

Preparatory CS of Mathematics, Science, Tech,
and Careers

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

1928 Point Breeze Avenue
Philadelphia, PA 19145
(215)334-6144

AYP Status:	None
CEO:	John Badagliacco
Date of Local Chartering School Board/PDE Approval:	7/1/2012
Length of Charter:	5 years
Opening Date:	9/3/2013
Grade Level:	9-12
Hours of Operation:	8:00 a.m. to 2:45 p.m.
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	34
Student/Teacher Ratio:	17:1
Student Waiting List:	255
Attendance Rate/Percentage:	92.00 %
Enrollment:	580
Per Pupil Subsidy:	8067
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	64.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	28

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	94.00
Black (Non-Hispanic)	259.00
Hispanic	26.00
White (Non-Hispanic)	194.00
Multicultural	4.00

Instructional Days and Hours

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

Instructional Hours	0.00	0.00	0.00	0.00	0.00	6.25
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Planning Process

Prep Charter's improvement planning process will include all levels of staff.

1. Determine school wide goals
2. Board of Trustee approval
3. Goals discussed with staff members
4. Monthly PD days have been established to discuss information
5. Quarterly Data Review of student achievement data, special education, discipline, ELL, attendance and student withdrawal are reviewed by administrative team.
6. Staff meeting at end of the year to discuss school wide initiatives, progress and regression.
7. Administrative Review prior to August 1 to review and draft initiatives for upcoming school year.
8. Stakeholder and Board of Trustee approval for upcoming year.

Mission Statement

MISSION STATEMENT

The Preparatory Charter School of Mathematics, Science, Technology and Careers (Prep Charter High School) will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive members of society. The Prep Charter High School will simultaneously help its students achieve high academic standards and develop essential career skills while giving them extensive experiences in service to their community. In this way, the Prep Charter High School will also serve to strengthen the Philadelphia Community by deepening the commitment between the community and its young people.

Vision Statement

Our vision at Prep Charter is to provide a challenging instructional program where all members are actively engaged in real-life activities that encourage increased productivity, and better problem-solving abilities. Our vision is to promote these abilities in a positive, rigorous, and nurturing environment

thereby empowering our students to become productive members of society. Prior to the end of the 12th grade, all students must apply to college and are expected to graduate in 4-5 years.

80% of all students score proficient or advanced on Keystone Assessments (Algebra 1, Biology, and Literature) by the end of the 11th grade.

Students are expected to achieve scores at or above the national average on the ACT exam.

Continue to encourage and increase the already 86% of Prep graduates attend a 2-4 year college program or trade school.

Shared Values

We believe that all students can find success in secondary school if provided with the instruction, tools, and caring teachers to facilitate learning.

We believe that high school should be the preparation time for students' post-secondary experiences.

We believe that through early exposure to collegiate experiences, with scaffolding from supportive faculty and staff, students will identify long-term post-secondary educational goals and make plans to successfully fulfill those goals.

We believe that in a school where teachers and staff advocate high standards and provide rigorous lessons and assessments, students will advance their personal learning and achieve successes they never imagined possible before they entered Prep Charter.

Educational Community

The Preparatory Charter High School will enter its seventeenth (17th) year of operation in September as a high school located in the heart of South Philadelphia. Serving a diverse population of 600 students who come from all areas of the City of Philadelphia, Prep Charter provides a safe haven for students in an area of Philadelphia that sees a great deal of violence. The majority of our families fall below the poverty line.

Prep Charter takes an aggressive approach to preparing students for success in college. Our goal is for graduates to enter college, to stay in college, and to graduate from college. Prime components of the college prep program are a focus on transitions, on-site college experiences, and a rigorous high school curriculum for all students.

A driving philosophy of Prep Charter is to promote equity and excellence while providing high-level learning opportunities for all students. The school pays for sophomores to take the PLAN, a pre-ACT assessment, and for freshmen to take the EXPLORE, also a pre-ACT assessment. Since 2009, we have

been a test site for the national administration of the ACT and will continue as a test site in the 2014-2015 school year. In 2013-2014, Prep Charter required ninth and tenth grade students to attend Saturday labs for biology and chemistry and additionally provided a mandatory Saturday Test Prep program which offered juniors specific preparation for the ACT, the SAT, the Keystone Examinations, and college placement tests. All juniors take ACT twice in the spring of their junior year. Prep Charter's college preparatory program culminates with a dual enrollment program with the Community College of Philadelphia (CCP); students who qualify take college mathematics and/or science classes in the fall and spring semesters. It is possible for seniors to earn up to six transferable college credits before they graduate from high school. Students are monitored in their college studies by a faculty member here at school; and academic support is provided at CCP, as well.

Our Career Development Internship Program offers unique opportunities to our students in a variety of careers. Freshmen, sophomores, juniors, and select senior classes gain first-hand experience throughout the entire school year by serving as interns one day a week in a variety of professions that require college degrees. Students intern in criminal justice, education, medicine, city government, and law. Placement sites include City Hall, City Council, judges' chambers, traffic court, schools, Methodist and Pennsylvania Hospitals, The Hospital of the University of Pennsylvania, and the Criminal Justice Center.

Board of Trustees

Name	Office	Address	Phone	Email
Joe Cowgill	Member	1928 Point Breeze Avenue, Philadelphia, PA 19145	215-334-6144	jcowgill@prepcharter.org
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		Philadelphia, PA 19145		
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Ronald Tyree	Member	1928 Point Breeze Avenue, Philadelphia, PA 19145	215-334- 6144	rtyree@nphs.com

Board of Trustees Professional Development

Professional Development (Governance)

The Prep Charter Board of Trustees was trained in Robert's Rules of Order and the requirements of the Sunshine Law. Assistance in addressing legal and financial issues is provided by our attorney and our auditor(s), who attend board meetings and respond and advise on issues *ad hoc*. Faculty and staff members attend board meetings as needed to provide professional development for our board members on subject specific information. All members complete the Statement of Financial Interest as required by the Public Officials Act.

Professional Development is provided on an as needed basis, depending on new ideas, programs, grants and initiatives. Members of the staff are often invited to attend to share this information with our Board members.

Governance and Management

Prep's CEO, John Badagliacco is appointed by the Board and is responsible for the the day-to-day operations and management of the school. Our Board of Trustees meets monthly to make decisions on fiscal matters, personnel matters, facility usage, student progress, and other relevant issues as they arise. Monthly reports are presented by the CEO and the principal. Board members actively participate in school open houses, awards assemblies, graduation, and report card night conferences. The Board of Trustees maintains a working relationship with the School District of Philadelphia's School Reform Commission via written correspondence and required or invited attendance at local Board meetings. An open line of communication is encouraged and maintained.

Student Enrollment

Prep Charter High School Student Application and Enrollment Procedures

1. Most applications are given to students during high school fairs, by counselors in their elementary school, or through our public website (theprepcharterschool.org). Parents/guardians may come to the main office to acquire applications, as well.
2. All applications submitted to the school are kept on file in the archives room in paper form.
3. All students who apply for ninth grade prior to the spring lottery deadline are entered in the lottery. The only exceptions are for any sibling of a current student and children of school employees. Siblings and employees' children are automatically admitted.

4. Parents/guardians of applicants are notified by mail two weeks prior to the lottery date. The lottery is open to the public and is held in our auditorium. The lottery employs a random selection process.
5. Parents/guardians of students who are accepted remain at the school that evening to complete enrollment documents. Acceptance letters are sent to the homes of each selected student requesting that those not in attendance at the lottery come to the office within a specified time period to complete enrollment documents.
6. Letters are also sent to students who are not selected to inform them of their status. All non-selected students are placed on a waiting list.
7. After the lottery, applications for ninth grade are accepted until the fall. All applicants are placed on the waiting list. When a selected student decides not to attend, a replacement is randomly selected from the applications of the students on the waiting list.
8. Once the public lottery has been held, parents/guardians of students who were selected complete the formal enrollment packet.
9. The formal enrollment packet includes the following information:
 - a. The Pennsylvania Charter School Enrollment form, which includes student name, address(es), telephone numbers, email address(es), occupations, resident information, parental marital status, number of people in the household, income, emergency contact information, name of former school, date of withdrawal, whether the student received special education services, whether the parent/guardian has copies of the special education records, verification of birth, proof of residency, and the signature of the charter school representative, parental/guardian signature, and date of signature.
 - b. Request for student records from former school
 - c. Income verification form
 - d. Pennsylvania State Information Questionnaire
 - e. Home Language Survey
 - f. Pennsylvania School Code 13-1304A, which asks the parent/guardian for a signed statement of previous discipline action taken by a school entity for weapons, alcohol, or drug-related offenses, Act 26 form to be signed by both parent and student, and an explanation of the Act 26.
10. Prep Charter does not have a pre-screening process in place for applicants. After acceptance, incoming ninth graders take the EXPLORE, a pre-ACT assessment. The results are used to ascertain the academic needs of each incoming freshman.

11. Students who apply for our upper grades are accepted on a space available basis.
Parents/guardians complete the same enrollment packet as parents/guardians of freshmen.

Parent Communication

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

Files uploaded:

- Parent%20Communication.doc

Registration Policy

Registration Policy

DOC file 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
2013	612	580	1	Moved to another area	3

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	0	0	0	0	0	0	0	0	0	145	159	151	121

Planning Committee

Name	Role
LaWanda Burke	Ed Specialist - School Psychologist
Jack Chain	Middle School Teacher - Regular Education
Joe Cowgill	Business Representative
Renee Dougherty	Middle School Teacher - Regular Education
Sybil Eady	Elementary School Teacher - Regular Education
Allison Friedman	High School Teacher - Special Education
Chantel Harley	Community Representative
Ceil Hendrickson	Ed Specialist - School Nurse
Justin Jackson	Community Representative
Jenn Johnson	Parent
Denise Junkerman	High School Teacher - Regular Education
Jennifer Massenburg	Parent
Kevin McNally	High School Teacher - Regular Education
Mark Monaghan	Elementary School Teacher - Regular Education
Jo Ann Moore	Administrator
Fred Musilli	Business Representative
Allison Rupert	Ed Specialist - School Counselor
Karen Shannon	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary 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
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

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

We do not offer these grades.

Elementary Education-Intermediate 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,	Non Existent	Non Existent

Science and Technical Subjects		
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

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

We do not offer these grades.

Middle 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":

We do not offer these grades.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
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	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Preparatory Charter High School offers a college prep curriculum. All grade level students take the same courses. The aforementioned NE entries indicate courses that are not offered at Prep Charter.

Arts and Humanities: We offer Art at this time as an elective but do not have formal curriculum at this time.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Prep Charter High School has developed and attempted to align our curriculum with the PA state standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

We do not offer these grades.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

We do not offer these grades.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

We do not offer these grades.

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.	Accomplished
Content, including materials and activities and estimated instructional	Accomplished

time to be devoted to achieving the academic standards are identified.	
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.	Accomplished

Processes used to ensure Accomplishment:

Scope and sequence and benchmarks used to achieve

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.

Core Content courses (Math, English, Science) have a general education and special education instructor monitoring the modifications/accommodations for our special needs/physically impaired students. The special education casemanager and general education instructional leaders work closely to plan and provide the necessary modifications on testing and in the classroom environment. Casemanagers meet with grade level teams to discuss student needs. Additionally, a certified specialist addresses modifications/accommodations with our ELL population at all grade levels.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators

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

Formal and informal evaluations are a normal procedure for our administrative team. New teachers are assigned a peer/mentor teacher in his/her department. Teachers receive

walkthroughs and informal observations on a weekly basis and are formally evaluated twice per year.

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

In the school year 2013-2014, Karen J. Shannon (current Principal) attended an instructional coaching training and would like to develop a program to assist struggling teachers.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
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

We do not offer these grades

Elementary Education-Intermediate Level

Instructional Practices	Status
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

We do not offer these grades

Middle Level

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

We do not offer these grades

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Prep currently addresses the needs of gifted students by placing them in the top two classes, per grade level, based on standardized test scores.

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.

Hiring Process

1. Submit application and resume for review.
2. Certified candidates receive an in-person interview.
3. Candidates provide a description of their past work experiences, and answer competency questions.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	9.00	9.00	9.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Local Assessments

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

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:

- 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.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Mid term and end of the year exams, Keystone exams (grades 9,10), ACT, AP exam if applicable				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
reported period learning goals and objective				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Benchmarks				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Teacher developed				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				X
Building Supervisor Review				
Department Supervisor Review				X

Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				X

Provide brief explanation of your process for reviewing assessments.

Teachers submit lesson plans weekly and unit plans monthly to school administration for review. At this time, Prep Charter uses the Offices and support staff in Special Education and ELL to review assessments for identified students. Additionally, the school administration reviews all mid term and fina exams.

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.

At this point, we do not have a six year process in place for independent and objectively validating assessments.

Collection and Dissemination

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

Prep Charter administration distributes state and nation wide reports that demonstrate student academic performance in Keystones, AP exams, ACT exams, and college placments assessments.

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.

At Prep Charter, teachers and administrators spend professsional development days in the summer and throughout the year reflecting on data and aligning our curriculum. Student performance is discussed individually, by grade level and by content area.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned				X

learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				X
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

Information and data informed instruction discussed above

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

Strategies for planning and incorporating this information needs to be consistent and evaluated periodically throughout the year.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

School wide information is distributed collaboratively by school administration and offices.

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

currently supporting continued distribution

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

Peer Helper Programs: Prep Charter works closely with students and families to make recommendations for peer support in the community. There is a combined effort and expectation at Prep Charter that school security, teacher and school administration are responsible for student safety and behavior. We have ample security cameras placed in and throughout the school halls, office, lunch room, auditorium and outside school grounds.

Developmental Services

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

Health Screenings				X
Individual Student Planning				X
Nutrition				X
Orientation/Transition				X
RTII/MTSS				X
Wellness/Health Appraisal				X

Explanation of developmental services:

All such needs are performed, monitored and supervised by full time staff, administration, school nurse, security and school counselors.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

All such needs are performed, monitored or supervised by staff, administration, security, school nurse and school counselors.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				X
Community Liaison				
Community Services Coordination (Internal or External)				X
Coordinate Plans				X
Coordination with Families (Learning or Behavioral)				X

Home/Family Communication				X
Managing Chronic Health Problems				X
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

Explanation of consultation and coordination services:

All such services are performed, monitored and supervised by staff, counselors, special education teachers and coordinator and school nurse/counselors.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

Prep hires a full time certified nurse. She is responsible for examining student records, communicating with parents, teachers and school personel regarding issues, provide training and support to coaching staff and athletes if necessary (during school hours).

Food Service Program

Describe unique features of the Charter School meal program

Students are provide with daily catering for lunch services. Students also have access to water machines and snack machines.

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:

Prep has inside and outside campus security. School security, school administration, teachers, and teacher assistants are responsible for school security. We have stations in each hallway for monitoring student movement during class transitions and during scheduled classes. We frequently monitor the halls and the restrooms to make sure students are spending no time loitering and more time engaged in classroom instruction. Teachers are required to stand in the hallway during transitions and must meet and greet students at the door. All classroom doors are closed and locked during instruction. The lunchroom is supervised on a daily basis by as many as 4 employees. Technological surveillance is covered in all hallways and activity rooms. There is a positive relationship with the local police department and we attend meetings at the district police stations several time per year. If there are any community disruptions we inquire/inform the police station of this information.

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

Wellness Policy

The school wellness policy

DOC file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- MX-4141N_20150310_105229(2).pdf

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.

Students who qualify for SEPTA weekly transpasses must live 1.5 miles or more from Prep Charter. The School District of Philadelphia provides our school a list of qualified students and we distribute transpasses to students weekly. Students must be present and sign for their transpasses. A teacher is held accountable for distributing transpasses to the correct student. If a student moves during the school year and they believe they may qualify for a transpass, they must provide proof of address and we will communicate the correct address for review to the District. If a student is identified as having a need for transportation according to their IEP, the appropriate services will be contacted.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	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	Yes

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?	
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOC file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Never

High School Level

- More than once a month

Collaboration for Interventions

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

Monthly grade level and content area meetings. School guidance counselors, nurse and school administration play an important role in communicating students needs.

Community and Parent Engagement

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

The Prep Charter school board has become actively involved with promoting school activities and engaging parents in school activities by volunteering during back to school night, report card evening and attending after school extracurricular events.

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

Prep Charter teachers volunteer to provide after school events and clubs. At this time, Prep Charter is offering before and after school tutoring for students who need additional support in all content area studies (grades 9, 10, 11, 12). All 9th grade students are required to attend a one hour mandatory after school tutoring (3 days per week) to address the end of the year Keystone Exam and test preparation. This support is offered through a Ready to Learn Grant.

Additionally, Prep requires all 10th grade students to attend remediation (those who have not met with Proficiency) in Biology and Algebra I instruction after school (4 days per week, for 3 hours per day.) They also are provided instruction in test preparation and preparedness for English Composition Keystone Exam. These after school opportunities are offered as a result of a 21st Century Grant.

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.

This does not apply for our high school.

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	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.

We do not offer these grades

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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.

We do not offer these grades

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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	Non Existent

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

We do not offer these grades

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

Prep Charter works with closely with struggling learners, ELL students and IEP students to ensure the appropriate accommodations and modifications are used to meet an individual students needs.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not 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
Early Childhood Education: Infant-Toddler&arr;Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

We do not offer these grades

Elementary Education-Intermediate 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

Further explanation for columns selected "

We do not offer these grades

Middle 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 "

We do not offer these grades

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
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	Full Implementation
Family and Consumer Sciences	Level of

	Implementation is Unknown
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

We do not offer consumer science/family or economics coursework. Working toward including SAS in alternate content standards (use IEP goals). We would like to implement an Association for students in American School Counseling.

Fiscal Solvency Policies

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

The Board of Trustees adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocations throughout the fiscal year must align with the budget. The administration and board members monitor fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable.

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.

Accounting System

Prep CS accounting system is QuickBooks 2011. Its books are maintained on a fund accounting basis in accordance with GAAP. The general ledger structures and chart of accounts are in accordance with the Pennsylvania Department of Education guidelines. All transactions are posted by the Business Manager, Repice & Taylor Inc. All staff are experienced in business management and accounting. All reports are generated to comply with the state's requirements.

Professional Education

Characteristics

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

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching				

materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Teachers seeking leadership opportunities communicate to the CEO or school administrative team.

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

Prep Charter is working to address the needs of our gifted population by attending and providing professional development opportunities.

Strategies Ensuring Fidelity

- 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.

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

Professional development opportunities are provided regularly within the school year. Professional development also occurs bimonthly. Students strengths and weaknesses are addressed at grade level and department meetings. Additionally, Act 48 hours are provided and if teachers participate in all activities, they are able to meet the Act 48 credit requirements. There are also opportunities for staff members to request time to attend conferences and outside professional development opportunities. The administrative team meets regularly to discuss teacher and student needs and will make recommendations to specific teachers to attend professional development courses (online or outside locations).

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

all addressed

Induction Program

- 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.

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

Brand new teachers and teachers new to Prep Charter are required to meet prior to the new school year for The New Teachers Induction. Topics include: Introductions, Professional Responsibilities (Teachers Handbook), Professional Ethics and Professional Organizations, Act 48

development, student achievement, School Culture, Scheduling, Classroom Management and Discipline, Substitute Procedures, Discuss ELL and Special Education populations, Transdisciplinary Staff, Attendance, Lesson Planning, Career Development, Parent Communication, Grading, Online Programming, School resources, Tutoring, Safety Plan, Fire Drills, Standardized Assessments (local, state and national) and School Security in Classroom-School Grounds.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

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

New Teachers are evaluated at the beginning of the year, by a school administrator. There are formal and informal observations. Teachers mentors are available for planning and observation, if requested by the mentee. Lesson plans are reviewed by the administrative team weekly. Tests, mid terms and final exams must be submitted for approval to school administrators.

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

Keystone Exam scores will be evaluated and students will be recommended for special after school tutoring programs based on his/her score on Keystone exams.

Mentor Characteristics

- 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.

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

Selected mentors offer before and after school guidance. There are some cases where mentors and teachers can meet during common planning time, but in the case there is none, administration will provide additional substitute coverage, when needed.

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

Due to a modified block schedule and teachers that may teach multiple grade levels, it continues to be difficult to develop a regular schedule when a mentor and teacher can meet.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Teachers observations: Informal and Formal

Meetings with Teacher Mentor and Mentee to discuss strengths, weakness and needs

Informal students interviews regarding teacher performance and knowledge
Communication with ELL and Special Education Departments regarding the students being serviced
Analyze data: progress reports, report cards, and Keystone Assessment scores
Certification requirements reviewed yearly.
Act 48 credits provided for professional development
Gifted Learners recognized in top two classes at each grade level

Recording Process

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

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

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

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

development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))

- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Prep Charter continuously seeks to improve the overall education of the individual student. Our special education population has grown by 50 percent in the last 5-6 years. We are finding that more and more students who have been identified with SLD are applying to our school. We continue to discuss and arrange for appropriate accommodation and modifications to our curriculum, as needed.

Charter School Concerns

Concern #1:

Keystone Exam scores: Below Basic and Basic - demonstrating growth

Reviewing Keystone Exam Scores: Moving students from Below Basic to Basic, Basic to Proficient, and Proficient to Advanced

Concern #2:

School Safety and Security: Staff and student security is always a priority.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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.

Charter School Level Plan

Action Plans

Goal #1: Prep Charter will implement a structured plan for developing common assessments across contents.

Related Challenges:

- 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: Annual

Data Source: Local assessments, Charter and Unit Review

Specific Targets: All classrooms and content information will be structured and aligned within a particular grade level (and at all grade levels).

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Implementation Steps:

All Content Areas Providing Common Assessment

Description:

Content Teacher (at grade level) will meet to develop a common assessment (chapter, unit, midterm and final exams)

Start Date: 8/24/2015 **End Date:** 6/10/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		#1 Prep Charter will implement a structured plan for developing common assessments across contents.				Strategy #1: Common Assessment within Grade/Subject		
Start	End	Title			Description			
8/24/2015	6/10/2016	All Content Areas Providing Common Assessment			Content Teacher (at grade level) will meet to develop a common assessment (chapter, unit, midterm and final exams)			
		Person Responsible	SH	S	EP	Provider	Type	App.
		All content teachers: Math, Science, History, English, Languages	1.0	6	20	Prep Charter Staff	School Entity	No
		Knowledge	Teachers will align instruction across content areas. The staff will be allowed to analyze results and compare student progress, including strengths and weaknesses.					
		Supportive Research	Differentiating instruction for all student learners.					
		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:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
Training Format	<p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>		
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>		
Grade Levels	High (grades 9-12)		
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>		
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>		

Charter School Level Affirmations

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.

Affirmed by Michael Giangiardano on 3/15/2015

President, Board of Trustees

Affirmed by John Badagliacco on 3/11/2015

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 Preparatory CS of Mathematics, Science, Tech, and Careers 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/>

Affirmed by Michael Giangliordano on 3/16/2015

President, Board of Trustees

Affirmed by John Badagliacco on 3/16/2015

Superintendent/Chief Executive Officer