

Wissahickon CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

4700 G Wissahickon Ave
Philadelphia, PA 19144
(267)338-1020

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Kristi Littell
Date of Local Chartering School Board/PDE Approval:	5/5/2001
Length of Charter:	5 years
Opening Date:	9/5/2002
Grade Level:	K-8
Hours of Operation:	8:25 AM - 3:25 PM
Percentage of Certified Staff:	76.50 %
Total Instructional Staff:	60
Student/Teacher Ratio:	16:1
Student Waiting List:	1274
Attendance Rate/Percentage:	95.40 %
Enrollment:	963
Per Pupil Subsidy:	\$8327
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	82.50 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	196

Student Profile

Group	Student Count
American Indian/Alaskan Native	2.00
Asian/Pacific Islander	3.00
Black (Non-Hispanic)	862.00
Hispanic	10.00
White (Non-Hispanic)	50.00
Multicultural	35.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
-----------	--------	--------	--------	------------	--------	-----------

Instructional Days	0.00	0.00	173.00	178.00	179.00	0.00
Instructional Hours	0.00	0.00	967.05	996.22	996.22	0.00

Planning Process

Much of the work for our Comprehensive Plan was conducted as part of our charter renewal application process, which took place over the Summer of 2016. Our CEO, Kristi Littell, led the process of writing the renewal narrative and worked with Jamal Elliott, our COO, and Michele Ferrante, our Director of Learning Supports, as they completed sections of the narrative related to their areas of expertise. Paul Vande Stouwe, our Assessment and Accountability Manager, gathered relevant data points to complement the written narrative and later translated relevant portions fo

To ensure that the priorities and strategies outlined in the application were aligned across staffing levels, Kristi and Jamal conducted reflection and planning sessions with teaching staff at our two campuses following the end of the school year in June 2016. Additionally, they held administrative planning sessions the week following the end of the 2015-16 academic year and prior to the 2016-2017 year with our Lower and Middle School Directors at each campus. A board retreat in early August 2016 was another opportunity for key stakeholders to provide a critical voice in the process. Each of these sessions informed the planning process over the course of the summer.

Mission Statement

To provide a community of learning with an environmental focus that stimulates the child's intellectual, social, and character development. It will accomplish this through the following:

- A curriculum that teaches children about the interconnectedness of the physical and human environments
- Service learning centered around environmental themes
- Parents, students, teachers, and administrators as allies in the community of learning
- Peace education to bring about awareness and conflict resolution within the community
- A diverse student body and staff
- Student ownership of learning through empowerment and recognition of diverse learning styles
- Small class sizes
- A physical space harmonious with the natural environment

Vision Statement

As a school, our primary vision is to educate students. We believe that every child has the potential to be proficient in all areas of their academic life. We develop all of our curriculum and instruction with this central vision in mind. Long-term, we aim to prepare students for the academic work ahead of them in high school and the intellectual challenges that come with life beyond school.

WCS uses the three elements of its mission- environmental integration, service learning, and parental involvement- as a means of realizing a longer term vision of student and community success. We believe that introducing students to the environment in developmentally appropriate ways using authentic experiences in nature, results in creating lifelong stewards for the environment. We believe that student work is vastly more meaningful when it is connected to real service that enriches the world. We believe that family involvement in all levels of school life results in students who are more emotionally, socially, and academically healthy. Our vision is to create the mechanisms that will provide students and families with these kinds of experiences such that they can leave here well on their way to becoming healthy members of society.

Shared Values

Through our three-fold mission of environmental integration, service learning and parental involvement, WCS works to see that students understand and internalize the following shared values:

- A pursuit of knowledge and the commitment to achievement of potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

Educational Community

The WCS is a two campus urban school located in the City of Philadelphia. Our Fernhill campus is in a mixed residential, retail and industrial area across from Fern Hill Park in Northwest Philadelphia, just off a major road called Roosevelt Boulevard (Route 1). It is in an old industrial building that has been rehabilitated specifically for the school. Our Awbury campus opened for the 2014-2015 school year on the site of a former near the intersection of Chew Avenue in Washington Lane, bordering the Awbury Arboretum in an area where the Mount Airy and Germantown neighborhoods converge. The Awbury campus' building is new construction specifically built to the school's specifications.

With the 2016-2017 school year being our Awbury campus' first with a 5th grade and thus a complete K-8 slate, we expect to serve 972 students across our two campuses. Students come from all over the city

but tend to reside more often in Northwest and North Philadelphia. As part of our agreement with the Philadelphia School Reform Commission, 81% of our student body qualifies for free or reduced lunch.

As student enrollment is quite stable, WCS has had the fortune to build a strong, warm and supportive school climate for the students that are served at our Fernhill campus. While our Awbury campus is relatively young, we believe we are well on our way to fostering the same cohesion there, despite the inherent challenges of simultaneously integrating multiple grades of students coming from a range of largely academically challenged schools.

The WCS curriculum makes extensive use of the natural, historical, and cultural resources in the Wissahickon Valley of Fairmount Park. The Wissahickon Valley, specifically the Wissahickon Creek and its watershed, serve as an extended classroom for students. The school's outdoor program introduces students to the natural world starting in kindergarten, with weekly nature hikes in Fern Hill Park. As students grow, their exposure to the natural world increases with monthly hikes in the Wissahickon Park in grade 4, overnight camping trips in grades 5 and 6, a backpacking trip in grade 7, and a week-long Outward Bound expedition in grade 8.

Wissahickon has strong relationships with a variety of community organizations.

- Awbury Arboretum has become a great partner in supporting the new campus's environmental programs. Our students visit the arboretum frequently to learn, play, and do service. We write grant applications together to benefit both organizations and the environment.
- The Friends of Fernhill Park is a similar partner to the Fernhill campus. The Friends group helps to care for the park where our students spend so much time. We work with them to support the park as well through clean up days, and park improvement initiatives.
- Morris Arboretum has been a longtime friend of the school, seeking grants to help offset the cost of our students attending their environmental field trip programs. Each year, many classes visit.
- Outward Bound has been a partner of Wissahickon's for many years. They provide funding to support our eighth graders each year for a wilderness expedition that serves as one of the most impactful student traditions.
- Need in Deed is an organization that works to support teachers who value service learning. Most years, WCS has several teachers partnered with Need in Deed to support their service projects and instruction.
- Arden Theatre provides the Arden for All program to our third and fourth graders at the Awbury campus. This includes classroom lessons about plays as well as two trips to see live performances at the Arden. This program serves to complement our literacy model.
- Arcadia University has been a long standing partner with WCS. We often host their student teachers and their Department of Education has periodically held classes or field work at our Fernhill campus as well. This partnership increases our capacity as we have students in the building and helps us in building a hiring pipeline.

In addition to a strong instructional program, WCS offers rich opportunities for extending learning or offering activities for the development of the whole child. This is achieved through programs in art, library, physical education, afterschool program, intermural sports, and tutoring opportunities.

Board of Trustees

Name	Office	Address	Phone	Email
Rosemary Barbera	Member	4700 G Wissahickon Avenue	267-338-1020	learn@wissahickoncharter.org
Richard Binswanger	Member	4700 G Wissahickon Ave	267-338-1020	learn@wissahickoncharter.org
Francis Bradley	Board Chair	4700 G Wissahickon Ave	267-338-1020	learn@wissahickoncharter.org
Justin DeBerardinis	Secretary	4700 G Wissahickon Ave	267-338-1020	learn@wissahickoncharter.org
Isaac Ewell	Member	4700 G Wissahickon Ave	267-338-1020	learn@wissahickoncharter.org
Ellen Lutz	Vice President	4700 G Wissahickon Ave	267-338-1020	learn@wissahickoncharter.org
Martin Millner	Member	4700 G Wissahickon Avenue	267-338-1020	learn@wissahickoncharter.org
Ebony Staton Weidman	Member	4700G Wissahickon Avenue	267-338-1020	learn@wissahickoncharter.org
Justin Wheeler	Treasurer	4700 G Wissahickon Avenue	267-338-1020	learn@wissahickoncharter.org

Board of Trustees Professional Development

Every Board Member was officially sworn in and informed of their responsibilities in a rigorous board induction process that includes multiple interviews, an overview of the Sunshine Law, distribution of a board handbook, and an overview of our budget.

Legal Counsel for the school (Kleinbard LLC) regularly inform the school about legal requirements and practices surrounding governance and operation of the school and requirements under the Sunshine Law. Required and informative updates are regularly distributed to both Board and Staff of the school.

Governance and Management

The Board of Trustees meets one Tuesday each month to conduct the business of the school. Meeting dates and times are advertised in two major newspapers per the requirements of the Sunshine Law. Minutes of each meeting are distributed and available to the general public. Board members frequently visit the school and a number are parents of students at the school.

The Board of Trustees has supported the Executive Team's engagement with the School District of Philadelphia on matters concerning the school. The school has always enjoyed a positive relationship with the School District. Frequently the SDP is consulted on issues surrounding Special Education, reporting requirements, transportation, assessment and peripheral services.

Student Enrollment

It is the policy of Wissahickon Charter School to admit all students regardless of the grade that they are entering by lottery. Students entering / applying for Kindergarten must be 5 by September 1st of the entering year.

Wissahickon Charter School requires that students be immunized according to the current laws of the Commonwealth of Pennsylvania and recognizes any exceptions to this immunization requirement that are allowed under law.

Students must be either:

- residents of Philadelphia
- enrolled in Wissahickon Charter School before moving outside of Philadelphia

Preference is given to children of founders and siblings of current students.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- 2016-2017 Application(FICC)(WissahCharteSchool).pdf

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2003	258	256	0		2
2004	308	306	0		7
2005	360	358	4		6
2006	408	406	0		18
2007	434	405	1		2
2008	399	399	2		15
2009	400	401	0		7
2010	401	401	0	5 moved from the District and 6 transferred to another school within Philadelphia	3
2011	419	412	0	3 moved from the District and 4 transferred to another school within Philadelphia	3
2012	426	424	0	4 moved from the District, 2 transferred to	5

				non-public, 3 transferred to another school in Philadelphia	
2013	450	444	0	7 transferred to another school within Philadelphia, 2 transferred to a non-public school, 4 moved from the District	4
2014	772	766	0	20 transferred to another school within Philadelphia, 5 transferred to a non-public school or out of state	0
2015	880	889	0	25 transferred to another school within Philadelphia, 4 transferred to a non-public school or out of state	0
2016	947	930	1	36 transferred to another school within Philadelphia, 1 transferred to a non-public school or out of state, 1 was enrolled but never attended	2

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	48	50	52	52	52	52	52	52	40				
2012	45	47	49	48	47	47	49	46	46				
2011	44	46	48	48	48	48	48	46	43				
2010	45	45	46	42	46	44	44	46	44				
2014	106	105	105	108	54	54	106	105	49				
2015	101	109	108	105	108	53	106	107	93				
2016	106	108	108	108	108	107	107	104	98				
2017	105	103	106	107	108	102	103	107	98				

Stakeholder Involvement

Name	Role
Anissa Alexander	Middle School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Rosi Barbera	Parent
Rebecca Benarroch	Administrator
Randy Berman	Middle School Teacher - Regular Education
Alyson Black-Foley	Ed Specialist - School Counselor
Ishmael Bradley	Ed Specialist - Instructional Technology
Rebecca Clemis	Elementary School Teacher - Regular Education
Justin DiBerardinis	Parent
Jamal Elliott	Administrator
Isaac Ewell	Business Representative
Michele Ferrante	Administrator
Jennifer Goren	Middle School Teacher - Special Education
Kristina Littell	Administrator
Jennifer Lunstead	Administrator
Ellen Lutz	Business Representative
Kate O'Shea	Administrator
Lovelee Polite	Middle School Teacher - Regular Education
Ebony Staton Weidman	Community Representative
Kathy Tench	Instructional Coach/Mentor Librarian
Paul Vande Stouwe	Administrator
Justin Wheeler	Community Representative
Jenn Wong	Elementary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies,	Not answered	Not answered

Science and Technical Subjects		
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Unchecked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit			

(Numerical Answer)			
--------------------	--	--	--

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

This narrative is empty.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

This narrative is empty.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				

Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

Explanation of strategies not selected and how the LEA plans to address their incorporation:

We have not identified a need for a School Resource Officer.

We have several forums for students support that serve in place of a Student Assistance Program Team. These include Conspiracy of Caring meetings, the Home-School Connection Program, IEP Team and Admin Team meetings. The Dean of Culture coordinates interventions for students who might otherwise be in a SAP process. These interventions are guided by an Accountability Plan.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	
Career Development/Planning			X	
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements –i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	
Nutrition	X	X	X	
Orientation/Transition	X	X	X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework	X	X	X	
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems	X	X	X	
Placement into Appropriate Programs	X	X	X	
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning	X	X	X	
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	
Case and Care Management	X	X	X	
Community Liaison	X	X	X	
Community Services Coordination (Internal or External)	X	X	X	
Coordinate Plans	X	X	X	
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support	X	X	X	
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters	X	X	X	
Press Releases	X	X	X	
School Calendar	X	X	X	
Student Handbook	X	X	X	

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	
Individual Screening Results	X	X	X	
Letters to Parents/Guardians	X	X	X	
Website				
Meetings with Community, Families and Board of Directors	X	X	X	
Newsletters	X	X	X	
School Calendar				
Student Handbook	X	X	X	

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

The school nurse oversees the health and well being of the school community -- students, staff, and families. The nurse advises students, parents, and teachers and provides information

regarding the health needs of children. The nurse has responsibility for maintenance of health records and yearly state reporting of immunizations and health room usage. The nurse is also responsible for health screenings -- hearing, vision, scoliosis, height, and weight as mandated by PA school law. The nurse also coordinates the services of community health providers such as mobile dentists.

Food Service Program

Describe unique features of the Charter School meal program

Wissahickon Charter School serves breakfast and lunch daily. The school participates in the Federal Free and Reduced Price Breakfast and Lunch program; students who do not qualify for the program may also purchase their meals at school. Wissahickon Charter school places an emphasis on serving fresh, healthy, and local foods whenever possible, in keeping with our environmental mission. The school meal program also emphasizes social development, serving meals "family style" around round tables, with children assigned to serve and clear the tables for their classmates each week.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Wissahickon Charter School takes measures to ensure that security and safety are a priority in our community. All exterior doors are locked. Visitors can only enter through the front door, where they must identify themselves before entering and then sign in. Signs are posted at all exterior doors reminding students and staff that visitors must come through the front door. There are cameras throughout the building and outside. Each year we conduct a Shelter in Place drill that is designed to practice our lockdown procedures in the event that someone unsafe were to enter the building. Fire drills are conducted monthly, and are generally unscheduled.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- insurance description.docx

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

The School District of Philadelphia offers transportation services for all students in the school grades 1st through 8th grades. All buses are contracted through individual bus companies by the Philadelphia School District Department of Transportation.

WCS requires a bus contract for each student utilizing the service. The contract outlines consequences for not following expected behavior and must be signed by both the student and parent(s). Currently, no WCS special education students require transportation accommodations.

We've improved communication between the contracted bus company and WCS which has helped with correcting and rectifying problems that may arise during the school year. There remains room for improvement in communication and follow-through on writing up incident reports for behavior issues.

We would suggest bus driver training on communication with students and parents as well as handling incidents that occur on the bus. We would also like to see better equipment provided by the bus companies.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	No
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	No
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

The expectations of students and parents are delineated by the Code of Student Conduct. Expectations for the Board of Trustees are delineated in the Board of Trustee bylaws. Expectations for staff are delineated in the employee handbook as well as in the parent/student handbook.

The Code of Student Conduct states that, "Students who engage in activities that violate any federal, state and/or local law may be subject to criminal charges and punishment in addition to any disciplinary measures undertaken by Wissahickon Charter School. Violations of Level II rules [including possession of illegal drugs, firearms, or other dangerous weapons] can result in suspension from Wissahickon Charter School and may result in a referral to the Board of Trustees for an expulsion hearing with a recommendation that the student be expelled for a period of more than ten (10) consecutive school days.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Special education teachers meet weekly with classroom teachers in order to plan collaboratively, check in regarding student progress, and design modifications for students with IEPs. Other individuals providing interventions (including speech pathologist, occupational therapist, physical therapist, and counselor) communicate with classroom teachers as needed regarding individual students via email or in person. Special Education staff and regular classroom teachers regularly discuss student needs in Interdisciplinary Team and Class Profile meetings as well.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Board of Trustees has charged school leadership with creating mechanisms for parent engagement in school activities. These mechanisms include the creation of a parent council, quarterly events focused around student learning or family needs, and clear channels through which parents can communicate concerns to the school at any time. The Board of Trustees has, through their own professional connections, helped the school gain opportunities to work with many community organizations to strengthen the educational program at Wissahickon Charter School.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

As part of our enrollment process, Wissahickon Charter School works to ensure that records from any pre-K programs are requested, particularly to ensure that any existing IEPs can be seamlessly continued through the transition.

WCS offers an after-school program to all students and has partnered with a number of outside groups that offer program in our building, including Home School Connection - a multi-agency program providing services in the school and home setting. They utilize a team approach to address behaviors that are impacting a child's ability to succeed in the classroom.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

N/A. No Preschool program offered.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered
---	--------------

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered

Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered

Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

Wissahickon Charter School's financial controls policies are attached in the Annual Report section of our Comprehensive Plan.

The Board of Trustees and COO of Wissahickon Charter School will provide fiscal oversight. The COO of Wissahickon Charter School will hire an Office Manager to perform daily financial responsibilities and has contracted Charter Choices, Inc to provide business support to the school with respect to analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP).

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

Effective for the 2013-14 school year, the school switched accounting systems from Blackbaud Financial Edge to Quickbooks.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	

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

Charter School's Professional Education Characteristics	EEP	EEl	ML	HS
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.	X	X	X	
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted 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.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

Provide brief explanation of your process for ensuring these selected characteristics.

The professional education program at Wissahickon Charter School is planned in response to student learning data, as well as to our long-term instructional goals as laid out in the Strategic Plan. We identify areas for growth in our data, prioritize these areas, and partner with organizations that use research-based best-practices (including the Teachers College Reading and Writing Project for English Language Arts and the Go Math and College Preparatory Math for our Lower and Middle School Math curricula) to provide high-quality, targeted professional education.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Not Applicable. We do not have a gifted program.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/31/2015 Staff Completed PA CWRC web-based training individually by this date
The LEA plans to conduct the required training on approximately:

11/22/2016 Staff Completed PA CWRC web-based training individually by this date

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
--

12/1/2015 Due Date for Grades 6-8 Staff to Complete Web-based training.

The LEA plans to conduct the training on approximately:

11/12/2016 Due Date for Grades 6-8 Staff to Complete Web-based training.
--

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions

Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our faculty have been through extensive professional development over the last charter term. The primary curricular focus was English Language Arts and included teacher coaching and training around mini-lessons, administering and grading reading assessments, guided reading groups, supporting students in talking and writing about reading, shared reading, modeled thinking, phonemic awareness, and use of read alouds. Over the past year, we also added extensive training in Math in order to better align our math models with the Common Core.

Literacy Supports: Over the past charter term, we have worked to have a Reading Specialist at each site to serve students who are struggling as readers. We also have run a free summer reading program for the past four years offering our youngest struggling readers the chance to receive five weeks of literacy interventions. Moving forward this year, we have added a Literacy Coordinator who will serve at both sites as a teacher coach, making sure that our professional development is even more embedded in classes and that it is happening throughout the year.

Math Supports: Over the past five years we have become stronger in our differentiation of math instruction by using personnel more flexibly. Assistant Teachers and Learning Specialists are assigned to classes and grades and make it possible for math lessons to be taught in small groups created based on the skills students need. Groups are not fixed and shift when the lesson and skills being taught change. One significant math support was eliminated this past charter term. Prior to the 2012-13 school year, WCS had a Math Coach to support math differentiation in class and to serve struggling students after school. Due to budget cuts, this position was eliminated. We would like to bring this position back in the next charter term.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will assign challenging work to diverse student populations.
- Inductees will effectively navigate the Standards Aligned System website.

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers who are new to Wissahickon Charter school receive a full week and a half of orientation and professional development prior to the start of the school year. The first half week is spent solely with other employees who are new to WCS. The following full week is for all staff. During this time, they are trained in curriculum, school policies and procedures, school culture, building family relationships, yearly events and school traditions, and more. In addition to this, they receive a week-long training in Responsive Classroom or Developmental Designs which are the approaches we use for elementary and middle school education respectively. Each new teacher is required, during this orientation, to do a self-assessment on her or his strengths and areas in need of support. Teachers then propose a variety of activities to support their identified needs. These recommended activities are reviewed by their supervisor and the CEO who will develop a plan for both for the areas of needed concentration and the options selected for participation. The plan will specify the goals and activities needed. The plan will also include the assignment of a "mentor-colleague" (or team of mentor-colleagues) and will require substantial direct contact with the mentor-colleague(s) regarding ongoing evaluation of the teacher's classroom performance, suggestions for improvement, scheduled observations, demonstration lessons, and other options developed by the mentor and new teacher. The new teacher will also be required to have direct contact with their supervisor regarding ongoing evaluation of the teacher's classroom performance. Each new teacher will be required to review and study the Wisshahickon Charter School Teaching Manual as a part of the Induction Plan.

When the plan is finalized, a record of the agreement is placed in the employee's file, and is reviewed periodically throughout the school year to ensure that appropriate actions are taken, and to afford the opportunity for plan modification should the need arise. New employees are

evaluated twice to measure growth towards goals.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Use of the Standards Aligned System is part of data day professional development sessions. Assigning challenging work to diverse populations is best monitored by reviewing lesson plans. This is done on a weekly basis for all teachers by their supervisor.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.

Provide brief explanation of your process for ensuring these selected characteristics.

Beginning with the hiring process, the records, pre-service educational program and teaching experiences (including student teaching) of each new teacher will be evaluated, in the context of both the teacher's individual strengths and needs and the school's focus and mission. New teachers will be asked to do a self-assessment of needs and professional goals, and a plan will be

developed which their supervisor approves.

Each new teacher will be required, at the beginning of the school year, to do a self-assessment of her or his strengths and areas in need of support. New teachers are asked to make this assessment in the context of their perceived strengths and needs in the classroom, the mission of the school, and desired opportunities for professional growth. Particular focus is paid to exposure that inductees have had to our approach to literacy instruction (Teacher's College) and our math curricula (Go Math! and College Preparatory Math). Their supervisor develops and proposes a variety of activities to support their identified needs, such as attendance at seminars and/or conferences, observations of "best practices," participation in curriculum development or other opportunities which target the areas of identified need. The plan will specify the goals and activities needed and also include the assignment of a "mentor-colleague" (or team of mentor-colleagues).

During the school year inductees are required to participate in:

- a minimum of twelve hours of direct contact with the mentor-colleague(s) regarding ongoing evaluation of the teacher's classroom performance, suggestions for improvement, scheduled observations, demonstration lessons, and other options developed by the mentor and new teacher
- weekly meetings with their supervisor
- review and study the Wissahickon Charter School Teaching Manual as a part of the Induction Plan

Inductees are observed regularly during informal and quick "walk-throughs" and also during extended observations. Lesson plans are reviewed weekly. Assessment data including reading level assessments and either AimsWeb or Classroom Diagnostic Tools data is reviewed at four points throughout the year.

Supervisors are continually tweaking the induction program process based on the experience of inductees.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

PSSA data is not available during the school year so identification of needs for individual teachers is not available during the induction period. Any trends identified in particular areas needing additional focus would be implemented schoolwide.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our school size (30 teachers supervised by a Lower School Director, Middle School Director and Director of Learning Supports) allows our supervisors to have in-depth knowledge of all mentor candidates when choosing who will function in that capacity.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X				
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each new teacher will meet with their supervisory and with mentor-colleagues to review implementation of her or his individual plan, to make any necessary modifications, and to ascertain the effectiveness of the options selected. Each new faculty member will be asked to evaluate his or her participation in the Induction Program. Program evaluation sheets will be completed at the end of the school term.

Additionally, mentors and supervisors will note the knowledge and abilities acquired by inductees after the induction period and consider modifying the induction program to address any gaps that are identified.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- Mentor documents his/her inductee's involvement in the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of 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 (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

As a charter school, our LEA and school are the same entity.

Provider	Meeting Date	Type of Assistance
N/A	7/1/2016 12:00:00 AM	N/A as school and LEA are same entity.

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers were involved in selection of both our literacy and math curricula including the assessments that accompany those curricula. The use of the Independent Reading Assessment is one of our primary tools for monitoring student progress throughout the school year. In Math, our tools for monitoring student progress throughout the year vary by grade, but include aimsweb, open-ended assessments, and CDTs.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes

Reading	Yes
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
------------------------------	------------------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

For the 15-16 school year, 70% of our grades 1-5 students made at least one year of growth on their reading level as assessed in Sept 2015 and June 2016 using the Teachers College Reading and Writing Project Assessment. We attribute this growth to our continued successful implementation of the Teachers College Reading and Writing Workshop approach to literacy instruction.

Accomplishment #2:

While our 2014-2015 and 2015-2016 PSSA English Language Arts scores show a dip in the percentage of our students scoring Proficient or Advanced compared two the years prior to the introduction of the Common Core-aligned PSSA, our drop to 45% and 39% in those years still exceeds the vast majority of charter and District schools in our Intermediate Unit. While we have much work to do, we believe these results reinforce our decision to continue ahead with out current ELA curriculum.

Accomplishment #3:

Although our Math PSSA scores are admittedly not where we would like them to be on the new Common Core-aligned test, we see that after two years we are at least trending in the right direction, going from 15.5% to 18.6% scoring Proficient or Advanced. These gains are especially meaningful to us when we take into account the affect of a new testing cohort of students at our Awbury campus with significantly less experience in our math curriculum compared to our original Fernhill campus

Charter School Concerns

Concern #1:

PSSA scores

Like schools throughout the state, we have experienced challenges adapting to the new Math section of the PSSA, where our scores dropped dramatically compared to English Language Arts and Science.

Last summer when we reviewed our PSSA results, we determined that we needed to do deeper work in math. We hired a consulting group to come in to lead work with our faculty and instructional coaches. The trainings focused first and foremost on helping our team to change their mindsets around math instruction--to be more focused on thinking through problems, talking about problems, identifying which information will be necessary to answer a problem, experimenting with ways of solving, exploring

incorrect answers to learn why they are incorrect, and more. This work is ongoing and through it we seek to help students not only become skilled in their computational skills, but also to develop deeper critical thinking skills and stamina around grappling with math problems. To this end, every grade began adding daily “grapple” problems to their instruction. This year, we intend to continue with this work and to expand it.

Concern #2:

In reviewing our internal reading benchmarks, we see a significant gap between the percentage of our Lower School students increasing one or more grade level (70%) compared to our Middle School (28%). In some sense, we are the victims of our own success as many of our strongest students leave WCS for grades 6-8 to attend selective citywide admissions schools. As a result, the remaining students may not be as strong and we are more likely to see new students in 6th and 7th grade who are not familiar with our ELA curriculum. Still, we recognize that we need to continue to support these students and are working as a team to better address these challenges.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

PSSA scores

Like schools throughout the state, we have experienced challenges adapting to the new Math section of the PSSA, where our scores dropped dramatically compared to English Language Arts and Science.

Last summer when we reviewed our PSSA results, we determined that we needed to do deeper work in math. We hired a consulting group to come in to lead work with our faculty and instructional coaches. The trainings focused first and foremost on helping our team to change their mindsets around math instruction--to be more focused on thinking through problems, talking about problems, identifying which information will be necessary to answer a problem, experimenting with ways of solving, exploring incorrect answers to learn why they are incorrect, and more. This work is ongoing and through it we seek to help students not only become skilled in their computational skills, but also to develop deeper critical thinking skills and stamina around grappling with math problems. To this end, every grade began adding daily “grapple” problems to their instruction. This year, we intend to continue with this work and to expand it.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Instructional Leaders' supervision of teachers during math benchmark administration process and review of lesson plans.

Specific Targets: Teachers will review 100% of students' CDT score reports to identify common content challenges and adjust lesson plans accordingly.

Strategies:

Data Warehouse

Description:

Ensure your school has a warehouse for data where it is easily and readily accessible. Provide training to staff so data can be pulled, analyzed and used to make instructional decisions. Resource:

<http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment

Implementation Steps:

Train staff on responsive CDT data analysis and lesson plan development.

Description:

Wissahickon Charter School adopted GO-Math and College Preparatory Mathematics as our Common Core aligned math curricula during the most

recent Comprehensive plan phase. This term, directors and teachers will work together to analyze students' math CDT results following each benchmark period and will use these results to inform which aspects of those curricula will be used as points of emphasis in lesson planning. The Assessment and Accountability Manager will follow-up with teachers and directors during each benchmark period to ensure their facility in interpreting test results.

Start Date: 10/1/2017 **End Date:** 6/18/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Warehouse