

Capital Area School for the Arts Charter School

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

150 Strawberry Square
Harrisburg, PA 17101
(717)732-8450

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Timothy Wendling
Date of Local Chartering School Board/PDE Approval:	7/1/2018
Length of Charter:	5 Years
Opening Date:	8/26/2013
Grade Level:	9-12
Hours of Operation:	7:45-2:40
Percentage of Certified Staff:	93.00 %
Total Instructional Staff:	14
Student/Teacher Ratio:	14:1
Student Waiting List:	1
Attendance Rate/Percentage:	92.30 %
Enrollment:	190
Per Pupil Subsidy:	Average of 30 districts for regular education students - \$10,425.80
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	15.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	21

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	4.00
Black (Non-Hispanic)	30.00
Hispanic	9.00
White (Non-Hispanic)	149.00
Multicultural	7.00

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	180.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	1260.00

Planning Process

Comprehensive Planning is key to long term school improvement. Capital Area School for the Arts Charter School (CASA) is committed to gathering information from all stakeholders to ensure longevity and the consistent increase of student achievement. The Comprehensive Planning/Charter Renewal committees worked together and included community members, parents, business leaders, teacher representatives, specialist representatives, and administrative representatives. The committees met at various times to discuss key aspects of the plan. All meetings were held at CASA Charter School. We began the initial planning stage in 2016-2017 with teachers, staff members, and parents. As we received more data and we moved into spring and summer, that is when we met as various smaller committees. During the summer of 2017, we began building the plan from information gathered in those committees. We adhered to a timeline in order to keep a sense of urgency and importance. Staff members, including administrative staff, along with parents will lead the charge with the academic portion of the plan, using data and proven teaching strategies to develop the vision for the next five years. Community members, parents, along with staff members were charged with adding their thoughts to the educational community and parent engagement portion of the plan. Communication occurred often via email and personal meetings. The Charter Renewal Application process guided the Comprehensive Planning process. The Comprehensive Plan mirrors the goals outlined in the Charter Renewal Application. The plan is also to be shared with the Board of Trustees and will be visible on the school website prior to submission.

Mission Statement

The mission of Capital Area School for the Arts Charter School is to provide students with a rich, rigorous, arts-infused high school program that enables them to succeed in college and careers.

Vision Statement

Capital Area School for the Arts Charter School will be the significant and innovative provider of multidisciplinary arts and academic education to creative students. It will attract the most talented and motivated students and will be a model for 21st century learning.

Shared Values

Shared Values:

- *Foster students' skills and attitudes towards developing an intrinsic motivation to learn
- *Attend to the development of the whole child (physical, intellectual, imaginative, and creative)
- *Facilitate a collaboration among members of the student community
- *Create a community of learners and teachers
- *Provide a culture for deep, critical understanding and active serious learning in both arts and academics
- *Establish guidelines for self-reflection and assessment to facilitate personal and school community growth

Capital Area School for the Arts Charter School is committed to:

- *placing students in classrooms in downtown sites in and near local arts and educational organizations.
- *employing Pennsylvania certified teachers and professional guest artists as instructors in advanced courses in the arts and academic areas, including master classes, lectures, and symposia.
- *teaching a high quality, standards-based, hybrid academic curriculum.
- *keeping classes small so that students receive differentiated and/or individualized instruction.
- *developing a 21st century learning environment.
- *creating curriculum that is based on a yearly theme.
- *offering opportunities for independent project work, portfolio development, internships, dual enrollment, and community service.
- *meeting and exceeding state standards
- *upholding an admissions process that is competitive and based on high artistic performance standards.
- *providing career counseling, including college and university admission processes.
- *offering professional development opportunities for teachers.
- *providing preparation and coaching for special academic and artistic programs.

Educational Community

Capital Area School for the Arts (CASA) Charter School considers the city of Harrisburg as part of our classroom. We are proud that our current program has 190 students with representation from Harrisburg School District, along with 29 other districts. The budget is designed to maintain and sustain the Charter School. The school will continue to add to the growth of Harrisburg as a cultural center and to the educational renaissance taking place in the capital city, joining a new community of learning that includes local colleges, studios, and high schools.

Through the facility located in Strawberry Square in Harrisburg, PA, CASA Charter School students will draw inspiration from the vibrant downtown Harrisburg neighborhood. Using the city as a classroom, the school's curriculum will focus on a different theme each year that is explored through the perspective of the students chosen area of interest, along with their academic classes. CASA Charter School opens its doors to local artists, educators, and community leaders, allowing them to instruct, motivate, and inspire the students to explore their artistic and academic talents and to express themselves creatively using their unique skills and abilities. Students will be expected to give back to the community through performances, academic contests, artwork, productions, graphic design, writing, and volunteer work. In addition, students and staff at the school will support the community by attending and participating in events in the city and surrounding areas.

The school will establish partnerships within the community, school districts, local companies, and the school will enlist their insight and commitment to providing a world class education for all children in Central Pennsylvania.

Board of Trustees

Name	Office	Address	Phone	Email
Karen Degenhart	Member	6551 New Providence Drive, Harrisburg, PA 17111	717-650-8327	doctorkarend@gmail.com
Frank Fleishman	Member	320 Indian Creek Drive	717-805-7886	ffleishman@comcast.net
Sean Galloway	President	P.O. Box 3003, Lancaster, PA 17604	717-487-6876	seandgalloway@gmail.com
Brian Griffith	Member	345 Dark Hallow Road, Shermans Dale, PA 17090	717-582-3331	bgriffit@caiu.org
Christopher Healy	Member	313 South Oak Road,	717-585-2457	chris@scotthealy.com

		Harrisburg, PA 17112		
David Herman	Member	2434 North 2nd Street, Harrisburg, PA 17110	717-877- 7011	davidherman@att.net
Connie Kindler	Member	3405 Chestnut Street, Camp Hill, PA 17011	717-215- 4075	ckindler@comcast.net
Dawn Mull	Treasurer	One HACC Drive, Harrisburg, PA 17110	717-763- 4164	dkmull@hacc.edu
Elizabeth Mullaugh	Member	100 Pine Street, Harrisburg, PA 17108	717-329- 1185	emullaugh@mcneeslaw.com
Christine Pavlakovich	Member	5910 Stephen's Crossing, Mechanicsburg, PA 17050	717-329- 8763	cmpavlakovich@comcast.net
Fina Salvo	Vice President	211 House Avenue, Camp Hill, PA 17011	717-761- 7210 x1237	fsalvo@cpabr.com
Audrey Sanders	Member	15 Maybelle Court, Mechanicsburg, PA 17050	717-805- 4774	audrey.sanders47@comcast.net
Glenn Zehner	Member	21 Cherish Drive, Camp Hill, PA 17011	717-319- 5517	gzehner21@comcast.net

Board of Trustees Professional Development

Capital Area School for the Arts Charter Schools' Board of Trustees participated in training during the application process of becoming a charter school.

During the application process, the committee supporting the application process participated in several meetings and formal trainings with the Capital Area Intermediate Unit including topics such as Board Governance, Curriculum, Special Education, Charter School Law, and other pertinent subjects.

Once the charter was approved and the board was assembled, we again partnered with the Capital Area Intermediate Unit, as well as received guidance from Dr. Glenn Zehner, a former school superintendent and board member of the Capital Area School for the Arts Charter School. As additional members were added, we were educated on Board Governance, Curriculum, Special Education, Charter School Law, as well as school policy, graduation requirements, and other subjects as needed.

On May 13, 2013, prior to our first school year, our school solicitor Joshua Pollak, Esquire from the firm Latsha Davis & McKenna, P.C., and Kevin McKenna, a partner of the law firm, covered all areas of school governance in order to be sure that we had all of the information we were required to have in order to appropriately provide oversight of the school.

The Board of Trustees of CASA will continue their education and utilize the Pennsylvania School Board Association's training programs to provide the support CASA needs to continue to succeed.

As we move into the 2019 school year and beyond, the CASA Charter School Board of Trustees will continue to seek professional development and will adhere to the required training sessions pursuant to Act 55 of 2017.

Governance and Management

The school's management structure will be as follows: The school's Board of Trustees will have general oversight authority for the school and is ultimately responsible to its authorizer and to the state for its success and lawful operation. The CEO/Principal will have day to day authority for running the school and managing its program. The CEO/Principal will oversee the school staff.

The Board will provide guidance to the school's administration, set policies, and develop strategies for achieving the school's mission. More specifically, the Board will:

- *Operate in accordance with its bylaws
- *Fulfill all its duties under applicable law
- *Approve the school's budget and arrange for an annual financial audit
- *Hire and oversee the performance of the school's Principal
- *Nominate, orient, and evaluate its own members in order to ensure that the Board is strong and capable of effectively carrying out its duties.
- *Ensure that the mission and goals of the school are achieved and that the terms of the charter are carried out.

The Board will comply with all laws and items outlined in the Charter. The Board and/or CEO/Principal will communicate necessary information to the administration/Board of the granting School District with regards to items such as enrollment, attendance, transportation, food service, etc.

Student Enrollment

The Capital Area School for the Arts Charter School Board of Trustees (Board) shall enroll school age students eligible to attend the charter school, in accordance with applicable laws and regulations, Board policy, and administrative regulations.

School age shall be defined as the period from the earliest admission age for the charter school until graduation or the end of the school term in which a student reaches the age of 21 years, whichever occurs first. The charter school offers grades 9-12.

District of residence shall be defined as the school district in which a student's parents/guardians reside.

School age resident students and eligible nonresident students shall be entitled to attend the charter school. Students will be required to submit an application.

The charter school shall not enroll a student until the parent/guardian has supplied proof of the student's age, residency, and immunizations and a completed parent registration statement included in the charter school student enrollment form, as required by law and regulations.

The charter school shall administer a home language survey to all students enrolling in the charter school for the first time.

The charter school shall not inquire about the immigration status of a student as part of the enrollment process.

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend the charter school, in accordance with Board policy.

The Principal shall annually notify students, parents/guardians, and staff about the charter school's admissions policy by publishing such policy in the student handbook, newsletter, charter school website, and other efficient methods.

The Principal shall develop and disseminate administrative regulations for the enrollment of eligible students in the charter 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
20132014	133	132	0	Transfer to another school	1
20142015	178	175	0	Transfer to another school	0
20152016	187	183	0	Transfer to another school	0
20162017	197	197	0	Transfer to another school	0
20172018	199	197	0	Transfer to another school	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
20132014	0	0	0	0	0	0	0	0	0	33	37	43	20
20142015	0	0	0	0	0	0	0	0	0	42	47	46	43
20152016	0	0	0	0	0	0	0	0	0	43	46	47	51
20162017	0	0	0	0	0	0	0	0	0	47	54	49	47
20172018	0	0	0	0	0	0	0	0	0	41	55	52	51

Stakeholder Involvement

Name	Role
Christine Baker	Ed Specialist - School Counselor
Rosemary Battista	High School Teacher - Regular Education
Robert Campbell	Elementary School Teacher - Regular Education
Jessica Christ	Middle School Teacher - Regular Education
Diana Cole	Middle School Teacher - Regular Education
Kimberly Dickerson	Elementary School Teacher - Regular Education
David Glasgow	Community Representative
Suzanne Hill	Administrator
Erica Leonard	High School Teacher - Regular Education
Jeff Lynch	Community Representative
Tori Randolph	Parent
Elizabeth Reusswig	Parent
Amanda Rhinehart	Administrator
Kenna Ryder	High School Teacher - Regular Education
Julie Segarra	High School Teacher - Special Education
Betsy Seidel	Ed Specialist - School Nurse
Calvin Weary	Business Representative
Timothy Wendling	Building Principal
Leslie Wiener	Business Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
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	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
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	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

Curriculum mapping and alignment are an on-going/refining process. Standards-based curriculum development is key to student success. Many of our classes have an online component. Students use Capital Area Online Learning Association. Those classes have been mapped and aligned. As we move into live teaching in various History classes, English classes, Biology, and Mathematics, we continue analyzing and developing our curriculum. All live-taught classes have current curriculum maps that are aligned to Core Standards. The areas that we need to focus on include refining the areas marked above as "developing." Teachers and administrators work in professional learning communities to analyze standards, materials, and curriculum to ensure all necessary topics are appropriately taught in the current time frame.

This is an on-going process and will continue over the next five years. Currently, CASA Charter School does not have students that are in need of the alternate academic standards, but our special education staff and teachers are prepared when the need arises.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

One of our professional development goals has been differentiation. Teachers work with each other, along with the special educator, to continually analyze techniques that will assist all students in learning. Our goal is to use differentiation and material awareness to assist in raising all students' achievement levels.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- 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.

Teachers are required to utilize research-based strategies in their daily lessons. This is monitored by administration and peer observations. A walk-through instrument is used that is based on the Danielson Framework. Formal observations and end of the year meetings are held for every teaching member of the faculty. Lesson plans are always available for review.

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

As the charter school expands, we are looking to implement a coaching model. Currently, teachers work with each other to monitor and improve instructional methods.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.	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.	Implemented in 50% or more of district classrooms

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

We are consistently looking at methods to ensure that instruction is meeting the needs of all learners. Differentiated instruction is an important component of our professional development plan. Teachers get to discuss what they have tried, what works, and what does not work, in

small groups, faculty meetings, professional learning communities, and during pre and post evaluation meetings.

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.

Capital Area School for the Arts Charter School looks for the most experienced and qualified teachers in order to meet the needs of all students. Extensive advertising occurs when positions are available. Level II teachers are used to mentor new teachers. Teacher expertise is examined before assigning teachers to work with, mentor, and differentiate for students who are performing below proficiency. CASA continues to advertise with diverse colleges in order to attract passionate, qualified teachers.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government	X	X				X
PA Core Standards: English	X	X	X	X		X

Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	X	X				X
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography	X	X				
Health, Safety and Physical Education		X				
History	X	X				X
Science and Technology and Engineering Education		X	X	X		
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language	X	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: *Checked 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.

Unchecked answers

- 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

Summative Assessments	EEP	EEI	ML	HS
Quizzes and Tests				X
Performance Evaluations				X
Performance and Portfolio Critiques				X
Skits and Dramatic Presentations				X

Hands-on Labs				X
Keystone Exams				X
Projects				X
Final Exams and Midterm Exams				X
Interdisciplinary Projects and Performances				X
Screenplays and Articles				X
Performance Evaluations				X
Performance and Portfolio Critiques				X
Skits and Dramatic Presentations				X
Hands-on Labs				X
Keystone Exams				X
Projects				X
Final Exams and Midterm Exams				X
Interdisciplinary Projects and Performances				X
Screenplays and Articles				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Unit Tests				X
Mid-Year Performances				X
Chapter Assessments				X
Projects and Presentations				X
Interdisciplinary Projects				X
Portfolios				X
Mid-Year Performances				X
Chapter Assessments				X
Projects and Presentations				X
Interdisciplinary Projects				X
Portfolios				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Check Lists				X
Discussion / Think Pair Share				X
Peer Teaching				X
Class Critique				X
Warm-Ups				X
Entrance and Exit Tickets				X
Oral Questioning				X
Random Reporter				X
KWL				X

Venn Diagrams				X
Journal Writing				X
Self-Evaluation				X
Discussion / Think Pair Share				X
Peer Teaching				X
Class Critique				X
Warm-Ups				X
Entrance and Exit Tickets				X
Oral Questioning				X
Random Reporter				X
KWL				X
Venn Diagrams				X
Journal Writing				X
Self-Evaluation				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test				X
Pretest				X
"K" of KWL Chart				X
Student Learning Profile				X
Student Interest Survey				X
Auditions				X
Goal Creation				X
ALEKS Math Program				X
Questionnaire				X
Pretest				X
"K" of KWL Chart				X
Student Learning Profile				X
Student Interest Survey				X
Auditions				X
Goal Creation				X
ALEKS Math Program				X
Questionnaire				X

Validation of Implemented Assessments

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

Building Supervisor Review				X
Department Supervisor Review				
Professional Learning Community Review				X
Instructional Coach Review				
Teacher Peer Review				X

Provide brief explanation of your process for reviewing assessments.

CASA Charter School works in professional learning communities to look at assessment development and data. The building Principal and Assistant Principal work with teachers in developing and analyzing assessment strategies.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Teachers collect assessment data and share with students, families, and team members. A team approach is taken to ensure quality, data-driven instruction is provided. Teachers, parents, students, and administration has access to a student information system that houses data. Data team meetings are also held to drill down to specific student needs.

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.

Data is gathered from a variety of assessment sources. Teachers, teams, and Professional Learning Communities, analyze the data in order to determine which academic standards need to be addressed with each student. Teachers use various methods to deliver this information.

Technology plays a key role. Students are able to use various online learning tools to gain a knowledge base relating to each academic standard, in addition to their assigned live, online, or hybrid academic class.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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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 learning objectives.				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
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

Teachers at Capital Area School for the Arts Charter School strive for student mastery of academic standards. Assignments and student assessments are aligned to standards, and data is then analyzed and reported in relation to the academic standards.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites				X
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
Keystone Information Night				X
College Night				X
Facebook Page				X

Facebook Page				X
Website				X

Provide brief explanation of the process for incorporating selected strategies.

Information is key. We strive to ensure consistent and frequent communication with all stakeholders, including students and families. We use the selected strategies, but are always soliciting ways to increase the flow of information. CASA frequently use SwiftReach all-calls and emails to disseminate information to parents.

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

Press releases and the media are currently used, but one of our goals is to expand this method of communication 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				
Peer Helper Programs				
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				
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:

Capital Area School for the Arts Charter School continually analyzes strategies and policies to ensure student safety. Currently, we do not have dispute management or peer helper programs. We are looking into these options to include in our overall student program. CASA continues to find ways to increase security. During the summer of 2018, security cameras were installed.

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				X
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				

Explanation of developmental services:

This narrative is empty.

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.)

Instruction is purposefully designed to meet the needs of all learners at Capital Area School for the Arts Charter School. When accepted, students are added to an advanced arts class (dance, theater, creative writing, music, film and video, visual art). Students also have the opportunity to take Honors and Advanced Placement Courses. The school strives to differentiate instruction for all learners. If students come to the school with a GIEP, teachers are provided all of the SDI's from their previous school to ensure their academic challenge and success. Chapter 16 does not apply to charter schools.

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

This narrative is empty.

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

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:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites				X
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				X
Meetings with Community, Families and Board of Directors				X
Newsletters				
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	Yes

School?	
Is a certified school nurse on the Charter School staff?	No
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?	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)

Capital Area School for the Arts has an RN on staff daily for four hours per day. The school also contracts with the intermediate unit that provides the charter school with a certified school nurse for supervisory measures throughout the year.

The nurse is responsible for the health and wellness of all students and staff members. The nurse houses all health records and ensures that all students have the correct immunizations and physicals. The nurse examines all health records and adds important information into our student information system for easy access. She also ensures that all medication policies are being followed. She communicates with parents and former districts. In addition, the nurse examines sick students, is a member of the student assistance team, and conducts mandatory screenings.

Food Service Program

Describe unique features of the Charter School meal program

Capital Area School for the Arts Charter School contracts with Harrisburg School District for its' meal program. Harrisburg School District uses SFE and they provide all of our meals on a daily basis.

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:

Capital Area School for the Arts Charter School maintains policies and procedures that provide safety and security. All staff members have obtained the proper clearances. There are visitor policies in place that protect students and staff from uninvited guests. A code of conduct is in place for students and faculty members. There are multiple security guards located within the facility. Fire drills occur at least every month. An all-hazards plan is in place and is updated yearly. Security cameras are have also been installed within the facility.

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.

School Districts located within a ten mile radius of Capital Area School for the Arts Charter School must provide transportation to their students to CASA Charter School. Each school district has a different procedure for transportation requests. A listing is retained of all schools that provide transportation to CASA Charter School, contact numbers, and procedures for obtaining transportation. Upon student registration, required transportation information is obtained from the parent. Information is then forwarded to the student's home district for the arrangement of transportation. Some districts send the bussing information directly to the student's home and others send the information to CASA Charter School for dissemination. Students who live outside the radius provide their own transportation. Currently we have no special education transportation needs. If they arrive, we will work with districts, the intermediate unit, and private transportation companies in order to provide the appropriate transportation.

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 aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the	Yes

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

No file has been uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Never

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers, administration, school counselor, special education teacher, and the nurse meet frequently to discuss students' needs and how we can assist in raising student achievement. Teachers meet weekly with each other and the special education teacher to discuss interventions, accommodations, and modifications. These same discussions occur with the school counselor and nurse. CASA Charter School has developed a Student Assistance Program which gives the school access to community liaisons with regards to interventions as well.

Community and Parent Engagement

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

The Board of Trustees along with school administration consistently strive to generate community and parent engagement. There are monthly PTO meetings, various events, college nights, performances, etc. The biggest effort is in communication. All-calls, the school website, Facebook/Twitter and letters are used to engage stakeholders and to keep them up to date on school events. There are also performances throughout the year which draw a great deal of participation from community members and parents. CASA partners with many arts organizations and other schools in the area in order to enhance community relations.

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

Capital Area School for the Arts Charter School looks to build community partnerships for students after school. Many students work with local art agencies or they participate in internships. Tutoring is offered by school staff and is available to all students.

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.

Capital Area School for the Arts Charter School does not serve preschool or elementary age students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Capital Area School for the Arts has aligned curriculum and materials from grade to grade and to core standards. Materials are available for teachers and they are aligned to curricular needs.

The school is focusing on and developing differentiation strategies that all teachers can use to benefit the varying needs of all students, including students with special 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 answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered

Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in

	50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

Currently, at this time, CASA Charter School does not have students with limited English proficiency. However, we plan to work extensively with our intermediate unit to provide these services, along with teacher support, when the need arises. CASA Charter School does not currently have students in need of alternate academic standards, but our teachers, particularly our special education staff, is able to incorporate them if needed.

Fiscal Solvency Policies

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

The Capital Area School for the Arts Charter School has created a series of Board policies to ensure and monitor fiscal solvency.

Policy 631 - Job Related Expenses - Necessary job expenses are reimbursed in a timely manner

Policy 626 - Federal Fiscal Compliance - Federal Funds are used in accordance with Federal guidelines

Policy 625 - Procurement Cards - Addresses procurement card guidelines for purchasing

Policy 622 - GASB Statement 34 - Addresses the implementation of required accounting and financial reporting by PDE

Policy 620 - Fund Balance - Addresses measurement of financial resources

Policy 619 - School Audit - Independent public accountant will conduct an annual audit

Policy 618 - Activity Accounts - Addresses the supervision of various activity accounts

Policy 617 - Internal Controls - Procedures to avoid/mitigate risk of financial loss

Policy 616 - Payment of Claims - Each bill is itemized, coded, and paid in a timely manner

Policy 615 - Payroll Deductions - Provides guidance for deductions from employee paychecks

Policy 614 - Payroll Authorization - Employment must be approved by the Board and then the Board may authorize payment of the employee

Policy 613 - Cooperative Purchasing - Outlines centralized purchasing

Policy 612 - Purchases not Budgeted - Outlines financial controls

Policy 611 - Purchases Budgeted - Purchases must be made in the best interest of the school programs

Policy 610 - Purchases Subject to Bid - Addresses the process of cooperative bidding as required by law

Policy 608 - Bank Accounts - Outlines the safeguarding of school funds

Policy 607 - Subsidy Incomes - Addresses that school districts are assessed a subsidy charge that is in accordance with School Code

Policy 604 - Budget Adoption - The Board and CEO prepare a preliminary and final budget

Policy 603 - Budget Preparation - The budget must be created to carry out the school plan efficiently

Policy 602 - Budget Planning - Outlines the plan for assessing financial needs

Policy 601 - Fiscal Objectives - Monies that are expended are utilized for the delivery of a valuable educational program

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 services for CASA Charter School are performed by Diana M. Reed and Associates (DMR). The following accounting processes exist:

Cash Receipts - Payments to the Charter School for tuition are remitted directly to DMR by the payor. The checks are endorsed and deposited, after which a DMR associate will record the deposit in the Quickbooks online system. A copy of the deposit documentation is sent to the Treasurer for review. Occasionally, checks are received in the school office for tuition payments or donations. These are provided to the Treasurer for endorsement and deposit. Supporting documentation is then remitted to DMR to be recorded in the Quickbooks online system.

Cash Disbursements - Invoices and other requests for payment are accumulated in the school office. The Assistant to the Principal and Principal/CEO compares the request to the budget, as well as CASA policies regarding bid requirements. The Assistant to the Principal and Principal/CEO will then assign a general ledger account number and forward the request to DMR to prepare the check and record in the Quickbooks online system.

Reconcilement and Financial Reporting - Each month, the CASA checking account is reconciled by a DMR associate. A separate DMR associate will then prepare the monthly reporting package of a year-to-date statement of condition and statement of changes in net assets. These statements are reviewed by the Treasurer, who presents them to the Board of Trustees at their monthly meeting.

Professional Education

Characteristics

Charter'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.				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
Empowers educators to work effectively with parents				X

and community partners.				
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Charter'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.				X
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.

Professional development is assessed throughout the year. Once and done professional development sessions are not effective. Therefore, teachers and administrator discuss in professional learning communities items that are working and items that need to be adjusted.

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

All items were selected and are taken into consideration when planning, choosing, and assessing professional development sessions.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/23/2018

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

Questions

The LEA has conducted the training on:
8/22/2018
11/24/2015

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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).

Unchecked answers

- 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.
- 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 is key to the success of any school. Teachers and administrators are given the opportunity to attend sessions that assist them in enhancing their teaching, while also providing them strategies that can be used in the classroom. It is imperative that initiatives also have in place follow up or debriefing sessions. This way we can gauge the success of the professional development along with assessing what areas are still needed.

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

We are developing processes for professional development selection and review. We need to continually monitor effectiveness and see where there are needs. The professional development committee is charged with designing and monitoring professional development sessions.

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.
- Inductees will know how to teach a high-quality, standards-based, hybrid academic curriculum.
- Inductees will know how to develop and work in a 21st century learning environment.

Unchecked answers

None.

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

The induction program is monitored monthly. Induction meetings occur with inductees, mentors, and administrators. A professional learning community is developed and ideas are shared and analyzed.

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

All of the items above 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.
- 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.
- Knowledge of successful research-based instructional models.
- Submission of inductee meeting log
- Induction committee meetings

Unchecked answers

- Student PSSA data.
- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- 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.

Teachers that are in the induction program are observed by an administrator 4 times per year, along with frequent walk-throughs. There are also monthly meetings with the inductee and mentor, along with the administrator, so the team can discuss progress, barriers, and new ideas.

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

We have not utilized an inductee survey or portfolio. However, these are items that will be added as the induction committee meeting reviews requirements. Inductees are required to keep journals and logs.

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.

Potential mentors are chosen by the administrative team. The mentors are chosen within the mentees certification field. They model continuous learning and reflection - which we share with the mentees.

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

All of the items above were selected.

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	X			

Best Instructional Practices		X	X			
Safe and Supportive Schools		X				
Standards		X	X			
Curriculum		X	X	X		
Instruction		X	X	X		
Accommodations and Adaptations for diverse learners				X		
Data informed decision making				X		
Materials and Resources for Instruction				X	X	

If necessary, provide further explanation.

No further explanation is needed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored on a yearly basis. If new requirements or initiatives are added, they are automatically added to the induction program. Feedback is sought from the induction team comprised of new teachers, mentors, and administrators.

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

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

Charter School Accomplishments

Accomplishment #1:

Students in 11th grade have consistently scored above the state average on Keystone Exams. The percentage of students who performed at the level of proficient/advanced are as follows:

2016-2017 - Algebra 78.2% / Literature 93.6% / Biology 87.2%

The SPP score for the year 2017 was 90.3. This was an increase from 68.4 in the 2013-2014 school year.

Accomplishment #2:

The PVAAS - Average Growth Indices have increased since 2013-2014. During the 2016-2017 school year, PVAAS scores were 85 in Algebra / 70 in Biology / 96 in Literature.

Accomplishment #3:

The graduation rate for CASA has consistently been above the state average. The graduation rate for 2016-2017 was 97.3%.

Accomplishment #4:

During the 2013-2014 school year enrollment was steady around 133 students. Enrollment for the 2017-2018 school year was at capacity at 200 students.

Accomplishment #5:

Comprehensive curriculum maps are in place for all major art areas and live-taught academic classes. The maps are aligned to PA Core Standards.

Accomplishment #6:

During the 2017-2018 school year, 100% of CASA juniors participated in College and Career Readiness activities. This will be expanded to all grades over the 2018-2019 school year and beyond.

Charter School Concerns

Concern #1:

Algebra Keystone Exam scores have been inconsistent. Moving forward, a system needs to be developed that will ensure success for all students enrolled in Algebra I.

Concern #2:

Internship opportunities for senior students must be increased to meet our goal of 10% participation.

Concern #3:

Chronic absenteeism has become a concern, particularly with the new calculation method. The development of a new attendance/truancy policy will assist in alleviating this problem.

Concern #4:

Many of the students are achieving at a high level, both artistically and academically. The focus needs to be on ensuring that those students continue to show growth.

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:

Algebra Keystone Exam scores have been inconsistent. Moving forward, a system needs to be developed that will ensure success for all students enrolled in Algebra I.

Internship opportunities for senior students must be increased to meet our goal of 10% participation.

Chronic absenteeism has become a concern, particularly with the new calculation method. The development of a new attendance/truancy policy will assist in alleviating this problem.

Many of the students are achieving at a high level, both artistically and academically. The focus needs to be on ensuring that those students continue to show growth.

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

Aligned Concerns:

Algebra Keystone Exam scores have been inconsistent. Moving forward, a system needs to be developed that will ensure success for all students enrolled in Algebra I.

Chronic absenteeism has become a concern, particularly with the new calculation method. The development of a new attendance/truancy policy will assist in alleviating this problem.

Many of the students are achieving at a high level, both artistically and academically. The focus needs to be on ensuring that those students continue to show growth.

Systemic Challenge #3 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Algebra Keystone Exam scores have been inconsistent. Moving forward, a system needs to be developed that will ensure success for all students enrolled in Algebra I.

Internship opportunities for senior students must be increased to meet our goal of 10% participation.

Chronic absenteeism has become a concern, particularly with the new calculation method. The development of a new attendance/truancy policy will assist in alleviating this problem.

Many of the students are achieving at a high level, both artistically and academically. The focus needs to be on ensuring that those students continue to show growth.

Charter School Level Plan

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.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Community Building within Harrisburg area via guest artist opportunities - Continue bridging the gap between arts and academics.

Specific Targets: Arts organizations within the Central Pennsylvania region will be contacted to partner with CASA.

There will continue to be an increase of interdisciplinary academic and creative work.

Type: Interim

Data Source: Family Nights / Open Houses

Specific Targets: Family Nights will be well attended - at least 60% of families

Various topics to be discussed - College, Keystones, Graduation, Performances

Family nights / Open houses will increase visibility in the community and increase the rapport between and among students, teachers, staff, and the community.

Type: Annual

Data Source: Keystone Exams

Specific Targets: Students will make at least one year's growth and pass the Keystone Exams for related courses.

Type: Annual

Data Source: Participation in Career Shadow Day

Internships

College and Career Readiness Benchmarks

Specific Targets: At least 10% of CASA students will participate in an internship during their senior year.

All juniors will participate in a Career Shadow Day.

All students will meet the College and Career Readiness Standards.

Strategies:

Meet with stakeholders

Description:

School rules, policies, and procedures are clear and consistent. These will be shared with all stakeholders including the Board of Trustees, parents, community members, and staff members. Parental involvement will be increased with the development of family nights at the school.

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

Professional Learning Communities

Description:

Professional Learning Communities will be created to discuss needs of the school with regards to gaps in curriculum, partnerships with the community, interdisciplinary activities, and partnerships with arts organizations.

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

*Collaboration with Central Pennsylvania artists***Description:**

CASA will collaborate and partner with Central Pennsylvania art organizations. CASA will increase the number of guest artist/artist in residence experiences for students.

SAS Alignment: Instruction, Materials & Resources

*CASA will increase contacts with Central PA businesses and colleges to support College and Career Readiness for all students.***Description:**

All students will meet and exceed the College and Career Readiness standards. CASA will assist with connecting students to post-secondary college and work experiences.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:*Meet with stakeholders***Description:**

Administration and teachers/parents will meet with stakeholders to create partnerships with community arts and business organizations. The school will use the comprehensive plan and charter renewal documents as a springboards for ideas.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communities

*Surveys***Description:**

Surveys will be used to gather information from families, students, teachers, and staff to gauge what the immediate needs of school are.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communities

*Goals***Description:**

Charter School goals will be monitored throughout the next comprehensive planning cycle.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communities

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Frequent common assessments

Specific Targets: 70% of the students will be proficient - baseline data - with an increase for every administration after that.

Type: Annual

Data Source: Keystone Data

Specific Targets: Students show one year growth, and pass the end of class Keystone Exam.

Type: Annual

Data Source: Remediation class success rate

Specific Targets: 70% or more of students who take a remediation class will pass the Keystone Exam on their next try.

Strategies:

Diagnostic

Description:

Diagnostic tests (CDT) will be used to ascertain students' strengths and areas of need.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Analysis of Data

Description:

CASA Charter School will schedule time for teachers and administrators to analyze assessment data to ensure the rise of student achievement.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

CDT

Description:

Classroom Diagnostic Testing will be scheduled three times throughout the year to check progress.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Diagnostic
- Analysis of Data

Data Team Meetings

Description:

Data Team Meetings will be set up monthly for all teachers to be able to analyze classroom, diagnostic, and Keystone data. We will leave each session with a plan of action as to which standards need to be further addressed.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Diagnostic
- Analysis of Data

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Common Assessments

Specific Targets: 70% or more of students will score proficient or advanced.

Type: Annual

Data Source: Keystone Exams

Specific Targets: An increase in the number of proficient and advanced students along with growth from all students.

Type: Annual

Data Source: List of research-based instructional strategies.

Specific Targets: Extensive list of instructional strategies for all teachers to share and use.

Strategies:

Research - Based

Description:

Research-based instructional strategies will be implemented across all classrooms and comprise the majority of observed practices in each classroom.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Differentiation

Description:

All classroom teachers will design standards-aligned, differentiated instruction that reflects challenging learning expectations with the integration of technology.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Accountability

Description:

The administration will hold all staff members accountable for consistent implementation of effective instructional strategies.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Strategies in all classrooms

Description:

The staff will ensure the usage of research-based instructional strategies in all classrooms. Students will be meeting and exceeding learning expectations. Teachers will be delivering rigorous standards-based lessons. Teachers will also be sensitive to diverse students while creating an inclusive learning environment.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Research - Based
- Differentiation
- Accountability

SAS

Description:

Teachers will use SAS materials and the SAS website along with differentiated instruction and technology integration. Students will be meeting or exceeding learning expectations. Teachers will utilize information from SAS and providing highly differentiated instruction that meets the needs of all learners.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Research - Based
- Differentiation
- Accountability

Special Education

Description:

Teachers will be knowledgeable of all current special education guidance. They will be given the tools to modify assignments and accommodate students with special needs.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Research - Based
- Differentiation
- Accountability

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>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.</p> <p>Strategy #1: Meet with stakeholders Strategy #2: Professional Learning Communities</p>
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Start	End	Title			Description			
7/1/2019	6/30/2022	Meet with stakeholders			Administration and teachers/parents will meet with stakeholders to create partnerships with community arts and business organizations. The school will use the comprehensive plan and charter renewal documents as a springboards for ideas.			
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Timothy Wendling, CEO/Principal	1.0	2	20	CASA Charter School Administration / Teachers / Community Arts and Business Organizations	CASA Charter School Administra- tion / Teachers / Communi- ty Arts and Business Organiza- tions	No	

Knowledge	Staff will understand the best way to partner will community organizations, businesses, and colleges. This will allow staff members the opportunity to assist students with the completion of the College and Career Readiness standards.		
Supportive Research	College and Career Readiness Standards		
Designed to Accomplish			
For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.	Empowers educators to work effectively with parents and community partners.	
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	LEA Whole Group Presentation		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	High (grades 9-12)
		School counselors	
		Grade Levels	

Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio Internships
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LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Diagnostic Strategy #2: Analysis of Data
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Start	End	Title	Description				
7/1/2019	6/30/2022	CDT	Classroom Diagnostic Testing will be scheduled three times throughout the year to check progress.				
	Person Responsible Administration and Staff	SH 1	S 3	EP 15	Provider Capital Area Intermediate Unit - School Personnel	Type IU	App. No

Knowledge	Teachers will work in professional learning communities to design best practices to address language and literacy skills. Data from the CDT will be used to drive these conversatins and data team meetings.
Supportive Research	Teachers will work in professional learning communities.
Designed to Accomplish	Data-driven instruction.

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
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.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors
	Grade Levels
	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Standardized student assessment data other than the PSSA
	Creating lessons to meet varied student learning styles		Classroom student assessment data
	Peer-to-peer lesson discussion		Review of participant lesson plans
	Joint planning period activities		

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching			Strategy #1: Research - Based Strategy #2: Differentiation Strategy #3: Accountability		
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Start	End	Title			Description			
7/1/2019	6/30/2022	Strategies in all classrooms			The staff will ensure the usage of research-based instructional strategies in all classrooms. Students will be meeting and exceeding learning expectations. Teachers will be delivering rigorous standards-based lessons. Teachers will also be sensitive to diverse students while creating an inclusive learning environment.			
		Person Responsible	SH	S	EP	Provider	Type	App.

Administration and Staff	3	1	15	Capital Area Intermediate Unit - LGBT Center of Harrisburg	Non-profit Organization	No
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Knowledge

Teachers will learn research-based strategies for addressing all-student learning.

Teachers will learn how to create an inclusive classroom where are students are valued.

Supportive Research

Research-based strategies to improve all students learning capacity.

Strategies for creating an invlusive, welcoming classroom.

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.

Empowers educators to work effectively with parents and community partners.

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation School Whole Group Presentation		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</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>Classroom student assessment data</p> <p>Participant survey</p>	

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Strategy #1: Research - Based
Strategy #2: Differentiation
Strategy #3: Accountability

Start	End	Title			Description		
7/1/2019	6/30/2022	SAS			Teachers will use SAS materials and the SAS website along with differentiated instruction and technology integration. Students will be meeting or exceeding learning expectations. Teachers will utilize information from SAS and providing highly differentiated instruction that meets the needs of all learners.		
	Person Responsible Administration and Staff	SH 4.0	S 2	EP 15	Provider CAIU / CASA Charter School	Type IU	App. Yes

Knowledge Teachers will gain the knowledge to integrate technology and best practices into all lessons.

Supportive Research Differentiation will be the professional development goal. All students will receive appropriate instruction based upon their needs.

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.

Empowers educators to work effectively with parents and community partners.

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities	Grade Levels	High (grades 9-12)
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</p> <p>Strategy #1: Research - Based Strategy #2: Differentiation Strategy #3: Accountability</p>
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Start	End	Title			Description			
7/1/2019	6/30/2022	Special Education			Teachers will be knowledgeable of all current special education guidance. They will be given the tools to modify assignments and accommodate students with special needs.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Timothy Wendling, Julie Segarra	3.0	1	20	Capital Area Intermediate Unit	IU	No

Knowledge

Teachers will learn best practices to ensure all students' needs are met and that all students are making academic progress.

Supportive Research

Teachers will take away best practices regarding discipline, Positive Behavior Interventions and Supports, appropriate modifications for learning, and how to work with a student experiencing mental health obstacles or trauma.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

Grade Levels

High (grades 9-12)

Follow-up Activities

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

Analysis of student work, with administrator and/or peers

Evaluation Methods

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

Standardized student assessment data other than the PSSA

Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion

Classroom student assessment data
Review of participant lesson plans

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.

No signature has been provided

Board President

No signature has been provided

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 Capital Area School for the Arts Charter School 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

Board President

No signature has been provided

Superintendent/Chief Executive Officer