

Howard Gardner Multiple Intelligence CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

1615 East Elm Street
Scranton, PA 18505
(570)941-4100

| | |
|--|--------------------|
| Federal Accountability Designation: | Focus |
| Schoolwide Status: | Not Provided |
| CEO: | Marie George |
| Date of Local Chartering School Board/PDE Approval: | 4/18/2012 |
| Length of Charter: | 5 years |
| Opening Date: | 7/1/2012 |
| Grade Level: | Kindergarten - 8th |
| Hours of Operation: | 8:15 am - 3:15 pm |
| Percentage of Certified Staff: | 90.60 % |
| Total Instructional Staff: | 22 |
| Student/Teacher Ratio: | 20:1 |
| Student Waiting List: | 100 |
| Attendance Rate/Percentage: | 93.50 % |
| Enrollment: | 259 |
| Per Pupil Subsidy: | 10460.95 |
| Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: | 19.60 % |
| Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: | 13 |

Student Profile

| Group | Student Count |
|--------------------------------|---------------|
| American Indian/Alaskan Native | 0.00 |
| Asian/Pacific Islander | 4.00 |
| Black (Non-Hispanic) | 12.00 |
| Hispanic | 8.00 |
| White (Non-Hispanic) | 198.00 |
| Multicultural | 0.00 |

Instructional Days and Hours

| Number Of | K (AM) | K (PM) | K (FT) | Elementary | Middle | Secondary |
|-----------|--------|--------|--------|------------|--------|-----------|
|-----------|--------|--------|--------|------------|--------|-----------|

| | | | | | | |
|---------------------|------|------|--------|--------|--------|------|
| Instructional Days | 0.00 | 0.00 | 180.00 | 180.00 | 180.00 | 0.00 |
| Instructional Hours | 0.00 | 0.00 | 984.50 | 984.50 | 984.50 | 0.00 |

Planning Process

The Charter School Comprehensive Plan 2018-2021 was formulated with input from all stakeholders - board, faculty, staff, parents, business and community representatives. Ten focus groups were held that reached a total of 68 individuals including 33 employees and 26 parents. A content analysis, based upon input from focus groups, identified prevailing patterns and major findings. This information led to the identification of important School concerns that were then ranked by faculty and staff. The highest rated priority items influenced the selection of the two priority systemic challenges.

For the past five years, considerable progress was made towards the achievement of priority systemic challenges (Goals 2 & 3) and in this report, the School's accomplishments are listed. With this Plan, two different priority goals (4 & 5) were selected based upon input and evidence.

For the duration of this planning cycle (2018-2021), the following process will guide both oversight and implementation. A stakeholder committee will serve as the Comp Plan Committee (CPC) with members listed in this report. The Comp Plan Committee will meet on a bi-monthly basis to monitor and assess the School's progress in achieving the Plan's goals. Further, the CPC will be assisted by four sub-committees that be more directly involved in the implementation of the plan's goals. Sub-committees include Curriculum Development, Student Outcomes, Professional Development and Organizational Development with members selected from the CPC and internal stakeholders, as appropriate. The CEO and/or Principal will convene these meetings.

The CEO will provide regular updates on the comprehensive plan, annual improvement plans and annual reports to the Board of Directors, employees and parents.

Mission Statement

The mission of the HGMICS is to provide an alternative approach to education, which taps the potential of each child, through the cultivation of his or her multiple intelligences. This approach emphasizes the diverse abilities of children and the need to assess learning using multi-dimensional evaluations. By focusing on project-based experiences and real world application of knowledge, we aim to empower our young people to become independent, self-directed learners, who proactively problem-solve to positively change the world.

Vision Statement

Our vision for HGMICS coalesces an empowering learning theory (multiple intelligences) with an equally inspiring school setting, wherein our students bolster their intellectual development through authentic learning experiences utilizing the natural environment.

Shared Values

Our philosophy of education centers on our belief that education is a social justice issue. In a just school environment students are valued for their potential, not simply their accomplishments. And to that end, each child is given the time and resources to develop and demonstrate that potential. We believe that each child possesses multiple intelligences, through which they may acquire knowledge and develop skills. Therefore, it is essential to provide constructivist instructional experiences, through which all of our students may fully explore a variety of ways to identify and investigate problems. In turn, we believe that educational settings must be designed to promote multiple experiential opportunities for students to bolster diverse intellectual, emotional, and social skill sets. Our commitment to integrating outdoor and apprenticeship educational components in our program of study is emblematic of our commitment to providing authentic learning modalities that inspire our students' sense of connection to and stewardship of their local and global communities.

Additionally, our philosophy is based on the concept of teamwork and partnership, where staff members, parents, students, and community members are able to join together in an effort to recognize that each of us has unique talents. Together we strive to make the school a safe place where we are able to share ideas and talents in an effort to foster a continuously enriched and dynamic learning environment and school community.

Educational Community

The educational community encompassed by the Howard Gardner Multiple Intelligences Charter School is delineated by our status as a regional charter school, serving the Abington Heights and Scranton school districts. This delineation is enhanced due to the school's population being drawn from the larger NEPA region. This has come about because the school originally was a private educational site for more than 30 years and has attracted students from the 14 surrounding districts. In our first year as a charter the student population includes holdovers, or "founders", remaining from its years as a private school. The region from which the school draws its population is rather homogeneous. Scranton is a mid-sized Class 2A city with a population of 76,000 (approx.). The greater Lackawanna County region that represents the rest of the demographic described by our educational community has a population of approximately 220,000. The Abington area is a suburb of Scranton, which serves as the county seat and economic and cultural service center for the region. According to 2010 census data the region is predominately white-caucasian (84%), is aging (16% 65 years or older), and economically challenged. The Scranton area has higher rates of persons living in multi-family structures (renters), and lower percentages of home ownership versus the statewide demographic (54% vs. 71% in PA). In Scranton, both high school graduates and college graduates lag behind the state averages.

The region has grown from its past history as a coal mining region and has adapted into a light manufacturing and service center. Scranton has a large portion of the regional non-profits (hospitals, school, charitable organizations) located within the city proper. There are three hospitals, three rather large colleges and universities and several smaller post secondary schools. Despite the fact that the public districts surrounding it are very good educationally, Howard Gardner Charter offers the community a public option which is different in philosophy and in its focus from the other districts in the area. Gardner's approach is more individualized, offers smaller class sizes, features outdoor curricula, and has year around options. The acceptance of these educational enhancements within the broader community is evidenced by the high interest among parents to gain admission for their children. In its application year, the school was able to collect thousands of supporting signatures to advocate for its charter. In addition, more than 95% of students enrolled in the school when it was private elected to remain once it received the charter. Today more than 200 students are on a waiting list for acceptance, a fact which has prompted the school to find a larger site.

To conclude, the Howard Gardner Charter has been accepted as a viable educational option by the community it serves, and the school, for its part, reflects the growing demand by families for a school that is in harmony with its environs while offering programmatic options not found in other public or private schools.

Board of Trustees

| Name | Office | Address | Phone | Email |
|------------------|----------------|--|--------------|----------------------------|
| John Ezbiansky | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | john.ezbiansky@myhgsd.com |
| Laila Kane | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | laila.kane@myhgsd.com |
| Amy Kenton | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | amy.kenton@myhgsd.com |
| Clarence Lamanna | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | clarence.lamanna@gmail.com |
| Frances Langan | Vice President | 1615 East Elm Street, | 570-941-4100 | frances.langan@myhgsd.com |

| | | | | |
|-------------------------|-----------|---|--------------|-----------------------------|
| | | Scranton, PA 18505 | | |
| Louis Nivert | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | louis.nivert@myhgsd.com |
| John Ruddy | Secretary | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | john.ruddy@myhgsd.com |
| Susan Trussler | President | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | susan.trussler@myhgsd.com |
| Stephanie Westington | Member | 1615 East Elm Street, Scranton, PA 18505 | 570-941-4100 | susan.westington@myhgsd.com |

Board of Trustees Professional Development

New board members were provided an orientation to the School and Board responsibilities. Board members periodically attend conferences for charter schools and share their learning with other board members. Ongoing education about charter schools is conveyed through newsletters and email announcements from professional and consortial groups, e.g. IALS and PCPCS.

Governance and Management

The Board of Directors coordinates the governance and management of the school through regular monthly meetings, at which the CEO updates the Trustees on significant developments at the school and seeks their approval of policies, personnel recommendations, and key initiatives to promote the schools instructional and operational programming. Management is responsible for the timely and effective implementation of all board approved policies. The Board through its solicitor and CEO communicates with the Superintendents of our two authorizing districts to apprise them of the school's progress.

Student Enrollment

Per charter school law, any resident child of Pennsylvania is eligible for enrollment at HGMICS. Kindergarten enrollments are for children age 5 or above before the beginning of the current school year. Immunizations are required in accordance with PA State law and are reviewed by the School Nurse. All

students are required to complete and return an enrollment packet which specifies the information and documentation required by HGMICS for student enrollment.

Parent Communication

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

Files uploaded:

- ApplicationProcess.docx

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 |
|-------------|--|--|-----------------------------|--|-----------------------------|
| 2012 | 161 | 161 | 0 | Family relocation; PK students deemed unready by parents; 8th grade completion | 148 |
| 2013 | 189 | 189 | 0 | Family relocation; PK students deemed unready by | 171 |

| | | | | | |
|------|-----|-----|---|---|-----|
| | | | | parents; 8th grade completion | |
| 2014 | 247 | 247 | 0 | Family relocation; 8th grade completion | 221 |
| 2015 | 244 | 244 | 0 | Family relocation; 8th grade completion | 210 |
| 2016 | 242 | 242 | 0 | Family relocation; 8th grade completion | 208 |

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 |
|-------------|----|----|----|----|----|----|----|----|----|---|----|----|----|
| 2012 | 24 | 23 | 14 | 10 | 13 | 12 | 10 | 10 | 11 | 0 | 0 | 0 | 0 |
| 2013 | 23 | 21 | 23 | 23 | 18 | 11 | 11 | 11 | 10 | 0 | 0 | 0 | 0 |
| 2014 | 38 | 22 | 22 | 22 | 23 | 24 | 22 | 19 | 12 | 0 | 0 | 0 | 0 |
| 2015 | 47 | 22 | 22 | 22 | 22 | 21 | 22 | 21 | 16 | 0 | 0 | 0 | 0 |
| 2016 | 45 | 33 | 32 | 22 | 22 | 22 | 22 | 22 | 22 | 0 | 0 | 0 | 0 |

Stakeholder Involvement

| Name | Role |
|---------------------|---|
| Not Applicable | High School Teacher - Regular Education |
| Not Applicable | High School Teacher - Regular Education |
| Mina Ardestani | Ed Specialist - Other |
| Amy Clegg | Business Representative |
| John Ezbiansky | Business Representative |
| Andrea Flaherty | Middle School Teacher - Regular Education |
| Marie George | Administrator |
| Jeri Hubbard | Ed Specialist - Other |
| Pam Kobierecki | Parent |
| Karoline Mehalchick | Parent |
| J. Llewellyn Miller | Community Representative |
| Edward J Murphy | Middle School Teacher - Regular Education |

| | |
|-----------------|---|
| Olivia Patane | Elementary School Teacher - Regular Education |
| Paula Regan | Elementary School Teacher - Regular Education |
| Maria Rozaieski | Building Principal |
| Maria Rozaieski | Administrator |
| Sunny Weiland | Community Representative |
| Holly Zahradnik | Elementary School Teacher - Regular Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

HGMICS is currently working with both an in-house curriculum coordinator and a curriculum specialist from our local IU. The English Language Arts Curriculum development is in it's finalstages and the Math, Science, Social Studies Curriculum are all in the beginning stages.

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|-----------|---------|-----------|
|-----------|---------|-----------|

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

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

HGMICS is currently working with our curriculum coordinator and our local IU. The English Language Arts Curriculum map is now complete. The Math, Science, Social Studies and Health Curriculum are all in the beginning stages.

Middle Level

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

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

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

HGMICS is currently working with our curriculum coordinator and our local IU. The English Language Arts Curriculum map is now complete. The Math, Science, Social Studies and Health Curriculum are all in the beginning stages.

High School Level

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

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

We do not have High School Level Students

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Processes used to ensure accomplishment include the strategies identified in this plan including extensive plans and professional development to support staff in aligning curricula with the PA Core Standards, integration of the Danielson Framework to facilitate planning and curriculum development, and the use of a curriculum expert from IU 19 to facilitate our curriculum development and mapping. We plan to also utilize a curriculum team comprised of teachers and administrators to assess the progress of curriculum development and mapping across each year.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

| | |
|---|--|
| course, instructional unit or interdisciplinary studies are identified. | |
|---|--|

Processes used to ensure Accomplishment:

Processes used to ensure accomplishment include the strategies identified in this plan including extensive plans and professional development to support staff in aligning curricula with the PA Core Standards, integration of the Danielson Framework to facilitate planning and curriculum development, and the use of a curriculum expert from IU 19 to facilitate our curriculum development and mapping. We plan to also utilize a curriculum team comprised of teachers and administrators to assess the progress of curriculum development and mapping across each year.

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

Processes used to ensure Accomplishment:

Processes used to ensure accomplishment include the strategies identified in this plan including extensive plans and professional development to support staff in aligning curricula with the PA Core Standards, integration of the Danielson Framework to facilitate planning and curriculum development, and the use of a curriculum expert from IU 19 to facilitate our curriculum development and mapping. We plan to also utilize a curriculum team comprised of teachers and administrators to assess the progress of curriculum development and mapping across each year.

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

This narrative is empty.

High School Level

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

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

Processes used to ensure Accomplishment:

Howard Gardner is only grades K - grade 8.

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.

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. These modifications and accommodations are determined by the special education teacher and the school psychologist based on testing and observation of students. These modifications and accommodations are then presented at IEP meetings and 504 meetings, where parental and staff input are also included in the shaping of strategies including modifications and accommodations. These modifications and accommodations include but are not limited to providing students additional time for tasks and testing, reduction in the number of tasks students need to accomplish to demonstrate proficiency, and use of assistive technology.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

Formal classroom observations are done at least once yearly. Walkthroughs and grade level meetings are done at least once formally, and informally intermittently to insure consistency in grade level classrooms. Embedding Formative Assessment professional development series began 2016-17 school year and is a two-year process of peer coaching and evaluation.

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

Instructional coaching will be incorporated as our Formative Assessment professional development series begins again and a new group of faculty are trained.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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.

This narrative is empty.

Assessments

Local Graduation Requirements

| Course Completion | SY 18/19 | SY 19/20 | SY 20/21 |
|--|----------|----------|----------|
| Total Courses | | | |
| English | | | |
| Mathematics | | | |
| Social Studies | | | |
| Science | | | |
| Physical Education | | | |
| Health | | | |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | | | |
| Electives | | | |
| Minimum % Grade Required for Credit (Numerical Answer) | | | |

Local Assessments

| Standards | WA | TD | NAT | DA | PSW | Other |
|---|----|----|-----|----|-----|-------|
| Arts and Humanities | | | | | | |
| Career Education and Work | | | | | | |
| Civics and Government | | | | | | |
| PA Core Standards: English Language Arts | | | | | | |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | | | | | | |
| PA Core Standards: Mathematics | | | | | | |
| Economics | | | | | | |
| Environment and Ecology | | | | | | |
| Family and Consumer Sciences | | | | | | |
| Geography | | | | | | |
| Health, Safety and Physical | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Education | | | | | | |
| History | | | | | | |
| Science and Technology and Engineering Education | | | | | | |
| Alternate Academic Content Standards for Math | | | | | | |
| Alternate Academic Content Standards for Reading | | | | | | |
| World Language | | | | | | |

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | E EI | ML | HS |
|------------------------------|------------|-------------|-----------|-----------|
| Unit completion, PSSA | X | X | X | |

Benchmark Assessments

| Benchmark Assessments | EEP | E EI | ML | HS |
|--|------------|-------------|-----------|-----------|
| Subject area benchmarks for ELA and Math that accompany the reading and math materials | X | X | X | |

Formative Assessments

| Formative Assessments | EEP | E EI | ML | HS |
|--|------------|-------------|-----------|-----------|
| White boards, Think-Pair-Share, Exit tickets | X | X | X | |

Diagnostic Assessments

| Diagnostic Assessments | EEP | E EI | ML | HS |
|-------------------------------|------------|-------------|-----------|-----------|
| CDT, Imagine Math | | X | X | |

Validation of Implemented Assessments

| Validation Methods | EEP | E EI | ML | HS |
|--|------------|-------------|-----------|-----------|
| External Review | | | | |
| Intermediate Unit Review | | | | |
| LEA Administration Review | | | | |
| Building Supervisor Review | | | | |
| Department Supervisor Review | X | X | X | |
| Professional Learning Community Review | | | | |
| Instructional Coach Review | | | | |
| Teacher Peer Review | | | | |

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

This narrative is empty.

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.

This narrative is empty.

Assessment Data Uses

| Assessment Data Uses | EEP | E EI | ML | HS |
|---|------------|-------------|-----------|-----------|
| Assessment results are reported out by PA | | X | 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 | X | X | |
| Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery. | | X | X | |
| Instructional practices modified or adapted to increase student mastery. | X | X | X | |

Provide brief explanation of the process for incorporating selected strategies.

PSSA data is used to identify needs in particular grade spans and across grade levels.

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

We will be researching conflict resolution and anti-bullying programs. The school does not feel the need for School Resource Officers at the present time.

Developmental Services

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

| | | | | |
|--------------------------------|---|---|---|--|
| Guidance Curriculum | X | X | X | |
| Health and Wellness Curriculum | X | X | X | |
| Health Screenings | X | X | X | |
| Individual Student Planning | X | X | X | |
| Nutrition | X | X | X | |
| Orientation/Transition | X | X | X | |
| RTII/MTSS | X | X | X | |
| Wellness/Health Appraisal | X | X | X | |

Explanation of developmental services:

Our Guidance counselor provides monthly guidance lessons on appropriate grade level topics. The school practices monthly fire drills, and lock down and lock-out drills throughout the year. There is also a school evacuation plan. The school has participated in a voluntary risk management assessment and have taken suggestions in the report to make our building a safer place. Our school nurse provides dental, vision, hearing, and other screenings as necessary to appropriate grade levels and maintains all student immunization records. Our child study team reviews teacher recommendations for students identified as possibly needing more support.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

HGMICS complies with all special education rules and regulations for students identified as being in need of services. Accommodations and modifications are available to all students were needed.

Consultation and Coordination Services

| Consultation and Coordination Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Alternative Education | | | | |
| Case and Care Management | | | | |
| Community Liaison | X | X | X | |
| Community Services Coordination (Internal or External) | | | | |
| Coordinate Plans | | | | |
| Coordination with Families (Learning or Behavioral) | X | X | X | |
| Home/Family Communication | X | X | X | |
| Managing Chronic Health Problems | X | X | X | |
| Managing IEP and 504 Plans | X | X | X | |
| Referral to Community Agencies | X | X | X | |
| Staff Development | X | X | X | |
| Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | |
| System Support | X | X | X | |
| Truancy Coordination | X | X | X | |

Explanation of consultation and coordination services:

HGMICS works cooperatively with families and local community agencies to provide the appropriate services to students in need. Attendance is monitored and family counseling is given to truancy violators.

Communication of Educational Opportunities

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

Communication of Student Health Needs

| Communication of Student Health Needs | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
|--|------------|------------|-----------|-----------|

| | | | | |
|--|---|---|---|--|
| Individual Meetings | X | X | X | |
| Individual Screening Results | X | X | X | |
| Letters to Parents/Guardians | X | X | X | |
| Website | X | X | X | |
| Meetings with Community, Families and Board of Directors | X | X | X | |
| Newsletters | X | X | X | |
| School Calendar | | | | |
| Student Handbook | X | X | X | |

Health and Safety

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

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

Role of the CSN in Charter School 1. The certified school nurse (CSN) provides direct care to students. The CSN cares for students with both acute and chronic illnesses and injuries.2. The CSN administers both prescription and nonprescription medications as per physician orders. Parents and students are instructed on the school medication policy including the need for all medications to be kept in the health room and administered by the CSN. The exception to this

policy is for asthma inhalers and epinephrine auto injectors. Any student who requires one of these maybe allowed to keep it in his or her possession providing the physician has provided written permission and parental permission is received. The CSN makes the final determination of such a privilege providing the student demonstrates the proper technique in administration of the inhaler and/or epinephrine auto injector and abides by the school policy for such privileges.3. The CSN conducts required state screenings. These include vision, hearing, scoliosis, height and weight. The BMI is also calculated on each student.4. The CSN audits both health records and immunizations records for compliance. The CSN notifies the parent when a student's health record or immunizations are out of compliance so that the appropriate steps maybe taken to achieve compliance.5. The CSN works with the school physician and dentist to set up times for school physicals 6. The CSN provides education to students on topics such as nutrition, safety, disease prevention, and personal hygiene on a monthly basis. Teachers and staff are provided with instruction on various topics throughout the year as needed.7. The CSN develops and evaluates health policies for the school. Students, teachers, staff, and parents are educated on the policies as needed.8. The CSN participates in the development of IEP's and 504 plans when a health component is required.

Food Service Program

Describe unique features of the Charter School meal program

HGMICS maintains a fully equipped kitchen facility staffed by an experienced cook with assistance from lunch aides. During the 2017-2018 school year a student meal cost \$4.35 and included an entree, sides, dessert, and milk. A la carte options are also available to students, including on Fridays, homemade pizza and ice cream. HGMICS is dedicated to ensuring that student meals are both filling and nutritious. We do not fry any food items; food is baked or otherwise prepared. HGMICS lunchroom staff are vigilant in making sure that no student ever goes hungry, regardless of circumstances.

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:

HGMICS is critically concerned with the safety and security of its students, staff, and visitor and, to that end, employs a variety of policies and procedures aimed at maintaining and ensuring a safe and comfortable school environment.

Access to the school is strictly limited, both during the school day and beyond regular operating hours. Staff possess keys and/or electronic key fobs that grant them access to the building, in some cases with restrictions as to when access is permissible. The school's secondary entrances are kept secured at all times when not directly in use; the main entrance consists of a dual-entry system, wherein visitors must be "buzzed in" through a secured exterior door into the school's reception area. They must be "buzzed in" a second time through an interior door in order to gain access to the interior of the school itself. The entrance request buzzer is incorporated into the school's phone

system and gives the secretary and administrative staff the capability of opening the exterior door; the interior door can only be opened by the secretary or manually from the interior side.

The school utilizes a live-feed video surveillance system to monitor eight points (four interior and four exterior) including the main exterior entrance, so that all persons requesting entrance can be viewed remotely before access is granted. The camera system also provides real-time visual monitoring capabilities of other entry points to the school and an incorporated DVR gives the ability to capture and review all footage to a certain point in the past. The video system is kept in a secured area. Admin and Maintenance staff are also able to view the video feeds remotely if necessary, via either the internet and/or their smartphones.

Any visitors granted access to the building must first sign in at the reception area while the party they are here to see is notified and comes to the front to greet them. Unescorted persons are not allowed to move about the school.

HGMICS has approved fire drill, lockdown, and evacuation plans in place and has conducted training and drills with both teacher and staff, and with the school population as a whole. School-wide fire drills are held monthly; lockdown drills and evacuations are practiced several times throughout the year.

During lockdown drills, students and teachers shelter in approved, protected locations; building administrators divide themselves amongst the various building pods, and all rooms are darkened and secured with locks and/or bolts. All drills are timed and evaluated by the Director and administrative staff and issues are addressed to provide the best possible performance and safety.

HGMICS employs an internal intercom system that both transmits over speakers installed through the hallways and offices, and through the phone system, utilizing speakerphone capabilities. In the event of a lockdown, the procedure is initiated through use of a codeword broadcast across the intercom and can be initiated from any phone handset in the building.

Outside of school hours, HGMICS is protected by a combination of sensors, all monitored by a security company, to prevent unauthorized access. Admin staff are capable of checking on and/or altering the status of the alarm system at any time via their smartphones.

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:

- HowardGardnerCommercialPackage 2017-18.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.

Transportation to/from HGMICS is undertaken by qualifying school districts of residence, who oversee all aspects of the transportation programs for students residing within their borders.

Districts determine their participation based on charter school law and the 10 mile rule; districts who are required to provide transportation receive student lists and data from HGMICS and plan their own routes and schedules to accommodate HGMICS' start and end times.

Accommodations for both regular and special education students are again the district's discretion and responsibility; HGMICS' provides the districts with whatever information is available and appropriate.

Any student residing within a qualifying district is eligible for free, district-provided transportation

For students residing in districts which do not provide transportation, the parents/guardians are responsible for providing transportation to/from school and either do so themselves or, in some cases, enlist private contractors to provide transportation at their expense.

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

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Never

Collaboration for Interventions

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

The Child Study Team meets once a week to enable collaboration between teachers and to discuss student needs, progress, and goals.

Community and Parent Engagement

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

The HGMICS Board supports the administrator's efforts to provide information nights and parent forums, providing opportunities for community and parent engagement.

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

The Howard Gardner MI Charter School provides an After-care program from 3-5 PM for families that need child care after the school day ends. Early intervention services are provided by our local Intermediate Unit 19, with whom our guidance counselor coordinates services. The school also offers a variety of clubs in which students may participate after school. Our school community is informed through email and direct mailings home about the times during which these after school offerings are held. We also coordinate with families, the placement of their children with tutors who are available to instruct them afterschool on our campus.

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.

The special education teacher and guidance counselor are part of the early intervention/transition meetings. The special education teacher is in frequent contact with the intermediate unit 19 to monitor students involved in early intervention.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A yearly review of curriculum materials used for Math and ELA is done by comparing classroom units/lessons actually used and the Common Core standards they relate to in order to determine if all standards are covered on a yearly basis.

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 | Accomplished |

| | |
|---|--------------|
| and demonstrates relationships among fundamental concepts and skills | |
| A robust supply of high quality aligned instructional materials and resources available | Accomplished |
| Accessibility for students and teachers is effective and efficient | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished |

Provide explanation for processes used to ensure Accomplishment.

A yearly review of curriculum materials used for Math and ELA is done by comparing classroom units/lessons actually used and the Common Core standards they relate to in order to determine if all standards are covered on a yearly basis.

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

Provide explanation for processes used to ensure Accomplishment.

A yearly review of curriculum materials used for Math and ELA is done by comparing classroom units/lessons actually used and the Common Core standards they relate to in order to determine if all standards are covered on a yearly basis.

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

This narrative is empty.

High School Level

| Material and Resources Characteristics | Status |
|--|--------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Non Existent |
| A robust supply of high quality aligned instructional materials and resources available | Non Existent |
| Accessibility for students and teachers is effective and efficient | Non Existent |

| | |
|---|--------------|
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Non Existent |
|---|--------------|

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Our school only has grades K-8.

SAS Incorporation

Elementary Education-Primary Level

| Standards | Status |
|---|------------------------------------|
| Arts and Humanities | Level of Implementation is Unknown |
| Career Education and Work | Not Applicable |
| Civics and Government | Level of Implementation is Unknown |
| PA Core Standards: English Language Arts | Level of Implementation is Unknown |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Level of Implementation is Unknown |
| PA Core Standards: Mathematics | Level of Implementation is Unknown |
| Economics | Level of Implementation is Unknown |
| Environment and Ecology | Level of Implementation is Unknown |
| Family and Consumer Sciences | Not Applicable |
| Geography | Level of Implementation is Unknown |
| Health, Safety and Physical Education | Level of Implementation is Unknown |
| History | Level of Implementation is Unknown |

| | |
|---|------------------------------------|
| Science and Technology and Engineering Education | Level of Implementation is Unknown |
| Alternate Academic Content Standards for Math | Not Applicable |
| Alternate Academic Content Standards for Reading | Not Applicable |
| American School Counselor Association for Students | Not Applicable |
| Early Childhood Education: Infant-Toddler→Second Grade | Level of Implementation is Unknown |
| English Language Proficiency | Level of Implementation is Unknown |
| Interpersonal Skills | Level of Implementation is Unknown |
| School Climate | Level of Implementation is Unknown |

Further explanation for columns selected "

Teachers supplement lesson plans as needed. The percentage of SAS use has not been calculated.

Elementary Education-Intermediate Level

| Standards | Status |
|---|------------------------------------|
| Arts and Humanities | Level of Implementation is Unknown |
| Career Education and Work | Level of Implementation is Unknown |
| Civics and Government | Level of Implementation is Unknown |
| PA Core Standards: English Language Arts | Level of Implementation is Unknown |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Level of Implementation is Unknown |
| PA Core Standards: Mathematics | Level of Implementation is Unknown |
| Economics | Level of Implementation is Unknown |
| Environment and Ecology | Level of Implementation |

| | |
|--|------------------------------------|
| | is Unknown |
| Family and Consumer Sciences | Not Applicable |
| Geography | Level of Implementation is Unknown |
| Health, Safety and Physical Education | Level of Implementation is Unknown |
| History | Level of Implementation is Unknown |
| Science and Technology and Engineering Education | Level of Implementation is Unknown |
| Alternate Academic Content Standards for Math | Not Applicable |
| Alternate Academic Content Standards for Reading | Not Applicable |
| American School Counselor Association for Students | Not Applicable |
| English Language Proficiency | Level of Implementation is Unknown |
| Interpersonal Skills | Level of Implementation is Unknown |
| School Climate | Level of Implementation is Unknown |

Further explanation for columns selected "

Teachers supplement lesson plans as needed. The percentage of SAS use has not been calculated.

Middle Level

| Standards | Status |
|---|------------------------------------|
| Arts and Humanities | Level of Implementation is Unknown |
| Career Education and Work | Level of Implementation is Unknown |
| Civics and Government | Level of Implementation is Unknown |
| PA Core Standards: English Language Arts | Level of Implementation is Unknown |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Level of Implementation is Unknown |

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

Further explanation for columns selected "

Teachers supplement lesson plans as needed. The percentage of SAS use has not been calculated.

High School Level

| Standards | Status |
|---------------------------|----------------|
| Arts and Humanities | Not Applicable |
| Career Education and Work | Not Applicable |
| Civics and Government | Not Applicable |

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

Further explanation for columns selected "

Our school does not have high school level classes.

Fiscal Solvency Policies

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

Howard Gardner MI Charter School receives the vast majority of its income through tuition payments from the home school districts and/or subsidy deductions issued by PDE. School Districts who pay according to the regulations are billed each month prior to the 25th, and are provided with a PDE invoice and student list. Districts who refuse to directly pay invoices are provided with a copy of the PDE invoice and student list for their records, and a subsidy deduction is submitted to PDE against their district. Subsidy deductions to PDE are likewise submitted by the 25th of each month and meet the Bureau of Budget & Fiscal Management's requirements. Following this procedure ensures a the timely payment of monthly invoices, in compliance with PDE policies, and provides adequate cash flow for HGMICS.

Oversight of billing and accounting procedures belongs to the organization, Charter Choices, who handles all day-to-day fiscal operations. They also work closely with the Finance Committee, which is comprised of members of the Board of Directors. The Finance Committee receives regular reports on the school's fiscal status and approves the bi-monthly bill payments. They also review the yearly budgets prior to their presentation to the Board of Directors for

approval. In addition, financial matters are reviewed/approved by other members of the school administration to ensure a system of checks and balances.

Year to date budgetary operating expenses and revenues are provided by the Finance Committee and CEO at each of the monthly board meetings. Balance sheets and cash flow reports are provided to the Board of Directors and discussion of fiscal activities is encouraged.

The school does utilize the local accounting firm of McGrail Merkel Quinn & Associates, who performs the annual audit and other services, as necessary.

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.

Howard Gardner MI Charter School contracts with the organization, Charter Choices to provide business administrative services. Charter Choices performs its duties and services consistent with the requirements of HGMICS' charter and the Commonwealth of Pennsylvania, Department of Education (collectively, Act 22). Charter Choices maintains a chart of accounts and keeps track of the allowability of costs, and utilizes Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting. HGMICS does not process its own payrolls, but instead contracts with ADP.

Professional Education

Characteristics

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

| | | | | |
|-------------------------|--|--|--|--|
| and community partners. | | | | |
|-------------------------|--|--|--|--|

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

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

The process for ensuring these selected characteristics includes review of the professional development program is through focus group discussions and through formal surveys distributed to faculty and staff. The impact of the professional development in which the principal engages will be assessed by the CEO and professional development committee. The LEA will provide professional development opportunities in which teachers learn best practices in curriculum mapping and alignment so that curricula are in alignment with the standards and that instruction and assessments are designed and differentiated to accommodate the needs of diverse learners, to bolster the language and literacy acquisition of all students, including struggling learners. Staff will be trained in progress monitoring to ensure that interventions are resulting in academic gains for struggling learners.

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

The process for ensuring characteristics not selected includes a review of the professional development program by the faculty, staff and administration.. The LEA will research prospective professional development providers as well as evaluate learning objectives and training agendas presented by these provider. Following training, a review of satisfaction surveys administered to the staff and administration will take place. We will also be working with our local Intermediate Unit to enhance our development of formative assessment, and to expand our data collection and analysis methods. In our Comprehensive Plan, faculty will address multiple intelligence theory and its application to their lesson planning. Administration, faculty and staff will meet to analyze both classroom based assessments, as well as results from

the PSSAs, CDTs, and Terra Novas. The staff will also engage in PVAAS training to integrate the use of growth data in instructional decision-making.

Educator Discipline Act 126, 71

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

| Questions |
|--|
| The LEA has conducted the required training on: |
| 3/20/2015 |
| 4/16/2015 |
| The LEA plans to conduct the required training on approximately: |
| 8/30/2016 |
| 8/31/2016 |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 3/29/2016 |
| The LEA plans to conduct the training on approximately: |
| 8/31/2016 for new employees |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 3/20/2015 |
| 4/15/2015 |
| The LEA plans to conduct the training on approximately: |
| 8/31/2016 for new employees |

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- 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.

The Principal and the Professional Development Committee will meet each semester to develop and assess needs assessments and ensure that professional development initiatives correspond with identified needs. The Principal and the committee will also assess the implementation and effectiveness of strategies. The principal will engage in walkthroughs and observations guided by the Framework for Teaching to monitor the impact of professional development initiatives on instruction. The Curriculum Committee and Assessment Committee will also assess the impact of professional development on instructional planning and the utilization of student assessment results in planning.

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

The Professional Development Committee will be developing evaluations to assess the implementation of professional development and its impact on teaching practices and student learning. The committee will also develop a set of criteria to determine if professional development providers have the capacity to present quality professional development and will work with our curriculum specialist provided by IU 19 to assess the viability of professional development programming. We will be integrating professional development opportunities utilizing the curriculum expert to enhance our needs assessments to more comprehensively utilize assessment data to inform our professional development program, instruction and curriculum development.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The Charter School uses a set of criteria integrated in an Evaluation sheet and meets as a Committee with the Principal to review these evaluations to determine the success of each Inductee. The Principal also observes and evaluates the performance of the Inductees utilizing the Framework for Teaching. Administration and mentors will also observe classroom instruction and examine curriculum planning of Inductees to ensure that challenging work is assigned and differentiated for diverse student populations and to ensure that instructional practices are designed to improve students' language and literacy acquisition.

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

N/A - All strategies have been selected

Needs of Inductees

Checked answers

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

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The Principal and the Induction Committee follow a written protocol delineating the integration of the above activities in the Inductee's experience. The Principal ensures that the Committee integrates the collection and consideration of the above materials in the analysis of the Inductee's performance.

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

We will develop an inductee survey, researching other effective tools. We will begin to conduct second year interviews with mentored teachers to assess the effectiveness of the Induction program.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must have received training in multiple intelligence theory.

Unchecked answers

None.

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

The Principal ensures that mentors are thoroughly trained and prepared to guide Inductees and that their schedules appropriately correspond with mentee's so that they may provide him/her with comprehensive guidance. Veteran teachers are selected to serve as mentors who are well versed in the instructional approaches (Multiple Intelligences) inherent to the Howard Gardner School's philosophy and methodologies.

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

N/A - All strategies have been selected

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Principal will monitor and evaluate the Induction program by attending interim meetings of the mentors and mentees and by attending the meetings of the Induction Committee. The Principal will review the evaluation sheets generated by the Committee and review them against her own formal observations of the Inductees to gauge the reliability of the Induction Committee's protocol.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

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 §17-1732-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 (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Completion of our English Language Arts Curriculum

Accomplishment #2:

100% of 4th graders scoring proficient or advanced in Science on the 2016 PSSA's.

Accomplishment #3:

Science performance recorded on the 2016 PSSA of 90.90% for all students scoring proficient and advanced.

Accomplishment #4:

ELA performance recorded on the 2015-16 PSSA for all students of 76.7% of students scoring proficient and advanced.

Accomplishment #5:

School Performance Profile of 85.7 the second year HGMICS took the PSSA's (2013-14)

Accomplishment #6:

Consistent use of Curriculum Diagnostic Testing to inform instruction.

Accomplishment #7:

Based upon Olweus research and practice, completed anti-bullying core team training and acquired materials for ongoing implementation.

Charter School Concerns

Concern #1:

Students' deficiency in basic math and grammar skills beginning at 4th grade level.

Concern #2:

New teachers are not fully aware of principles of multiple intelligence theory and how to incorporate into lesson planning.

Concern #3:

Regarding the student discipline program, student consequences are perceived as lacking consistency and relevancy.

Concern #4:

Concern about increased teacher turnover and funding for professional development opportunities.

Concern #5:

Increase the use of technology in K-8 education that will develop students' STEM competencies.

Concern #6:

Concern about annual facility changes and impact on the educational environment.

Concern #7:

Student performance on the 2017 Math PSSA.

Concern #8:

Student performance in grades 4 and 7 on the ELA PSSA.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Student performance on the 2017 Math PSSA.

Student performance in grades 4 and 7 on the ELA PSSA.

New teachers are not fully aware of principles of multiple intelligence theory and how to incorporate into lesson planning.

Students' deficiency in basic math and grammar skills beginning at 4th grade level.

Concern about increased teacher turnover and funding for professional development opportunities.

Increase the use of technology in K-8 education that will develop students' STEM competencies.

Systemic Challenge #2 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

New teachers are not fully aware of principles of multiple intelligence theory and how to incorporate into lesson planning.

Concern about annual facility changes and impact on the educational environment.

Increase the use of technology in K-8 education that will develop students' STEM competencies.

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Regarding the student discipline program, student consequences are perceived as lacking consistency and relevancy.

Concern about annual facility changes and impact on the educational environment.

Systemic Challenge #4 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Student performance on the 2017 Math PSSA.

Students' deficiency in basic math and grammar skills beginning at 4th grade level.

Concern about increased teacher turnover and funding for professional development opportunities.

Increase the use of technology in K-8 education that will develop students' STEM competencies.

Charter School Level Plan

Action Plans

Goal #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

Indicators of Effectiveness:

Type: Interim

Data Source: Completion rate of induction program.

Specific Targets: Performance goals are assessed annually using framework for teaching

Strategies:

Working in a learning community to implement common subject assessments, SLOs, and CDTs and to analyze the data generated by these assessments and PSSAs

Description:

Strategies:

The professional staff will work in learning community (Assessment and Data Analysis Team) and in grade-level teams in order to create, administer, and analyze a variety of student achievement assessments, including traditional/standardized tests and performance-based assessments. The data gathered from these assessments will be analyzed by both grade level teams and the inter-grade level learning community in order to inform instruction and improve student achievement. This data will be gathered from the following assessments and tools:

- Student Learning Objectives (SLOs) will be developed and implemented in order to gather data to assess students' understanding and demonstration of content knowledge. Grade level teams will construct these assessments for

ELA and Math as means to gain insight into student mastery of learning objectives.

- One of the assessment tools we will implement is the Curriculum Diagnostic Tool (CDT), which will be administered to assess students learning and areas for improvement to inform instruction. Staff members will utilize the CDT to diagnose gaps in student performance and to guide curriculum development. A key feature of the CDT, teachers will utilize is the Learning Progression Map, which allows teachers to pinpoint where students are struggling or extending beyond the learning continuum. The CDT also provides teachers with curricular resources which correspond with areas in which students need improvement.
- Professional staff will utilize PVAAS data in order to analyze PSSA growth data to inform and differentiate instruction for diverse learners.
- Monthly meetings of grade level teams and meetings every two months of the Assessment and DataTeam will facilitate the implementation of these tactics.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Peer Assisted Learning

Description:

Induction program will include assigned mentor and periodic collegial dialogue with peers assisted by journaling, common readings, case studies.

SAS Alignment: None selected

Implementation Steps:

Revise and Implement Induction Program

Description:

Induction program will be revised and include learning objectives and performance expectations. An extended timeline for induction will span an entire school year and provide compensation for inductees and mentors.

A communication will be issued in advance of the school year to all participating in the annual Induction Program outlining the program and their responsibilities.

Start Date: 1/8/2018 **End Date:** 4/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Peer Assisted Learning

Goal #2: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher retention rates

Specific Targets: Professional development opportunities available through School supported funds.

Strategies:***Teacher Professional Development*****Description:**

Danielson framework will be utilized to support innovative and curriculum aligned pedagogy.

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:***Teacher Professional Development*****Description:**

Assessment of needs by teachers in their knowledge and application of instructional technology at the K-8 grade levels.

Start Date: 8/22/2018 **End Date:** 6/19/2020

Program Area(s): Professional Education

Supported Strategies:

- Teacher Professional Development

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Bullying reported incidents

Specific Targets: No bullying incidents occurring at the school.

Strategies:

Bullying Prevention Training

Description:

Dan Olweus research and publications on bullying

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Student Code of Conduct

Description:

ASCD literature and resources

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Anti-Bullying Program Implementation

Description:

Introductory training for all faculty and staff; in class programming for students; ongoing training for faculty and staff.

Start Date: 10/31/2017 **End Date:** 6/14/2019

Program Area(s): Student Services

Supported Strategies:

- Bullying Prevention Training
- Student Code of Conduct

*Revise Student Discipline Program***Description:**

Seek feedback for students, parents and teachers.

Identify improvement areas, clarify roles and determine equitable student consequences.

Start Date: 4/20/2018 **End Date:** 6/12/2019

Program Area(s): Student Services

Supported Strategies:

- Bullying Prevention Training
- Student Code of Conduct

Appendix: Professional Development Implementation

Step Details

| | | |
|-----------------------------|--|--|
| LEA Goals Addressed: | Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching | Strategy #1: Peer Assisted Learning |
|-----------------------------|--|--|

| Start | End | Title | Description |
|----------|-----------|---|--|
| 1/8/2018 | 4/30/2018 | Revise and Implement Induction Program | <p>Induction program will be revised and include learning objectives and performance expectations. An extended timeline for induction will span an entire school year and provide compensation for inductees and mentors.</p> <p>A communication will be issued in advance of the school year to all participating in the annual Induction Program outlining the program and their responsibilities.</p> |
| | | Person Responsible Principal, Maria Rozaieski | SH 3.0 S 6 EP 10 Provider HGMICS Type School Entity App. No |

Knowledge Knowledge and application of Gardner's principles of multiple intelligences.

Supportive Research Educational theories

Designed to Accomplish
For classroom teachers, school counselors and education Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles

Dir

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

School counselors
New Staff
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

| | | | |
|-----------------------------|--|---------------------------|--|
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity |
|-----------------------------|--|---------------------------|--|

LEA Goals Addressed: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Strategy #1: Teacher Professional Development

| Start | End | Title | | | | | Description | | | |
|-----------|-----------|---|------------------|----------------|----------------|---------------------------|---|-------------------|-------------------|--|
| 8/22/2018 | 6/19/2020 | Teacher Professional Development | | | | | Assessment of needs by teachers in their knowledge and application of instructional technology at the K-8 grade levels. | | | |
| | | Person Responsible Principal, Maria Rozaieski | SH 4.0 | S 10 | EP 6 | Provider HGMICS | | Type IU | App. No | |

Knowledge Increased knowledge and application of technology in the teaching-learning process

Increased knowledge of research and best practices in k-8 education.

| | | | |
|-------------------------------|---|---|--|
| Supportive Research | Educational theory as applied to best practices in instructional technology. | | |
| Designed to Accomplish | For classroom teachers, school counselors and education specialists: | <p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> | |
| | For school and district administrators, and other educators seeking leadership roles: | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p> | |
| Training Format | <p>LEA Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p> | | |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> | Grade Levels | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> |

| | | | |
|------------------------------------|---|----------------------------------|--|
| | <p>Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists Related Service Personnel</p> | | |
| <p>Follow-up Activities</p> | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring</p> | <p>Evaluation Methods</p> | <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans</p> |

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. **Strategy #1: Bullying Prevention Training**
Strategy #2: Student Code of Conduct

| Start | End | Title | Description | | | Type | App. |
|------------|-----------|---|---|---------------|-----------------|---------------------------|------|
| 10/31/2017 | 6/14/2019 | Anti-Bullying Program Implementation | Introductory training for all faculty and staff; in class programming for students; ongoing training for faculty and staff. | | | College or Universit | No |
| | | Person Responsible Principal, Maria Rozaieski | SH 2.0 | S 6 | EP 12 | Provider HGMICS | |

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| | | | |
|---|--|--|--|
| Knowledge | Understand what behaviors constitute bullying and what preventative techniques can be used to promote a safe, healthy school climate. | | |
| Supportive Research | Dan Olweus, Ph.D. | | |
| Designed to Accomplish | | | |
| For classroom teachers, school counselors and education specialists: | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. | | |
| | Empowers educators to work effectively with parents and community partners. | | |
| For school and district administrators, and other educators seeking leadership roles: | 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 | | |
| <hr/> | | | |
| Participant Roles | Dir | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Other educational | Grade Levels |
| | | | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) |

| | | | |
|-----------------------------|---|---------------------------|---|
| | specialists Related Service Personnel Parents | | |
| | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | | Classroom student assessment data Participant survey |
| Follow-up Activities | Joint planning period activities School wide positive behavior recognition and modeling | Evaluation Methods | |

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.** **Strategy #1: Bullying Prevention Training**
Strategy #2: Student Code of Conduct

| Start | End | Title | Description | Person Responsible | SH | S | EP | Provider | Type | App. |
|-----------|-----------|-----------------------------------|--|--------------------|----|---|----|----------|------|------|
| 4/20/2018 | 6/12/2019 | Revise Student Discipline Program | Seek feedback for students, parents and teachers. Identify improvement areas, clarify roles and determine equitable student consequences. | | | | | | | |

Principal, Maria
Rozaieski

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HGMICS

IU

No

Knowledge

Dealing with difficult situations; conflict resolution; reinforcing social justice and school value based behavior, rewards and consequences;

Supportive Research

ASCD literature and resources

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.

Empowers educators to work effectively with parents and community partners.

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

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
Professional Learning Communities

Participant Roles

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

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

Dir

School counselors

Paraprofessional

Other educational

specialists

Related Service Personnel

Parents

Follow-up Activities

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

Peer-to-peer lesson
discussion

Evaluation Methods

Analysis of trends in disciplinary
actions and incidents.

Charter School Level Affirmations

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

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

Affirmed by Susan Trussler on 11/27/2017

President, Board of Trustees

Affirmed by Marie George on 11/27/2017

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

The Howard Gardner Multiple Intelligence CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at:

<http://www.ethics.state.pa.us/>

Affirmed by Susan Trussler on 11/27/2017

President, Board of Trustees

Affirmed by Marie George on 11/27/2017

Superintendent/Chief Executive Officer