

Provident CS

**Charter School Plan**

07/01/2022 - 06/30/2025

# Charter School Profile

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## Demographics

1400 Troy Hill Road  
Pittsburgh, PA 15212  
(412)636-2014

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	David Zeiler
Date of Local Chartering School Board/PDE Approval:	2/26/2016
Length of Charter:	5 years
Opening Date:	8/29/2016
Grade Level:	2-8
Hours of Operation:	8
Percentage of Certified Staff:	90.00 %
Total Instructional Staff:	40
Student/Teacher Ratio:	6:1
Student Waiting List:	0
Attendance Rate/Percentage:	98.00 %
Enrollment:	212
Per Pupil Subsidy:	0
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	49.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	135

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	5.00
Black (Non-Hispanic)	62.00
Hispanic	3.00
White (Non-Hispanic)	123.00
Multicultural	19.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	182.00	182.00	0.00
Instructional Hours	0.00	0.00	0.00	6.25	6.25	0.00

## Planning Process

Our school leadership team consists of administrators, teachers, and school counselor. The purpose of the group's monthly meeting is to communicate and facilitate communications across all programs in the school.

The next level of planning is within the grade level teams. In the 2018-2019 school year, teams were formed for grades 2,3, 4, 5 and 6. The teams have common planning time, and grade level meetings are facilitated by the Principals. Curriculum meetings are facilitated by the Chief Learning Officer once a month. During curriculum meetings, curriculum, student data, and student achievement goals are discussed.

A Parent Group has monthly meetings to extend the communications from the school and to collect vital feedback from families. An example of this communication is the parent survey at the end of the school year. The survey was completed by 45% of our families.

Students are engaged in their academic progress by the utilization of small group instruction and Wilson Reading instruction. Students are provided time at the end of each school day (applied learning) to complete independent practice work with guidance from a teacher. Students can be referred to the school counselor for check-ins. Parents are also engaged as part of this process via phone calls, progress monitoring and skill-based report cards each trimester.

Community stakeholders who serve on the planning team provide input to the action plans at planning meetings. In addition, community members who were not on the planning team, such as additional parents, students, and other members of our partner organizations are invited to offer suggestions for ways to achieve or goals.

In regards to student performance, PCS looks to set high standards and continue to enhance student academic growth. We are focused on increasing PSSA scores, Dynamic Indicators Benchmarks of Early Literacy assessments, and Woodcock Reading Mastery-Revised (subtests include Word Identification, Word Attack, and Passage Comprehension.) We also give portions of the WADE (Wilson Assessment for Decoding and Encoding). In math, we use The Wide Range Achievement Test - Arithmetic subtest. We also give the prior year's easy CBM for benchmarking and progress monitoring. These assessments are used to determine where students are in their learning so that they are placed in the appropriate group of learners.

In planning, we are reviewing all aspects of the school including facilities usage, professional development, student engagement, technology use and infrastructure, teacher induction, small group instruction, multi-sensory instruction, STEAM education and Making instruction.

## Mission Statement

Provident Charter School is designed for children with dyslexia and other language-based learning differences to access to their potential by providing a high quality, well-rounded education that is delivered through multi-sensory instructional methods and individual learning plans. Our students move into high school prepared to succeed and confident in their own abilities.

## Vision Statement

We pledge to guide each child to his/her fullest social and academic potential. Our path also includes daily strengthening of each student's perseverance, compassion and self-control. Our ultimate goal is to prepare our students with the ability to surpass their disability and/or academic struggles.

## Shared Values

Provident Charter School believes children with dyslexia flourish in a learning community where:

the child's success is the driver of every decision

the challenges and gifts of dyslexia are deeply understood

the uniqueness of each child is honored: strengths are built upon; weaknesses are strengthened; and potential is unleashed

academic, personal and social development share equal priority

the partnership among teachers, parents and administration is a daily commitment

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## Educational Community

Provident Charter School is an urban school located in the Troy Hill area of Pittsburgh. The school is designed for students with dyslexia or other reading differences. During the 2018-2019 school year, the school will service students in grades 2, 3, 4, 5 and 6. Each year after, the school will add one grade level per year. The school will ultimately service grades 2-8. Currently the school's population comes from 35 local school districts. Many of the students transitioning to PCS have been unsuccessful in their home district due to the need for a different learning environment. The economic status of the school community is low income. PCS plans to end the year with approximately 5% in reserves. The community of Pittsburgh has strengths in technology, finance, and healthcare. The city contains companies of every size some with headquarters or a corporate presence.

With a student to faculty ratio of 6:1, PCS provides an array of multisensory and differentiated programming designed to advance students academically despite a disability or gap in education. PCS works to engage families in the education of their child. There are currently 212 students enrolled in PCS. The community has welcomed Provident Charter School wholeheartedly and supports our mission.

## Board of Trustees

Name	Office	Address	Phone	Email
Howard Cunningham	Member	397 Mingo Road Wexford PA 15090	724-934-584 5	h.scott.cunningham@pnc.com
Whitcomb David	Member	5101 Ellsworth Pittsburgh PA 15232	412-414-840 0	whitcomb@pitt.edu
Joseph Di Mario	Member	736 Fiftgenth Street Oakmont PA 15139	412-996-170 7	jdimario@earthlink.net
B Jean Ferketish	Vice President	110 Linksview McMurray PA 15317	412-519-494 3	ferkjean@pitt.edu

Roland Gargani	Treasurer	11 Parkway Center Suite 365 Pittsburgh PA 15220	412-904-2693	rgargani@globalatg.com
Curtis Kossman	President	5228 Westminster Place Pittsburgh PA 15232	412-287-4655	Curtis@kossman.com
Tyra Oliver	Member	1120 Tennessee Avenue Pittsburgh PA 15216	412-498-9825	tryaoliver8@gmail.com
Andrew Paterson	Member	97 1st Street Oakmont PA 15139	412-818-3166	andy.paterson@bnymellon.com
John Rushford	Member	2605 Nicholson Road Suite 2101 Sewickley PA 15143	412-515-8900	jrushford@cfwws.com
Daniel Sponseller	Secretary	316 Frederick Avenue Sewickley PA 15143	412-741-3058	dsponseller@sponsellerlawfirm.com

## Board of Trustees Professional Development

In 2018-19 school year the board will receive professional development for the following:

- Sunshine Act
- Right to Know Law
- Ethics Act
- Dyslexia

## Governance and Management

The Board of Trustees holds the Chief Executive Officer responsible for overseeing all operations of the school.

The Board creates the goals for the school, creates and approves policy, and approves financial and academic reports. The CEO is responsible for implementing all goals and policies approved by the board.

The Principal is responsible for the daily operations of the school, discipline and parent communications. In addition, the Principal is responsible for maintaining communication between the school and PCS' parent organization.

## Student Enrollment

Enrollment is open to all students in the grades that are currently open (2018-2019 school year - grades 2,3, 4, 5 and 6). The school holds a lottery each spring. After the lottery, a waiting list is created and PCS accepts applications on a first come, first serve basis, as long as space permits in particular grade levels. In the acceptance process, preferences are given to students in the following order: siblings of PCS students from the Pittsburgh Public School District; children who reside in the Pittsburgh School District; siblings of PCS enrolled students who reside elsewhere in the Commonwealth of Pennsylvania; and children who reside elsewhere in the Commonwealth of Pennsylvania. Proper immunization documentation, as required by PDE, is needed upon each student's entrance into the school.

### Parent Communication

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

*No files have been uploaded.*

### Registration Policy

Registration Policy

*No file has been uploaded.*

### Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

*No file has been 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
1	56	80	0	Moved, returned to home school.	0
2	135	140	0		0

### 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
1				32	48								
2				35	49	56							
3			24	32	48	58	50						

## Stakeholder Involvement

Name	Role
Lisa Auther	Elementary School Teacher - Regular Education
Kaityn Cerilli	Middle School Teacher - Special Education
Curtis Cochenhour	Community Representative
Alex Cordova	Middle School Teacher - Regular Education
Julie Ewing	Community Representative
Amber Greenwood	Ed Specialist - School Counselor
Leah Haile	Building Principal
Meagan Hlavsa	Elementary School Teacher - Regular Education
Adrian Horvitz	Parent
R. Dennis Hughes	Business Representative
Connie Joseph	Building Principal
Lauren McCoy	Ed Specialist - School Counselor
Julia Mueller	Parent
N/A N/A	High School Teacher - Regular Education
N/A N/A	High School Teacher - Regular Education
Rachel Owens	Administrator



Maria Paluselli	Administrator
Alexis Tragos	Business Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Our core classes include math, science, English language arts, social studies, and Wilson reading. Our curriculum also includes daily STEAM time. Since Provident has only been open for two full school years we are developing our curriculum in many areas including health, safety, and physical education, science and technology and engineering education, interpersonal skills, and school climate. We provide instruction in these areas, but must develop a more comprehensive pacing guide with standards alignment. We do not have any English as second language students and therefore do not have a developed English Language Proficiency course. Another area we are working to improve our career, education, and work curriculum. As we grow we will have the ability to add electives to our curriculum that include family consumer sciences and courses in arts and humanities, and have more in-depth instruction in career, education and work.

### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Needs Improvement	Needs Improvement
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Our core classes include math, science, English language arts, social studies, and Wilson reading. Our curriculum also includes daily STEAM time. Since Provident has only been open for two full school years we are developing our curriculum in many areas including health, safety, and physical education, science and technology and engineering education, interpersonal skills, and school climate. We provide instruction in these areas but must develop a more comprehensive pacing guide with standards alignment. We do not have any English as second language students and therefore do not have a developed English Language Proficiency course. Another area we are working to improve our career, education, and work curriculum. As we grow we will have the ability to add electives to our curriculum that include family consumer sciences and courses in arts and humanities, and have more in-depth instruction in career, education, and work.

### Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Our core classes include math, science, English language arts, social studies, and Wilson reading. Our curriculum also includes daily STEAM time. Since Provident has only been open for two full school years we are developing our curriculum in many areas including health, safety, and physical education, science and technology and engineering education, interpersonal skills, and school climate. We provide instruction in these areas but must develop a more comprehensive pacing guide with standards alignment. We do not have any English as second language students and therefore do not have a developed English Language Proficiency course. Another area we are working to improve our career, education, and work curriculum. As we grow we will have the ability to add electives to our curriculum that include family consumer sciences and courses in arts and humanities, and have more in-depth instruction in career, education, and work. At this time we do not have a foreign language but plan on adding one in the next two years.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent

History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

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

Provident Charter School only serves grades 2-6.

## *Adaptations*

### **Elementary Education-Primary Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **Middle Level**

#### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

#### *Unchecked answers*

*None.*

### **High School Level**

#### *Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

Currently, Provident Charter School has grades 2-6. Our core classes include math, science, Wilson Reading, English language arts, and social studies.

## Curriculum

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA standards and teachers work to use assessment to determine student achievement of the standards.

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

No areas were identified as "Needs Improvement" or "Non-Existent," although the school is in a state of continuous improvement.

#### **Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

The curriculum has been aligned to PA standards and teachers work to use assessment to determine student achievement of the standards.

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

No areas were identified as "Needs Improvement" or "Non-Existent," although the school is in a state of continuous improvement.

### 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum in grade 6 is being aligned to PA standards and teachers work to use assessment to determine student achievement of the standards.

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.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

Provident Charter School offers classes to students in grades 2-6 currently.

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.

Provident modifies and adapts the curriculum to meet the needs of its students. Students receive specially designed instruction and modifications as identified in each students' IEP.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

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

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

The administrative team is continuous in their review of classroom practices and curriculum implementation. Formal observations will be conducted with all teachers during each school year. Walkthroughs will address any areas the need improvement. Formal observations will follow Charlotte Danielson's Observation format. Teachers will submit a pre-observation



questionnaire and a post-conference questionnaire during the observation process. Observation evidence will be submitted to the teacher following the observation. Administration will use the observational process as an opportunity to provide feedback to teachers with a goal to increase learning.

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**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Provident Charter School is designed to provide multisensory instruction during English Language Arts instruction and Mathematics instruction. Assessment data is used to group students according to their academic ability. These groups are flexible in that students are moved frequently based on their achievement. Instruction is differentiated to meet the needs of the students.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Provident Charter School is designed to provide multisensory instruction during English Language Arts instruction and Mathematics instruction. Assessment data is used to group students according to their academic ability. These groups are flexible in that students are moved frequently based on their achievement. Instruction is differentiated to meet the needs of the students.

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

*This narrative is empty.*

### **High School Level**

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

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

Provident serves students in grades 2-6.

### **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.

Teachers who are hired at Provident Charter School are highly qualified. In order to best meet our students' needs, teachers are assigned to teach classes by the Principal, CEO, and Chief Learning Officer. This allows the most effective teachers to be placed with the most "at-risk" students.

## Assessments

### Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
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		X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X			
PA Core Standards: Mathematics		X	X	X		
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education		X				
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**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
The students in grades 3, 4 and 5 will take the PSSA assessments in ELA and Math. The 4th grade students will take the Science PSSA.	X	X		

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Fontas & Pinnel Benchmark Assessment is used to determine students' guided reading level.	X	X		
The Math CBM is used to progress monitor students.	X	X		

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Teacher Created Formative Assessments	X	X		

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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Woodcock Reading Mastery-Revised (subtests include Word Identification, Word Attack, and Passage Comprehension)	X	X		
WADE (Wilson Assessment for Decoding and Encoding) - Certain portions are given for diagnostic purposes at enrollment.	X	X		
The Wide Range Achievement Test (Arithmetic Subtest) is given for diagnostic purposes at enrollment.	X	X		

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed throughout the school year for rigor and to ensure they are aligned with the standards. Teachers conduct peer reviews of assessments throughout the year as well.

### *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.

It is the goal of Provident Charter School that all students will grow academically. Continuous progress monitoring and success with teacher created assessments will determine the academic progress of students.

### *Collection and Dissemination*

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

The Chief Learning Officer periodically collects and shares all assessment data with administrative team, Board of Trustees, teachers and parents. The Chief Learning Officer collects and analyzes all data from assessments and progress monitoring. During staff

development and throughout the school year on an ongoing basis, data points are shared with stakeholders to illustrate the school's progress. Teachers use these the data to drive instruction, group students, and differentiate lessons.

### *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.

Assessment information is used to drive instruction in all classrooms. Teachers identify which standards each student is struggling with and focuses on increasing their proficiency in those areas. During instruction, teachers use small group instruction to allow students to practice skills. Students are continuously progress monitored in order to determine deficiencies in skills.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X		
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X		
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.	X	X		
Instructional practices modified or adapted to increase student mastery.	X	X		

Provide brief explanation of the process for incorporating selected strategies.

Because students are instructed in small groups, teachers are able to assess students continuously and re-teach skills to individual students when needed. During lesson planning, teachers note which strategies they will use to increase proficiency on the standard. In addition, they plan for multi-sensory approaches to teaching skills to increase student achievement.

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

All strategies were selected.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

Information about summative assessments are shared frequently with parents and the community through individual meetings, letters to parents, the school's website, group meetings, the school calendar and handbook. In addition, the school complies with all media requests for articles written about student test scores.

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

All strategies were selected.

## **Safe and Supportive Schools**

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
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 also have not developed an official SAP Team, or School Resource Officer. We have plans to further develop and expand our school safety over the next few years.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling				
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	
Career Development/Planning				
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				
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				

Explanation of developmental services:

We have teams that meet regularly to support students with a variety of needs, such as academic difficulties, and behavior/attendance issues. We have a school counselor who works closely with the teachers and administration. Services include school counseling, intervention strategies for students with issues such as bullying, death, and divorce. The team is active in referral, intervention and follow-up activities. PCS provides nursing services to all students.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

*This narrative is empty.*

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Students are assessed extensively to determine their achievement level in both ELA and math. This information is used to determine strengths and needs. Instruction is then differentiated to increase student achievement.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

*This narrative is empty.*

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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				
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:

PCS has established procedures for the identification of students who are experiencing academic difficulties. Students are grouped according to their academic ability. Because students are instructed in small groups (6:1), teachers are able to adjust teaching to meet the needs of the students daily during instruction.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems				
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				
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

At PCS we strive to maintain an appropriate learning environment for all students. Behaviors that do not change despite various interventions and communication with parents are handled according to the school's discipline policy and procedures. If a child continues to display behaviors that are inappropriate and all options within the school are exhausted, an Approved Private or Partial Hospitalization Program may be considered depending on the student's mental health and behavioral needs. Upon success in the alternative program, the child is able to return back to Provident Charter School with a plan in place for support to create a culture that is supportive and therapeutic.

The counseling program's objective is to be proactive vs. reactive: to help the ever-changing child before he/she is the unchanging adult. The purpose of the counseling program is to support and meet the needs of all our students. The program is a collaborative approach with input and support from teachers, students, parents and community representatives.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings				
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*

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

### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
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?	No
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?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	No

Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	No
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Description of the responsibilities of the Charter School nurse(s)

In accordance to PDE, our school nurse conducts height, weight, blood pressure, vision, hearing, and oversees all mandated screenings.

The nurse also provides first aid and emergency care plans. The nurse makes referrals as appropriate, educates the school staff about health matters that affect students and/or staff. The nurse collaborates with all teachers, para-professionals, parents/guardians and the student's health care team, as needed, to foster maximal student success.

The school nurses work closely with the counselors, behavioral specialist, special education department, director and outside health agencies. If a child complains of a headache or stomach ache that seems to be caused by worry, stress or another emotional cause, the school nurse may refer the child to the counselor. If necessary, the school nurse will contact the administration and/or counselors for CYF reporting. The other components are: health and safety policies and environment, physical education, administer medication, nutrition services, staff wellness, an family/community involvement.

### ***Food Service Program***

Describe unique features of the Charter School meal program

Provident Charter School participates in the National School Lunch Program. Currently, breakfast and lunch are provided by Nutrition Inc. Students are provided breakfast, lunch, and two healthy snacks daily at no cost to the student.

### ***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:

Provident Charter School has established a school safety and security plan, a crisis plan, discipline, bus safety, and drug and alcohol board policies.

Anyone entering the building must first buzz-in and state their business in the building. All visitors must report directly to the office upon entering the building. The office procedure is to have all visitors sign in and out of the building and use the Raptor System prior to walking around the building.

All staff members participated in ALICE training to address violent intruders.

Administration monitors the hallways throughout the school day.

Students are escorted to the buses by their end of the day teacher.

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

**Wellness Policy**

The school wellness policy

*No file has been uploaded.*

**Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*No file has been uploaded.*

***Current School Insurance Coverage Policies and Programs*****Current Insurance Accord**

The school's current Insurance Accord

*No file has been uploaded.*

**Certificate of Liability**

The school's Certificate of Liability

*No file has been uploaded.*

**Insurance Coverage Details**

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

*No files have been uploaded.*

***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.

Provident Charter School does not provide transportation to students. The student's home school provide transportation PCS is within ten miles of the home district's border.

**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***

<b>Charter School's Code of Student Conduct</b>	<b>Answer</b>
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Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
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?	Yes
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?	No

If necessary, provide further explanation.

Parents are notified if a consequence is given regarding student conduct violations. Parents are only provided notification if the student's consequence is an out of school suspension. All other consequences are communicated verbally.

#### **Code of Student Conduct**

The school's Code of Student Conduct

*No file has been uploaded.*

#### ***Frequency of Communication***

##### **Elementary Education - Primary Level**

- Monthly

##### **Elementary Education - Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **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.

Classroom teacher meet weekly with the Chief Learning Officer, Principal, and Director of Special Education for department level meetings. Additionally, teachers and administrators meet upon request to discuss specific student needs and concerns.

### *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's holds public meetings, and advertises to the public. The Board also participates in meet the teacher night, and parent meetings at the 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

Currently, Provident does not have the programs listed in numbers 1, and 3. Provident has contracted with the YMCA to provide afterschool programs for some of our students. Parents who request a tutor for after school hours are provided with a list of recommended tutors.

### *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.

Provident Charter School does not coordinate with agencies that serve preschool age children with disabilities.

## 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Grade levels make recommendations on materials, textbooks and technology that could be used in the classroom to enhance instruction. These requests are reviewed by the Chief Learning Officer for alignment, rigor and previous success rate.

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

NA

#### 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Grade levels make recommendations on materials, textbooks and technology that could be used in the classroom to enhance instruction. These requests are reviewed by the Chief Learning Officer for alignment, rigor and previous success rate.

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

NA

### 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Grade levels make recommendations on materials, textbooks and technology that could be used in the classroom to enhance instruction. These requests are reviewed by the Chief Learning Officer for alignment, rigor and previous success rate.

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	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

Provident Charter School does not have high school levels.

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

Provident Charter School does not have high school levels.

### *SAS Incorporation*

#### **Elementary Education-Primary Level**

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

Further explanation for columns selected "

Provident Charter School has English Language Arts, Social Studies, Math, Science, and Wilson Reading Instruction. Specials classes include Physical Education, Music, Art, Computational Thinking, and Tae Kwon Do.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Provident Charter School has English Language Arts, Social Studies, Math, Science, and Wilson Reading Instruction. Specials classes include Physical Education, Music, Art, Computational Thinking, and Tae Kwon Do. Provident is incorporating an entrepreneurship curriculum during the 2018-2019 school year.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation

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

Further explanation for columns selected "

Provident Charter School has English Language Arts, Social Studies, Math, Science, and Wilson Reading Instruction. Specials classes include Physical Education, Music, Art, Computational Thinking, and Tae Kwon Do. Provident is incorporating an entrepreneurship curriculum during the 2018-2019 school year.

### High School Level

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

Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Provident Charter School has grades 2-6.

### *Fiscal Solvency Policies*

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

The Board has passed the following policies to ensure in monitor fiscal solvency: Purchases budgeted policy, Budget management and Control policy, Fiscal compliance policy, Fiscal federal compliance policy, and Budget & financial Management policy.

### *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.

Provident charter school uses CSIU (Central Susquehanna intermediate unit).

## **Professional Education**

### *Characteristics*

<b>Charter's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X		
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		
Empowers educators to work effectively with parents and community partners.	X	X		

<b>Charter's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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		
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.	X	X		
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X		
Instructs the leader in managing resources for effective results.	X	X		

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

All of our teachers, administrators and staff members are trained accordingly for their position. New teachers participate in a teacher induction program and have access to professional development various trainings throughout the school year. These trainings are also provided for administrators and staff members who have access to children. They include, but are not limited to: department/staff meetings, administrator observations, administrator feedback, special education teacher/director push in support, Wilson Reading training and certification, Dyslexia simulation, mandated reported training, etc.

Teachers complete a needs survey and administration uses data to determine yearly staff development and resources needed for interventions.

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

Provident Charter School currently enrolls students in grades 2-6.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/20/2017 All teachers completed mandated reporter training during the 2017-2018 school year.

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.

<b>Questions</b>
Not Applicable for our school entity

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.

<b>Questions</b>
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.

PCS utilizes staff surveys, data and observations to identify some of the priorities for future staff development offerings. Expectations for implementation of training is part of professional development. Moreover, the professional development focuses on instruction and foundational



practices is reinforced and evaluated during both formal classroom observations and informal walkthrough observations.

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

All strategies were selected.

### *Induction Program*

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- 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 effectively navigate the Standards Aligned System website.
- 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*

*None.*

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

At PCS, the newly hired staff members are required to attend additional professional development days for induction. The initial induction meeting orients teachers with the induction process. A review of the induction manual outlines the process. The following areas are addressed, but are not limited to the following: Pennsylvania's Teacher Code of Conduct, daily procedures, Danielson Framework for observations, technology used at PCS,

resources available, expectations, SAS portal, effective strategies and multi-sensory strategies used to increase student achievement.

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

All strategies were selected.

### *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.
- Student PSSA data.
- 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.

#### *Unchecked answers*

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

PCS utilizes staff surveys, data and observations to identify some of the priorities for future staff development offerings. Expectations for implementations for implementation of training is part of professional development. Moreover, the professional development focusing on instructional and foundational practices is reinforced and evaluated during both formal classroom observations and informal walkthroughs.

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

Not all of our students have taken the PSSAs. Some of our students are entering 3rd grade. This only our second year of running an induction program.

### *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.

All of our teachers have common preparation time, elementary certifications, and are being trained in the Wilson Reading Program. We have teachers in grades 2-6, which helps to support the need for Mentor Teachers have similar certifications and assignments.

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

Since we are a newly formed school, the induction process will need to evolve as we grow and teachers gain knowledge to become mentor teachers.

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X				
Best Instructional Practices	X					
Safe and Supportive Schools	X					

Standards	X					
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making		X		X		X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Teachers will have continued regularly scheduled meetings with the curriculum director to discuss resource materials and accommodations and adaptations for diverse learners. Multi-sensory instruction will also be a regular topic during the curriculum meetings.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

Provident has an Induction Program which outlines how new teachers will complete induction. The induction plan includes: An induction committee, on-going assessment of the induction program, and discussion points for the mentor meetings. In addition to the mentor meetings with inductees, new teachers are required to complete 4 classroom visitations to other classrooms and write a reflection. While working together, the new teacher will complete documentation outlining professional experiences and meetings with their mentor. Completed documentation will be submitted at the end of the school year.

### ***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.
- 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.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

# Assurances

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## **Brick and Mortar Charter Schools**

*No policies or procedures have been identified.*

## **Cyber Charter Schools**

*No policies or procedures have been identified.*

## **Safe and Supportive Schools**

*No policies or procedures have been identified.*

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

PCS provides its students with an educational environment that supports student learning. There is one teacher per six students or less in English Language Arts, Social Studies, Math and Science. Students are provided one hour of Wilson Reading Instruction each school day. 40 minutes per day is provided for students to complete independent work so that support is available if needed. Lessons are instructed using a multi-sensory approach.

### Accomplishment #2:

PCS provides each student with a computer or ipad. (school is 1-1).

### Accomplishment #3:

Students enrolling at Provident are entering the school with significant deficits in Reading and Math. The average student enrolls at Provident 1.0 years behind in Reading, and on average, 1.2 years behind in math. The students who have been with Provident for greater than 1 year have improved on average 2.87 grade levels in Math, and on average, 2 grade levels in Reading.

### Accomplishment #4:

A school-wide positive behavior program was implemented and committees have been formed to address various areas of the building. These areas include: hallway, restroom, recess, bus and applied learning. This program has provided a focus on positive behavior with the building.

### Accomplishment #5:

A school-wide bullying prevention program was implemented. Students are provided bullying prevention instruction on a regular basis. Opportunities are planned that provide students with an outlet to discuss bullying and prevention. Students are taught the stop strategy, bystander strategy and getting help strategy.

### Accomplishment #6:

A school-wide vocabulary program has been implemented. A word of the week is announced on the PA system each week. The definition of the word, questions relating to the word and student generated sentences are announced each week. A bulletin board showing all the vocabulary words for the year are displayed.

### Accomplishment #7:

A parent group is involved to help support the school organization and students. Parent Group officers conducted a meeting on August 20, 2018. The parent group has already conducted fundraisers which are

supporting educational and social opportunities for students such as field trips and social gatherings for students.

## Charter School Concerns

### Concern #1:

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We added 22 new staff members this year.

### Concern #2:

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Support Provident's 1-1 computer initiative.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Aligned Concerns:

We added 22 new staff members this year.

**Systemic Challenge #2** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

### Aligned Concerns:

Support Provident's 1-1 computer initiative.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Indicators of Effectiveness:

Type: Annual

Data Source: The school will administer the Woodcock Reading Comprehension assessment prior to the students start of school and at the end of the year.

Specific Targets: The students who have been with Provident for greater than 1 year will improve on average more than 2.87 grade levels in Math, and more than 2 grade levels in Reading.

### Strategies:

#### *Curriculum Mapping*

##### Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources



## ***Implementation Steps:***

### *Curriculum Coordinator Mapping Standards*

#### **Description:**

During the school years between 2018 and 2021, the curriculum coordinators will work with grade level teams to map the objectives, skills, and grade level content to the state standards. This will create a comprehensive curriculum map for our school.

**Start Date:** 9/24/2018    **End Date:** 6/11/2021

**Program Area(s):** Professional Education

#### **Supported Strategies:**

- Curriculum Mapping

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

#### **Indicators of Effectiveness:**

Type: Interim

Data Source: Curriculum mapping will help to support the development of specific course objectives and instructional practices.

Specific Targets: Provident will purchase a writing curriculum in order to develop our curriculum.

## ***Strategies:***

### *Curriculum Mapping*

#### **Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

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Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>)

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Leveled Literacy Intervention*

**Description:**

*Leveled Literacy Intervention* provides effective small-group instruction for students who find reading and writing difficult. With engaging leveled books, fast-paced systematically designed lessons, and a high level of built-in professional development, *LLI* empowers both teachers and students as together they work toward attaining reading and writing proficiency. More information can be obtained at their

website: <https://www.fountasandpinnell.com/intervention/> . The LEA feels this strategy will help address this goal because it provides students with a system of strategic actions that will help all students improve language and literacy acquisition. Here is an additional resource describing that system of strategic actions:

[https://www.fountasandpinnell.com/shared/resources/FP\\_FPL\\_Chart\\_System-of-Strategic-Actions-Wheel\\_Feb092016.pdf](https://www.fountasandpinnell.com/shared/resources/FP_FPL_Chart_System-of-Strategic-Actions-Wheel_Feb092016.pdf) .

**SAS Alignment:** None selected

*Multisensory Math I Course Strategies for Teaching All Kinds of Learners*

**Description:**

The multisensory approach is a unique way of "thinking" about teaching mathematics. This program applies Orton-Gillingham multisensory instructional strategies to mathematics. This approach fits easily with recommendations from current research and suggestions from the National Math Panel regarding instruction for struggling learners. Hands-on work with manipulative objects is recommended for all students at all ages. It enhances both concept integration and memory. This approach is especially important for LD students and those with conceptual gaps. The LEA feels that this strategy will help address this goal because of its unique approach on teaching diverse learners in an inclusive setting.

**SAS Alignment:** Instruction, Materials & Resources

***Implementation Steps:***

*Charlotte Danielson Framework*

**Description:**

During the 2018-2019 school year, the Principals will use the Charlotte Danielson Framework during observations with teachers in order to monitor teacher development.

**Start Date:** 9/4/2018    **End Date:** 6/6/2019

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Charlotte Danielson Framework

*Professional Learning*

**Description:**

During the school years between 2018 and 2021, teachers will receive professional learning on the Danielson Rubric. The rubric will be included in a pay for performance initiative.

**Start Date:** 12/12/2018    **End Date:** 6/3/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping
- Charlotte Danielson Framework

### *Leveled Literacy Intervention - Language & Literacy Acquisition*

**Description:**

During the school years between 2018 and 2021, teachers will receive training on Leveled Literacy Intervention to improve language and literacy acquisition for all students.

**Start Date:** 1/22/2019    **End Date:** 6/11/2021

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Leveled Literacy Intervention

### *Multisensory Math I Course Strategies for Teaching All Kinds of Learners*

**Description:**

During the school years between 2018 and 2021, all new math teachers will receive Multisensory Math training to gain knowledge on teaching diverse learners in an inclusive setting. The multisensory approach is a unique way of "thinking" about teaching mathematics. This program applies Orton-Gillingham multisensory instructional strategies to mathematics. This approach fits easily with recommendations from current research and suggestions from the National Math Panel regarding instruction for struggling learners. Hands-on work

with manipulative objects is recommended for all students at all ages. It enhances both concept integration and memory. This approach is especially important for LD students and those with conceptual gaps. It is however, an approach which is appropriate for all students. Evidence that the implementation step has been implemented would be from teacher observations by their designated principal.

**Start Date:** 8/13/2018    **End Date:** 6/11/2021

**Program Area(s):** Professional Education, Special Education

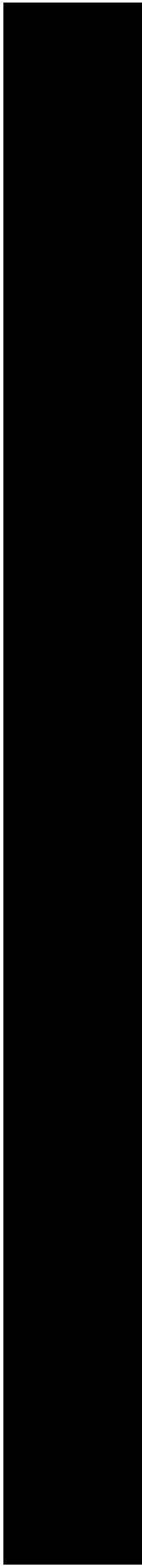
**Supported Strategies:**

- Multisensory Math I Course Strategies for Teaching All Kinds of Learners

# Appendix: Professional Development Implementation

## Step Details

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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
12/12/2018	6/3/2019	Professional Learning	During the school years between 2018 and 2021, teachers will receive professional learning on the Danielson Rubric. The rubric will be included in a pay for performance initiative.	Principals	0.5	3	15	Principals	School Entity	No

**Knowledge** Understanding of the Danielson Framework, and PDE Act 82 template.

**Supportive Research** Framework for teaching and learning.

**Designed to Accomplish**

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

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

LEA Whole Group Presentation

**Training Format**

Classroom teachers  
School counselors  
New Staff

Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)

**Participant Roles**

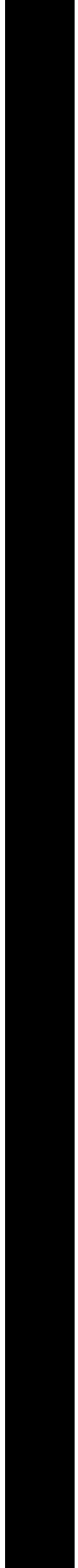
**Grade Levels**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
Classroom student assessment data  
Participant survey

Joint planning period activities

**Follow-up Activities**

**Evaluation Methods**



<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
1/22/2019	6/11/2021	Leveled Literacy Intervention - Language & Literacy Acquisition	During the school years between 2018 and 2021, teachers will receive training on Leveled Literacy Intervention to improve language and literacy acquisition for all students.	Elementary School Principal: Connie Joseph	0.7	2	10	Elementary School Principal: Connie Joseph	Individual	No
				Principal: Connie Joseph	5					

**Knowledge** Teachers receive training on a specific reading intervention program where students increase comprehension levels through guided instructed and leveled readers.

**Supportive Research** Evidence of the Fountas & Pinnell research-based practices can be further found on their website: <https://www.fountasandpinnell.com/research/>.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  
Provides leaders with the ability to access and use appropriate data to inform decision-making.



Instructs the leader in managing resources for effective results.

Series of Workshops

**Training Format**

Classroom teachers  
New Staff

Elementary - Intermediate (grades 2-5)

**Participant Roles**

**Grade Levels**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
Analysis of student work, with administrator and/or peers  
Lesson modeling with mentoring

Classroom student assessment data

**Follow-up Activities**

**Evaluation Methods**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/13/2018	6/11/2021	Multisensory Math I Course Strategies for Teaching All Kinds of Learners	During the school years between 2018 and 2021, all new math teachers will receive Multisensory Math training to gain knowledge on teaching diverse learners in an inclusive setting. The multisensory approach is a unique way of "thinking" about teaching mathematics. This program applies Orton-Gillingham multisensory instructional

strategies to mathematics. This approach fits easily with recommendations from current research and suggestions from the National Math Panel regarding instruction for struggling learners. Hands-on work with manipulative objects is recommended for all students at all ages. It enhances both concept integration and memory. This approach is especially important for LD students and those with conceptual gaps. It is however, an approach which is appropriate for all students. Evidence that the implementation step has been implemented would be from teacher observations by their designated principal.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Elementary School Principal: Connie Joseph, Middle School Principal: Leah Haile & Chief Learning Officer: Maria Paluselli	1.0	30	6	Marilyn Zecher, M.A. , CALT	Individual	Yes

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Instructors gain knowledge in the following ways:

- helping all students be successful in math
- helping teachers find ways of supporting struggling students
- informing educators about specific learning differences which can impact student performance in mathematics

### **Knowledge**

### **Supportive Research**

Differentiated instruction and multisensory learning for all students with and without learning disabilities in an inclusive and/or small group class setting.

### Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

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

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

Series of Workshops  
 Live Webinar

### Training Format

Classroom teachers  
 New Staff

Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)

### Participant Roles

#### Grade Levels

Team development and sharing of content-area lesson implementation

### Follow-up Activities

#### Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

outcomes, with involvement of administrator and/or peers  
Analysis of student work, with administrator and/or peers  
Creating lessons to meet varied student learning styles  
Peer-to-peer lesson discussion  
Lesson modeling with mentoring  
Joint planning period activities  
Journaling and reflecting

classroom environment, instructional delivery and professionalism.  
Portfolio

# Charter School Level Affirmations

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We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

## **Affirmation for Compliance with the Public Official & Employee Ethics Act**

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*