

Tacony Academy Charter School

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

1300 Rhawn Street
Philadelphia, PA 19111
215-742-5100

Federal Accountability Designation:	Title I - Not Designated
Schoolwide Status:	Yes
CEO:	THOMAS SCHEID
Date of Local Chartering School Board/PDE Approval:	7/1/2013
Length of Charter:	5 Years
Opening Date:	8/29/2012
Grade Level:	K - 12
Hours of Operation:	08:15 - 03:30
Percentage of Certified Staff:	94.70 %
Total Instructional Staff:	67
Student/Teacher Ratio:	16:1
Student Waiting List:	7500
Attendance Rate/Percentage:	94.50 %
Enrollment:	1079
Per Pupil Subsidy:	Reg Edu - \$7,950 and Spec Edu - \$23, 287
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	68.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	184

Student Profile

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	34.00
Black (Non-Hispanic)	374.00
Hispanic	238.00
White (Non-Hispanic)	344.00
Multicultural	86.00

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	182.00	185.00	185.00	180.00
Instructional Hours	0.00	0.00	360.00	360.00	360.00	360.00

Planning Process

Friday professional developments are the meeting time for the planning process. It will continue this way for the implementation process.

Mission Statement

The Mission of Tacony Academy Charter School is to enhance, support and promote creative and critical thinking as well as the problem solving skills of school-age learners in the making of original inventions as amazing solutions to puzzling problems while mastering Pennsylvania and national standards.

Vision Statement

A student educated at Tacony Academy Charter School will make a difference in their community by problem solving and innovating daily. The experiences in critical thinking and invention will serve as a foundation for the future. A Tacony graduate will continue to seek solutions to world problems beyond secondary and university studies. They will be innovators in the careers and professions of their choosing to make the world and community a better place to be.

Shared Values

We believe in a Caring School Community approach. This approach focuses on the fostering caring relationships, in an inclusive and safe environment, as the foundation of an adult and student learning community. We believe that class experiences should be designed with opportunities to build upon and honor students' intrinsic motivations. We believe that creativity and problem solving can be activated in all subject areas. We believe in providing whatever each child needs to access their success.

Educational Community

Our community is an urban setting. As a title one school, we have close to 70% of our families who qualify as low income. We have an involved parenting adult community. Providing activities such as

family reading nights, science nights, and parent conferences, always gets a large turn out from our families. We have recently become members of the Wissoming area with our new High school building. Students at our high school are required to participate in community service as well as events.

We work with the Wissoming Civic Association to collaborate with community events. At our Rhawnhurst campus we have an active partnership with the retirement community Gloria Dei. Our children have reading mentors with the seniors in the center. We also have partnerships with our local banks and stores such as Beneficial Bank and CVS which serves as our emergency evacuation center.

Maintaining partnerships and a community presence is important to our school. Events organized by our school and parenting adults are open to the community. Participating in our MPAA middle school sports leagues, students also partake in community service by cleaning up Jardel fields, which serves as our home fields. We also have active relationships with University and Science Partners such as Temple University and the Tesla Science Foundation.

Board of Trustees

Name	Office	Address	Phone	Email
Joseph Bauer	President	8715 Midland Avenue Philadelphia, PA 19136	215-704-6153	joe.bauer13@yahoo.com
Sandra Farmer	Member	5750 N. 17th St. Philadelphia, PA, 19141	215-816-7729	10933@msn.com
Lisa Johnson	Member	1124 Overington St Philadelphia, PA, 19124	267-988-6914	ljprofessional@gmail.com
Kelly Lorah	Member	xxx	215	xxxx@ap-schools.org
John MacDonald	Treasurer	1952 E. Allegheny Avenue Philadelphia, PA 19134	215-840-8540	JMacdonald@impactservices.org
Jennifer Ragen	Member	xxxx	215	xxxx@ap-schools.org
Barbara Saunders	Vice President	2104 St. Vincent Street Philadelphia, PA 19149	215-847-6662	blsaunders00@gmail.com
Anita Vega-Kaiser	Secretary	9448 Lansford Street Philadelphia,	215-203-6150	Anita.Kaiser08@yahoo.com

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Board of Trustees Professional Development

The following Tacony Academy Charter School board members participated in an intensive board training program that was sponsored by American Paradigm Schools and facilitated by the Nonprofit Center at LaSalle University:

Joseph Bauer
 John MacDonald
 Anita Vega-Kaiser
 Barbara Saunders
 Lisa Johnson

The covered topics included:

1. Individual board member roles and responsibilities and the collective board's responsibilities;
2. Board legal liability and fiduciary responsibility;
3. Clarifying board roles vs. staff roles;
4. Policy-making and oversight;
5. Board's role in effective strategic planning, finances and fundraising; and,
6. Board development and self assessment

The lead presenter was Laura Otten, director of The Nonprofit Center. Dr. Otten is a national expert in various aspects of nonprofit management and governance. She earned her MA and Ph.D from the University of Pennsylvania and her BA from Sarah Lawrence College.

Governance and Management

The Board of Trustees meets regularly to oversee school governance. At the Board meetings, the board of directors review fiscal statements from the school fiscal office as well as academic reports from building principals. The Board meetings are all publicly advertised according to the Sunshine Laws. At the board meetings community comment is part of every agenda if community members wish to be heard.

Student Enrollment

Students must be 5 years old by September 1st to enter Kindergarten & 6 years old by September 1st to enter First grade. Families must provide proof of residency ,(State issued ID , utility bill, lease, mortgage statement) Families are required to submit updated physical, dental and immunization record.

Parent Communication

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

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

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

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
2009	72	79	73	74	73								
2010	68	75	73	77	75	76				105			
2011	71	78	76	76	74	75	77			100	103		
2012	76	76	77	79	74	74	75	68		83	92	88	
2013	69	77	77	76	76	76	78	75	76	106	94	103	86
2014	78	79	81	78	81	79	74	72	67	104	110	83	84
2015	80	79	77	79	78	79	76	70	72	110	125	79	75

Stakeholder Involvement

Teachers, administrators, parents, and community stakeholders are surveyed for input into our professional development needs. This is used to guide our planning committees and coordinate with our EMO to provide appropriate training.

Name	Role
Gerard Abernethy	Middle School Teacher - Regular Education
John Barnes	Community Representative
Frank Carr	High School Teacher - Regular Education
Patricia Darby	Special Education Director/Specialist
Sharon Gudas	Elementary School Teacher - Regular Education
Lisa Johnson	Parent
Briana Kates	Administrator
Stephanie Katz	Ed Specialist - School Counselor
Katie Lee	Middle School Teacher - Regular Education
Tessa Linder	High School Teacher - Special Education
Antoniette Montgomery	Business Representative
Fern Russell	Community Representative
Thomas Scheid	Administrator
Ryan Strasko	Building Principal
Francis Torres	Business Representative
Jessica Voorhees	Elementary School Teacher - Regular Education
Megan Whalen	Parent

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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.

Professional Development is provided to help faculty and staff address the academic and social needs of students. Training in data analysis and STAR testing assists in helping teachers to track student progress and identify which students are in need of additional supports. Comprehensive Support Process Training gives teachers instruction in our school protocol for identifying student need. Particular strategies in reading (daily 5), math (common core), and STEM instruction enable teachers to implement proper instruction. Grade level meetings and team meetings provide collaboration time for teachers to implement strategies to meet the needs of the school. The assistance was highly qualified as it was implemented by a certified administrative team with supports from experts in our management agency, American Paradigm Schools. Please see detailed agendas in our review binder.

Provider	Meeting Date	Type of Assistance
American Paradigm Schools	8/23/2018	Scope and Sequence and Content Specific Support
American Paradigm Schools	8/14/2019	Teacher Induction
American Paradigm Schools	8/15/2019	Teacher Induction
American Paradigm Schools	8/21/2019	Scope and Sequence and Content Specific Support
American Paradigm Schools	9/20/2019	Student Data Analysis
American Paradigm Schools	11/5/2019	Student Data Analysis and Content Specific Training
Tacony Academy Charter School	9/6/2019	Comprehensive Student Support

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

In SY 2014-2015, Tacony Academy Charter School (TACS) outperformed the School District of Philadelphia (SDP) on the **Science** section of the PSSA with 46.15% of TACS students scoring Proficient or Advanced to 37.13% of SDP students scoring Proficient or Advanced.

Accomplishment #2:

In SY 2014-2015, Tacony Academy Charter School (TACS) outperformed the School District of Philadelphia (SDP) on the **ELA** section of the PSSA with 54.38% of TACS students scoring Proficient or Advanced to 32.40% of SDP students scoring Proficient or Advanced.

Accomplishment #3:

In SY 2014-2015, Tacony Academy Charter School (TACS) outperformed the School District of Philadelphia (SDP) on the **Math** section of the PSAA with 26.38% of TACS students scoring Proficient or Advanced to 16.96% of SDP students scoring Proficient or Advanced.

Accomplishment #4:

In SY 2014-15, TACS met targets based on SPP formula set by PDE for Keystone Exams in Biology, Algebra and Literature. The proficiency targets were as follows: Biology (7), Algebra (8), and Literature (8).

Accomplishment #5:

In SY 2014-15, TACS had the highest number of students score Proficient and/or Advanced in Biology since the inception of the Keystone Exams by PDE.

Accomplishment #6:

In SY 2014-15, TACS had significant movement in the reduction of Below Basic(BB) to Basic(B) and Basic(B) to Proficient(P) scores in all tested areas.

		Lit	Bio	Alg
Grade 10	BB to B	70%	28%	51%
	B to P	46%	30%	7%
Grade 11	BB to B	69%	29%	69%
	B to P	41%	29%	24%

Grade 12	BB to B	67%	26%	45%
	B to P	30%	20%	18%

Accomplishment #7:

In the SY 2014-15, TACS earned SPP credit for Advanced Placement scores and ACT scores.

Accomplishment #8:

After implementing the new Eureka Math curriculum, the Math PSSA's proficient/advanced scores increased to 41%.

Accomplishment #9:

The ELA PSSA proficient/advanced scores increased to 61% during the 2017-18 school year.

Accomplishment #10:

The 4th and 8th grade science PSSA's scores reached their highest during the 2018-19 school year to 54%.

Charter School Concerns

Concern #1:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

Concern #2:

TACS is faced with the challenge of closing the achievement gap for students who enter 9th grade at TACS significantly below grade level in math and reading. TACS is charged with closing the achievement gap in one year in preparation for passing the Keystone Exams as first time test takers.

Concern #3:

Effectively providing differentiated instruction (remediation and intervention) to students with mixed abilities in math and reading.

Concern #4:

Effectively providing college and career readiness instruction and resources to ensure students who graduate from TACS are successful and graduate from college.

Concern #5:

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

.....

TACS is faced with the challenge of closing the achievement gap for students who enter 9th grade at TACS significantly below grade level in math and reading. TACS is charged with closing the achievement gap in one year in preparation for passing the Keystone Exams as first time test takers.

.....

Effectively providing differentiated instruction (remediation and intervention) to students with mixed abilities in math and reading.

.....

Effectively providing college and career readiness instruction and resources to ensure students who graduate from TACS are successful and graduate from college.

.....

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

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:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

.....

TACS is faced with the challenge of closing the achievement gap for students who enter 9th grade at TACS significantly below grade level in math and reading. TACS is charged with closing the achievement gap in one year in preparation for passing the Keystone Exams as first time test takers.

.....

Effectively providing differentiated instruction (remediation and intervention) to students with mixed abilities in math and reading.

.....

Effectively providing college and career readiness instruction and resources to ensure students who graduate from TACS are successful and graduate from college.

.....

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

Systemic Challenge #3 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

.....

TACS is faced with the challenge of closing the achievement gap for students who enter 9th grade at TACS significantly below grade level in math and reading. TACS is charged with closing the achievement gap in one year in preparation for passing the Keystone Exams as first time test takers.

.....

Effectively providing differentiated instruction (remediation and intervention) to students with mixed abilities in math and reading.

.....

Effectively providing college and career readiness instruction and resources to ensure students who graduate from TACS are successful and graduate from college.

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

Systemic Challenge #4 (*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:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

Effectively providing differentiated instruction (remediation and intervention) to students with mixed abilities in math and reading.

Effectively providing college and career readiness instruction and resources to ensure students who graduate from TACS are successful and graduate from college.

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

Systemic Challenge #5 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Based on new standards only 26.4% of students scoring Proficient or Advanced during SY 2014-2015.

As a high achieving school, we recognize the need to increase achievement on ELA PSSA above 54.4%.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Lesson plans, agendas, meeting notes, STAR standards scores

Specific Targets: Teachers will work to bring our curriculum development an alignment from developing to accomplished. This will happen in PLC groups with monitoring of plans, meeting notes, and agendas by building principals.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Common Core Curriculum Professional Development

Description:

Professional Development opportunities will enable teachers to align curriculum to common core focus.

Start Date: 8/30/2016 **End Date:** 8/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building

Danielson Framework Conferencing and Evaluations

Description:

Teachers will participate fully in all parts of the Danielson framework evaluation as conducted by Principals. Teachers working in this system will exhibit differentiation and knowledge of pedagogy in order to achieve mastery.

Start Date: 9/1/2016 **End Date:** 9/1/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional (Distributed) Leadership Capacity Building

Professional Learning Community and Committees will use Datawise Protocols

Description:

Develop a regular schedule for all PLCs and committees. Distributive leadership strategies engages all levels of talent and ownership at the school. Currently the structure needs more consistency and accountability. The protocols will include collecting of minutes, agendas, and goals setting. We will set protocols using the Datawise method. We will create norms of always substantiating ideas with evidence.

Start Date: 9/1/2016 **End Date:** 9/1/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building

Improve Language and Literacy Acquisition for all students

Description:

The regular education Literacy Program for Tacony is explained below and all staff are immersed in professional development in order to carry out the program with fidelity and meet the needs of all learners.

Literacy Instruction:

The educational program for literacy instruction is Balanced Literacy. The Balanced Literacy block includes read aloud, shared reading, guided reading, independent reading, word work, phonics instruction, vocabulary instruction, and writing workshop. The Balanced Literacy approach, provides a “balanced” program challenging students to work at or above grade level while also providing for leveled work at their assessed instructional level. The read aloud and shared reading experiences allow for students to work with grade level material on grade level standards. The guided reading and independent reading allow for students to read at their instructional level. Research shows us that students’ reading abilities can only improve when students have significant time daily reading both at their independent and instructional levels. Professional development time in balanced literacy focuses on training staff members in all the key components of the balanced literacy approach. For example, staff will be trained in knowing how to get “Just Right” books into the hands of students so that they are spending time daily reading at their level. Reading at and just above one’s reading level facilitates growth. Staff members also participate in book studies focused on *The Café Book* and *The Daily Five*. Teachers are trained to closely monitor student growth and to challenge students to achieve at the next level. During guided reading students work on the specific phonemic awareness skills, fluency, and comprehension needs with which they need support. This differentiated and small group instructional approach enables our students to each get exactly what s/he needs to progress so we can ensure growth in the achievement of every child. As is stated by Chapter 4 in the Public School Code, “Literacy skills, including phonemic awareness, phonological awareness, fluency, vocabulary and comprehension and developmental writing will begin in prekindergarten and kindergarten, if offered, and be developed appropriately for the primary grade levels.” This balanced literacy approach is appropriate from kindergarten through eighth grade. A different amount of time is spent on each component of balanced literacy depending on the grade level and student needs. Benchmark and Scholastic guided reading materials are used during small group instruction. Grades K to 4 have age and level appropriate classroom libraries for independent reading. Fountas and Pinnell benchmark assessment is implemented to identify independent and instructional reading levels in elementary grades. Fountas and Pinnell sight word, vocabulary,

phonics, and phonemic awareness assessments are also administered as needed. The Developmental Studies Center Making Meaning curriculum provides the materials for read aloud and shared reading. Words Their Way is the phonics program that will be implemented moving forward.

Reading Support:

Students are seen by the reading specialist for additional reading support in Tier III of RtII. The reading specialist utilizes the Fountas and Pinnell Leveled Literacy Intervention Program as well as Words Their Way Program, Rewards Program (by Voyager Sopris Learning), the Orton-Gillingham program, and other resources as needed to support the individual needs of each struggling reader. The reading specialist works closely with the teacher of students in Tier II of RtII. The reading specialist provides support to students at the Tier II level by helping the teacher to plan instruction and implement strategies that should work for the student based on the student's assessment data.

Writing Instruction:

It is imperative to identify writing skills as a foundational skill for all students. First Philadelphia teachers conduct writing workshops including short mini-lessons. Research indicates that children can only attend to lessons and instruction for about the same number of minutes as their age. Therefore, a carefully constructed mini-lesson provides highly focused instruction. The mini-lesson is direct instruction and includes teacher modeling. Our students must have models to clearly understand the expectation for their independent work. The mini-lesson is followed by guided practice and ultimately, independent practice. Again, students must spend time writing daily in order to improve writing skills. In balanced literacy, during guided practice, the teacher is checking for understanding and offering any clarity necessary. During independent practice, the teacher is reteaching small groups of students or conferring individually with students to ensure that each child's individual needs are met. This differentiated and small group instructional approach ensures that advanced students can be challenged and that struggling students can be supported. The class ends with a "share time" where students share how they applied the mini-lesson (or teaching point) in their independent work that day. This allows students to learn from one another as well as ensuring every instructional minute is used optimally to ensure every child has mastered and owns the new skill. The Developmental Studies Center curriculum is used for Writing Workshop. This curriculum ensures that grade level content and standards are addressed. Our instructional strategies ensure that each child's individual needs are met.

There is a special education reading program that includes individualized reading instruction and use of the program Read Naturally in addition to other supplemental reading resources. The special education teachers deliver the

implementation of this program for students who receive supplemental support. Those students who receive itinerant support receive reading instruction in the regular education setting with additional supports.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building

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 within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
- Ensure that 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.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Teacher Effectiveness Rating Scores on Danielson Framework. SLO results.

Specific Targets: This will be the second year of us using the Danielson Framework for teacher effectiveness. By utilizing this through more than one

cycle, teachers will continue to consistently improve in mastery and ability to consistently apply all successful strategies through the school.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Common Core Curriculum Professional Development

Description:

Professional Development opportunities will enable teachers to align curriculum to common core focus.

Start Date: 8/30/2016 **End Date:** 8/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

Danielson Framework Conferencing and Evaluations

Description:

Teachers will participate fully in all parts of the Danielson framework evaluation as conducted by Principals. Teachers working in this system will exhibit differentiation and knowledge of pedagogy in order to achieve mastery.

Start Date: 9/1/2016 **End Date:** 9/1/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

Professional Learning Community and Committees will use Datawise Protocols

Description:

Develop a regular schedule for all PLCs and committees. Distributive leadership strategies engages all levels of talent and ownership at the school. Currently the structure needs more consistency and accountability. The protocols will include collecting of minutes, agendas, and goals setting. We will set protocols using the Datawise method. We will create norms of always substantiating ideas with evidence.

Start Date: 9/1/2016 **End Date:** 9/1/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

Teaching Diverse Learners in an Inclusive Setting

Description:

Teachers will learn to support the vast mental health diagnoses, special education diagnoses, learning differences, and learning styles in their classrooms through professional developments that increase the foundation of tools in their teaching toolkit. Our school has a much larger number of students than ever before with diagnoses like OHI, ODD, PTSD, and others. Teachers are not accustomed to meeting the needs of all of these learners and teachers require more professional development in order to begin better meeting the needs of students and to better implement specific positive behavior support plans for individual students following a completed FBA. Teachers will also participate in professional development for the CSP process (Multi-Tiered Systems of Support process at Tacony) to ensure that teachers learn to refer students and receive support from the team for additional interventions that they could put in place for students who struggle with academics or behavior. Finally, teachers will participate in on-going case management meetings with the special education staff and coordinator in order to ensure that each teacher is implementing a student's IEP with fidelity, accommodating and modifying assessments, providing appropriate

accommodations and modifications during instruction, and monitoring student progress. Evidence of this step will include PD agendas, classroom walk-throughs, classroom formal and informal observations, PLC agendas and meeting notes, case management agendas and meeting notes, lesson plans, IEP documents and progress monitoring reports.

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Related Challenges:

- Ensure that 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.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Keystone, PSSA, STAR, agendas, meeting notes

Specific Targets: All professional learning communities in the school will partake in Academic Analysis Meetings during Friday professional developments. These data meetings will happen a minimum of bi-weekly. Professional development plan includes these meetings as a part of the schedule.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Professional Learning Community and Committees will use Datawise Protocols

Description:

Develop a regular schedule for all PLCs and committees. Distributive leadership strategies engages all levels of talent and ownership at the school. Currently the structure needs more consistency and accountability. The protocols will include collecting of minutes, agendas, and goals setting. We will set protocols using the Datawise method. We will create norms of always substantiating ideas with evidence.

Start Date: 9/1/2016 **End Date:** 9/1/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction
- Instructional (Distributed) Leadership Capacity Building

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 for a minimum of 28 days.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer