

York Academy Regional Charter School

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

32 West North Street
York, PA 17401
(717)801-3900

Federal Accountability Designation:	Focus
Schoolwide Status:	Yes
CEO:	Dennis Baughman
Date of Local Chartering School Board/PDE Approval:	7/1/2011
Length of Charter:	5 years
Opening Date:	8/22/2011
Grade Level:	K-7
Hours of Operation:	8:00 a.m. - 3:30 p.m.
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	37
Student/Teacher Ratio:	13:1
Student Waiting List:	187
Attendance Rate/Percentage:	97.20 %
Enrollment:	609
Per Pupil Subsidy:	9746.21
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	60.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	44

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	9.00
Black (Non-Hispanic)	194.00
Hispanic	138.00
White (Non-Hispanic)	199.00
Multicultural	69.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	193.00	193.00	193.00	0.00
Instructional Hours	0.00	0.00	5.50	6.00	6.00	0.00

Planning Process

We were categorized as a "focus school" by PDE in 2013 and consequently we have a complete plan of action as a focus school. The York Academy created a Comprehensive Planning Committee comprised of several members of the community representing business, government, and other stakeholders. In addition, there were several members of the staff that served on the committee. This committee attended several meetings, each focused on one aspect of the Comprehensive Planning process. The topics for the meetings included technology, special education, gifted education, professional development, curriculum development, and goal setting.

Mission Statement

Our Mission

With an unrelenting focus on academic excellence, the York Academy Regional Charter School challenges students in a diverse learning environment which opens doors for growth, opportunity, and global citizenship.

Vision Statement

Our Vision

The students of the York Academy Regional Charter School will experience an extraordinary education program through:

- An individualized academic experience, shaped by the International Baccalaureate standard that challenges and prepares them to advance to the next stage of life;
- A respect and appreciation of people from different cultures, religions, ethnic groups, and socio-economic backgrounds;
- An intrinsic desire to always strive to meet the high expectations they have set for themselves no matter what their goals; and

The confidence to pursue their dreams.

Shared Values

We Believe...

... in a culturally rich and diverse learning environment.

... in equal opportunities for all students to achieve their full potential.

... a high level of respect for and appreciation of all individuals.

... in respect for all cultures and socioeconomic backgrounds.

... in partnerships between school staff and parents nurture academic/social goals and personal achievements for each students.

...in high expectations within a rigorous academic program.

... in values expressed within the student code of conduct.

... in cultivating relationships with the local community.

... that we are citizens of a global community.

... in preparing students to navigate future challenges and opportunities.

... in student-led learning.

... in inquiry-based instruction.

... in supporting our exceptionally qualified staff.

Educational Community

Our school community is 65% urban from York City and 35% suburban, with the largest suburban groups from Central SD, York Suburban SD, and West York SD.

We are 60% Free and Reduced Lunch.

Fiscally we are very sound, with no debt. The tuition attached to each child cover our expenses.

There is a wide range of industries in our community but as we cannot tax as a district, this is a moot point.

Same for resources.

Organizationally we have a large talent pool of community to draw from for our board to contact when we need help.

We serve 609 students in the 2016-2017 school year from K to 7th grades.

We offer a very comprehensive school program of academics and specials.

The community of students and parents are very supportive. The community at large views our school as an island of excellence in York City.

Board of Trustees

Name	Office	Address	Phone	Email
Nancy Ahalt	President	32 W. North St. York, PA 17401	717 801 3900	nahalt@yorkarcs.org
Edward Bird	Treasurer	32 W. North St. York, PA 17401	717 801 3900	ebird@yorkarcs.org
William Dannehl	Member	32 W. North St. York, PA 17401	717 801 3900	wdannehl@yorkarcs.org
Meagan Feeser	Member	32 W. North Street, York, PA 17401	7178013900	meaganhess@gmail.com
Anika Jackson	Member	32 W. North St. York, PA 17401	717 801 3900	ajackson@yorkarcs.org
Ellen Johnson	Member	32 W. North St. York, PA 17401	717 801 3900	ejohnson@yorkarcs.org
Susan Krebs	Secretary	32 W. North St. York, PA 17401	717 801 3900	skrebs@yorkarcs.org
Robert Lambert	Member	32 W. North St. York, PA 17401	717 801 3900	rlambert@yorkarcs.org
Stephen Tansey	Member	32 W. North St. York, PA 17401	717 801 3900	stansey@yorkarcs.org

Board of Trustees Professional Development

When a new board member is appointed the board chairperson and the CEO and the school business manager hold meetings with the appointee to ensure that there is understanding of how the board and school operate. In addition, each member of the Leadership Team shares their responsibilities and responds to questions regarding their job description.

The board chair handles state requirements such as the Sunshine Law, and the CEO reviews the basic management of the daily operation of the school. The business manager explains how the school is financed and how the budget is developed and balanced each year.

Governance and Management

The Board of Trustees meets several times each year to discuss fundraising efforts and community bridge building between school and business, organizations, and donors/potential donors. The Chair of the Board School of Directors and the School CEO attend all Board of Trustee meetings and participate in all conversations to ensure a smooth linkage between the two boards. Through the two aforementioned persons the Board of Trustees is kept concurrent on PDE and how it functions in relation to our charter organization.

Student Enrollment

Our charter follows all local and state guidelines regarding the parameters to enroll in our school. You must submit residence proof, and have up to date immunizations. Your child must fall in the state mandated age ranges for the grade level.

Parent Communication

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

Files uploaded:

- Informational Sessions powerpoint.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained

	Year				
2012	175	137	0	moved out of the area	5
2013	303	298	0	moved out of the area	6
2014	371	371	0	moved out of the area	3
2015	450	446	0	moved out of the area	6
2016	521	518	1	moved out of the area	27

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	75	61	63										
2013	75	75	75	73									
2014	75	75	75	74	75								
2015	75	74	74	75	73	75							
2016	74	75	72	76	72	73	75						

Stakeholder Involvement

Name	Role
Nancy Ahalt	Board Member
Not applicable	Middle School Teacher - Regular Education
Not applicable	High School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	High School Teacher - Regular Education
Hilary Arthur	Business Representative
Brady Barnes	Business Representative
Lara Baum	Parent
Layla Boyce	Parent
Adrienne Brenner	Parent
Shivolsky Buffaloe	Community Representative
Amy Dove	Special Education Director/Specialist
Paula Gilbert	Community Representative
David Goodwin	Administrator
Anterria Graham	Parent

Christopher Grove	Community Representative
Monik Johnson	Administrator
Michael Lowe	Administrator
Adam Nugent	Community Representative
Jane Schaeffer	Elementary School Teacher - Regular Education
Robert Tabasko	Parent
Stephanie Veiss	Parent
Brian Waltersdorf	Business Representative
Kelley Waninger	Elementary School Teacher - Regular Education
Latosha Wright	Ed Specialist - Other
Tracy Zeiders	Ed Specialist - Other

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

In grades K, 1 and 2 we are aligned to the state standards in all academic areas of Language Arts, Math, Science, Social Studies, second language, art, PE, music, and library. The other areas are not relevant to the K-2 program and therefore are NI or NE. School Climate is secure according to the health and wellness committee and our full time school counselor and nurse. Interpersonal skills are covered by the counselor in conjunction with the classroom teachers.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

In grades 3, 4 and 5 we are aligned to the state standards in all academic areas of Language Arts, Math, Science, Social Studies, second language, art, PE, music, and library. The other areas are not relevant to the 3-5 program and therefore are NI or NE.

School Climate is secure according to the health and wellness committee and our full time school counselor and nurse. Interpersonal skills are covered by the counselor in conjunction with the classroom teachers.

Middle Level

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

Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished
World Language	Non Existent	Non Existent

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

The school is now offering instruction to seventh grade. Those subject areas taught up to the seventh grade level have been addressed. There are other subjects that will be taught in eighth grade that have not been addressed at this time..

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 will not have a High School program until the 2018-2019 school year.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

The curricula for the York Academy has been aligned to the PA state standards and the common core with the International Baccalaureate framework. The York Academy received Primary Years Programme Accreditation and has submitted the application for the Middle Years Programme. The Academy is now considered a Middle Years Programme Candidate School.

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

We do not have any Needs Improvement or None Existent responses at this time.

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 course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The curricula for the Intermediate level has been aligned to the state standards and common core. These standards have been integrated with the International Baccalaureate Framework.

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

We have no Needs Improvement or None Existent responses at this time.

Middle Level

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

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

The York Academy is in its second year of middle level instruction and the middle years teaching staff is developing the curricula and mapping standards to determine compliance. Each of the middle year teachers have been trained by the International Baccalaureate Organization to assure that the development of subject content a unit development is compliant with Pennsylvania standards and International Baccalaureate Middle Year Programme Framework

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

The development of the Middle Years Programme is continuing. For the 2017-18 school year the Academy will add grade eight.

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:

The York Academy will not have a high school program until 2018-2019.

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

The York Academy does not have a high school program at this time.

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.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

The York Academy uses an evaluation process that incorporates ten competencies as well as the four competencies identified at the state level. Formal observations are done in accordance with PA Dept of Ed guidelines.

Walk throughs are done multiple times each week by the Chief Executive Officer, Supervisor of Instructional Development, and the Dean of Students.

Annual Evaluations are done for teaching staff by the Chief Executive Officer in accordance with PA Dept of Ed guidelines.

Teacher Peer groups at grade levels meet to plan curriculum and instruction on a weekly basis. They also meet weekly with the IB facilitator to ensure alignment with the IB.

Instructional coaching is provided to all new staff by experienced teachers according to the Mentor/Mentee guidelines provided by the state and approved by our board.

The York Academy employs a unique system of developing teacher performance. The Supervisor of Instructional Development works with all staff to develop instructional skills. The Supervisor's only responsibility is supervision. The Chief Executive Officer completes the evaluations of all professional staff.

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

We incorporate all the strategies as selected.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

	district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	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

We have no high school level at this time.

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.

Upon completion of the budgeting process, the Board of Trustees approves the creation of any new positions within the school. These positions as well as any vacated positions are posted in a number of locations. Applications are collected and reviewed to assure proper certification, acceptable clearances, and to determine the level of academic achievement. Applicants selected for continuation in the process are scheduled for an interview with a group of staff members. Usually the team includes a member of the grade level or subject area and an administrator.

Following the interview process, those candidates selected to continue are scheduled to teach a demonstration lesson for observers. Based upon all of the information collected, a recommendation is made to the Board of Trustees for appointment.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
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Total Courses	6.00		
English	1.00		
Mathematics	1.00		
Social Studies	1.00		
Science	1.00		
Physical Education	1.00		
Health	1.00		
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		X				
Career Education and Work						
Civics and Government		X				
PA Core Standards: English Language Arts		X	X		X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X	X		X	
Economics						
Environment and Ecology		X				
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language		X				

Graduation Requirement Specifics

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- 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.
- 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	EEI	ML	HS
PSSA	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Monthly Everyday Math testing	X	X		
Connections			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
IB PYP Units	X	X		
IB MYP Units			X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Fountas and Pinnell leveled reading program	X	X		
Measure of Academic Progress	X	X	X	

Validation of Implemented Assessments

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

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

Provide brief explanation of your process for reviewing assessments.

Teachers work at grade level groups to review assessments to be done at that grade level. Teachers also interface with the IB facilitator to ensure that our curriculum and assessments match with the guidelines for IB assessment strategies, as the IB wants to ensure that any IB recognized school is doing what it needs to do regarding any local/regional/state/national laws require.

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.

not applicable

Collection and Dissemination

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

A perfect example is our Fountas and Pinnell assessment strategy. We assess reading levels in August, January and June of the school year to secure beginning, mid-year and end of year reading levels. This is done by a team led by our Title 1 reading specialist and then disseminated to staff. From this data we decide on the best ways to ensure that ALL students get the help they need, whether the student is below grade level, at grade level, or advanced. The Measure of Academic Assessment is also administered in the fall, winter, and spring. Results from each students are posted on the school's data wall and the Data Team periodically examines these scores to address issues that may become evident. After securing the reading and math scores for each student, each child meets with the regular classroom teacher to review the results and set their goal for the next administration. After each assessment period, results of the Fountas & Pinnell and the Measure of Academic Progress are distributed to parents and guardians.

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.

The York Academy provides free access to an after school tutorial program (WIN- What I Need) that is funded by Title 1. This opportunity is provided to all students who are achieving below grade level in Math or Language Arts. The school-wide goal is to have all children reading on grade level by the end of third grade.

The York Academy employs a Title 1 Reading specialist who targets students not identified with IEPs for reading help. In addition, the Academy has a full-time Reading Teacher that also provides direct services to children.

The York Academy employs a full time Instructional Assistant in all K-5 classrooms. These individuals are charged with working with children that need additional academic support and to provide enrichment activities to those advanced learners.

Summer camps are schedule during a four week period in June. These camps are designed to provide enrichment activities to children and also to provide opportunities to receive remediation sessions. These camps also allow students to maintain their level of learning and not experience a decline in academic performance.

The York Academy provides free access to special differentiated online 24/7/365 math and reading programs that are accessible from school and home for all students.

Unique to the York Academy is the use of Student Led Conferences. Throughout the Primary Years Programme, the students are required to led the conference for the parent and teacher. This unique opportunity teaches children to organize thoughts, develop public speaking, and allows children to proudly display their achievements.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level teachers use their classroom data to do all of the above in their weekly meetings and they peer review this process to ensure consistency from class to class.

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

The York Academy is currently implementing the Middle Years IB Programme (6-7).

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other 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 School Board	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	

Provide brief explanation of the process for incorporating selected strategies.

Through the use of an annual parent survey, parents report that there is excellent communication of how academics are reported at our school.

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

Course planning guides are not a part of the Elementary process. However the new website will have academic guidelines on them for parents to access with information specific to what is needed to achieve to a proficient level and above at each grade level.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	

Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers	X	X	X	
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:

The York Academy is currently offering instruction to grades six and seven. Each year, another grade will be added to the program until the school is providing a K-12 program.

We do not use an internet web-based system for management of student discipline at this time.

All contact is face to face between all parties.

Developmental Services

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

Explanation of developmental services:

We have a full time nurse, a full time counselor, a 50% time ELL teacher, a reading specialist, two SPED teachers full time, a full time certified speech teacher on staff.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The same staff listed above work closely with the classroom teachers and the administration to identify students in need and to meet their needs.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X		
Individual Screening Results	X	X		
Letters to Parents/Guardians	X	X		
Website	X	X		
Meetings with Community, Families and Board of Directors	X	X		
Newsletters	X	X		
School Calendar	X	X		
Student Handbook	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?	No

Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

The School Nurse keeps records on all students. She dispenses and keeps safe any meds taken by students. She communicates directly to home care givers when a child at school is injured/ill. She interfaces with community organizations for additional resources- such as health programs to educate students.

Food Service Program

Describe unique features of the Charter School meal program

The York Academy follows all state and national guidelines for the federal lunch program. We are a federally recognized free and reduced lunch program and we also offer breakfast. This is the first year the Academy elected to bring the Food Service operation into our facility. The York Academy staff now prepares breakfast and lunch for all students electing to participate in the program.

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:

Our school has a Safety Committee comprised of staff, teachers, administration and support personnel.

As an important part of the committee's responsibilities, members performs site inspections, reviews any incidents on the playground or classrooms, and examines any workman's comp claims.

The Safety Committee also stays up to date by viewing webinars as mandated by the state. We send, on an as needed basis, personnel to training for security and safety (for example a team of 6 attended a state wide training at Penn State Main Campus in July of 2013; one member of the committee also attend optional local drill training if the safety committee deems it important to do so.).

All staff carry school Identification Cards that are worn on lanyards for ease of visibility.

We follow state protocols regarding fire drills.

We follow state mandated drills for lock downs and evacuation practices.

We have security cameras at all the doors and a schoolwide alarm system to secure the building after hours.

Parents and visitors are permitted to come in only the front door and we have a sign in/sign out book managed by the front office. All visitors may enter only through the front office secured doors and must be first "buzzed in" the front door, then "buzzed in" from the front office to the rest of the building.

Safety and Health Policy

York Academy Regional Charter School Policy:

It is the policy of York Academy Regional Charter School to ensure a safe, healthful workplace for all its employees. Injury and illness losses from incidents are costly and preventable. This company will employ an effective accident and illness prevention program that involves all its employees in the effort to eliminate workplace hazards.

Management

: Management is accountable for preventing workplace incidents, injuries and illnesses.

Management will provide top-level support of safety program initiatives. Management will consider all employee suggestions for achieving a safer, healthier workplace. Management also will keep informed about workplace safety and health hazards, and it will regularly review the company safety and health program.

Supervision

: Supervisors are responsible for supervising and training workers in safe work practices.

Supervisors must enforce company safety rules and work to eliminate hazardous conditions.

Supervisors shall lead safety efforts by example.

Safety Committee:

The safety committee includes employer and employee representative who are responsible for recommending safety and health improvements in the workplace. The committee is also responsible for identifying hazards and unsafe work practices, removing obstacles to incident prevention and helping York Academy Regional Charter School evaluate the accident and illness prevention program.

Employees

: All employees are expected and encouraged to participate in safety and health program activities including the following: reporting hazards, unsafe work practices and accidents immediately to their supervisors or safety committee representatives; wearing required personal protective equipment; and participating in and supporting safety committee activities.

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

Wellness Policy

The school wellness policy

PDF 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:

- Liability Insurance Policies-2016.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.

As a charter school we do not have a transportation program. Under state law each sending district that provides transportation must provide equitable transportation for the district students that attend our Charter school. The students must meet the residency requirements for their sending district, and it is the job of each parent to request transport from their home district. Therefore each sending district uses either their own buses or a company they pay to service their district transportation needs.

There are also several before and after school programs, such as the YMCA and YWCA, amongst others, who send students to us and we provide places and coverages to ensure proper drop off and pick up in a safe and secure environment.

Our school provides safe drop off and pick up points at school; we also help drivers with any

issues they may have with a parent or student.

We provide on an "at need basis" help to parents who may have a special need accommodation, of which we have not had up to this point in time.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Not Applicable

Collaboration for Interventions

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

Classroom teachers may refer students for services in writing to our school service providers via the Special Education staff and the school counselor and the school nurse.

Teachers are expected to provide input for all students as part of the team at school.

Community and Parent Engagement

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

The board has public meetings monthly that are published for the public.

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 Academy partners with the Jewish Community Center to provide before and after school care program on site.

We receive students from and send students to a variety of community organization child care programs.

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.

Our LEA does not have a pre-school program, as we start with Kindergarten. Therefore we begin monitoring of students in Kindergarten.

1. At registration for Kindergarten in the late Spring, after the lottery and after a family offered admission has been accepted into the school, we ask parents for any documents from previous schools and/or child care institutions. These at times include IEP's.

If a child entering Kindergarten has an existing IEP, this is implemented and followed up on by the Special Education and Support Staff

If a student has any other identifiable disability the parents are required to report it to us and we operate on a "as needed" basis. This is why we do registration in the late Spring, so as to ensure that all needs are met.

2. We do not operate any pre-kinder programs nor do we have any under contract to provide pre-Kindergarten services.

3. We hold a comprehensive Kindergarten registration on a Saturday in the Spring in which we obtain: full health records; test the students on their pre-k "academic" abilities to see if there are any outliers; hold one on one parent meetings about goals and expectations for Kinder. All kinder families sign up for a special 30 minute slot on the first day of school in which no more than 3 students and their parent(s) come to the classroom and meet the teacher, and do several table top fun activities. This permits parents and students to see where the child will sit (name on chair and table top); where they will hang their coat and bag; and to also explore the room in a relaxed environment. On the first full day of school the students are all met at the door of school for a "hand off" from parent to teacher and instructional assistant.

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.

Staff have aligned curricula and selected materials that are effective in delivering standards. Materials have been approved by the Board of Trustees. Teachers have daily planning time where they work together with their grade levels to align selected materials with the academic standards. Materials and resources are readily available for both teachers and students. Our learning support teachers work with classroom teachers to differentiate materials and resources for diverse learners.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Staff have aligned curricula and selected materials that are effective in delivering standards. Materials have been approved by the Board of Trustees. Teachers have daily planning time where they work together with their grade levels to align selected materials with the academic standards. Materials and resources are readily available for both teachers and students. Our learning support teachers work with classroom teachers to differentiate materials and resources for diverse learners.

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.

Staff have aligned curricula and selected materials that are effective in delivering standards. Materials have been approved by the Board of Trustees. Teachers have daily planning time where they work together with their grade levels to align selected materials with the academic standards. Materials and resources are readily available for both teachers and students. Our learning support teachers work with classroom teachers to differentiate materials and resources for diverse learners.

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:

The York Academy is currently a K-7 school and will add another grade level each year until a K-12 program is in place.

SAS Incorporation

Elementary Education-Primary Level

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

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

At the elementary level, Career Education and Work, Civics and Government, Economics, Environment and Ecology, Family and Consumer Sciences, Geography, alternate academic standards as well as Interpersonal skills, and school climate are not taught directly using the SAS resources and materials section.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Not Applicable

Further explanation for columns selected "

At the intermediate level, Career Education and Work, Civics and Government, Economics, Environment and Ecology, Family and Consumer Sciences, Geography, alternate academic standards as well as Interpersonal skills, and school climate are not taught directly using the SAS resources and materials section.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable

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

Further explanation for columns selected "

At the middle level, teachers do not use the SAS Materials and Resources Section for Career Education, Family and Consumer Sciences, any of the alternate academic content standards, American School Counselor Association, or School Climate. Civics and Government, economics, and English Language Proficiency is not taught to all middle level students but throughout the middle level teachers will use the SAS Materials and Resources section in the students achievement planning process.

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 "

The York Academy does not have the high school level; we are currently a K-7 school.

Fiscal Solvency Policies

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

York Academy has board approved policies in the following areas, all intended to ensure and monitor fiscal solvency:

602. BUDGET PLANNING: The budget shall be designed to reflect the Board of Trustee's (Board) goals and objectives concerning the education of students. Therefore, the budget shall be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. The financial requirements of charter school programs shall be reviewed on a continual basis.

604. BUDGET ADOPTION: It is the philosophy of the Board of Trustees (Board) that the annual budget proposal represents the position of the Board, and all reasonable means shall be employed to present and explain the proposed budget to all members of the school community.

607. TUITION INCOME: When the charter school receives students who are residents of a member school district, it shall assess tuition charges in accordance with the School Code. Tuition shall be assessed for those students whose attendance has been approved by the Board of Trustees (Board), in accordance with policy.

608. BANK ACCOUNTS: The Board of Trustees (Board), by a majority vote of the full Board, shall designate one or more banks or bank and trust companies as depositories for the safeguarding of school funds.

609. INVESTMENT OF SCHOOL FUNDS: It shall be the policy of the Board of Trustees (Board) to optimize its return through investment of cash balances in such a way as to minimize non-invested balances and to maximize return on investments. The primary objectives of investment activities, in priority order, shall be:

Legality - All investments shall be made in accordance with applicable laws of Pennsylvania.

Safety - Safety of principal shall be of highest priority. Preservation of capital in the portfolio of investments shall be ensured through the mitigation of credit risk and interest rate risk.

Liquidity - Investments shall remain sufficiently liquid to meet all operating requirements that are reasonably anticipated. A fiscal year operations anticipated cash flow shall be developed so that investments can be made as early as possible, with maturities concurrent with anticipated cash demands.

Yield - Investments shall be made with the objective of attaining a market- average rate of return throughout the budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs

610. PURCHASES SUBJECT TO BID/QUOTATION: It is the policy of the Board of Trustees (Board) to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school.

611. PURCHASES BUDGETED: It is the policy of the Board of Trustees (Board) that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the charter school.

614. PAYROLL AUTHORIZATION: Employment of all permanent, temporary and part-time school personnel must be approved by the Board of Trustees (Board). The Board shall authorize payment of salaries to employees. Actions by the Board to employ staff on a contractual basis may include the name of the individual, position title, salary, period of employment, position classification, and if the employee is tenured in the position.

616. PAYMENT OF BILLS: It is the Board of Trustee's (Board) intent to direct prompt payment of bills but at the same time to ensure that due care has been taken in the review of district bills.

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.

York Academy Regional Charter School operates and manages the school's financial accounting practices with Central Susquehanna Intermediate Unit (CSIU) financial and administrative software. The modules currently licensed are the Fund Accounting module, Payroll module and Personnel module. The CSIU software is responsive to PDE state reporting requirements. The software is integrated with a desktop based user friendly interface. The interface provides word processing (letters) and spreadsheet applications (uploading budget information and annual financial report data) for PDE reports.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	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 and community partners.	X	X	X	

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	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 York Academy is an International Baccalaureate School, currently serving students in grades K-7. With over 75 employees we access the IU12 for administrator and teacher training to ensure that we are following PDE guidelines. We use summative, formative and benchmark assessment data to enhance best practices in providing appropriate interventions as needed by students.

The York Academy administration conducts an annual needs assessment for planning future professional development to all staff. From the needs assessment themes are developed for the year giving clear direction on what will be shared during scheduled professional development activities.

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

The York Academy currently serves students in grades K-7. Therefore, the High School Level column is left blank.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/14/2015 All employees were required to complete an online mandated reporter training as part of our annual week long professional development
8/12/2016 New employees completed an online mandated reporter training as part of our week long professional development program.
The LEA plans to conduct the required training on approximately:
8/11/2017 Annually we review who needs to complete the mandated reporter training and conduct the training as part of our professional development program.

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

Questions
The LEA has conducted the training on:
8/14/2015 Employees required to complete the suicide awareness and prevention PD did so during our week of teacher inservice.
8/12/2016 Employees required to complete the suicide awareness and prevention PD did so during our week of teacher inservice.
The LEA plans to conduct the training on approximately:
8/11/2017 Annually we review who needs to complete the suicide prevention PD and conduct the training as part of our professional development program.

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 plans to conduct the training on approximately:
8/11/2017 The York Academy administration has not yet completed the training on Child Exploitation Awareness Education for the professional staff.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- 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.

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

The focus of the 2015/16 Professional Development plan was on technology because the York Academy earned a \$50,000.00 Title One Reward School Grant. We were required to train the professional staff for a minimum of 16 hours on the use of the iPad. We provided the same training to our support staff as well. In addition, the staff was professionally developed in the areas of diversity, behavior management, data review and assessments.

The results of the 2016 Needs Assessment directed the York Academy administration to focus on two areas for the 2016/17 professional development plan. The two areas of focus included Data Analysis and Positive Behavioral Intervention and Supports (PBIS). In addition to these two areas, the staff was also trained on Comprehensive Student Supports, Document Based Questioning, Running Records and Assessment writing.

The professional development of the teaching staff is monitored through weekly observations and classroom walkthroughs.

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

The York Academy continues to ensure compliance with the International Baccalaureate Organization requirements for training of all instructional staff to meet accreditation mandates.

We do this annually with all newly hired staff. Our focus on professional development outside of the regular school day is a priority and offers a high pedagogical impact. The York Academy administration will look to implement an evaluation to better monitor the effectiveness of our professional development plan.

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 York Academy designed an induction program that meets the State mandates for new teachers. This plan is a comprehensive year long program that supports our new teachers and helps them meet their requirements for teaching in Pennsylvania.

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

The York Academy meets all the goals, objectives and competencies listed above.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The York Academy administration has designed a year long induction program for new teachers and their mentors. The induction program laid out in a detailed manual for the mentor and mentee to follow. The mentor/mentee paperwork is reviewed by administration and kept in the teacher's file. Meetings are held on a monthly basis to ensure that all requirements are met by the end of the school year. Portfolio work is also part of the IB planning process and is added to our induction program.

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

The York Academy uses all the tools listed above as part of the induction process for new teachers.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Our most seasoned teachers are selected to be mentors for the newly hired teachers. These same teachers also demonstrate the use of best practices when instructing their own students. The mentor teachers earn the highest levels of student achievement and develop strong relationships with their students and families.

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

The York Academy meets all the characteristics listed above.

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	X				
Assessments		X	X	X		
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools			X			
Standards			X			
Curriculum				X	X	
Instruction	X	X		X		
Accommodations and Adaptations for diverse learners				X		

Data informed decision making		X		X	X	
Materials and Resources for Instruction						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.

Each mentor keeps a comprehensive log of meetings that includes observations, discussions, and journaling. The full packet is signed off by the CEO and Supervisor of Instructional Development after review process is complete. The York Academy's Induction process is captured within a comprehensive manual. Annually, after collecting feedback from the current group of inducted teachers, the manual is updated and edited per the feedback collected from mentors and mentees.

Recording Process

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

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

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Technical assistance has been provided by the regional coordinator to assist with set-up and implementation of the schoolwide plan. Additionally, The York Academy schoolwide planning team reviews the plan periodically to make necessary changes as needed to ensure student success. These changes are made each year from the results of the Needs Assessment survey.

Provider	Meeting Date	Type of Assistance
Deb Ferguson	4/7/2016 12:00:00 AM	Federal Programs mandatory review
Diane Hallinan	3/26/2015 12:00:00 AM	Federal Programs year 3 review
Jesse Fry	5/24/2013 12:00:00 AM	Cyclic Review
Jesse Fry/Maria Garcia-Morales	4/19/2012 12:00:00 AM	School visit to assist with developing schoolwide plan.

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The York Academy used the professional experiences of professional staff and administrators to examine data from a variety of sources throughout the year. The Data Team consists of several members of the teaching staff and administrators. Their charge is to examine data from a variety of sources to track academic growth and identify strategies that will address the identified deficiencies.

The Academy administers the Measure of Academic Progress (MAP) on three occasions during each school year. The results are shared with each teacher allowing them to track academic progress of each student. In addition, the Data Team examines the results by grade level to determine if there are eligible content that appears to be an issue with students in a particular grade level.

The Data Team also created a Data Wall that posts the MAP scores of all students in the

building. This collection of data allows a quick examination of the student progress and also allows the team to identify specific students that are not meeting the expectations of the school. In addition to the MAP assessment, teachers of grades kindergarten through grade five administer the Fountas & Pinnell assessment. This assessment allows instructional staff to secure a reading level for each student in the class.

To fully track student progress, each instructor utilizes pre-assessment strategies as well as post-testing of taught material. Collection and analysis of data provides valuable information that is used to adjust teaching as necessary.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	No
Reading	Yes
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First.

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

The York Academy received PSSA scores for the 2016 school year. Although the results were not yet to the level of expectation of our school, our children outperformed many of the similar schools in York County. The York Academy initiated three school-wide goals for the 2016-17 school year.

1. All students leaving third grade should be reading on grade level. This will be determined through the scores attained from the Fountas & Pinnell assessment and the MAPS assessment.
2. The school will move 20% of our students in grades three through seven, from Basic or Below Basic to Advanced or Proficient using the Pennsylvania Assessment as a measuring tool.
3. The school will increase the number of students performing at the High or High Average range by 20% using the Measure of Academic Progress.

Accomplishment #2:

York Academy completed and submitted our International Baccalaureate (IB) Primary Years Programme (PYP) application; this was part of our original charter. All students in the school participate in the IB PYP equally, including groups identified by the state as being "historically underperforming." Students who are ELL, SPED, etc. are expected to participate fully in the IB PYP and are welcomed into it as learners. The York Academy received notification January 2015 that the application was approved and accreditation was granted.

With the addition of sixth and seventh grades, the York Academy submitted the application for Middle Years Programme candidacy. The school receive notification that the York Academy was approved as a candidate school and the process of accreditation would proceed. The IB Coordinator will visit the Middle Years Programme January 24 and 25, 2017, to assess our progress.

Accomplishment #3:

Our 2014 SPP shows a gain of 9.7 points, from 67.7 to 76.9. This was due to a large increase in the number of students performing at advanced or proficient levels. The grade 3 cohort also tested significantly better than the group ahead of it and this is due to several factors, including: solid teacher performance in areas of concern; an additional year at the school as students for the 2014 grade 3 cohort; significant emphasis on whole language learning in both 3rd and 4th grades.

Accomplishment #4:

The York Academy will seek approval to offer the International Baccalaureate Diploma Programme at a new location. The York Academy Foundation purchased land and appointed an architect of record to begin the design of the Upper School. This school, located in close proximity to the current school will offer a unique educational opportunity to children in grades eight through twelve.

In October 2017, the school will submit the application to secure accreditation of the Diploma Programme.

Charter School Concerns

Concern #1:

Our expectation is that York Academy will be out of the numerical range for this category as a "focus school" well within the 3 year time frame of the designation. However, our school SPP number from 2013 is 67.7. This was derived from our first ever PSSA assessment taking cohort, the grade 3 group, and they achieved the following scores:

Language Arts: 57% proficient or advanced

Math: 66% proficient or advanced

Our goal (as specified in this focus plan) is that the first testing cohort will a year by year increase of approximately 10% on average. Other cohorts that follow should see the same gains as is explained in our plan and as we have designed our plan.

Concern #2:

As the York Academy continues to experience increase interest from families to attend the school and the Board of Trustees elected to pursue construction of an Upper School that will deliver the International Baccalaureate Diplomma Programme, there is continued concern about the lack of access to funding for charter schools to construct or renovate facilities for the school. The current rent reimbursement provided from the state is a very limited opportunity to accommodate a growing and popular school.

Concern #3:

The York Academy will develop a procedure to intentionally recruit high quality staff members that will more closely reflect the racial, gender, nationality, makeup of the school. In addition, the school will develop a marketing strategy to assure that the economic diversity remains balanced.

Concern #4:

The York Academy will monitor budget development processes to assure that teaching staff are compensated at a rate commensurate with the pay scales available in York County.

Concern #5:

The York Academy will develop a process that will encourage parents to be more fully involved in their child's education.

Concern #6: The York Academy will continue to monitor student academic growth throughout each school year. The Academy will establish goals that focus on increasing academic proficiency using the Measure of Academic Progress, Fountas & Pinnell Assessments, and PSSA results. **Concern #7:**

The York Academy will continue to disseminate information about the school and the benefits to children. This effort will be accomplished through school related activities, community presentation, participation in community events, and visitations to the school.

Concern #8:

The York Academy will continue to provide instructional assistance in each classroom (K-5), in an effort to provide academic support to those students needing attention.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

The York Academy will develop a procedure to intentionally recruit high quality staff members that will more closely reflect the racial, gender, nationality, makeup of the school. In addition, the school will develop a marketing strategy to assure that the economic diversity remains balanced.

The York Academy will monitor budget development processes to assure that teaching staff are compensated at a rate commensurate with the pay scales available in York County.

The York Academy will continue to provide instructional assistance in each classroom (K-5), in an effort to provide academic support to those students needing attention.

Systemic Challenge #2 (*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:

Our expectation is that York Academy will be out of the numerical range for this category as a "focus school" well within the 3 year time frame of the designation. However, our school SPP number from 2013 is 67.7. This was derived from our first ever PSSA assessment taking cohort, the grade 3 group, and they achieved the following scores:

Language Arts: 57% proficient or advanced

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Our goal (as specified in this focus plan) is that the first testing cohort will a year by year increase of approximately 10% on average. Other cohorts that follow should see the same gains as is explained in our plan and as we have designed our plan.

The York Academy will continue to monitor student academic growth throughout each school year. The Academy will establish goals that focus on increasing academic proficiency using the Measure of Academic Progress, Fountas & Pinnell Assessments, and PSSA results.

The York Academy will continue to provide instructional assistance in each classroom (K-5), in an effort to provide academic support to those students needing attention.

Systemic Challenge #3 (*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:

As the York Academy continues to experience increase interest from families to attend the school and the Board of Trustees elected to pursue construction of an Upper School that will deliver the International Baccalaureate Diploma Programme, there is continued concern about the lack of access to funding for charter schools to construct or renovate facilities for the school. The current rent reimbursement provided from the state is a very limited opportunity to accommodate a growing and popular school.

The York Academy will develop a procedure to intentionally recruit high quality staff members that will more closely reflect the racial, gender, nationality, makeup of the school. In addition, the school will develop a marketing strategy to assure that the economic diversity remains balanced.

The York Academy will develop a process that will encourage parents to be more fully involved in their child's education.

The York Academy will continue to disseminate information about the school and the benefits to children. This effort will be accomplished through school related activities, community presentation, participation in community events, and visitations to the school.

Charter School Level Plan

Action Plans

Goal #1: 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.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Annual budget data, 10-year projections, percentage of general fund budget which reflects facility usage

Specific Targets: Annual budget reduction from 23% to 14% over three years.

Strategies:

Cost Reduction Measures

Description:

Renegotiate Current Lower School Lease or renegotiate bonds

SAS Alignment: None selected

Recruitment of Quality Staff

Description:

Highly qualified, diverse population to serve the current demographic of the school.

SAS Alignment: None selected

Maintain High Quality Staff

Description:

Maintain current staff through incentivizing their employment with the school.

SAS Alignment: None selected

Implementation Steps:

Bond Issue

Description:

x

Start Date: 2/1/2017 **End Date:** 3/1/2017

Program Area(s):

Supported Strategies:

- Cost Reduction Measures

Post Position Availability to a Variety of Sources

Description:

Utilize career fairs and other recruitment venues along with leveraging social media for recruitment.

Start Date: 2/1/2017 **End Date:** 8/21/2017

Program Area(s):

Supported Strategies:

- Recruitment of Quality Staff

Continued Employment of Instructional Assistants

Description:

Each classroom K-5 will continue to have the academic and behavioral support of highly qualified instructional assistants.

Start Date: 2/1/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Recruitment of Quality Staff
- Maintain High Quality Staff

Goal #2: 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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA data for achievement, PVAAS data for achievement and growth, MAP for benchmarking, F & P for diagnostics, other local assessment data

Specific Targets: PSSA ELA 58% to 80% proficient or advanced. PSSA Math 38% to 80% proficient or advanced.

Strategies:

Data Teaming

Description:

School data team will be developed and team members will gather school data to better identify areas of strength and concern. A multi-tier system of support will be considered for providing academic support to those students who have not met proficiency at the general core level (tier 1).

SAS Alignment: None selected

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: None selected

Implementation Steps:

Data Team Facilitation and Co-Planning with Supervisor of Instructional Development

Description:

In order to develop capacity, data teams will explore and unpack the PA Core Eligible Content and use this information as a measurement for student growth and achievement.

Start Date: 8/24/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Teaming
- High Quality Professional Development for Teachers

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Community Communication through school newsletters, Social Media Updates, Global Connect Blasts, Classroom Newsletters, Class DoJo, Remind

Specific Targets: Newsletter correspondence bi-monthly to 100% of the faculty, Board and families.

Strategies:

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Description:

(Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

SAS Alignment: Materials & Resources

Implementation Steps:

Encourage Families to be Actively Involved in their Child's Academic and Behavioral Program

Description:

Required attendance at student-led conferences. Encourage participation at PTO Meetings. Using parents as volunteers on field trips. Including parents on ad hoc committees established by the Board or school.

Start Date: 2/1/2017 **End Date:** 6/30/2021

Program Area(s):**Supported Strategies:**

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

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: Data Teaming Strategy #2: High Quality Professional Development for Teachers		
Start	End	Title			Description			
8/24/2016	6/30/2021	Data Team Facilitation and Co-Planning with Supervisor of Instructional Development			In order to develop capacity, data teams will explore and unpack the PA Core Eligible Content and use this information as a measurement for student growth and achievement.			
	Person Responsible Supervisor of Instructional Development	SH 3	S 6	EP 30	Provider Local IU		Type IU	App. Yes

Knowledge

- PA Core
- Eligible Content
- Data extractions from PVAAS, MAP, eMetric
- Data discussions
- Protocols

Supportive Research

This work is grounded in data teaming research as well as DuFour's PLC.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

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

Charter School Level Affirmations

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

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

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President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer