
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: Tidioute Community CS
Address: 241 Main St
Tidioute, PA 16351-1222

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Tidioute Community CS

Date of Local Chartering School Board/PDE Approval: Feb 14, 2005

Length of Charter: 5 Years **Opening Date:** 23 Aug 2005

Grade Level: K4-12 **Hours of Operation:** 8:00 AM - 3:11 PM

Percentage of Certified Staff: 100 **Total Instructional Staff:** 30

Student/Teacher Ratio: 1:9.5 **Student Waiting List:** Yes - 5

Attendance Rate/Percentage: 91.8

Second Site Address, Phone Number and Site Director:
NA

Summary Data Part II

Enrollment: 285 Per Pupil Subsidy: Nonspecial: \$9203 Special: \$19215

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	1
Hispanic:	0
White (Non-Hispanic):	284
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
59

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 61

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	180	180	180	180	180
Instructional Hours	NA	NA	1023	1023	1122	1122	NA

SECTION I. EXECUTIVE SUMMARY

Educational Community

ORGANIZATIONAL DESCRIPTION OF THE TIDIOUTE COMMUNITY CHARTER SCHOOL

The Tidioute Community Charter School, (TCCS) is a comprehensive K-12 rural charter school that serves on average 280 students. A large group of concerned citizens met to discuss the educational needs of the Tidioute area students in light of the consolidation plans being implemented within the Warren County School District (WCSD). Dissatisfied with the plan being offered by the WCSD, (concerns were with limited educational opportunities, dangerous transportation conditions, a severe drop in extra-curricular participation, and a decline in academic performance) the group sought a unique and original approach to providing a holistic world-class education for the students not only of Tidioute but the surrounding school districts as well. Based on input from parents, community members, and students, the founding members developed the TCCS as a unique and progressive charter school that unlike other charter schools:

Offers K-12 education in one school in a rural setting;

Utilizes the natural resources of the surrounding area for education;

Provides in-depth mentor opportunities for high school students;

Focuses on pragmatic expeditionary learning opportunities;

Provides for distance learning opportunities;

Commits to individualized learning plans for every student;

Offers college classes free of charge;

Offers differentiated instruction (in line with Multiple Intelligences);

Utilizes parents, community members, and business owners in a progressive volunteer program (CAPTIVATE - Community and Parents Together Involved in Volunteering and Teaching Excellence).

Many of the activities that took place in the classrooms or allowed these events to take place were unique. This list is not exhaustive of the various projects and trips that were undertaken by our students and staff annually; among them are:

- Wireless network
- Expeditionary learning
- Learning from home
- Credit for work experience
- Guest lecturers for projects
 - Summer learning opportunities
- Cross Country, Volleyball, and Basketball programs for elementary students
 - Reading Challenge
 - Guitar and piano classes
- Wood mobile - grades 3 and 4 - West Forest High School
- Provides info about the states forest resources and the states forest product industry
- Grades one, two, and three traveled to Port Farms in Waterford, PA - learned about the farm and crops that are planted and harvested there. They spoke about the products made with crops such as soybeans, corn, and wheat. Each student got to pick their own pumpkin.
- Had a speaker talk to students about the 1st Harvest Food Bank. The school collected food to donate to the local food bank before Thanksgiving.
- Pittsburgh Zoo - grades four, five, and six spent the night at the zoo in Pittsburgh
- Student Council did a clean up day around the community
- Participated in Envirothon
- Middle and High School Chorus & Guitar Classes performed for the elderly residents
- SADD members participated in the Annual Conference
- Students collected money for Child Abuse Month and displayed pin wheels in the school yard
- Busing was provided for students and families to attend the Skating Parties in Titusville
- SAC provided a trip to Waldameer for grades 1-11
- SAC provided a trip to the movies to see Dr. Seuss to honor Dr. Seuss Day for grade K4 and K5
- Seniors participated in Law Day in Warren County
- 4th Grade walked to the green house, recycling center and took a tour of the simpler Times Museum
- Titusville & Oil City Bike Trail grades 5 and 6
- Outdoor Club - Canoe Trip

- Conservation Day: planting flowers, painting crosswalk, bleachers, picnic tables, repair the community basketball court, garbage and river clean up, trimming of bushes and trees
- Students oversaw a recycling project for the school
- Mentorship program - Several students enrolled and several have completed the program
- American Language Super Speller
- The Drama Club produced their own play; Snow White and the Not So Seven Drawfs
- Yearbook held a Dance and Calendar Party
- 9/11 Assembly, Display of American Flags on school's front yard, and moment of silence for people who passed as the planes hit the towers
- Open House and Meet the Teacher Night on October 5
- Book Fair opened to the students and community
- Career Field Trips for grades 7-12. Areas of interest: Law, Sports, Art, Health Care, Mechanics, Manufacturing, Computers & Technology, Cosmetology, Journalism. Visited several businesses and colleges.
- National Honor Society and Student Council attended the Government Outreach Program at Pitt Bradford
- Held Parent Teacher Conferences on November 7th
- Veterans Day Assembly on November 11th
- Sports Banquets following the conclusion of each season
- Warren County Conservation District presented assemblies to grades 1, 3, 5, 6
- Christmas and Spring Concerts
- Drug Awareness Night March 15th
- Grades 1 and 2 to Clarion Univeristy to visit the Planetarium
- Safe Place Presentations for Grades K4 - 12
- BOGO Book Fair and Parent Night
- Grades 2 and 3 to Warren Library Theater
- Grades K-3 had a visit from Deputy Phil

Mission

MISSION OF THE TIDIOUTE COMMUNITY CHARTER SCHOOL

The mission of the Tidioute Community Charter School is the development of the mind, soul, and physical well being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that will result in a world class education in a small town environment.

Vision

VISION

In order to create a vision of what the school will look like it is necessary to set forth a view of learning and the aim of education. Once these are established the curriculum, instructional approach, and assessment tools will follow. Curriculum, instruction, and assessment will flow

from the view of learning and fulfill the aim of education. These reasoned connections would allow a balanced system to exist where assessment impacts instruction and curriculum.

I. View of Learning

The way that learning occurs is a blend of the two theories of cognitivism and constructivism. Learning is ultimately constructivist (personal discovery based on insight) not cognitive (the programming of a new rule for information processing). The focus is on problem solving for an active, self-regulating, reflective learner who is grounded morally. The view combines with cognitivism under the concepts of goals, assessments, and strategies.

The cognitive conception of the goal (predetermined goal driven statements of purpose) must be combined with that of the constructivist (each learner develops a contract - whether internally or externally - which specifies what their individual goal is in relation to the topic). The synthesis produces a goal that is predetermined (for the sake of appeasing the administration), negotiated (for the teachers sake), contains the elements of personal goals (for the sake of the student), and goal driven activities (for the sake of gaining wisdom/learning).

II. Aim of Education

A. Freedom

1. Economic (skills) [body]
2. Intellectual (knowledge) [mind]
3. Spiritual (wisdom) [soul]

The aim of education is freedom. Freedom thus conceived is triune in nature. This freedom is made manifest in an extremely pragmatic fashion throughout the three separate but equal spheres. The spheres will be tied with the nexus of our educational being (curriculum, instruction, and assessment). This will allow a balance, flexibility, and an epistemic ground to permeate the concepts of curriculum, assessment, and instruction.

The first sphere of freedom is economics. This is the sphere that has impacted how we feel about the curriculum (the WHAT). The curriculum cannot be divorced from personal, pragmatic, and necessary meaning. In order to give meaning to the skills we need to teach the skills authentically. This way the students would learn the content and basic factual knowledge that were required. They would also learn how to think synthetically, comparatively and evaluative. Thus, the same knowledge that is required in order to ensure employment and grant economic freedom is attained via the curriculum that is grounded in the liberal arts.

The second sphere of freedom is intellectual. This sphere is associated with assessment. Assessment must become "authentic". The new forms of assessment will spill over into cooperative learning activities as well as various types of individual authentic assessments that will spring from the curriculum and thus allow authentic learning to take place.

The third sphere of the ultimate aim of education is spiritual freedom. Roosevelt once said that to educate a man in mind and not spirit is to create a menace to society and David Patterson is quick to point out that some of the brightest minds in Germany devised the "final solution" to the Jewish problem. Although some of this sphere is tainted with curriculum and assessment it all

seems to culminate in the view of the teaching learning process. Here is meaning given, connections exposed, and wisdom gained.

III. Curriculum (instruction and assessment)

The instructional strategies of the cognitivist consist of cognitive mapping, chunking, advanced organizers, imagery, analogies, and visual imagery. The constructivist values argument, discussion, debate, collaboration, reflection, interpretation, construction, and generally any collaboratively made authentic task. Within this framework the multiple intelligences will be emphasized and instruction will be differentiated.

We are not so rash as to burn the bridge of behaviorism and the content and knowledge levels that go hand in hand with it. Some of this is necessary. For example, one has to know the name of the character and what they did before one can write about him/her. However, assessment does not have to stop here. Why should we be content with with the distribution and memorization of facts when we can get genuine synthetic and evaluative knowledge saturated with meaning?

In most cases the strategies of the cognitivist camp will have to be utilized before the student can function in the constructivist realm. For example the student may have to map before he/she can debate or he/she may need an advanced organizer before they are able to discuss.

The assessment style of the cognitivist consists of a diagnostic of mental representation and process (having the student generate visual representations of the concepts and skills). The constructivist on the other hand values peer and self-evaluations through various types of anecdotal reports (portfolios and interactive notebooks). The emphasis of assessment must rest on both processes, output, and peer/self-evaluations.

The expectations of the full implementation of this philosophy and mission are present here in seven curricular goals:

1. Fluent and Effective Communicators who listen, view, read, and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing , speaking, and listening and communicate mathematically and artistically.
2. Collaborative Individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
3. Critical Thinkers who understand and apply a core body of knowledge and skills to new tasks; who identify problems, use strategies to approach problems, and apply mathematical, logical, and creative reasoning to solve problems and make appropriate decisions.
4. Technological Practitioners who use advanced technologies, including but not limited to computers, to create, access, integrate, and use information to communicate, reason, make decisions, and solve complex problems in a variety of contexts.
5. Resourceful Learners who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
6. Quality Producers who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology.

7. Responsible Citizens who demonstrate the motivation and skills necessary to persevere and make wise decisions which reflect healthful living, interdependence, and ethical behavior that contributes to society.

Shared Values

SHARED VALUES OF THE TIDIOUTE COMMUNITY CHARTER SCHOOL

- We will continue our development and growth as teachers, administrators, specialists, and support staff.
- We will work collaboratively at all times to solve problems.
- We will hold ourselves to a high standard of professionalism in our interaction with students, parents, community, and peers.
- In partnership with parents, students, and community we will provide a safe, welcome, and caring environment where education is valued.
- We will strive for continuous improvement through an attitude of wholesome discontent with the status quo.
- We will provide a world-class educational experience for our students characterized by a rigorous curriculum, quality instruction, creativity, and continuous achievement.
- We will establish high expectations and provide support for our students in their intellectual, physical, social, and emotional development.
- We will promote and nurture pride in our school community while recognizing the individuality and spirit of our diverse population.
- We will recognize and value each student for his or her unique combination of strengths and weaknesses and work within the context of our school's curriculum to prepare each student for high school and beyond.
- We will conscientiously, consistently, and professionally supervise students, model well-disciplined behavior, and promote positive habits.
- We will provide classrooms that are engaging, fun, and relatable so that students and teachers capable to learn and teach.
- We will allow teachers and parents to have a voice in the decisions made regarding the school community.
- We will keep the TCCS community clean and attractive to reflect pride in our school and surrounding environment.
- We will hold a commitment that will inform, educate, and support the shared values of our school.
- We will display mutual respect and support of others.

Academic Standards

1. Annual Measurable Goal	2. Strategies/ Interventions	3. Performance Indicators	4. Results/ Progress
<i>For example:</i>	<i>This is what you did to move towards that goal.</i>	<i>This is what you used to measure your performance.</i>	<i>This is what happened.</i>
81% of all students will achieve at Proficient or Advanced on the 2011-2012 Reading PSSA.	Students track individual reading strengths and area for improvement, participate in 4Sight testing and work individually on problem	Overall progress is monitored weekly via DIBELS. 4 Sight testing and analysis is done 3 times prior to PSSA testing to	Reports from DRC indicate the following % of students were Proficient or Advanced on the 2011-2012 Reading

	areas an extra 20 minutes 3 times a week.	determine progress.	PSSA: 3-5-90.5% R 6-8-64.5% R 9-12-35.7% R
78% of all students will achieve at Proficient or Advanced on the 2011-2012 Math PSSA.	Students create "Anchor Portfolios", participate in 4 Sigt testing and work individually on problem areas an extra 20 minutes 3 times a week.	the portfolios are monitored weekly; the 4 Sigt is conducted 3 times prior to PSSA testing to assess progress.	Reports from DRC indicate the following % of students were Proficient or Advanced on the 2011-2012 Math PSSA: 3-5-92.1% M 6-8-79% M 9-12-35.7% M
TCCS will achieve a 95% PSSA participation rate for 2011-2012.	Scheduled makeups, clear communication with parents and stressed importance of the assessment to the students.	Yearly, assessed after the final release of PSSA scores and any appeals.	TCCS attained a participation rate of 100% for 2011-2012. 3-5-100% P 6-8-97.1% P 9-12-94.7% P
TCCS will achieve a 90% graduation rate.	Each Senior is assigned a teacher adviser that will work with the student to meet all graduation requirements.	Weekly progress reports are generated and sent to Guidance Office.	TCCS had one student fail therefore earned a 92.5% graduation for Class of 2012. Cohort graduation rate is 90.32%.
TCCS will achieve an overall attendance rate of 90%.	Attendance is monitored daily and parents of students with less than 90% attendance are notified. Students with perfect attendance are rewarded.	Every 9 weeks and yearly.	TCCS achieved an attendance rate of 91.7%.

TCCS will meet the Performance Targets for Economically Disadvantaged curriculum subgroup for 2011-2012.	Teachers monitor 4 Sight testing, curriculum assessments to determine progress toward proficiency.	Weekly progress reports are generated and sent to Guidance.	<p>Reports from DRC indicate the following % of Economically Disadvantaged students were Proficient or Advanced on the 2011-2012 Math and Reading PSSA:</p> <p>3-5-87.5% M</p> <p>3-5-85% R</p> <p>6-8-82.5% M</p> <p>6-8-65.9% R</p> <p>9-12-35.7% M</p> <p>9-12-35.7% R</p>
Administer IOWA Test of Basic Skills to each student in grades K-6.	Individual scores will be analyzed in relation to a nationally normed assessment.	Compare to previous years to determine longitudinal growth.	IOWA scores arrived after school was out and will be part of the initial data analysis when teachers return for Professional Development.
Administer Stanford Achievement Test 10 to each student in grades 7-12.	Individual scores will be analyzed in relation to a nationally normed assessment.	Compare to previous years to determine longitudinal growth.	All students in grades 7-12 were administered the Stanford Achievement Test 10.
Maintain alignment of the curriculum to the PA State Standards, Assessment Anchors and Eligible Content using PA SAS model.	Each teacher will chart the standards for each class and meet as necessary to map the curriculum in order to ensure the integrity of the curriculum using the SAS model. Must meet at least once a year.	Lesson plans daily; Excel spreadsheet that chart the eligible content and the remediation. Compare to PA SAS model.	Each teacher has taught the PA Standards, assessment anchors, eligible content for which they are responsible, and completed a revised map of their

			curriculum.
Ensure that at-risk students and academically challenged students are making progress through the curriculum.	Each non-Special Education and Special Education student completes a progress monitoring sheet. Teachers fill out weekly progress reports and these are analyzed in Guidance in relation to the individual goals of the student.	Analysis of the progress monitoring each 9 weeks vai grades and analysis of the progress monitoring. Local assessment yearly and bi-yearly in addition to standardized testing yearly.	All at-risk students are assessed via PSSA and 4Sight in addition to the respective Iowa Test of Basic Skills (K-6) or Stanford Achievement Test 10 (7-12).

Strengths and Challenges

Strengths

The Tidioute Community Charter School has strengths in many areas, all aimed at the increase of student achievement. Of the various strengths the staff is the cornerstone. With the high staff retention rate we have been able to develop and maintain a highly positive school climate and culture for learning. The curriculum is strong, parents are involved, and the administration and board are interested in shared leadership, flexible curriculum, and the attainment of the school's mission. The following list depicts many strengths of the educational program in the TCCS:

- Creation and implementation of Professional Learning Teams.
- Creation and implementation of Professional Leadership Teams.
- Creative instruction across all levels of the TCCS program.
- Students experience early and consistent exposure to technology in the classroom.
- Teachers collaborate to meet the range of academic needs of a diverse student population.
- Teachers and specialists have been trained to administer standardized assessments and to effectively use data to diagnose needs and design instructional strategies to meet those needs.

- Student remediation and support is provided in a variety of ways including co-teaching and individual support options. A school-wide RTI plan has been created and implemented.
- Trade books and classroom libraries leveled by SRA, Reading Milestones, Story Time, and Pearson are used throughout the program.
- Instructional strategies reflect the use of small group focused instruction, independent reading, shared reading, guided reading, and direct teaching of comprehension.
- School-wide testing agenda to document student achievement in reading and math.
- The school program encourages and allows for teacher creativity and student choice.
- Differentiation in both curriculum delivery and reading/writing assessments is evidenced throughout the program.
- Student content understanding is assessed using various measurement tools including formal essays, group presentations, comprehensive tests, and alternative performance assessments.
- TCCS Reads program.
- Curriculum is articulated and aligned to Pennsylvania State Standards for each course of study.
- Curriculum focuses on process skills and is literature based.
- Program of studies has been designed and modified to meet the special needs of identified students.
- A variety of assessment methods challenges students at various levels in all academic areas.
- Efficient administration of diagnostic tests to limit disruption to instruction.
- Provision of current and high quality professional development for all teachers and paraprofessionals.
- Design and conduct professional development activities to meet program and staff needs including peer observation, book groups with dialog, data analysis, and guided reading strategies.
- Sequenced curriculum developed using the "Standards Aligned System" framework stipulating achievements results desired, assessment evidence to be gathered, learning activities to be reported, and remedial strategies for each student in each class.
- Textbooks, instructional materials, and classroom/library resources are acquired that support the program's scope and sequence and meet the defined needs of the student population.
- Utilization of standardized assessment results (Stanford, Iowa, PSSA, and others) to evaluate the academic program and identify student needs and progress.
- Continuous identification and expansion of literary selections.
- Enhance the capacity of teachers to assess student performance, use data to identify student needs, and to provide a range of appropriate academic and enrichment support services.
- Promote collaboration between and among regular and special educators and provide for training in an effort to design and deliver instruction that meets the needs of identified students. Emphasis on merit verses time for promotion in the professional staff.
- Parental participation in the CAPTIVATE program.
- Creation of "eligible content" folders in the math program.
- Individualized tutoring before and after school.
- Small Class sizes and individual instruction.

Challenges

There are some major challenges before us for SY 2012-2013 and beyond with the PSSA targets rising. Using the SY 2011-2012 scores and comparing them against the new targets, it is apparent that we would make AYP in Math, but fall short in Reading (in our Low SES population).

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Tidioute Community Charter School is currently in its second stage of strategic planning. The Board, in conjunction with the CEO and staff, continues to assess what goals have been met, what goals are ongoing, and what goals need to be drafted to make the process dynamic. The planning committee consists of 11 members that represent all stakeholders in the school. Using information from the National Charter Schools Institute and the planning model espoused by Bossidy and Charan in their "Executing and Confronting Reality," the strategic plan consists of 12 distinct parts:

- Academic Services - curriculum, professional development, NCLB, instructional equipment and supplies, assessment, tutoring, data and performance tracking
- Board Functions - state and federal laws, authorizer role, school policies and procedures, orientation and training
- Communications - school communications, team meetings and task tracking, accountability, communication between and among board and management
- Discipline and Campus Safety - school discipline plan, parent and student handbook, suspension and expulsion practices, dress code, bus discipline and safety, fire safety, disaster planning, terrorism, visitor access and control, student monitoring
- Facilities Management - lease, mortgage, bond and land use, construction, engineering and environment, fire safety, health safety, safety standards
- Financial - cash flow analysis, debt analysis, strategic business planning, short term borrowing, financial management software, budget analysis, business office staffing and development
- Marketing - population analysis, student retention, student recruitment, teacher retention, parental involvement, community involvement, competition
- Personnel - analysis of staffing needs, wage scales, recruitment and selection, employee benefits, employment contracts, staff evaluation, staff discipline protocol
- School Improvement - mission statement, setting and tracking academic goals, accountability, strategies to meet goals
- Student Services - before and after school care, food service, transportation, health services, social services
- Technology - school-wide technology for administration and staff, hardware, software, communication technology, system security, personnel
- Education Service Provider - contract provisions, financial and property

The core committee drafted shared values and reaffirmed the mission and vision of the school. Committees were developed to focus on each facet of the plan. Each committee is comprised of volunteers from the community, business leaders, parents, and members from the school community.

Committees developed internal, external, and market surveys to receive input used to frame the actions and strategies necessary to reach each goal. Annually the core committee reviews the planning document to determine successes and ensuing steps to continue forward progress.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Al Haney	Board / Parent	Board Member	CEO / Board
Christina Craig	Parent	Parent	CEO / Board
David Craig	School	Administrator	CEO / Board
Diane Morrison	Nurse	Ed Specialist - School Nurse	CEO / Board
Doreen Quinn	Teacher	Elementary School Teacher	Staff
Janet Anderson	Board	Board Member	CEO / Board
John Weaver	Board / Parent	Board Member	CEO / Board
Julie Lindemuth	Board / Parent	Board Member	CEO / Board
Kelley McKean	Teacher	Special Education Representative	Staff
Melissa Mahaney	Teacher	Middle School Teacher	Staff
Rob Burris	Board / Parent	Board Member	CEO / Board
Ronnie Weller	Board / Business	Board Member	CEO / Board
Sandy Ringel	Board / Community	Board Member	CEO / Board
Scott Kagle	Parent / Business Owner	Business Representative	CEO / Board
Sue Lewis	Parent	Parent	CEO / Board
Thelma Billingslea	Parent	Parent	CEP
Tom Brown	School	Administrator	CEO / Board
Vicky McCauley	Community	Community Representative	CEO / Board
Wayne Wismar	School	Administrator	CEO / Board

Goals, Strategies and Activities

Goal: Accessibility

Description: Continue to ensure that all instructional areas are networked and accessible to all available resources.

Strategy: Implement and Maintain

Description: Continue to implement and maintain wireless network capabilities throughout the school.

Activity: Update and Expansion

Description: Replace switches, access points, and add wiring and additional hardware as necessary.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2011 \$3,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Administrative Technology Use

Description: Enhance school administrative uses of technology.

Strategy: Application and Training

Description: The district will coordinate application and training efforts to meet established goals.

Activity: Funding

Description: The district will coordinate application and training efforts to meet established goals with programs funded through the following sources:

State and Federal Technology Grants

Universal Service Fund (E-Rate)

Colleges and Universities as appropriate

Explore alternate funding sources to support our expansion of technology to support learning.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Goal: Administrative Training

Description: Provide opportunities for meaningful professional development for the administration.

Strategy: Admin Training

Description: Provide access to training in leadership, Effective instructional practices, special education, policy creation, curriculum development and implementation, and legal issues.

Activity: Conferences

Description: Provide the resources for the administrator to attend CEC, ASCD, NASSEP, NASSP, PCCS, and PDE conferences and workshops.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2011 Finish: 6/6/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
15.00	1	1
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
ASCD, NASSEP, CEC, PDE, PCCS	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
These conferences and workshops cover a wide array of topics.	ASCD, NASSP, NASEP, CEC, PCCS	<i>For school and district administrators, and other educators seeking leadership roles:</i>

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

effective results.

Educator Groups Which Will Participate in this Activity

Role

- Principals / asst. principals
- Superintendent / asst. superintendents

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- 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: In Progress — Upcoming

Activity: Organizations

Description: Allow the administrator access to professional organizations.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 8/27/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	1

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CEC, Phi Delta Kappa, NASSP, NASSEP, PCCS, ASCD, PAFPC	<ul style="list-style-type: none"> • Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
These organizations publish	CEC, Phi Delta	For school and district administrators,

materials on a wide spectrum of educational ideas.

Kappa, NASSP, NASSEP, PCCS, ASCD, PAFPC

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.
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- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: In Progress — Overdue

Goal: At - Risk

Description: Ensure that 85% of at-risk and academically challenged students are making progress through the curriculum.

Strategy: At - Risk

Description: Each special education teacher completes a progress monitoring sheet, teachers fill out weekly progress reports, and these are analyzed in relation to the individual goals of the student.

Activity: Professional Development At - Risk

Description: Analysis of the Progress monitoring each 9 weeks, Grades each nine weeks, Weekly teacher reports, Local assessments yearly and bi-yearly, and Standardized tests yearly.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 8/27/2010	-

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	35

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills that will allow them to identify and provide effective instruction to at-risk students as measured by their test scores. Formative assessment skills will play a large part in accomplishing this goal.	Popham - Transformative Assessment Bob Marzano - WWIS	<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.
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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 Superintendent / asst. superintendents School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school

(grades 9-12)

Follow-up Activities

Evaluation Methods

-
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Journaling and reflecting
- Student PSSA data
 - Participant survey
 - Portfolio

Status: In Progress — Overdue

Goal: Community and Business

Description: Develop and foster community relations and business partnerships

Strategy: Community Communication

Description: Enhance two-way communications with the community.

Activity: SIS

Description: Make the current SIS information available to parents and continue to expand to include more information.

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

None Selected Start: 7/1/2011 \$3,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Web Pages

Description: Utilize staff Web pages to increase communication between parents, students and teachers.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Survey

Description: Survey community to determine technology needs.

Activity: Co-Op development

Description: Develop Co-Op Programs with local colleges, businesses, municipalities and local governments in conjunction with school needs.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Senior Teacher Advisor

Description: Each Senior is assigned a teacher adviser that will work with the student to meet all graduation requirements.

Activity: Senior Teacher Advisor

Description: This is monitored every nine weeks and yearly.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Grade Level Improvement

Description: By the end of the Third year of operation 85% of the students will show improvement in grade level.

Strategy: Grade Level Improvement

Description: Authentic assessments, expeditionary learning projects, quality instruction.

Activity: Grade Level Improvement

Description: Plato systems placement test (Fall) and the Plato post test (Spring).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Hardware and Software

Description: Stay current with hardware and software.

Strategy: Stay current with hardware

Description: Maintain the current hardware and update as necessary to keep pace educationally and to address compatability issues.

Activity: SmartBoard Speakers

Description: Purchase speakers for the SmartBoards.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	\$720.00
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Finish: 8/22/2011

Status: Complete

Activity: Update computers

Description: Update the instructional computers in a continual fashion.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	\$14,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Update SmartBoards

Description: Replace old SmartBoards

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	\$64,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Update visual presentation appliances.

Description: Purchase elmo's and digital image projectors.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	\$9,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Stay current with software.

Description: Maintain current software and add or update as necessary to keep pace educationally and to address compatibility issues.

Activity: Office Update

Description: Update all the computers from Office 2008 to Office 2010.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	\$2,630.00
	Finish: 8/22/2011	

Status: Complete

Activity: Server update.

Description: Update the server from 2002 to 2008.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/15/2011	\$20,000.00
	Finish: 8/15/2011	

Status: Complete

Goal: Improve Communications

Description: The need to improve communication among all stakeholders is a main concern.

Strategy: Effectiveness

Description: Make communication more effective between and among all stakeholders.

Activity: Website

Description: Revise and revamp the website as necessary.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2011 \$2,250.00
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Iowa - Individual

Description: Have 80% of our students at national average on the IOWA tests.

Strategy: Iowa - Individual

Description: Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards.

Activity: Iowa - Individual

Description: Measured annually with the return of the tests.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Iowa Class

Description: Have each class score at national averages on the IOWA tests.

Strategy: Iowa Class

Description:

Activity: Iowa Class

Description: Measured annually with the return of the test data.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Parent Partnerships

Description: Maintain and expand the CAPTIVATE program.

Strategy: Funding

Description: Some parents are unable to volunteer because of costs of clearances. Develop and implement a plan to secure funding.

Activity: Board Funding

Description: The CAPTIVATE coordinator will approach the Board of trustees to secure funding for clearances.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/19/2008 -
Finish: 8/19/2008

Status: Complete

Goal: Parental Relationships

Description: TCCS will enhance relationships with parents, promote increased morale from the students and see a higher level of satisfaction and consequently motivation.

Strategy: Parental Relationships

Description: Increased involvement, communication, and combined efforts to work with parents.

Activity: Parental Relationships

Description: Yearly, via the parent survey

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Plan Status

Description: Assess the status of the district's technology plan on an annual basis.

Strategy: Meeting

Description: Meet with the technology committee three times, at the beginning of the year, at mid-year, and at the end of the year to assess the implementation of the technology plan.

Activity: Assess, evaluate, report, maintain, and provide

Description: Continue to assess technology integration in the classroom, report on the progress of the plan implementation, evaluate the effectiveness of emerging mobile computing devices, maintain and support existing systems, evaluate student management systems that will enhance communication, evaluate and implement emerging technology initiatives and provide equitable access for students, and evaluate open source opportunities for all aspects of the network

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/12/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Review

Description: Review and update inventory of equipment and software.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Goal: Professional Organizations

Description: Encourage the Teaching Staff to join their content area professional organizations.

Strategy: Pro. Assn.

Description: Offer to pay for the teaching staff to join their content area organizations.

Activity: Dues

Description: Pay for the teaching staff to join their content area professional organization.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/29/2008 Finish: 8/27/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Various	<ul style="list-style-type: none"> Non-profit organization Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Various	Various	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for
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- 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:

- 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 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

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

Status: Complete

Goal: READING

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

Strategy: Reading PSSA

Description: Students track individual reading strengths and weaknesses, participate in 4 Sight testing, and work individually on problem areas an extra 20 minutes 3 days a week.

Activity: Reading PSSA

Description: Overall progress is monitored weekly via DIBELS and PLATO, the 4 Sight testing is every month, and the students are tested twice a week to determine progress.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 2/10/2009 Finish: 2/8/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
TCCS	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teaching of reading across the curriculum	Marzano - WWIS Schmoker - Results Now	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.Increases the educator's <u>teaching skills</u> based on

research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

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

- discussions
- Journaling and reflecting

Status: In Progress — Overdue

Goal: Sat 10 - Class

Description: Have each class at national averages on the SAT 10 tests.

Strategy: Sat 10 - Class

Description: Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standard

Activity: Sat 10 - Class

Description: Measured annually with the return of the tests.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Sat 10 - Individual

Description: Have 80% of our students at national average on the SAT 10 tests.

Strategy: Sat 10 - Individual

Description: Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards

Activity: Sat 10 - Individual

Description: Measured annually with the return of the tests.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Goal: Special Education

Description: Provide opportunities for specific trainings for the special education department.

Strategy: Special Education Training

Description: Allow access to special education training for the staff.

Activity: Special Education Training

Description: Provide access to the PDE special education conference, IU trainings, and other professional development activities aimed at this population.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 8/27/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
TCCS, PDE, IU, or other.	<ul style="list-style-type: none">• School Entity• Non-profit organization• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<i>For classroom teachers, school counselors and education</i>

specialists:

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

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

Evaluation Methods

- 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
- Review of participant lesson plans
- Portfolio

- Journaling and reflecting

Status: In Progress — Overdue

Goal: Staff Training

Description: Continue to provide all Staff with the training and support necessary to help all students integrate the use of technology into their daily lives.

Strategy: Assess

Description: Assess the strengths and needs of staff relative to the critical skills.

Activity: Observations

Description: The Administration will conduct observations and walk through observations to help determine the needs and implementation of technology in the classrooms.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/5/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Competence

Description: Provide ongoing training and support programs to meet identified needs in order to assure teacher competence.

Activity: Competence Training

Description: SmartBoard Training, Plato Training, Various software training, and hardware trainings as needed.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2011 Finish: 6/7/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	33
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tidioute Community Charter School	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to effectively use the various software, hardware, and SIS programs that are available to all professional staff.	Smart Technologies, Pearson Learning and PLATO Learning Systems are all leaders in their fields. Each company has enough research that shows these technologies lead to advancement in achievement levels in all students to support the claim.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans • Portfolio

- peers
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Strategy: Skills Identification

Description: Identify the critical skills needed by staff members to help all students learn through computers and through the Internet

Activity: Survey

Description: The staff are surveyed annually to determine needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Support

Description: To train faculty, staff and administration to use technology to support learning.

Activity: Support Training

Description: Training in all areas of technology that are utilized by all stakeholders in the school not covered previously.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Student Access

Description: Provide students access to effective software and on-line resources as an integral part of the curriculum.

Strategy: Standards

Description: Students will incorporate technology standards to support academic standards as they engage in relevant projects, real life problem solving and the synthesis and evaluation of information.

Activity: Goals

Description: Staff will develop goals in integrating technology tied to the curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Technology across the curriculum

Description: Enhance uses of technology throughout the curriculum and expose students to effective and state of the art software and on-line resources.

Activity: Provisions

Description: Provide equitable access for students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/22/2011	\$45,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: Attendance

Description: Students are provided incentives every report card and an award at the end of the year.

Activity: Attendance

Description: This is monitored every nine weeks and yearly. It is also continuously monitored by our attendance officer on a daily basis.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/23/2011	-
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
7/17/2012	This is an ongoing activity
7/17/2012	This is an annual goal

Goal: Student Mentoring

Description: The high school, middle school, and elementary school will implement a student mentoring program under the leadership of the guidance department.

Strategy: Program aims

Description: This program will recruit, coordinate, and train older students to work as positive role models with identified elementary students in a mentoring relationship to provide one-on-one support and acts as a friend and a role model, boosts a child's self esteem and enhances a child's educational experience.

Activity: Implementation

Description: Implement the Student Mentoring Program.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 2/13/2009	-
	Finish: 2/13/2009	

Status: Complete

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Participation PSSA

Description: Scheduled make-ups, clear communication with parents, and stressed importance of the test to the students.

Activity: PSSA Participation

Description: Yearly, assessed after the PSSA

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Volunteering

Description: TCCS will secure a 50% volunteering rate from the parents of attending students.

Strategy: Volunteering

Description: Work bees, after hours and weekend events, opportunities during the day for volunteering, and captivate.

Activity: Volunteering

Description: Sign-in sheets at the various events, volunteer sign-in/out sheets, and PTO Manager.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
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Finish: Ongoing

Status: In Progress — Upcoming

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

QUALITY OF SCHOOL DESIGN

The Tidioute Community Charter School curriculum follows the Pennsylvania Department of Education academic content standards as prescribed in the Chapter 4 curriculum regulations. Each teacher creates a curriculum map for each academic year to track eligible content taught, when it was taught, how it was taught, students who received remediation, and what type of remediation provided. Teachers are required to list standards and anchors that were covered in each instructional unit and identify age appropriate materials that are modified to accommodate diverse learning styles. A multi-sensory approach within the small group setting enables students to master grade level material in spite of any academic deficits. Recognizing diverse learning styles, the charter school integrates the modalities from the works of Howard Gardner and utilizes the differentiating of instruction to account for the student diversity found in each classroom. The TCCS program is carefully tailored to meet the needs of each student. Highly structured and appropriately paced materials provide students with ample opportunity to grasp, review, and master concepts. An RTI program has been created by the entire faculty.

The charter school has continued its strong academic focus with the majority of each day spent on the development of language arts and math skills. Teachers and staff understand that each student's strengths and challenges, as evidenced via a myriad of assessments, best inform instruction. The reading curriculum is centered around a variety of approaches including direct instruction based on the Story Time program, the Wilson Reading System, and the Corrective Reading program. For the math program the charter school uses the Success for All program coupled with other instructional materials that have a simple format with structure and ample review. Additionally, social studies/history and science are integral to the strong program of studies. History Alive serves as the basis of the K-12 social studies program. It places emphasis on hands-on activities, not on rote memorization and recall of facts. The science department utilizes the natural surroundings for classes. Assessments are project based, set in the real world, and focus on what is meaningful to students. Elementary students use the FOSS science kits and various other hands on projects provided through the vocational agriculture

office. To support their academic instruction student receive both organizational and study skills that are integrated throughout their classrooms.

Elementary Program

Classes at the elementary level are self-contained. By spending the bulk of the instructional day with their classroom teacher, students are able to address academic goals with minimal distraction and transition. However, students do travel as a class to participate in physical education, art enrichment classes, computer class, and the music program. Progress is reported quarterly using a simple grading system and narrative reports.

Middle Level Program

The middle school includes grades seven and eight. These grades have a major responsibility in preparing young adolescents to be successful, productive, and contributing members of an ever changing society. A curriculum that prepares students intellectually, physically, socially, and emotionally for their diverse futures will include, but go well beyond their traditional school subjects. Such a responsive curriculum will provide opportunities for students to develop strong communication skills, to work cooperatively with others, to apply problem solving and decision making skills, to utilize technology to facilitate learning, to practice civic responsibility, and to demonstrate wellness.

High School Program

Students who enter the grades 9 to 12 program experience a range of challenges in their academic and social skills. Additional support to enhance both organizational and study skills is also made available for all students. In order to meet the array of varying student needs, teachers have been trained to differentiate instruction in their classrooms. Both the math and science departments contain strands that adhere to the academic readiness of each student. The overall program is designed to permit students to meet the PA academic content standards and lead to earning a high school diploma. Beyond the academic program study skills, social skills, arts education, and transition to adulthood are emphasized throughout the high school program. Student grades are based on their performance on various different assessments.

Rigorous Instructional Program - Attachments

- Section 3, Step 13 Professional Dev. Approval Letter
- Section 3, Step 13 Teacher Induction Approval Letter

English Language Learners

English Language Learners

The Tidioute Community CS has a plan in place to support any LEP student, however, no student has yet been identified for service. The program follows the recommended guidelines and standards as detailed by the Pennsylvania Department of Education.

The first goal of the TCCS English as a Second Language Program is to increase proficiency of limited English proficient students and to provide them with the skills to meet state and national standards of English proficiency. The second goal of the program is to increase the students' language proficiency to enable them to completely and successfully participate in all age and grade level appropriate classes. The objectives of the ELL instructional program are the development of English proficient skills in listening, speaking, and writing in a caring setting that will provide a level of understanding to the newness of the culture.

Student participation in the program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading, and writing will determine the needs of the student. Every student who registers with the TCCS will complete or will be assisted in completing the Home Language Survey. When the Home Language Survey indicates that the student was born in another country or that English is not the language spoken in the home the student will receive ELL instructional support.

TCCS reading specialist will be involved in the assessment of students identified in the screening as potential ELL students. Students will be assessed with appropriate instruments to determine eligibility and need. All assessment results will be placed in the student's permanent record file.

The instructional program will be developed by the reading specialist in coordination with the local intermediate unit. The focus of the instructional program will include the development of English language skills and provisions for meaningful participation in subject area instruction. The student's academic program will be developed on an individual basis. ELL classes will replace English class instruction required for graduation.

English Language Learners - Attachment

- LEP Report 2011.2012

Graduation Requirements

Graduation Requirements

The Tidioute Community Charter School has established requirements for graduation that include course completion and grades, completion of a culminating project, and results of local assessments which are aligned with the PA Academic Standards. In addition, children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals With Disabilities Education Act shall be granted and issued a regular high school diploma.

The graduation requirements are as follows:

Course	Credit Required
Language Arts	4

History	4
Mathematics	4
Science	4
Health	0.5
Physical Education	$0.25 \times 4 = 1.0$
Media	1
Art	1
Family Consumer Science	1
Humanities (Philosophy)	1
Technology Education	0.5
Business	0.5
Music	0.5
Service Learning	1
Electives	4
Total Credits	28.0

In addition to these credits each student must complete the graduation project and be proficient or advanced on the PSSA Math and Reading test

The graduation project consists of several cross curricular projects that are accomplished via expeditionary learning. Each student tracks these projects and keeps evidence of them in a binder that is stored in the school and travels with the student beginning in grade seven. The students that are not proficient on the PSSA test are given the SAT 10 as an alternative assessment.

Special Education

The Tidioute Community Charter School provided a continuum of services to 61 students with special needs who required specially designed instruction. Approximately 23 -25% of the student population was identified as exceptional and in need of special education services.

Many students, especially at the middle and high school levels received all of their services in a regular classroom with special education teacher or paraprofessional support. Students who required extra instruction in a given subject area were seen individually or with a small group, e.g., the Wilson Reading System Program. Consultation between regular and special education educators provided additional support to students.

Students who were experiencing difficulty in the academic, behavioral, emotional, and physical domains were identified and evaluated, and subsequently monitored by a Building Level Team (BLT) process.

Special Education teachers and the special education supervisor held monthly staffing to discuss student cases, manage caseloads, review special education regulations, improve document writing, and share information about training attended. Special and regular education teachers received formal training in the use of Kurzweil, a text-to-speech software tool, useful in the special education and inclusion classrooms to support access to academics for many students with disabilities.

Various instructional programs including the Wilson Reading System, Lexia Reading Pro, My Reading Coach, Reading Milestones, Circles Program, Kurzweil, Otter Creek Math, Touch Math, and Handwriting Without Tears are used to help students reach their academic goals.

Teachers are proficient in the use of IEP Writer to manage their students' special education documentation. The charter school operates an Extended Year Program for those students who meet PA guidelines.

Special Education - Attachments

- I.U. Special Ed Policies
- IDEA Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher 1	1.0	Learning Support	TCCS	22	N/A
Teacher 2	1.0	Learning Support	TCCS	16	N/A
Teacher 3	1.0	Life Skills Support	TCCS	5	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional (Aide)	TCCS	1.0
Paraprofessional (Aide)	TCCS	1.0
Paraprofessional (Aide)	TCCS	.75
Paraprofessional (Aide)	TCCS	1.0
Paraprofessional (Aide)	TCCS	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU # 5	School Psychologist	1/2 Day
IU # 5	Special Education Supervisor	3 Days
IU # 5	Speech Therapy	1 Days
IU # 5	Occupational Therapy	1/2 Day
IU # 5	Physical Therapy	1/2 Day

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA (If applicable)	No	No	No	Yes	Yes	Yes
IOWA Test of Basic Skills	Yes	Yes	Yes	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	Yes	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA (If applicable)	Yes	Yes	Yes	No	No	Yes	No
STANFORD ACHIEVEMENT (SAT 10)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

For school year 2011-2012 the Tidioute Community Charter School (TCCS), in the PA System of School Assessment (PSSA), was accountable for reporting Overall Performance in Math and Reading, White Students Performance in Math and Reading, Economically Disadvantaged Performance in Math and Reading, Overall Participation in Math and Reading, White Students Participation in Math and Reading and Economically Disadvantaged Participation in Math and Reading plus Graduation Rate. According to the 2012 Annual Yearly Progress (AYP) Report from the Department of Education, the charter school met the Performance Targets in all categories of math. The report also indicated that the charter school met all targets in reading except for the 9 - 12 grade span.

Since its first year of operation, the charter school's overall PSSA scores have improved. The elementary math and reading performance continues to exceed the NCLB Performance Targets.

Secondary math and reading performance has shown some improvement over the previous year, however, grade 8 and grade 11 are below the performance targets. The lone exception in the secondary is grade 7 math which exceeded the NCLB Performance Targets. The charter

school plans to implement a looping strategy in middle school English allowing teachers to follow a class for two years.

Faculty and staff continue to improve their knowledge and use of assessment anchors and eligible content in their daily lessons to support students' growth. The school emphasizes the Standards Aligned System to improve overall performance. Faculty and administrative staff dissect data to determine individual and group strengths and weaknesses. Teachers are learning to use the Response to Intervention model with specific strategies to increase comprehension of key skills across the curriculum. Teacher Learning Teams work collaboratively to assess student progress toward goals.

The will also implement the PDE designed CDT testing which should eventually replace the 4 Sight testing.

The attached data sheet gives a breakdown of the numbers and percentages for previous school years and this year's AYP data. Making AYP with the ever increasing targets is a challenge and significant accomplishment.

Data for 2011-2012 PSSA results are attached documents.

The SAT 10 scores were not available at the time of this report.

Official PSSA Results Over Time

	2008	AYP	2009	AYP	2010	AYP	2011	AYP	2012P	AYP
Overall Math Performance	60	Y	62.4	Y	68.3	Y	75.9	Y	78.7	
Overall Reading Performance	60 CI	Y	63.2	Y	64.3	Y	75.2	Y	72.5	
White Math Performance	59.4	Y	62.1	Y	68.5	Y	75.7	Y	77.8	
White Reading Performance	59.4 CI	Y	62.9 CI	Y	64.5	Y	75	Y	72.8	
Overall Math Participation	100	Y	98.6	Y	99.3	Y	99.3	Y	99	
Overall Reading Participation	100	Y	98.6	Y	99.3	Y	99.3	Y	99	
White Math Participation	100	Y	98.6	Y	99.3	Y	99.3	Y	99	
White Reading Participation	100	Y	98.6	Y	99.3	Y	99.3	Y	99	
Overall SED Math Performance	53.8 CI	Y	57.5	Y	65.5	Y	79.2	Y	81.6	
Overall SED Reading Performance	53.8 SH	Y	58.9 CI	Y	58.6	YCI	71.4	YCI	73.5	
SED Math Participation	100	Y	98.7	Y	100	Y	100	Y	99	
SED Reading Participation	100	Y	98.7	Y	100	Y	100	Y	99	
Graduation Rate	95	Y	83.3	Y	100	Y	100	Y	NA	

NA = Not Available at time of report

2012P = Projected 2012 percentages

AYP = Annual Yearly Progress

Student Assessment - Attachments

- Building Summary, Iowa Tests
- AYP Results
- District Status Report AYP

Teacher Evaluation

Teacher supervision and evaluation at the Tidioute Community Charter School are modeled on the work of Charlotte Danielson and the Framework for Teaching Proficiency. Teachers are observed by administrators, mentor teacher, and peers. Evaluations are completed by the school administration using the Pennsylvania Department of Education forms 426 and 428. Level I teachers undergo four yearly observations and two evaluations while Level II teachers are observed twice and evaluated once. The observations and evaluations are only part of the overall process. Teachers are also responsible for creating a portfolio that demonstrates proficiency in 14 categories. The overall evaluation plan is merit based and not solely based on time on the job experience. The process is an attempt to demonstrate ones devotion to the craft of teaching. Using a combination of the supervision/evaluation process and the portfolio can move through a series of levels for salary purposes: Apprentice, \$35,000 salary per year; Journeyman, \$45,000 salary per year; and Master, \$55,000 salary per year. In addition, there are modest step salary increases within each major level.

The charter school CEO and Director of Curriculum and Instruction complete final evaluations for all professional and non-instructional staff following input from others. These evaluators both have PDE principal certification and 40-plus years of combined educational experience. Both have training in the Danielson Framework for Teaching Proficiency, training in the "inclusion" model, and hold memberships in professional organizations that provide classes, training, and support services.

Administrators remain current through participation in PA Coalition of Charter Schools membership and conference, PA Department of Education special education conference, various webinars and the NISL curriculum.

Teacher Evaluation - Attachments

- PDE 426
- PDE 426A
- PDE 428
- PDE 428A
- Teacher Promotion Process

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Tidioute Community Charter School Board of Trustees consists of seven members. Of the current membership, two are founding members of the charter school. The membership of the board represents a cross section of the community with business owners and parents. Both a faculty and student representative (non-voting) attend and participate in the regular monthly meetings. The board also operates through various committees that meet regularly or as needed. These interactions allow for the board to be current on the school operation.

The board took action at its June 13, 2012 regular meeting to not renew the contract of the CEO, effective immediately. The board has appointed an interim CEO to continue the daily operations until a permanent replacement is employed.

Board of Trustees

Name of Trustee Office (if any)

Al Haney President

Margie Manning Vice President

Ronnie Weller Treasure

Sandy Ringel Secretary

Julie Lindemuth

Rob Burris

John Weaver

Professional Development (Governance)

The members of the Tidioute Community Charter School Board have engaged in various professional development activities including the Sunshine Law, Public Officials Act, board committees and their functions, legal obligations, budget and finance through meetings with the board solicitor and CEO. The board handbook provides each person quick access to reference materials. Any questions that arise at board meetings or committee meetings are researched by the solicitor, CEO or officers for answer and response.

The board has remained stable with no membership changes.

Coordination of the Governance and Management of the School

The Board of Trustees of the Tidioute Community Charter School makes every effort to maintain strong amicable ties to the Warren County School District Board of Directors. They have cooperatively addressed parent issues, busing issues, personnel issues, and various others. Student membership and attendance issues have been cooperatively resolved. The Warren County School District has identified a staff member as liaison with TCCS. This individual meets at least annually with the charter school CEO. A sense of shared purpose has emerged where once one of conflict existed.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustee Meetings 2011-2012

Community and Parent Engagement

The Tidioute Community Charter School Board of Trustees makes every attempt to conduct its business in an open and transparent fashion. Parent input is extremely important to both the deliberations and operation of the charter school. Parents and community members are encouraged to work with the administration and board to resolve problems and issues that may arise. There is always an open comment period at regularly scheduled board meetings.

The charter school also has a strong parent volunteer program (CAPTIVATE; Community and Parents Together Involved in Volunteering and Teaching Excellence), that allows community

members to actively volunteer their time in a myriad of ways. As many as 150 volunteers have been involved in a single activity. Parents are encouraged to volunteer in the school in any supportive capacity that they can comfortably do. Some of the clearance costs for volunteers are borne by the charter school.

Also in existence is a Student Activities Committee (SAC). This committee functions to do fund-raising activities for the school as a whole, provides special evening events, and coordinates the elementary or other field trips. Parents are also involved in the Title 1 program.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Tidioute Community Charter School has not had any major fund raising activities during the 2011-2012 school year. Various clubs and organizations within the school have had minor fund raising activities to support their goals and missions, including educational field trips.

Fiscal Solvency Policies

The Tidioute Community Charter School from its inception has worked to maintain fiscal solvency. It has developed policies and established procedures and protocols to maintain efficient and effective financial operations. The board investment policy is cautious and conservative, ensuring soundness.

Accounting System

The Tidioute Community Charter School uses the CSIU Fund Accounting Application for all of its accounting needs. This fund accounting application is a comprehensive package offering tools for all-inclusive tracking, storing, and reporting of fund accounting data, accounts receivable, accounts payable, purchase orders, and budget preparation. Major features and characteristics include:

Comprehensive Record Keeping

- Adopts standard PA account code format
- Provides compatibility with generally accepted accounting principles (GAAP) and the requirements of Handbook II including full accrual accounting
- Allows line-item budgeting
- Allows access to multiple years of financial data and provides work-ahead capabilities
- Supports unlimited fund and checking accounts
- Allows data entry by account code or cross reference number

Data Manipulation Tools

- Provides controls for encumbrance and invoice payment activity
- Enables automatic updating of receipt and expenditure accounts from other financial, tax, and personal applications
- Provides transfer functions to assist with the beginning of the new fiscal year
- Includes budget transfer and check reconciliation capabilities

Assorted Reports

- User-defined flex reports
- Checks and accompanying reports for multiple checking accounts
- Detailed and summary reports of transaction history
- 1099 forms and multiple vendor activity reports and labels
- Final expenditure reports by program
- Annual financial merge and annual budget merge with PDE database format

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Expenditures
- Preliminary Revenues

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

The Tidioute Community Charter School contracts with the audit firm:

Root, Spitznas, and Smiley

900 State St., Suite One

Erie, PA 16501

814-453-7731

The annual audit performed for the year ending June 30, 2011 included financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information. The report issued was unqualified, identified no material weaknesses, identified no internal control issues, and identified no non-compliance to financial statements issued.

The audit resulted in no current findings, in addition, there were no noted findings in the prior year's audit.

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

- Audit Report 2010.2011

Citations and follow-up actions for any State Audit Report

The Tidioute Community Charter School did not undergo any state audits during the 2011-2012 school year. However, a state audit was performed in 2010-2011 with two findings.

Finding 1: Unmonitored Vendor System Access and Logistical Access Control Weaknesses

The student information system (Power School) was updated to ensure correction of control weaknesses.

Finding 2: Fiscal Precautions Necessary

The charter school has purchased "bonding insurance" for those employees managing financial matters.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2011-2012 school year, the Tidioute Community charter school made no significant purchases of furniture or equipment. The maintenance staff have continued a floor tile replacement program and painting program.

Future Facility Plans and Other Capital Needs

The Tidioute Community Charter School has identified goals in the strategic plan to address specific need areas:

- Renovations to interior and exterior of building to accommodate 400 students
- ADA compliance
- Modernization of fire and safety systems
- Addition of adequate parking spaces

The Facilities Committee of the Board meets regularly to review and discuss specific facility need areas.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Tidioute Community Charter School has made every effort to assure compliance with all health and safety regulations.

The school holds fire drills monthly during the school year in order for students to receive instruction and practice. Students are made aware of exit doors, location of fire extinguishers, evacuation procedures in the event an emergency or fire. Drills were held on 9/9/2011, 10/14/2011, 11/11/2011, 12/9/2011, 1/13/2012, 2/10/2012, 3/8/2012, 4/13/2012, and 5/11/2012. Students also are made aware of bus emergency evacuation procedures during the first week of school and again during the month of March.

The school nurse teacher maintains and updates all school health records, including immunizations, medication needs, or other health related information affecting a student's education.

Staff have received CPR/AED and First Aid training to be able to respond to various situations or emergencies that may arise. Also, a Memorandum of Understanding is in place with both the local police department. and the PA state police.

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

- Annual Health Report 2010-2011
- Wellness Policy

Current School Insurance Coverage Policies and Programs

The Tidioute Community Charter School carries the following insurance policies and coverage:

- Property and Inland Marine Limits through the Philadelphia Insurance Company
- Liability Limits through Philadelphia Insurance Company
- Educators Legal Liability Through Philadelphia Insurance Company
- \$4,000,000 Umbrella through Philadelphia Insurance Company
- Workers compensation through Lackawana Insurance Company
- Medical/Health through Garrison and Simonsen, Inc. (Highmark Blue Cross, Blue Shield)
- Accidental Death/Dismemberment through Garrison and Simonsen, Inc.

Current School Insurance Coverage Policies and Programs - Attachment

- Section 7, Step 39 Declarations Page - ACCORD

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-2012 school year a total of 32 professional staff were employed by the Tidioute Community Charter School. Of that number, 30 were teachers, one school nurse, and one administrator. The only person not returning for the next year is the school nurse (replacement has been hired). All other professional staff are projected to return.

The percentage of staff retention is very high. This can be attributed to numerous reasons including:

- Competitive starting salary and benefits
- Well defined professional growth plan used for salary advancement

- Quality school culture
- Shared decision-making and trust
- Positive community relationships

The professional staff is very professional and highly motivated to help students succeed.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Verification
- Highly Qualified ACS

Student Enrollment

The Tidioute Community Charter School accepts applicants on a first-come, first-served basis. The charter school shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district as provided for in Act 22 section 1723-B. Because it is a comprehensive school without an academic or arts speciality, there will be no admission criteria.

The charter school has a defined waiting list and lottery policy, but to date, it has been necessary to use it only once. The school offers both K4 and K5 programs. Enrolling children for K4 must be at least 4 years 0 months old as of the first day of the school term or 5 years 0 months as of August 31 of the current school term for the K5 program.

The charter school began 2011-2012 with an enrollment of 285 students. Throughout the year and additional 27 students enrolled and a total of 36 students exited, some moving, some dropping out, and three students expelled. Some students moved out of state while others moved to other northwest PA communities, or reentered their home schools. Following is a listing of beginning enrollment, new entries, and exiting numbers by grade level.

Grade Level	Initial Enrollment	Students Added	Students Leaving
K4	17	0	1
K5	27	1	1
1	21	1	0
2	15	4	1
3	16	2	1
4	19	2	2
5	30	1	1
6	19	0	0
7	28	4	5
8	23	4	6
9	20	5	10
10	18	2	4
11	17	1	3
12	15	0	1

For the 2012-2013 school year beginning enrollment will mirror the previous year with approximately 285 students.

Student Enrollment - Attachments

- Enrollment Notification Letter
- Enrollment Policy

Transportation

Transportation

The charter school coordinates transportation with three districts and four independent carriers. All of the transportation to and from the school is provided by the school districts. The majority of the transportation is provided by the WCSD via Suppa Transportation. Suppa also provided TCCS with transportation to and from extra curricular activities. The busing has gone smoothly all year. The relationship between the districts, TCCS, and the transportation providers is positive and pragmatic. There have always been accommodations for special education students regardless of the cost. The districts have always been sensitive to these types of needs. This is a relationship that has always been good and remains strong to this day.

Food Service Program

The Tidioute Community Charter School food service program is a member of the National School Lunch Program and participates in the Free and Reduced Lunch (FRL) Program. Fifty six percent (56%) of the students qualify for the FRL program. The charter school food service manager is fully Pennsylvania certified. The charter school cafeteria has secured its own vendors, prepares its own menus, and completes all required reports. Health Department inspections were positive and contained no material violations.

Student Conduct

The Tidioute Community Charter School is committed to creating a safe learning environment based on caring and mutual respect. The discipline policy defines student behavioral expectations while on school property or engaged in any school sponsored activity not on school property. The discipline policy defines a "Continuum of Consequences" from interview, privilege removal, peer mediation, community service, referral, conflict resolution, restricted movement, behavior contracts, intervention stages, detention, suspension, alternative education placement, and ultimately expulsion. At each stage students' due process rights identified in 22 PA Code, Chapter 12 are clearly adhered to by all school parties involved.

During the 2011-2012 a total of three students were suspended a total of nine days. In addition, six students were expelled.

Student Conduct - Attachment

- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Tidioute Community CS within Northwest Tri-County IU 5 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

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

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.

Name: John Linden **Title:** Dr.
Phone: 814-484-3550 **Fax:** 814-484-3977
E-mail: jlinden@perseushouse.org

Signature of the Chief Executive Officer and Date

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

Name: Al Haney **Title:** Mr.
Phone: 814-484-3550 **Fax:** 814-484-3977
E-mail: ahaney@tidioutecharter.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: John Linden **Title:** Dr.
Phone: 814-484-3550 **Fax:** 814-484-3977
E-mail: jlinden@perseushouse.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page