WISSAHICKON CS

4700 G Wissahickon Ave
Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rebecca Benarroch	Administrator	Wissahickon Charter School	rbenarroch@wissahickoncharter.org
Randy Berman	Staff Member	Wissahickon Charter School	r.berman@wissahickoncharter.org
Ishmell Bradley	Administrator	Wissahickon Charter School	icb103@wissahickoncharter.org
Justin DiBerardinis	Board Member	Wissahickon Charter School	justin.diberardinis@wissahickoncharter.org
Aitiya Hobson	Staff Member	Wissahickon Charter School	a.hobson@wissahickoncharter.org
Michele Ferrante	Administrator	Wissahickon Charter School	michele@wissahickoncharter.org
Kristina Littell	Administrator	Wissahickon Charter School	littell@wissahickoncharter.org
Kate O'Shea	Administrator	Wissahickon Charter School	oshea@wissahickoncharter.org
Lovelee Polite	Administrator	Wissahickon Charter School	lpolite@wissahickoncharter.org
Kimberly Krasnow	Administrator	Wissahickon Charter School	kkrasnow@wissahickoncharter.org
Aileen Haggerty	Staff Member	Wissahickon Charter School	aileenh@wissahickoncharter.org
Anthony Coughlin	Board Member	Wissahickon Charter School	aileenh@wissahickoncharter.org
Mike Purcell	Staff Member	Wissahickon Charter School	m.purcell@wissahickoncharter.org
Judith Cornelious	Parent	Wissahickon Charter School	

LEA Profile

As a small LEA, Wissahickon Charter School made the decision to form a joint stakeholder group for our Title 1 Schoolwide plan, comprehensive planning, and internal strategic planning processes.

A cross-site collective of WCS stakeholders began work on our internal strategic plan in January of 2018, meeting with many constituency groups to identify our Strengths, Weaknesses, Opportunities, and Threats. We reviewed all of the feedback to identify the themes to address over the next 3-5 years. We set goals for each theme, created strategies for meeting each goal and crafted metrics to know if we've accomplished what we set out to do.

The group's composition has changed over the years as board members, staff, parents, and community members have cycled in and out of their connections to WCS. While the focus and content of each plan may vary, we have enough a comprehensive process where appropriate goals can be identified for each plan.

Mission and Vision

Mission
Wissahickon Charter School was planned around three essential elements: 1. An integrated environmental focus, recognizing the importance of service learning 2. Peace, conflict resolution, and community building as part of a prioritized social curriculum 3. An emphasis on family involvement at all levels of the school organization, with special emphasis on parents as partners in the learning experiences of their children. Our founders wrote that Wissahickon will provide a community of learning with an environmental focus that stimulates the child's intellectual, social, and character development.

Vision
In Wissahickon Charter School's vision for the future, we envision the following: we seek to create a learning environment for students, staff, and families where our environmental mission is actualized through using the outdoors as a classroom and where the values of stewardship are honed; where faculty and staff approach teaching and learning through a Warm Demander standpoint in developing academic skills and a sense of social justice in our curricula; where race and equity work is at the forefront of our mission; where we strive to offer a comprehensive continuum of academic and social supports to students; where digital literacy is infused throughout our students' educational journey; and where we will ensure financial stability and accountability to SDP and PDE.

Educational Value Statements

Students

Student expectations include: actively thinking and doing as learners in the classroom; having choice and a voice in the classroom; and having a willingness to work to build relationship of authentic trust with faculty, staff, and their fellow students.

Staff

We recognize that staff, including (but not limited to) teachers, play a critical role in actualizing out mission. We expect that teachers will demonstrate the following values: - High and clear expectations: We challenge each child appropriately. - Engagement: Students are actively thinking and doing. - Authentic and meaningful work: We design and use lessons, units, and projects that are relatable to life, the world, and children's interests. Students have choice and a voice in the classroom. - Relationships: We build trusting, caring, respectful relationships with students, families, whole classes, and the entire school. - Differentiation: We show flexibility and responsiveness through scaffolded and differentiated work and use of resources (online, books, trips, etc.). We respond to where students are and vary our approaches accordingly. - Content Knowledge: We know our stuff! - Culturally Responsive: We teach, lead, and interact in a way that is racially and culturally responsive to the backgrounds of our students.

Administration

The most essential expectation of administration is to ensure that staff feel like they have the skills and resources needed to meet their responsibilities in implementing our vision. Administration must proactively engage staff on a continuous basis to ensure this while periodically reviewing our progress in a holistic, long-term manner to ensure that we remain committed to our core goals and values.

Parents

Parents are expected to serve as full partners in their children's learning, with the expectation that they will support their children in meeting their expectations as students. When they identify ways that we might be able to improve our work or where we might be falling short of our vision, we expect that they will reach out to staff and administration to share their perspectives.

Community

As a single charter school LEA with students hailing from communities throughout the city of Philadelphia, we don't have a single community that we turn to for support in a way that a traditional district might. However, we work to engage community members and institutions in our our campuses' vicinity to identify opportunities for collaboration that can be mutually beneficial to our institution and our neighbors.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Regular Attendance: All Student Group Meets Performance Standard	Yes
Math: All Student Group Exceeds the Standard Demonstrating Growth	Yes
Most of our students (65+%) achieve grade-level proficiency in Kindergarten. We can use this data to differentiate instruction based on relative proficiency to ensure students remain on track as they advance into grades with state assessments.	Yes
We see that our 3rd graders have generally higher average unit test scores (~10 pts./100) than lower grades, indicating perhaps that our students' numeracy might improve throughout their lower school years.	No
Our school's mission has a strong basis in environmental stewardship as a core value, and while we think these values are instilled throughout our curricula they do not necessarily have quantitative metrics associated with them. Our 4th graders' MAP performance in terms of national percentiles is in line with their higher PSSA achievement in Science relative to our 8th grade.	No
Career Readiness is a challenge in elementary education, but along with ensuring students produce their portfolio components, we try to use career days and guest speaker events as an opportunity for students to develop an understanding of wider possibilities in career opportunities. That these events can then become the basis for portfolio items is merely an additional benefit.	No
As a school that has been operating for almost 20 years now, we are fortunate to now have alumni who can speak to students about their work experiences now. This is beneficial in that our students, especially our black students, can see a wide range of career options from young men and women who were quite literally in the same place as them not too long ago.	No
While our Black student ELA achievement is lower than those of our other race groups, their growth, as noted earlier in this plan, is higher, which is something we can attribute to our recognition of this issue as a concern in our own school and historically in American public education.	No
Our ELA growth for students with disabilities is also higher than our overall population, which we can attribute to strong interventions by our learning support and classroom teaching staff.	No
As we seek to improve our multi-tiered system of supports for academics and behavior, many of our other practices will be helpful. The culture at the school is positive, seeing every child as a whole person with many strengths, skills, and gifts. We also	No

hold high expectations for all students. These mindsets will be critical as we thinking about multi-tiered interventions for all learners. Further, aligning our resources to the need of providing such an intervention system will make the work possible. We will use financial and human resources to purchase materials and implement the programs. Using data to determine professional development needs for this initiative will mean that our teachers grow strategically to best implement the programs. Providing regular timely feedback will ensure that teachers are learning and adjusting as needed continuously to make the best possible program for students.	

Challenges

Challenge	Consideration In Plan
Economically Disadvantaged students: English Language Arts: Did Not Meet Standard Demonstrating Growth	Yes
Math: All Student Group Did Not Meet Interim Goal/Improvement Target	Yes
Conversely, for the students who are not on grade level, we can differentiate instruction and implement interventions which can help students get back on track. We know this is essential because we see in our longitudinal data that students not on grade level at the end of Kindergarten are less likely to be proficient in PSSA-testing grades.	Yes
We see that in 7th and 8th grade, our unit tests in math on average make a notable drop on average (~10 pts.) from 6th grade. Given that 7th grade test scores are a key component of high school admissions, we would want to work with our instructional leaders to identify how we can build on the momentum from 6th grade instruction into the rest of students' Middle School years.	Yes
Our 8th grade performed lower relative to their peers on MAP Growth Science than our 4th grade. if we could improve those scores we would see better outcomes in our Future Ready PA targets and it may also be an indicator students demonstrating an understanding of key science concepts that stewardship requires.	No
As a K-8 school, an event that spans multiple grades can sometimes be a challenge to ensure that content is meaningful and engaging for all participants, which can in turn affect the quality of portfolio entries.	No
Drawing a direct line between academic achievement and career opportunities is also a delicate subject. We have many students who struggle especially in math, and while we want them to feel motivated to improve their test scores in that subject, we also don't want them to have the opposite effect of them feeling like career opportunities are already closed off to them at	No

such a young age. It is certainly a balancing act that we are constantly trying to manage.	
Narrowing the gap with our students with disabilities would have a great impact on equitable achievement in our classrooms.	No
Narrowing the gap for economically disadvantaged students would ensure that we are fulfilling our mission of helping children maximize their education opportunities in the future.	No
Our biggest need above is to implement a multi-tiered system of supports for academics and behavior. We plan to launch a new model of interventions in 2021-22 and anticipate it will have a large impact on our mission, vision, and targets. This plan will offer a wider variety of supports than we have had in the past meaning that we will reach more students with a wider variety of learning styles. Our goal is for all students to grow academically and behaviorally and have a more differentiated tiered system will create the infrastructure to meet that goal.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Regular Attendance: All Student Group Meets Performance Standard	Continue to prioritize strong attendance is a prerequisite for all the challenges above. It's harder to learn when you're not at school.
Math: All Student Group Exceeds the Standard Demonstrating Growth	While we have changed math curricula since this strength was identified, we know from digging into our data at the class level that much of these gains came from a cluster of classes at one campus where math instruction. was prioritized by school leaders as a point of emphasis. We know that we will need to incorporate targeted and differentiated instruction to meet students where they are to help build their toolkit of math skills.
Most of our students (65+%) achieve grade-level proficiency in Kindergarten. We can use this data to differentiate instruction based on relative proficiency to ensure students remain on track as they advance into grades with state assessments.	We can use in-house reading assessment data to continuously assess student achievement and growth in our lower grades, which helps us identify practices and strategies that our effective in a student-centered manner.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Economically Disadvantaged students: English Language Arts: Did Not Meet Standard Demonstrating Growth	Even though ELA growth isn't technically measured until 4th grades tests, we recognize that the foundation to develop a capacity for literacy growth can form early in one's education, especially through having a high level of phonemic awareness. We can also work to mitigate the impact of economic disadvantage by providing free learning resources to	Yes	We will use in-house assessment data and annual PSSA data to identify struggling students who are not progressing at the rate they need to for long-term growth. From there we will implement evidence-based interventions with trained staff and work to provide supplemental learning materials to students at no cost to attempt to mitigate the role of family resources as

	students that they can use outside of school, such as summer reading books and access to online literacy tools.		a barrier to learning
Math: All Student Group Did Not Meet Interim Goal/Improvement Target	Because we are in year 2 of new math curricula that have not been tested by external measures like the PSSA, we need to focus on affirming that we are implementing the models with fidelity and then seeing if that implementation results in improved scores.	Yes	Our Math Coordinator will continue to work school leaders to ensure that our new math curricula are implemented with fidelity based on teaching observations and unit test performance. When we next take PSSAs we will see if that implementation with fidelity results in improved achievement and growth in math.
Conversely, for the students who are not on grade level, we can differentiate instruction and implement interventions which can help students get back on track. We know this is essential because we see in our longitudinal data that students not on grade level at the end of Kindergarten are less likely to be proficient in PSSA-testing grades.	In lower grades, coordinating intensive literacy interventions can yield both immediate gains and raise the potential gains in long-term outcomes.	No	
We see that in 7th and 8th grade, our unit tests in math on average make a notable drop on average (~10 pts.) from 6th grade. Given that 7th grade test scores are a key component of high school admissions, we would want to work with our instructional leaders to identify how we can build on the momentum from 6th grade instruction into the rest of students' Middle School years.		No	

Goal Setting

Priority: We will use in-house assessment data and annual PSSA data to identify struggling students who are not progressing at the rate they need to for long-term growth. From there we will implement evidence-based interventions with trained staff and work to provide supplemental learning materials to students at no cost to attempt to mitigate the role of family resources as a barrier to learning

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Economically Disadvantaged students will achieve ELA proficiency (as measured by PSSA test scores) at a rate within 3 percentage points of the overall population's achievement level.	Achievement	Economically Disadvantaged students will achieve ELA proficiency (as measured by PSSA test scores) at a rate within 7 percentage points of the overall population's achievement level.	Economically Disadvantaged students will achieve ELA proficiency (as measured by PSSA test scores) at a rate within 5 percentage points of the overall population's achievement level.	Economically Disadvantaged students will achieve ELA proficiency (as measured by PSSA test scores) at a rate within 3 percentage points of the overall population's achievement level.	N/A (PSSAs are annual)	N/A (PSSAs are annual)	N/A (PSSAs are annual)	Economically Disadvantaged students will achieve ELA proficiency (as measured by PSSA test scores) at a rate within 7 percentage points of the overall population's achievement level.

Priority: Our Math Coordinator will continue to work school leaders to ensure that our new math curricula are implemented with fidelity based on teaching observations and unit test performance. When we next take PSSAs we will see if that implementation with fidelity results in improved achievement and growth in math.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	28% Wissahickon Charter School students participating in PSSA assessments will achieve proficiency in mathematics	PSSA Math Scores	24% Wissahickon Charter School students participating in PSSA assessments will achieve proficiency in mathematics	26% Wissahickon Charter School students participating in PSSA assessments will achieve proficiency in mathematics	28% Wissahickon Charter School students participating in PSSA assessments will achieve proficiency in mathematics	30% of students will have B (80+%) averages on math unit tests.	35% of students will have B (80+%) averages on math unit tests.	40% of students will have B (80+%) averages on math unit tests.	24% Wissahickon Charter School students participating in PSSA assessments will achieve proficiency in mathematics

Action Plan

Action Plan for: Reading Horizons		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation**
● Achievement	All staff providing literacy instruction will participate in professional development and utilize Reading Horizons methods as part of their instruction.	Training attendance will be reviewed to ensure full participation. Implementation of Reading Horizons methods will be monitored through classroom and intervention observation, as well as regular supervision meetings with instructional staff to ensure understanding of how to implement model with fidelity.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Reading Specialists will work school principals to implement training in Reading Horizons Instruction prior to the 2020-2021 school year and on an ongoing basis in subsequent years.	08/01/2020	09/01/2020	Jenn Wong and Erica Hauswald, Reading Specialists	Reading Horizons Training Materials	Yes	Yes
Students identified as struggling will receive literacy interventions using the Reading Horizons curriculum either from or coordinated by the Reading Specialists.	09/01/2021	06/30/2024	Jenn Wong and Erica Hauswald, Reading Specialists	None beyond existing Reading Specialist instructional materials	No	No

Action Plan for: Bridges in Mathematics

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• PSSA Math Scores	All staff providing math instruction will participate in professional development and utilize Bridges and Open Up methods as part of their instruction.	Training attendance will be reviewed to ensure full participation. Implementation of Bridges and Open Up methods will be monitored through classroom and intervention observation, as well as regular supervision meetings with instructional staff to ensure understanding of how to implement model with fidelity.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Instructional Coach will continue working with school principals to implement training in Bridges in Mathematics and Open Up instruction prior to the 2020-2021 school year and on an ongoing basis in subsequent years.	08/15/2021	09/01/2021	Melissa Greenwald, Math Instructional Coach	Bridges and Open Up training materials	Yes	No
Students identified as struggling will receive math interventions using the Open Up and Bridges curricula coordinated by the Math Instructional Coach, including targeted learning content through Dreambox and teacher-determined personalized assignments and supports.	09/01/2021	06/30/2024			No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading Horizons	• Reading Specialists will work school principals to implement training in Reading Horizons Instruction prior to the 2020-2021 school year and on an ongoing basis in subsequent years.
Bridges in Mathematics	• Math Instructional Coach will continue working with school principals to implement training in Bridges in Mathematics and Open Up instruction prior to the 2020-2021 school year and on an ongoing basis in subsequent years.

Professional Development Activities

August PD Reading						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Literacy Instructional Staff	Reading Horizons Implementation and Other Literacy Strategies	Instructors will implement skills and teaching methods discussed during Reading Horizons training in classroom, small group, and 1-to-1 intervention settings. additionally, they will be trained on how to administer the DIBELS assessment and interpret its results.	Erica Hauswald and Jenn Wong, Reading Specialists	08/15/2021	09/01/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two workshops during August Professional Development		Language and Literacy Acquisition for All Students

August PD Math

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math Instructional Staff	Bridges in Mathematics and Open Up with an emphasis in instruction returning to an in-person model with intervention blocks for small groups	Instructors will implement skills and teaching methods discussed during Bridges and Open UP training in classroom, small group, and 1-to-1 intervention settings	Melissa Greenwald, Math Instructional Coach	08/15/2021	09/01/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two workshops during August Professional Development		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Reading Horizons	• Reading Specialists will work school principals to implement training in Reading Horizons Instruction prior to the 2020-2021 school year and on an ongoing basis in subsequent years.

Communications Activities

Back To School Night					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Parents and Caregivers of Current Students	Overview of Reading Horizons curriculum; rationale for shift; examples in how parents can support students' literacy development at home.	Jenn Wong, Reading Specialist	09/01/2021	09/30/2021
Communications					
Type of Communication			**Frequency**		
Webinar			Once per campus.		

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Charter School

126510007

4700G Wissahickon Avenue , Philadelphia, PA 19119

Paul Vande Stouwe

p.vandestouwe@wissahickoncharter.org

267-774-4370 Ext.

Kristi Littell

littell@wissahickoncharter.org

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Curricula	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
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))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101— 780-144)	Yes

Other Chapter 12 Requirements	In Compliance? Yes or No
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))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Kristina Littell   10/20/2021
Superintendent/CEO Electronic Signature   Date

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

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267-774-4370 Ext.

Kristi Littell

littell@wissahickoncharter.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Lovelee Polite	Middle School Principal	Administrator	Administration Personnel
Kate O'Shea	Lower School Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Lauren Bennett	Assistant Principal	Administrator	Administration Personnel
Rebecca Benarroch	Principal	Administrator	Administration Personnel
Kristi Littell	CEO	Administrator	School Board of Directors
Niema Golphin	Director of Culture	Administrator	Administration Personnel
Alyssa Pinder	Kindergarten Teacher	Teacher	Teacher
Jared Gilman	5th Grade Teacher	Teacher	Teacher
Bailey Langham	7/8 Math Teacher	Teacher	Teacher
Jessica Mahoney	Learning Support Specialist	Education Specialist	Education Specialist
Jim Reggiani	PE Teacher	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE 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.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

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 onf 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.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)   **Timeline**

Year 1 Winter, Year 1 Fall, Year 1 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)   **Timeline**

Year 1 Winter, Year 1 Spring, Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)   **Timeline**

Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)	Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Winter, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Winter, Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Fall, Year 1 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter, Year 1 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
b. Analysis of activities and resources used in the program
c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

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.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator   Date

- -

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent/Chief Executive Officer   Date

At Wissahickon, we want faculty and staff to approach teaching and leading students from a Warm Demander standpoint. Lisa Delpit says Warm Demanders are teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment."

We believe the hallmarks of excellent teaching at WCS are:
- **High and clear expectations**: We challenge each child appropriately.
- **Engagement**: Students are actively thinking and doing.
- **Authentic and meaningful work**: We design and use lessons, units, and projects that are relatable to life, the world, and children's interests. Students have choice and a voice in the classroom.
- **Relationships**: We build trusting, caring, respectful relationships with students, families, whole classes, and the entire school.
- **Differentiation**: We show flexibility and responsiveness through scaffolded and differentiated work and use of resources (technology, books, trips, etc.). We respond to where students are and vary our approaches accordingly. We know a teacher is effectively differentiating instruction when students are successfully meeting goals and benchmarks. Teachers are trained to analyze data to assess student strengths and needs and to allow that to inform instruction.
- **Content Knowledge**: We know our stuff!
- **Culturally Responsive**: We teach, lead, and interact in a way that is racially and culturally responsive to the backgrounds of our students.

In order for our teachers to be able to enact this vision, we must provide consistent coaching and professional development. We have a rigorous coaching model where each teacher is coached for a minimum of one 6-week cycle, meeting 4 times a week with an instructional coach. New teachers may be coached in 5 of the 6 cycles. The coaching cycle has a clear student facing goal. We use data to measure progress to this goal. For some teachers this may mean increasing engagement from 80% to 95%, for other teachers this may mean increasing the quality of student writing from a rubric score of 3 to 4.

We facilitate 7-10 days of professional development for all new staff and another 5 days for all returning staff in August. We then host day-long or half-day professional development every 1-2 months during the school year. We rotate through a series of topics including instructional rigor, community building and classroom management, race and equity and all mandated trainings. We often follow up professional development with in-the-moment coaching. Additionally, teachers go off to day- or week-long trainings and institutes as needed or to follow an interest of theirs.

We determine which teachers need coaching by looking at a range of formal data tools including MAP, PSSA scores, Math unit assessments, DIBELS, reading levels and other screening data. Again, we align their coaching goals to this data. As we do walk throughs, if we see any area that needs addressing that can't be seen in these tools, such as engagement or relationships with families, we address that in a coaching cycle as well.

Another critical aspect of Wissahickon's induction plan is our Mentor Program. Every teacher who is new to Wissahickon, in a permanent position or long-term substitute position, is assigned a Mentor who is compensated for their work. Mentors meet with new teachers four times a month after school or during a prep period or lunch break. Meeting time is used to discuss practices that are unique to our school, to provide curricular support, to discuss any challenges with classroom management, and to talk through any area that the new teacher identifies as a

challenge. Mentors also visit the new teacher's classrooms regularly to observe and provide feedback and strategies. Wissahickon leaders select teachers to serve as mentors based on a number of factors. If the new teacher has already identified an area of growth, then administrators will choose someone who excels in that area. Grade partners also often serve as Mentors since they hold specific expertise about the new teacher's students' developmental needs and the curriculum.

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Charter School

126510007

4700G Wissahickon Avenue, Philadelphia, PA 19119

Paul Vande Stouwe

p.vandestouwe@wissahickoncharter.org

267-774-4370

Kristi Littell

littell@wissahickoncharter.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Alyssa Pinder	Kindergarten Teacher	Alyssa Pinder	Teacher
Jared Gilman	5th Grade Teacher	Jared Gilman	Teacher
Bailey Langham	7th/8th Grade Math Teacher	Bailey Langham	Teacher
Jim Reggiani	Physical Education Teacher	Jim Reggiani	Education Specialist
Paul Dean	Community Member	Paul Dean	School Board of Directors
Rekyiah Abdul-Zahir	Parent of Student	Rekyiah Abdul-Zahir	School Board of Directors

Name	Title	Committee Role	Appointed By
Justin DiBerardinis	Parent of Student	Justin DiBerardinis	School Board of Directors
Kate O'Shea	Lower School Principal	Kate O'Shea	Administration Personnel
Lovelee Polite	Middle School Principal	Lovelee Polite	Administration Personnel
Rebecca Benarroch	Principal	Rebecca Benarroch	Administration Personnel
Lauren Bennett	Assistant Principal	Lauren Bennett	Administration Personnel
Wynn Weissman	Local Business Representative	Wynn Weissman	School Board of Directors
Jessica Mahoney	Special Education Teacher	Jessica Mahoney	Education Specialist

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee informally meets throughout the year as each representative is a member of at least one other group that functions essentially as a subcommittee whose interests they report back to the larger group. These groups include the Cross-Site Administrative Team, the staff leadership committee, the Wissahickon Parent Partnership. The group meets (either in-person or remotely) at the end of each school year and prior to the beginning of each year to reflect on that year's professional development and plan based on identified professional development needs while working to anticipate new ones. When we enter our in-house strategic planning process or as big-picture needs are identified, this group may check in with greater frequency.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

AUGUST PD READING

Action Step	Audience	Topics to be Included	Evidence of Learning
	Literacy Instructional Staff	Reading Horizons Implementation and Other Literacy Strategies	Instructors will implement skills and teaching methods discussed during Reading Horizons training in classroom, small group, and 1-to-1 intervention settings. additionally, they will be trained on how to administer the DIBELS assessment and interpret its results.

Lead Person/Position	Anticipated Timeline
Erica Hauswald and Jenn Wong, Reading Specialists	08/15/2021 - 09/01/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two workshops during August Professional Development		Language and Literacy Acquisition for All Students

AUGUST PD MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
	Math Instructional Staff	Bridges in Mathematics and Open Up with an emphasis in instruction returning to an in-person model with intervention blocks for small groups	Instructors will implement skills and teaching methods discussed during Bridges and Open UP training in classroom, small group, and 1-to-1 intervention settings

Lead Person/Position	Anticipated Timeline
Melissa Greenwald, Math Instructional Coach	08/15/2021 - 09/01/2021

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two workshops during August Professional Development		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Evaluation and Review of Professional Development Plan While our professional development activities throughout the year include a variety of topics focused on academic, socio-emotional, and other topics, our plan focuses on professional development related to literacy and math instruction. Student Outcomes The ultimate indicator of the success of our professional development plan is whether the fully implemented plan leads us to see improved student outcomes. We are able to use in-house data (a mix of evidence-based tools and internal assessments) and state standardized tests to evaluate our effectiveness. In Literacy, we are able to see student achievement and growth through our Independent Reading Assessments (IRAs), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment, and PSSA and PVAAS data. In Mathematics, we use our in-house unit assessments, the Georgia Numeracy Project's GLOSS and IKAN tools, and PSSA and PVAAS data to similarly track growth and achievement. We are able to analyze this data throughout the year to inform future professional development planning and ensure accountability to our goals. Participants' use of new Knowledge and Skills To ensure that staff are using the skills learned in professional development with fidelity, instructional leaders spend time in classrooms every week to observe educators putting the skills into practice. Feedback on these observations plays a key role in individual supervision, but with the perspective of observing multiple teachers, instructional leaders are also able to observe if teachers as a larger professional community in the school are implementing the topics discussed in professional development with fidelity. Participants' Learning After professional development occurs, in addition to observing teachers at work, instructional leaders in the supervision process discuss teachers' application of the instructional approach learned in professional development, going beyond what they did in the classroom to also focus on why, ensuring that there is buy-in and a shred understanding of the importance of the approaches to teaching discussed in professional development. Organization Support and Change When we determine what topics to include in professional development, we pride ourselves on tailoring our approach to needs identified in our community of learners and finding evidence-based approaches that meet that need. A great example of this is shifting our literacy approach to incorporate more of the lessons of the science of literacy, a shift driven by student need and by literacy staff input. Our heightened emphasis on incorporating anti-racist principles into all aspects of our community, including instruction and school climate initiatives, was similarly driven by organizational discussions and a willingness to incorporate feedback from voices throughout our community.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson: Date

- -

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer: Date

At Wissahickon, we want faculty and staff to approach teaching and leading students from a Warm Demander standpoint. Lisa Delpit says Warm Demanders are teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment."

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Induction Area	Danielson Framework Area		Danielson Areas for Reference
Code of Professional Practice and Conduct for Educators			1a: Demonstrating Knowledge of Content and Pedagogy
Assessments and Progress Monitoring			1b: Demonstrating Knowledge of Students
Instructional Practices			1c: Selecting Instructional Goals
Safe and Supportive Schools			1d: Demonstrating Knowledge of Resources
Standards/Curriculum			1e: Designing Coherent Instruction
Technology Instruction			1f: Assessing Student Learning
Progress Reports and Parent-Teacher Conferencing			

Accommodations and Adaptations for diverse learners			2a: Creating and Environment of Respect and Rapport
Data informed decision making			2b: Establishing a Culture for Learning
Materials and Resources for Instruction			2c: Managing Classroom Procedures
Classroom and student management			2d: Managing Student Behavior
Parental and/or community involvement			2e: Organizing Physical Space
			3a: Communicating Clearly and Accurately
			3b: Using Questioning and Discussion Techniques
			3c: Engaging Students in Learning
			3d: Providing Feedback to Students
			3e: Demonstrating Flexibility and Responsiveness

			4a: Reflecting on Teaching
			4b: Maintaining Accurate Records
			4c: Communicating with families
			4d: Contributing to the School and District
			4e: Growing and Developing Professionally
			4f: Showing Professionalism

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education planevery 6 years.

a. The plan shall include the process for identifying children who are gifted and in need of specially designedinstruction, as well as the gifted special educationprograms offered.
b. The school districts shall make its gifted education plan available for public inspection and comment for aminimum of 28 days prior to approval of the plan by the school district's board of directors.
c. Each school district shall provide, as the Department may require, reports of students, personnel andprogram elements, including the costs of the elements, which are relevant to the delivery of gifted education.(22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

Superintendent/Chief Executive Officer   Date

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ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments "to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined". As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8	K-2, 3-5, 6-8
PA-Core Mathematics	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Science and Technology	K-2, 3-5, 6-8	K-2, 3-5, 6-8
Environment and Ecology	N/A	
Civics and Government	N/A	
Economics	N/A	
Geography	NA	
History	N/A	
Arts and Humanities	NA	
Health, Safety, and Physical Education	N/A	
Family and Consumer Sciences	N/A	

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
Reading and Writing for Science and Technical Subjects	N/A	
Reading and Writing for History and Social Studies	N/A	
Career Education and Work	N/A	

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. During professional development days, our Instructional team reviews the PA Academic Standards for the relevant curriculum with instructional staff. We then map the curriculum to the standards to ensure adequate coverage in all grades and subjects. Additionally on data days, we review the data to see where any gaps are and further analyze standard coverage in those specific areas.

2. List resources, supports or models that are used in developing and aligning curriculum.
   For developing curriculum in Literacy, we use Teachers College Reading and Writing Workshop resources, Reading Horizons in Phonics, Heggerty in Phonemic Awareness. InMath, we use Bridges in grades K-5 and Open Up in grades 6-8. In Science we use Amplify as well as

Heinemann's Writing in Science curriculum.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
   All written curriculum is in a shared google drive with a folder for all curriculum and then subfolders by grade and subject. All unit plans are written with the standards , resources, vocabulary and assessments.

- -

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?   Yes

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
   We review the progress in the scope and sequence monthly and we review standards alignment yearly.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
   We are working to revise our literacy curriculum to be more in line with the Science of Reading research.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

> Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.
>
> Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories?
   a. Data Available Classroom Teachers

      81

   b. Non-Data Available Classroom Teachers

      0

   c. Non-Teaching Professionals

      14

   d. Principals

      5

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	Does Not Apply
Domain 2: The Classroom Environment	2a: Creating and Environment of Respect and Rapport	2c: Managing Classroom Procedures	Does Not Apply
Domain 3: Instruction	3c: Engaging Students in Learning	3d: Using Assessment in Instruction	Does Not Apply
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4d: Participating in a Professional Community	Does Not Apply

3. What are the action steps implemented or will be implemented to build upon the strengths found in the classroom teacher observations?
We will build on teacher's strengths with creating an environment of rapport and respect to increase outcomes in managing student behavior. We will build in more POsitive Behavior Supports.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1f: Designing Student Assessments	Does Not Apply
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	Does Not Apply

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	Does Not Apply
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4c: Communicating with Families	Does Not Apply

5. What are the action steps implemented or will be implemented to improve the challenges found in the classroom teachers observations?

   We will work to utilize " Total Participation Techniques" to improve our questioning and discussion.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures/Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	We will analyze district wide PSSA data, DIBELS, reading levels, GLOSS and IKAN math scores and teacher evaluations to determine appropriate goals
Provided at the building level	We will analyze building wide PSSA data, DIBELS, reading levels, GLOSS and IKAN math scores and teacher evaluations to determine appropriate goals
Provided at the grade level	We will analyze grade level PSSA data, DIBELS, reading levels, GLOSS and IKAN math scores and teacher evaluations to determine appropriate goals
	We will analyze subject specific PSSA data, DIBELS, reading

Goals Set	Comments/Considerations
Provided within the content area	levels, GLOSS and IKAN math scores and teacher evaluations to determine appropriate goals
Individual teacher choice	We will analyze teacher level PSSA data, DIBELS, reading levels, GLOSS and IKAN math scores and teacher evaluations to determine appropriate goals
Other (state what other is)	NA

7. What student performance evidence or artifacts will be used to measure the progress and effectiveness of meeting the goals set by teachers?

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	K-8 (all subjects)	We have a series of class- and school-level dashboards used to assess progress towards goals
District-Designed Measure & Examination	K-8 Mathematics	GLOSS, IKAN assessments
Nationally Recognized Standardized Test	K-	PSSAs, DIBELs
Industry Certification Examination	N/A	No Industry Certifications offered at school
Student Projects Pursuant to Local Requirements	N/A	Student projects are assigned but not pursuant to any formal local requirements

Evidence	Grades/Content Area	Comments
Student Portfolios Pursuant to Local Requirements	N/A	Student projects are assigned but not pursuant to any formal local requirements

Based on the responses above, would written curriculum be a priority in your comprehensive plan?   Yes

Based on the responses above, would instructional practices be a priority in your comprehensive plan?   Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment			Type of Assessment	
DIBELS- Literacy Assessment			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
4 times/year	Yes	Yes	Yes	No

Assessment			Type of Assessment	
GLOSS- Mathematics Assessment			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
4 time per year	Yes	Yes	Yes	No

Assessment			Type of Assessment	

IKAN- Mathematics Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
4 time per year	Yes	Yes	Yes	No

Assessment

IRA- Literacy Assessment (grades 2-4)

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
4 times per year	Yes	Yes	No	No

Assessment

Bridges Diagnostic Assessment- Mathematics

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Once per year	Yes	Yes	Yes	

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No
Future Ready PA Index's Grade 7 Early Indicators of Success - No

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Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Benchmark and diagnostic assessments inform instructional practices at the individual, class, and institutional levels. At the individual level, assessment data assists instructors in determining groupings for small group instruction by showing common areas where students might need additional supports. At the class level, educators look to see if there are areas of instruction where a large segment of a class might struggle, indicating areas where a greater emphasis in whole class instruction might be necessary. At the institutional level, we try to identify trends across classrooms that might indicate areas where professional development might be of use.

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SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Kristina Littell   10/20/2021
Superintendent/Chief Executive Officer   Date