Capital Area School for the Arts Charter School

Charter School Plan

07/01/2015 - 06/30/2018

Charter School Profile

Demographics

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

AYP Status:	None
CEO:	Timothy Wendling
Date of Local Chartering School Board/PDE Approval:	7/1/2013
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:	13
Student/Teacher Ratio:	14:1
Student Waiting List:	27
Attendance Rate/Percentage:	92.30 %
Enrollment:	180
Per Pupil Subsidy:	Average of 29 districts for regular education students - $9194.14
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	13.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	8

Student Profile

Group	Student Count
American Indian/Alaskan Native	2.00
Asian/Pacific Islander	3.00
Black (Non-Hispanic)	33.00
Hispanic	10.00
White (Non-Hispanic)	118.00
Multicultural	14.00

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 committee includes community members, parents, business leaders, teacher representatives, specialist representatives, and administrative representatives. The committee will meet at various times to discuss key aspects of the plan. All meetings will be held at CASA Charter School. We began the initial planning stage last autumn 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. As soon as autumn arrived in 2014, we began building the plan from various information gathered in those committees. We have 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 deveop the vision for the next three 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 occurrs often via email and personal meetings. All members of the planning committee are informed so that everyone is on the same page and working toward the same goal. 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 180 students with representation from

Harrisburg School District, along with 28 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 committment to providing a world class education for all children in Central Pennsylvania.

Board of Trustees

Name	Office	Address	Phone	Email
Victoria Chambers	Member	220 South 18th Street, Camp Hill, PA 17011	717-329-4956	chambers220@verizon.net
Sean Galloway	Treasurer	2875 Sunset Drive, Camp Hill, PA 17011	717-487-6876	seandgalloway@gmail.com
Perrise Hatcher	Member	2500 Elmerton Avenue, Harrisburg, PA 17177	717-541-7206	perrise.hatcher@capbluecross.com
David Herman	Secretary	2434 North 2nd Street, Harrisburg, PA 17110	717-877-7011	davidherman@att.net
Lois Lehrman Grass	Member	2000 Crums Mill Road, Harrisburg, PA 17110	717-652-2552	llehrmang@msn.com
Elizabeth	Vice	100 Pine	717-	emullaugh@mwn.com

Mullaugh	President	Street, Harrisburg, PA 17108	237-5243	
Christine Pavlakovich	Member	5910 Stephen's Crossing, Mechanicsburg, PA 17050	717-691-0862	christine.pavlakovich@mymetrobank.com
Audrey Sanders	Member	15 Maybelle Court, Mechanicsburg, PA 17050	717-732-6390	ahanna8000@aol.com
David Skerpon	Board Chair	2500 Elmerton Avenue, Harrisburg, PA 17177	717-439-4346	david.skerpon@capbluecross.com
Caryn Watson	Member	2027 Chestnut Street, Harrisburg, PA 17104	717-514-4151	cate4u@gmail.com
Glenn Zehner	Member	21 Cherish Drive, Camp Hill, PA 17011	717-737-3043	gzehner21@comcast.net

Board of Trustees Professional Development

The Capital Area School for the Arts Charter Schools' Board of Trustees participated in training during the application process of becoming a charter school, since the school has opened, and plans to continue education to ensure the school continues to succeed in the future. The process began in the winter of 2012 and continued after the Harrisburg School District approved the charter.

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 a board member, Dr. Glenn Zehner, a former school superintendent and board member of the Capital Area School for the Arts Charter School. As the committee turned into a board and additional members were added, we again 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.

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 Principal will have day to day authority for running the school and managing its program. The 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 layed out in the Charter. The Board and/or Principal will communicate necesarry information to the administration/Board of the granting School Disctict 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.

Files uploaded:

- Audition Application.pdf
- Application and Admission and Lottery.pdf
- Application Timeline for 2015.docx
- Registration Information.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
20132014	133	132	0	Transfer to another school	1

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

Planning Committee

Name	Role
Chelsea Audet	Secondary School Teacher - Regular Education
Christine Baker	Ed Specialist - School Counselor
Rosemary Battista	Secondary School Teacher - Regular Education
T.J. Boyer	Secondary School Teacher - Regular Education
Barbara Bradigan	Ed Specialist - School Nurse
Vicki Chambers	Parent
Jessica Christ	Secondary School Teacher - Regular Education
Diana Cole	Secondary School Teacher - Regular Education

Mike Greenwald	Business Representative
Suzanne Hill	Administrator
Ellen Hughes	Community Representative
Erica Leonard	Secondary School Teacher - Regular Education
Kristen Milke	Business Representative
Melissa Nicholson	Community Representative
Lori Rogers	Parent
Kenna Ryder	Secondary School Teacher - Regular Education
Julie Segarra	Secondary School Teacher - Special Education
Timothy Wendling	Administrator

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
Common Core Standards: English Language Arts	Not answered	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
Common 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
Common Core Standards: English Language Arts	Not answered	Not answered
Common Core Standards: Literacy in History/Social	Not answered	Not answered

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

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

Curriculum mapping and alignment are an on-going process. As a second year charter school, 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. The areas that we need to focus on include incorporating the areas marked above as "needs improvement" into our other developing classes. 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 three 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

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Not answered

studies to be achieved by all students are identified for each subject area.	
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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards	Developing

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

As we begin year two of the charter school, it is imperative that teachers are designing lessons that are meaningful, purposeful, and address the core standards. Through professional learning communities, we look at unit/lesson essential questions, materials, activities, assessment, and interdisciplinary content to analyze effectiveness and to see which areas need improvement. Like all other aspects , this is an on-going process.

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 for the year is differentiation. Teachers work with representatives of the intermediate unit 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
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review
- Administrators

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

Teachers are required to utilize researd-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 and representatives from the intermedicate unit 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	Not answered

gifted students.	

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

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

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 postiions are available. Level II teachers are used to mentor new teachers. Teachers expertise is examined before assigning teachers to work with, mentor, and diffentiate for students who are performing below proficiency.

Assessments

Local Graduation Requirements

Course Completion	2015–2016	2016–2017	2017–2018
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	1.00	1.00	1.00
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				
Civics and Government	X	X				
Common Core Standards: English Language Arts	X	X	X	X		
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	X	X				
Common Core Standards: Mathematics		X	X	X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History	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				

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Independently validated local assessments.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Algebra I
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Independently validated local assessments.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Biology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Independently validated local assessments.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Performance Evaluations				X
Performance and Portfolio Critiques				X
Skits and Dramatic Presentations				X
Hands-on Labs				X
Keystone Exams				X

	EEP	EEI	ML	HS
Projects				X
Final Exams and Midterm Exams				X
Interdisciplinary Projects and Performances				X
Screenplays and Articles				X
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

Benchmark Assessments

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

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
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				
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				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
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
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

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 works 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
Assessment results are reported out by PA				X

assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				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
College Night				X

Facebook Page				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.

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

We are looking to develop a quarterly newsletter. Press releases and the media are currently used, but one of our goals is to expand this method of commuication 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				
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 incluide in our overall student program.

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

Explanation of developmental services:

Capital Area School for the Arts is looking to expand its guidance, health , and wellness curricula through meetings held with the student assistance team.

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:

In our second year, CASA Charter School is in the developmental stages of the Student Assistance Program. Staff members have been trained, and we are now setting up the committe and preparing protocols.

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 School?	Yes
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 LPN on staff daily for four hours per day. The school also contracts with the intermediate unit who 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 the Nutrition Group 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 multpile security guards located within the facility. Fire drills occur at least every month. An all-hazards plan is in place and is being updated to provide procedures for various types of emergencies.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- CASA WC.pdf
- CASA Package Policy.pdf

Transportation

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

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 procecedures 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 safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

Not Answered

Elementary Education - Intermediate Level

Not Answered

Middle Level

Not Answered

High School Level

- Monthly

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 is also developing a Student Assistance Program which will give us access to community laisons 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, 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.

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 after school 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.

This narrative is empty.

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

Provide explanation for processes used to ensure Accomplishment.

Capital Area School for the Arts is in the process of aligning curriculum and materials from grade to grade and to core standards. Materials are available for teachers, most 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.

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
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered

Common 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
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common 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	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of

	district classrooms
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	Implemented in 50% or more of district classrooms

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 625 - 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 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 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. These are provided to the Treasurer on a regular basis for payment. The Treasurer compares the request to the budget, as well as CASA policies regarding bid requirements. The Treasurer 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. In cases when a quick turnaround is required, the Treasurer will write the check; however, the Treasurer may not sign checks. To ensure this, he is not listed as an authorized signor with the bank. When the Treasurer writes checks, they are signed by the school CEO/Principal. Supporting documentation is then forwarded to DMR to 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 School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				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 and community partners.				X

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

The charter school designs a professional development plan that meets the needs of teachers to ensure that they are meeting the needs of students. Surveys are given to the teachers yearly to assess the need for various professional development opportunities. The focus at the charter school during the first three years is on the development and usage of research-based instructional strategies, differentiation to meet the needs of all learners including advanced and special education students, and teaching in the 21st century with the integration of technology.

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

This narrative is empty.

Strategies Ensuring Fidelity

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

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

Strategic implementation of professional development activities is the key to raising student achievement. It is imperative that the administration monitors fidelity via walk-throughs, data dialogue meetings, formal and informal observations, and conversations. Teachers and administration have consistent discussions focusing on the implementation of various strategies to ensure student achievement.

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

Moving forward, the goal is to develop implementation checklists to monitor fidelity. The hope is, that through strategic evaluation, we can monitor activities, strategies, and track their direct impact on raising student achievement.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- 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.

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

Inductees will be introduced to the year long process at the beginning of the year faculty meetings. They will be assigned a qualified mentor that will work with them throughout the year. Inductees will meet with the principal and mentors monthly for a professional development session. Throughout each month, the inductees are required to frequently meet with and observe their mentor teachers. They are to keep record on the inductee-mentor log and discuss these interactions at the monthly meeting with the principal. These characteristics

are monitored long-term through professional learning community meetings, walk-throughs, data-analysis, and formal evaluations.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by 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

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

The above tools are utilized to assess the needs of inductees. Communication is the key in determining strengths and areas for improvement. Many of these tools are used throughout the year and discussed at monthly (if not more frequently) induction professional learning community meetings.

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

The charter school plans to expand the inductee journal into a portfolio. This way, we will have ample evidence of the success of the induction plan. Teachers and administrators will hold effective and purposeful conversations surrounding the protfolio. In addition, new teacher surveys will be distributed to ensure that all needs are being met.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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.

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

Potential mentors are chosen from a pool of effective, experienced, and dedicated teachers. Potential mentors meet with the Principal to discuss the necessary qualitites and qualification for becoming a mentor. Mentors become part of a professional learning communtiy including the Principal, other mentors, mentees, and other staff members. Mentors are given a guidebook discussing potential strategies to discuss and use when working with a new teachers. Mentors understand that this is an important role and that they must be committed to the induction program.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X	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.

Many of the induction topics above are developed around the Standards Aligned Systems as the focal point.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Professional educators in the induction program are committed to gaining knowledge regarding standards, the usage of effective strategies, assessment development, data-driven instruction, differentiation, and how to teach 21st century learners. Inductees are encouraged to work closely with their mentors in developing these skills. Teachers observe each other, coach each other, and work on developing skills with each other. Induction meetings occur monthly with the Principal. This is used as a professional development session and a professional learning community used to share ideas. Inductees and mentors are required to maintain logs and collect evidence to show development and experience in each of the items listed above. This log is used as a conversation starter for monthly meetings. The paperwork is all turned into the Principal at the end of each year for evaluation.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- 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 Administrator on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))

- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))

- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))

- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))

- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))

- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))

- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))

- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))

- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Students in 11th grade that took the Keystone Literature Exam which is counted for Federal Accountability overall did well. The percentage of students that scored proficient or advanced was 80.56. There is still room for improvement, but this shows that the pedagogy and curriculum that is being used is producing student achievement. Students in 10th grade that took the Keystone Literature Exam also did well. The percentage of students that scored proficient or advanced was 86.

Accomplishment #2:

The attendance rate for Capital Area School for the Arts Charter school during the 2013-2014 school year was 92.3%. Our goal for our first year as a charter school was 90%.

Accomplishment #3:

The graduation rate for 2013-2014 was 95%. Nearly 100% of graduated students went on to attend a post-secondary educational institution.

Accomplishment #4:

During the 2013-2014 school year enrollment was steady around 133 students. Enrollment for the 2014-2015 school year and beyond is projected to be steady at 180 or progress to 200.

Accomplishment #5:

Comprehensive curriculum maps are in place for all major art areas offered.

Charter School Concerns

Concern #1:

54.29% percent of students in 11th grade scored proficient or advanced on the Algebra I Keystone Exam. Algebra I is also a concern for students in all grades that participated in the Algebra Keystone Exam.

Concern #2:

56.76% percent of 11th graders that participated in the Biology Keystone Exam scored proficient or advanced. Biology is also a concern for all grades that participated in the end of course Biology Keystone Exam.

There is a large achievement gap noticed between various subgroups of students. This needs to be an area of focus moving forward.

We did not have a Keystone Exam participation rate of 100%. That is our goal moving forward.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #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:**
>
> There is a large achievement gap noticed between various subgroups of students. This needs to be an area of focus moving forward.
>
> We did not have a Keystone Exam participation rate of 100%. That is our goal moving forward.

Systemic Challenge #2 *(System #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:**
>
> 54.29% percent of students in 11th grade scored proficient or advanced on the Algebra I Keystone Exam. Algebra I is also a concern for students in all grades that participated in the Algebra Keystone Exam.
>
> 56.76% percent of 11th graders that participated in the Biology Keystone Exam scored proficient or advanced. Biology is also a concern for all grades that participated in the end of course Biology Keystone Exam.
>
> There is a large achievement gap noticed between various subgroups of students. This needs to be an area of focus moving forward.

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

Aligned Concerns:

54.29% percent of students in 11th grade scored proficient or advanced on the Algebra I Keystone Exam. Algebra I is also a concern for students in all grades that participated in the Algebra Keystone Exam.

56.76% percent of 11th graders that participated in the Biology Keystone Exam scored proficient or advanced. Biology is also a concern for all grades that participated in the end of course Biology Keystone Exam.

There is a large achievement gap noticed between various subgroups of students. This needs to be an area of focus moving forward.

Systemic Challenge #4 *(System #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:

54.29% percent of students in 11th grade scored proficient or advanced on the Algebra I Keystone Exam. Algebra I is also a concern for students in all grades that participated in the Algebra Keystone Exam.

56.76% percent of 11th graders that participated in the Biology Keystone Exam scored proficient or advanced. Biology is also a concern for all grades that participated in the end of course Biology Keystone Exam.

There is a large achievement gap noticed between various subgroups of students. This needs to be an area of focus moving forward.

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 a standards aligned curriculum framework across all classrooms for 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: Annual

Data Source: Community Arts Organization Night and Advisory Board - Continue bridging the gap between arts and academics.

Specific Targets: The organization will be created. Meetings will be comprised of all stakeholders. There will be an increase of interdisciplinary academic and creative work.

Type: Annual

Data Source: Family Nights will occur monthly.

Specific Targets: Family Nights will be well attended (at least 60 % for the first year).

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

Family nights 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

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 Communitites

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

Implementation Steps:

Meet with stakeholders

Description:

Adminstration will meet with stakeholders to create the Community Arts Organization. Use the comprehesive plan as a springboard for ideas.

Start Date: 12/1/2014   **End Date:** 10/31/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communitites

Surveys

Description:

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

Start Date: 12/1/2014   **End Date:** 10/31/2017

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

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communitites

Goals

Description:

A series of acadmic and community goals will be developed with the committee.

Start Date: 12/1/2014   **End Date:** 10/31/2017

Program Area(s): Student Services

Supported Strategies:

- Meet with stakeholders
- Professional Learning Communitites

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 a standards aligned curriculum framework across all classrooms for 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: 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 scheule 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 during three times throughout the year to check progress.

Start Date: 12/1/2014   **End Date:** 10/31/2017

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: 12/1/2014   **End Date:** 10/31/2017

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 a standards aligned curriculum framework across all classrooms for 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: Common Assessments

Specific Targets: 70% or more of students will score proficient or advanced on Common Assessments throughout the year.

Type: Annual

Data Source: Keystone Exams

Specific Targets: Over 70% of students will score proficient or advanced on Keystone Exams.

Type: Interim

Data Source: Curriculum Maps

Specific Targets: All curriculum maps will be complete and standards-aligned.

Strategies:

Curriculum

Description:

The curricula for all courses and content areas clearly deliniate what students are supposed to know and be able to do. There will be writtem competencies for all courses.

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

Alignment

Description:

The curricula for all courses and content areas for will be aligned to core standards.

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

Interventions

Description:

All students will have the opportunity to demonstrate proficiency in a grade-level core curriculum, supported with interventions as needed.

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

Implementation Steps:

Written Compentencies

Description:

Ensure that all teachers have access to written core competencies - Competencies will be developed in team meetings and distributed to teachers.

Start Date: 12/1/2014   **End Date:** 12/31/2017

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

Supported Strategies:

- Curriculum
- Alignment
- Interventions

Training and materials

Description:

Ensure all teachers receive the proper training and materials to deliver the course competencies and curriculum along with the ability to provide needed interverntions through technology or other means.

Start Date: 12/1/2014   **End Date:** 10/31/2017

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

Supported Strategies:

- Curriculum
- Alignment
- Interventions

Goal #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

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:

Researched - 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.

Start Date: 12/1/2014   **End Date:** 12/1/2017

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

Supported Strategies:

- Researched - Based
- Differentiation
- Accountability

SAS

Description:

Teachers will use SAS materials and the SAS website along with differentiated instruction and technoogy 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: 12/1/2014   **End Date:** 12/1/2017

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

Supported Strategies:

- Researched - Based
- Differentiation
- Accountability

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 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: Researched - Based Strategy #2: Differentiation Strategy #3: Accountability

Start	End	Title	Description
12/1/2014	12/1/2017	SAS	Teachers will use SAS materials and the SAS website along with differentiated instruction and technoogy 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	SH	S	EP	Provider	Type	App.
Administration and Staff	4	2	15	CAIU / CASA Charter School	IU	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.

	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.
For school and district administrators, and other educators seeking leadership roles:	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 School Whole Group Presentation Department Focused Presentation Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

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

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

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 or 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

President, Board of Trustees

No signature has been provided

Chief School Administrator

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

President, Board of Trustees

No signature has been provided

Chief School Administrator