: 44 enrolled, 2 students withdrew during year, 3 added during year

312 students initially enrolled as of September 6, 2011. Enrollment as of June 14, 2012 was 315 students.

The reasons for withdrawing during the year:

4 moved

1 to be home schooled-medical reasons

4 returned to home district

Non-enrolling 2012-2013

Of the 315 students who completed the school year at Seven Generations, 10 have informed the school that they will not be returning.

The reasons for not re-enrolling:

3 are moving

1 to be home schooled

3 accepted at another charter school

3 returned to home district

There have been no expulsions from Seven Generations. Student retention is 94% (includes withdrawn and non-returning).

Student Enrollment - Attachments

- 2011 Admission Policy
- 2011 Enrollment Policy

Transportation

Transportation to Seven Generations is provided by the sending school districts, when applicable. All school districts located within the legally-mandated 10-mile bus transportation range are notified of students from their districts who will be attending Seven Generations Charter School. All parents residing in those identified districts are given an Act 372 form to complete and submit to Seven Generations on behalf of their child. By completing and returning the form, parents request or decline bus transportation for their child. Act 372 forms are then forwarded to the student's sending district and/or sending district's contracted transportation company. School districts and/or bus companies inform families via letter or postcard of individual students pick-up/drop-off time and location; some districts and/or bus companies provide the information to Seven Generations and it is our responsibility to forward this information to the families.

Throughout the school year, all transportation changes (e.g., address changes) are communicated either by phone or in writing with the corresponding district's transportation office. In the event that no child/children would be riding a bus on a given day, an effort is made to contact the district's transportation office in order to cancel the bus. Prior to making any changes to a child's established pick-up status (e.g., riding home with a peer, being picked up by a parent), the parent is required to put said request in writing.

Due to insurance and liability issues, students from one district are not allowed to ride a bus from another district. In the past, some parents have written notes to the school and bus drivers asking that a child who does not ride a certain bus be allowed to ride that bus for that afternoon so that the child could visit at the home of student who regularly rides that bus. This is only possible in cases where both students are from the same district, both students normally ride the bus, and there is adequate space on the bus. If there is room for another rider, and if the parent and the school approve the request, a child may ride another bus within their district, on occasion.

To ensure all children return home safely at the end of the school day, several procedures have been implemented. Revised transportation lists and a list of parent pick-up arrangements were created each day and distributed to school staff who supervise dismissal and departure. Students are called by bus, escorted out to their bus to ensure that all students walked safely and then get on their bus. Classroom teachers are responsible for waiting with bus students or those who were being picked up. This allows for teachers to become acquainted with parents or regular pick-up drivers.

This year two children did have an IEP that designated an abbreviated bus route; subsequently, special transportation arrangements were made through the sending school district's transportation office. These students were escorted from the bus and to the bus each day. This process worked efficiently and positively for these student and their families.

Food Service Program

In 2011/12, Seven Generations students brought their own lunches from home to school. We did not participate in the Free and Reduced Lunch program because there are no formal food services at Seven Generations, due to facilities limitations.

There was a dry food pantry for emergencies. If a child came to school without lunch, we provided the child with pre-packaged foods on an as-needed basis. If a student had allergies or sensitivities, we contacted the family and made a plan together. Seven Generations monitored the capacity of families to provide lunch for their children; however, due to the sensitivity on this kind of matter, school leadership completed this monitoring on an informal basis.

Because we are committed to ensuring that all of our students have adequate nutrition, we compared the costs and benefits of participating in the federal School Lunch Program with the costs and benefits of having the school itself provide free or sliding-scale fee lunches to families who would qualify for the School Lunch Program. We also developed a timeline for applying to the School Lunch Program and estimate that the process would take a year, should we choose to pursue it.

We researched the kinds of equipment and space we would need to provide a "basic needs" kitchen (able to prepare simple lunches for a limited number of people) and a "long-term plan" kitchen (able to cook lunches for 40% of our population and able to provide learning opportunities for students).

Due to existing facilities limitations, we explored contracting with a catering company to provide lunches prepared off-site, but the companies we contacted explained that it would not be cost-effective for them to provide this service. Because we will expand into a new building in the 2012/13 year, we plan to develop a "basic needs" kitchen there that will be adequate for preparing a limited number of simple lunches on a daily basis.

This spring, we will invite families to apply for our in-house free or sliding scale fee lunch program for the 2012/13 school year, using the same income guidelines as the federal School Lunch Program.

Student Conduct

Seven Generations' code of conduct is based in the concept that effective discipline helps students learn how to regulate their own behavior. We believe that effective student discipline programs begin with promoting helpful and positive behaviors and ensuring an engaging and challenging learning environment. Seven Generations employs a proactive approach to discipline, including school-wide positive supports and training, along with consistently applied rules.

Two formal programs have been implemented to provide a consistent proactive approach. Students have been taught conflict resolution tools through a school-wide program called "Kelso's Choices". Students worked on identifying problems and the causes of conflict, telling peers how an action or behavior made them feel, generating solutions and learning how to listen to another's perspective. This model of conflict resolution was utilized in all grade levels.

A school-wide initiative, Responsive Classroom, began implementation in 2010-2011. The Responsive Classroom approach involves creating classroom communities and helping students develop self-control. Through Responsive Classroom, appropriate behaviors are modeled and explicitly taught. Inappropriate behaviors are met with logical consequences. The implementation of Responsive Classroom will continue during the next school year as more teachers are formally trained and all staff members incorporate additional components of the program.

When students are in violation of school rules, there is a formal Code of Conduct to guide staff in appropriate responses. Seven Generations' Code of Conduct is in alignment with 22 Pa code Chapter 12 and our school rules comply with all statutory and constitutional limitations. Discipline is non-discriminatory and no students are denied a free and appropriate education. Seven Generations does not use corporal punishment and follows all policies regarding exclusion from school or classes. During the 2011-2012 school year, 1 student was involved in 3 suspension incidents totaling 3 days. No students were expelled.

We consider parents to be important partners in the process of education. At Seven Generations, parental involvement in the discipline process is highly encouraged and mandates regarding parental notification are closely followed. The Code of Conduct is published and distributed yearly and copies are available at the school. Disciplinary consequences often involve communication with parents, and parents are always notified in advance when their students are suspended. Due process is followed at all times.

Student Conduct - Attachment

- Code of conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Seven Generations Charter School within Carbon-Lehigh IU 21 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed.

Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations,

and the methods of assessing students for whom regular assessment is not appropriate.

6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Board President **Date**

Chief Executive Officer **Date**

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

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

Identify the charter school's Chief Executive Officer.

Name: Susan Pfeil **Title:** CEO

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: susan.pfeil@sevengen.org

Signature of the Chief Executive Officer and Date

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

Name: Michael Gibson **Title:** Co-Chair, Board of Trustees

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: BOT@sevengen.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Susan Pfeil (Interim Coordinator) **Title:** Special Education Coordinator

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: susan.pfeil@sevengen.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

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