

Central PA Digital Lrng Foundation CS

**Charter School Plan**

07/01/2017 - 06/30/2020

# Charter School Profile

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## Demographics

721 N. Juniata St. Suite 3  
Hollidaysburg, PA 16648  
(814)682-5258

AYP Status:	Not Provided
CEO:	Malyanda Maurer
Date of Local Chartering School Board/PDE Approval:	1/15/2015
Length of Charter:	5 years
Opening Date:	8/25/2002
Grade Level:	K-12
Hours of Operation:	7:30 AM - 6:00 PM, Monday thru Friday
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	13
Student/Teacher Ratio:	16:1
Student Waiting List:	0
Attendance Rate/Percentage:	94.60 %
Enrollment:	208
Per Pupil Subsidy:	PDE 363 as submitted by District of Residency
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	65.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	56

## Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	8.00
Hispanic	5.00
White (Non-Hispanic)	190.00
Multicultural	3.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	180.00	180.00	180.00	180.00

Instructional Hours	0.00	0.00	900.00	900.00	990.00	990.00
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## Planning Process

The CPDLF CEO began the planning process by conducting a needs assessment of operations, academics, and finances in conjunction with various teams related to each area. Members of the teams involved board members, staff members, Appalachia Intermediate Unit 8 personnel, strategic planning consultants, and parents. As part of the management and business services contract that CPDLF has with the IU, experts in each of the areas being assessed were available for consultation ensuring that the plan of the charter school was in alignment with the needs of the school districts in the IU 8 region.

Throughout the year, the board, public (including a parent representative of the school), and IU were made aware of findings and were given a chance to provide input into the assessment and the development of the plan.

In March, the board conducted a strategic planning meeting in which they discussed the original purpose of the creation of the school and the current systemic analysis.

In May, several parent meetings were held to gather information, concerns, and suggestions from parents regarding the educational process of CPDLF.

In July, September, and October, the staff participated in a strategic design process guided by the goals set forth by the board, the needs of the families at CPDLF, and the needs of school district students.

Throughout the process, input was received from IU 8 administrators and strategic design consultants.

This plan is a compilation of all the planning from the board, the staff, parent, and outside agency input.

## Mission Statement

CPDLF Mission - from the charter application

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the area.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

## Vision Statement

CPDLF - Building the Ideal Virtual Learning Experience that is customizable, flexible, and rigorous.

Providing all students across the state of PA access to quality customizable virtual learning experiences with a personal touch

Providing districts with opportunities for successful asynchronous virtual learning experiences for learners

## Shared Values

**Pursuit of Excellence** - We believe that all learners should pursue excellence by exceeding their own expectations and continuously striving to be better after each accomplishment.

**Devotion** - We believe that all learners can develop love, loyalty or enthusiasm for an activity or cause that positively contributes to society.

**Integrity / Respect** - We believe that all learners can learn to live consistently so that actions match beliefs and they can treat others as they would like to be treated.

**Accountability** - We believe that all learners can be dependable in fulfilling responsibilities, even when not supervised. They can take responsibility for their actions.

**Citizenship** - We believe that all learners can leave CPDLF as proud, productive members of society.

## Educational Community

The Central PA Digital Learning Foundation Charter School (CPDLF) is a cyber school with approximately 200 to 250 students from across the state of Pennsylvania, over 30% of which are eligible for special education services. A large portion of our students are in the same region as our headquarters, which is in Central PA. While our student body is from both urban and rural communities, our region is primarily rural with small towns. With over 60% of our student population being eligible for the free and reduced lunch program, the home environments in which these students do their school work is in a less than ideal learning environment. This high population of families living at or below the poverty level also lends itself to a community that is highly in need of community support services. It is our goal to help make those connections with community services as needed and to work with those community agencies in order for the students to become successful learners. Each community in which the learner resides provides a different array of services and opportunities so it becomes a challenging effort to ensure that we are aware of all the available agencies and resources in the area.

CPDLF currently has a significant fund balance that has been essential during times of delayed payments from schools or the state. We operate with a zero balanced budget; however, our enrollment fluctuates the entire year so it is necessary to revise the budget usually around February after the fixed PDE 363 rates are released.

Being a cyber charter school can draw negative thoughts from some; however, many of the school district superintendents feel that having a cyber school on which nine of them sit as the governing board ensures that a quality education will be delivered to these students. Once people learn that we are building an online community in which many opportunities are provided for learners to develop good habits that lead to successful living, one that builds relationships and makes connections, and allows learners to have personalized and customized learning paths, they agree that such a community is needed and can be quite helpful for everyone involved.

## Board of Trustees

Name	Office	Address	Phone	Email
Royce Boyd	Member	531 Bedford Street Claysburg, PA 16625	814-239-5141 Ext. 1352	rboyd@cksd.k12.pa.us
Dr. Vincent	President	Central	(814) 472-	vdileo@cencam.org

DiLeo		Cambria School District 208 Schoolhouse Road Ebensburg, PA 15931	8870	
Dr. Paul Gallagher	Member	1028 Pennview Lane Duncansville, PA 16635	814-329-6380	gallirish84@gmail.com
Dr. Robert Gildea	Treasurer	Hollidaysburg Area School District 201 Jackson Street Hollidaysburg, PA 16648	(814) 695- 8702	robert_gildea@tigerwires.com
Cathy Harlow	Secretary	Tyrone Area School District 701 Clay Avenue Tyrone, PA 16686-1807	(814) 684- 0710	clharlow@tyronek12.pa.us
Scott Magnetti	Member	400 Martin Street, Bellwood, PA 16617	(814) 505- 6195	s.magz@yahoo.com
William Marshall	Member	Penn Cambria School District 201 6th Street Cresson, PA 16630	814-886-8121	marshaww@pcam.org
Dr. John Mastillo	Member	Blacklick Valley School District 555 Birch Street Nanty Glo, PA 15943	(814) 749- 9211	jmastillo@bvsd.k12.pa.us
Dr. Thomas McInroy	Member	Bellwood- Antis School District 400 Martin Street Bellwood, PA	814-742-7975	tmcinroy@blwd.k12.pa.us

		16617		
Michael Strasser	Vice President	Cambria Heights School District 426 Glendale Lake Road PO Box 66 Patton, PA 16668	(814) 674-3626	mstrasser@chsd1.org
Eric Zalenko	Member	84 Mountain Avenue Portage, PA 15946	814-736-9636	supt@portageareasd.org

## Board of Trustees Professional Development

The Board of Trustees are public school superintendents and are very knowledgeable of governance issues including the Sunshine Law and the Public Officials Act.

Board members will be provided with an annual retreat during which board goals will be reviewed and revised, if necessary, and professional development topics centered around charter school governance will be addressed.

All members of the Board of Trustees will also have the opportunity to attend Professional Development conferences, seminars, on-line webinars and any other Professional Development activities that would enhance the knowledge in conducting the educational and business affairs of the Central Pennsylvania Digital Learning Foundation.

## Governance and Management

Board members are kept informed of operations and general management by the CEO on a biweekly basis. More detailed reports are provided during the board meetings, which also provide the public with knowledge of the charter school operations. The CEO works closely with the board president when developing the board meeting agenda and periodic meetings with individual board members and the CEO are held throughout the year to maintain transparency. The CEO has developed a working relationship with Steve Carney at PDE in an effort to keep him informed as well.

## Student Enrollment

Student enrollment is open to all Pennsylvania state residents of school-age at all times and are not subject to a lottery based system. CPDLF health requirements follow PDE state guidelines. The enrollment packet that contains the forms and information needed for enrollment is sent to each family who inquires about enrolling.

### Parent Communication

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

#### Files uploaded:

- CPDLFEnrollmentProcedures.pdf

### Registration Policy

Registration Policy

*PDF file uploaded.*

### Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

*PDF file uploaded.*

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2013	114	134	0	Return to home district, drop out, GED	38
2014	150	181	0	Return to home district, drop out, GED	10
2015	147	218	0	Return to home district, drop out, attend a different cyber charter school	24

### Enrollment History—Part 2—Enrollment by Grade by School Year

School	K	1	2	3	4	5	6	7	8	9	10	11	12
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Year													
2013	5	4	5	7	4	9	9	20	21	31	33	20	18
2014	5	13	12	3	11	12	9	13	24	24	22	17	15
2015	3	3	12	11	2	12	12	11	16	23	15	16	11

### Planning Committee

Name	Role
Patrick Baney	Student Curriculum Director/Specialist
Angela Boutiller	Administrator
Greg Burns	High School Teacher - Regular Education
Diane Clapper	Parent
Christine Davis	Intermediate Unit Staff Member
Vincent DiLeo	Board Member
Melissa Fairbanks	Elementary School Teacher - Special Education
Paul Gallagher	Board Member
Cassie Grassmyer	Elementary School Teacher - Regular Education
Cathy Harlow	Board Member
Heather Jancula	High School Teacher - Regular Education
Tracey Karlie	Community Representative
Brandon Kelley	Instructional Technology Director/Specialist
Paul Longwell	High School Teacher - Regular Education
Kylie Magargi	High School Teacher - Special Education
Scott Magnetti	Business Representative
Malynda Maurer	Administrator
Leslie Rupp	Middle School Teacher - Regular Education
Jay Scott	Business Representative
Amy Walters	Middle School Teacher - Special Education
Danny Webb	Community Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
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	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
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	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Areas marked as Non-Existent are not offered at the Elementary Level.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
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
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Areas marked as Non-Existent are not offered at the Elementary-Intermediate Level.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
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	Not answered
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	Accomplished	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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

Areas marked as non-existent currently not offered.

### High School Level

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

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

Areas marked as non-existent currently not offered.

### *Adaptations*

#### Elementary Education-Primary Level

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

- Science and Technology and Engineering Education

### **Elementary Education-Intermediate Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **Middle Level**

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

### **High School Level**

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

Explanation for any standards checked:

CPDLF purchases curriculum developed by vendors who have aligned the instruction to the standards and provided mapping for us. In the area of Career Education and Work, we are continuously adding elements to tie learning to the community and to provide real world experiences.

## Curriculum

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

Objectives and academic standards are clearly stated within each lesson, materials such as pace charts and student involvement measure educational time. Formative and summative assessments identify measurement of mastery of objectives.

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

Objectives and academic standards are clearly stated within each lesson, materials such as pace charts and student involvement measure educational time. Formative and summative assessments identify measurement of mastery of objectives.

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

*This narrative is empty.*

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

Objectives and academic standards are clearly stated within each lesson, materials such as pace charts and student involvement measure educational time. Formative and summative assessments identify measurement of mastery of objectives.

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

*This narrative is empty.*

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

Objectives and academic standards are clearly stated within each lesson, materials such as pace charts and student involvement measure educational time. Formative and summative assessments identify measurement of mastery of objectives.

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

*This narrative is empty.*

### ***Modification and Accommodations***

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

CPDLF purchases curriculum from vendors that are aligned to the PA Core. Upon entry to CPDLF, every student is given a baseline assessment to determine their present levels.

Instructors use this data to modify instruction. They also have access to student IEPs so that they are able to provide the accommodations necessary for student success. Since we are a personalized system, all student have the opportunity to access content based on their needs and abilities. We are also in the process of developing a multi-tiered system of support to provide additional instruction indicated by the data.

## **Instruction**

### ***Instructional Strategies***

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Not Reviewed

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

Formal observations and walkthroughs are completed virtually by the administration.

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

CPDLF purchases curriculum so lesson plans are not required in this environment.



## *Responsiveness to Student Needs*

### **Elementary Education-Primary Level**

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

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

*This narrative is empty.*

### **Elementary Education-Intermediate Level**

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

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

*This narrative is empty.*

### **Middle Level**

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### 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.

We advertise in three counties and on online job search programs to recruit applicants. We then conduct an extensive interview process to ensure that the candidate fits the mission of the school as well as possesses the ability to teach effectively in a virtual environment.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	23.00	23.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	6.00

Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00
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### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
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:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

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

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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PSSA,		X	X	
Keystone Algebra I, Literature, Biology				X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island benchmark tests for Reading and Math PSSA		X	X	
Study Island benchmark tests for Reading and Math Keystones				X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quizzes, assignments, unit tests, classwork	X	X	X	X
Discussion board submissions			X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
MAPS assessment in Reading, Math, and Science	X	X	X	X
DIBELS	X	X		

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

CPDLF implements a purchased developed curriculum that has its own review and assessment committee prior to purchase.

### *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.

CPDLF administers local assessments purchased from the IU.

### *Collection and Dissemination*

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

Assessment data is recieved on-line and shared with applicable staff and leaders through Google Drive.

### *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.

Learners who are struggling to meet academic standards are offered supports through the multi-tiered system of support.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	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	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	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

PA assessments are shared with staff leaders and parents/guardians. After evaluating assessments, students courses and curriculum is reviewed. Modifications are made as needed.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

As information regarding summative assessments becomes available, we pass the information along to families in the variety of methods selected above.

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

We do not currently use any sort of press release or local media as a way to get information out to our families or community since we cover all of PA.

## **Safe and Supportive Schools**

### ***Programs, Strategies and Actions***

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X

Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline				

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

Cyber school environment negates many of the school violence issues.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness				
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Guidance in developing Habits of Success	X	X	X	X

Explanation of developmental services:

CPDLF incorporates the CPDLF Connects U! program in which students are taught the Habits of Success and then guided and encouraged to develop these habits as they progress through their academic requirements.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Individual letter to parent/guardian	X	X	X	X

### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
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?	NA
May Charter School students possess any prescription or non-prescription medication?	NA

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?	NA
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?	NA
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

The School Nurse is responsible for ensuring that all students are current with their immunizations. Also the school nurse is responsible to file all necessary health reports with the PA Department of Health including the SHARRS report. Each student's health records are maintained by the school nurse and placed in a locked cabinet.

As a cyber charter school, there are no medications to disperse to students and there are no classrooms or breakfast and lunch programs.

### ***Food Service Program***

Describe unique features of the Charter School meal program

Students work from home and therefore, food service program is unnecessary.

### ***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:

Effective July 1, 2015 CPDLF has a Memorandum of Understanding with the Hollidaysburg Borough Police Department until June 30, 2017.

CPDLF purchased an electronic proximity based access control system including an airphone which allows a visitor to buzz in and talk to the receptionist prior to entering the school. Then the receptionist can push a button and release the locked door for admittance to the school. Previously there was no locked door and visitors could just come in without checking in first with the receptionist first causing security concerns. This was added for the safety of CPDLF employees, students, and visitors at the CPDLF office.

## ***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

*DOCX 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:**

- Brumbuagh Insurance-min.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.

Students work from home and transportation is not necessary.

### **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*

<b>Charter School's Code of Student Conduct</b>	<b>Answer</b>
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.

Students do their work from home and students are rarely on school grounds. The Student Code of Conduct is currently being updated and is being provided through our learning management system as part of their learning and is not one complete document at this time. The Code of Conduct from last year has been uploaded into this system.

#### **Code of Student Conduct**

The school's Code of Student Conduct

*DOCX file uploaded.*

### *Frequency of Communication*

**Elementary Education - Primary Level**

- More than once a month

**Elementary Education - Intermediate Level**

- More than once a month

**Middle Level**

- More than once a month

**High School Level**

- More than once a month

***Collaboration for Interventions***

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

The CPDLF Connects U! program is designed to foster relationships and make connections that benefit the learner. All personnel, whether part of CPDLF or an outside agency, are to collaborate with the learner to ensure that the learner is set up for academic success.

***Community and Parent Engagement***

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

The Board of Trustees approve a budget in which funds are attributed to community and parent engagement activities including Meet and Greet for parents, learners, and staff as well as field trips and graduation. They also highly encourage staff to develop opportunities to allow for parent engagement and input.

***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

CPDLF is a cyber charter school; therefore childcare is not offered because the student learns in their home environment. Also there are no after school programs offered or youth workforce development programs. Tutoring is offered for students who are struggling with Math and English by a highly qualified teacher/mentor on a weekly basis. All students with special needs who have a individualized education plan receive services based upon their individual needs. This includes teachers providing direct services to students within the home or via electronic form of real-time interaction. Our comprehensive plan was made available to the community at the public library and on our website. CPDLF coordinates services for students with the Office of Vocational Rehabilitation. CPDLF also provides transition services to students who have an IEP.

### *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.

CPDLF works with the IUs to ensure that Kindergarten Transition takes place for any student who is identified as having special needs and has an IEP. When CPDLF is made aware of a student who is in need of transition services, CPDLF coordinates the meeting with the IU and arranges to prepare for the student enrolling in the school age Kindergarten class.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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
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Provide explanation for processes used to ensure Accomplishment.

All courses are provided are aligned with State Standards. Courses are updated and modified with interactive technologies and up to date materials and resources on a yearly basis. Since the courses on-line, there is 24 hour accessibility for student and teachers. There are a number of different strategies used to address learning styles.

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.

All courses are provided are aligned with State Standards. Courses are updated and modified with interactive technologies and up to date materials and resources on a yearly basis. Since the courses on-line, there is 24 hour accessibility for student and teachers. There are a number of different strategies used to address learning styles.

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.

All courses are provided are aligned with State Standards. Courses are updated and modified with interactive technologies and up to date materials and resources on a yearly basis. Since the courses on-line, there is 24 hour accessibility for student and teachers. There are a number of different strategies used to address learning styles.

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	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.

All courses are provided are aligned with State Standards. Courses are updated and modified with interactive technologies and up to date materials and resources on a yearly basis. Since the courses on-line, there is 24 hour accessibility for student and teachers. There are a number of different strategies used to address learning styles.

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

*This narrative is empty.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full

	Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
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	Not Applicable
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Areas not addressed at the Elementary Primary level are addressed in secondary level

### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable

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	Not Applicable
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Areas not addressed at the Intermediate elementary level are addressed in the secondary level

### **Middle Level**

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

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

Further explanation for columns selected "

Areas not address at the Middle School level are addressed at the High School area.

### High School Level

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

Further explanation for columns selected "

ELP is available but currently not being utilized as we do not have any ELL students.

### *Fiscal Solvency Policies*

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

CPDLF currently has a budgetary reserve which was designated by the Board of Trustees for contingencies such as future special education expenditures and computer replacements.

The Board of Trustees:

- Approves the budget each year
- Approves every check, all travel requests, and all personnel matters at their board meetings.
- Meets every other month and is updated on enrollment numbers particularly as they relate to the cyber charter's financial stability.

The President of the Board of Trustees and the Chief Executive Officer closely monitor revenues and expenditures and report solvency to the Board regularly.

### *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.

The accounting system (Quickbooks) was set up using the PA State Chart of Accounts. Revenues and expenditures are coded according to the Manual of Accounting and Related Financial Procedures. The approved budget has been entered and financial information is reported to PDE in accordance with GAAP.

## Professional Education

### *Characteristics*

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	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	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	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	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	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	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and	X	X	X	X

learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Regularly scheduled administrative meetings and individualized coaching plans ensure that all areas are addressed. In addition, administrators and potential leaders will be given opportunities to attend workshops, conferences, and other professional development opportunities as they become available.

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

N/A

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
3/2/2015 Full-time staff completed training via the PDE on-line webinar; other staff members had the option to complete and/or submit certification from other district training. This was a 3 hour training.
4/15/2016 Full-time staff completed training via the PDE on-line webinar; other staff members had the option to complete and/or submit certification from other district training. This was a 3 hour training.
8/26/2016 Full-time staff completed training via the PA Child Welfare online training video; other staff members had the option to complete and/or submit certification from other district training. This was a 3 hour training.
The LEA plans to conduct the required training on approximately:
8/31/2017 The link to the 3 hour online training video will be available for all personnel who have not completed the Act 126 training or who need to retake after 5 years.
8/31/2018 The link to the 3 hour online training video will be available for all personnel who have not completed the Act 126 training or who need to retake after 5 years.
8/30/2019 The link to the 3 hour online training video will be available for all personnel who have not completed the Act 126 training or who need to retake after 5 years.

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.

<b>Questions</b>
The LEA has conducted the training on:
8/26/2016 The link to the online 3 hour training and the 1 hour training was made available to all staff for the entire month of August. It will also be available for all new

personnel as needed.
The LEA plans to conduct the training on approximately:
8/31/2017 The link to the online 3 hour training and the 1 hour training will be made available to all staff for the entire month of August. It will also be available for all new personnel as needed.
8/31/2018 The link to the online 3 hour training and the 1 hour training will be made available to all staff for the entire month of August. It will also be available for all new personnel as needed.
8/30/2019 The link to the online 3 hour training and the 1 hour training will be made available to all staff for the entire month of August. It will also be available for all new personnel as needed.

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.

<b>Questions</b>
Not Applicable for our school entity

### *Strategies Ensuring Fidelity*

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

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

CPDLF has a scheduled professional development plan that is developed and released each year with dates of implementation. Needs of educators are constantly being monitored and



reviewed to incorporate "just in time" learning as well so that educators can successfully and efficiently meet the needs of the learners.

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

*This narrative is empty.*

### ***Induction Program***

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

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

The monitoring system at CPDLF includes learners, both adult and children. Through this process there are regular check ins with all the staff to determine progress towards goals and learning outcomes. We also track time spent on professional development and follow up with those who may have missed a learning opportunity.

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

N/A

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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 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).

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

Participation in professional development, including induction, is recorded in the learning management system, Canvas. Evaluations of each PD session are gathered and follow up through our monitoring program ensures that Inductees receive the support they need.

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

CPLDF utilizes purchased curriculum that only requires modifications as necessary for the student group. Instructors develop pacing charts with modified assignments that are shared with the administration.

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.

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

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

CPDLF administration chooses mentors who exhibit the characteristics, knowledge, and flexibility described in the items selected from the list above.

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

N/A

### *Induction Program Timeline*

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

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Evaluations will be completed by participants after each professional development session. Follow up with inductees will occur through the monitoring program.

### *Recording Process*

- Identify the recording process for inductee participation and program completion. (Check all that apply)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.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## 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

The cyber 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))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))



- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))

- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

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In SY 2015-16, the SPP rose to 47.6 up from 39.3 for the SY 2014-15.

### Accomplishment #2:

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For the 2016-17 year, a zero balanced budget was developed in line with expenditures after 4 years of a loss at the end of each year.

### Accomplishment #3:

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From the 2015-16 SPP, ELA/Literature percent of achievement gap closed for all students was 75.29% and it was 100% for the historically underperforming group.

### Accomplishment #4:

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From the 2015-16 SPP Science/Biology percent of achievement gap closed for all students was 90.63% and it was 100% for the historically underperforming group.

### Accomplishment #5:

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The CPDLF Connects U! program was incorporated in the 2016-17 school year. This program is design to build relationships and make connections to set the learner up for success. 100% of the students must maintain regular contact with their learning guide and develop plans to meet their weekly goals.

How about "Incorporated CPDLF Connects U! program that builds relationships and makes connections to set the learner up for success"

3 mins



like it

Chris • 3

100% of the students must maintain regular contact with their learning guide and develop plans to meet their weekly goals.

## Charter School Concerns

### Concern #1:

From the 2015-16 SPP, 11.76% were proficient or advanced in Math/Algebra 1.

### Concern #2:

From the 2015-16 SPP, 35.29% were proficient or advanced in ELA/Literature.

### Concern #3:

From the 2015-16 SPP, 28.13% were proficient or advanced in Science/Biology.

### Concern #4:

From the SPP reports 2014-15 to 2015-16, the Cohort Graduation rate dropped from 32.26 to 26.92.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:

From the SPP reports 2014-15 to 2015-16, the Cohort Graduation rate dropped from 32.26 to 26.92.

From the 2015-16 SPP, 11.76% were proficient or advanced in Math/Algebra 1.

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From the 2015-16 SPP, 35.29% were proficient or advanced in ELA/Literature.

---

From the 2015-16 SPP, 28.13% were proficient or advanced in Science/Biology.

**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:**

From the SPP reports 2014-15 to 2015-16, the Cohort Graduation rate dropped from 32.26 to 26.92.

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From the 2015-16 SPP, 11.76% were proficient or advanced in Math/Algebra 1.

---

From the 2015-16 SPP, 35.29% were proficient or advanced in ELA/Literature.

---

From the 2015-16 SPP, 28.13% were proficient or advanced in Science/Biology.

# Charter School Level Plan

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## Action Plans

**Goal #1:** 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

### Indicators of Effectiveness:

Type: Annual

Data Source: MAPS Benchmark Assessments, PSSAs, Keystones

Specific Targets: During the year, evidence of increased student academic performance indicates preliminary positive impacts. An increase of at least 6.7% growth on the PSSAs and 7.5% growth on the Keystones as indicated on the SPP for the school year will provide indication of the effectiveness of the system established.

### Strategies:

#### *Data Informed Instruction Professional Development*

##### **Description:**

The Instructional Coaching program and the accompanying professional development plan that includes learning to use data to inform instruction will provide instructors with the tools and knowledge necessary to meet the needs of the learners.

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

#### *Implementation Steps:*

#### *Data Driven Instruction Professional Development*

##### **Description:**

Through a series of synchronous and asynchronous workshops, instructors will learn how to read the data in the LMS the learners are using and then learn strategies to use to incorporate additional instruction as needed.

**Start Date:** 8/1/2016    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Data Informed Instruction Professional Development

**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

**Indicators of Effectiveness:**

Type: Annual

Data Source: MAPS Benchmark Assessments, PSSAs, Keystones, and course grades

Specific Targets: During the year, evidence of increased student academic performance indicates preliminary positive impacts. An increase of at least 6.7% growth on the PSSAs and 7.5% growth on the Keystones as indicated on the SPP for the school year will provide indication of the effectiveness of the system established.

***Strategies:***

***Best Virtual Instructional Practices Professional Development***

**Description:**

Instructors will learn how to effectively implement best practices in a virtual setting to improve student achievement. This will be accomplished by monthly synchronous sessions which are enhanced through the weekly Instructional coaching sessions.

**SAS Alignment:** Assessment, Instruction

***Implementation Steps:***

***Best Practices for Virtual Instruction***

**Description:**

Professional development sessions centered around best practices in a virtual world will introduce instructors to methods and strategies that can be used in their courses.

Evidence: Increased course grades and increased individual student achievement scores

**Start Date:** 11/14/2016    **End Date:** 6/15/2018

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

**Supported Strategies:**

- Best Virtual Instructional Practices Professional Development



# Appendix: Professional Development Implementation

## Step Details

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<b>LEA Goals Addressed:</b>	<b>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</b>	<b>Strategy #1: Data Informed Instruction Professional Development</b>
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Start	End	Title	Description	Type	App.	
8/1/2016	6/14/2019	Data Driven Instruction Professional Development	Through a series of synchronous and asynchronous workshops, instructors will learn how to read the data in the LMS the learners are using and then learn strategies to use to incorporate additional instruction as needed.	IU	No	
		<b>Person Responsible</b> Innovative Learning Leader	<b>SH</b> 1.0	<b>S</b> 21	<b>EP</b> 30	<b>Provider</b> Virtual Learning Specialist

**Knowledge** Instructors will learn how to effectively use data to make informed decisions about instruction.

**Supportive Research** The use of data to drive instruction leads to higher student achievement.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

needed to analyze and use data in instructional decision-making.  
Empowers educators to work effectively with parents and community partners.

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

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

<b>Training Format</b>	Series of Workshops School Whole Group Presentation Live Webinar Online-Synchronous			
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and	

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Participant survey

<b>LEA Goals Addressed:</b>	<b>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</b>	<b>Strategy #1: Best Virtual Instructional Practices Professional Development</b>
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Start	End	Title	Description	Provider	Type	App.							
11/14/2016	6/15/2018	Best Practices for Virtual Instruction	Professional development sessions centered around best practices in a virtual world will introduce instructors to methods and strategies that can be used in their courses.  Evidence: Increased course grades and increased individual student achievement scores	Virtual Learning Specialist	IU	No							
		<table border="0"> <tr> <td><b>Person Responsible</b></td> <td><b>SH</b></td> <td><b>S</b></td> <td><b>EP</b></td> </tr> <tr> <td>Principal</td> <td>1</td> <td>21</td> <td>30</td> </tr> </table>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	Principal	1	21	30			
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>										
Principal	1	21	30										

**Knowledge**

Instructors will learn effective online teaching strategies

**Supportive**

Implementing best practices in classroom instruction improves student achievement.

## Research

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p>
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<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
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Dir	New Staff	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Journaling and reflecting</p> <p>Written plans of implementation of effective instructional strategies in an online setting</p>	<b>Evaluation Methods</b>
		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

# Charter School Level Affirmations

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

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

**Affirmed by Vincent DiLeo on 7/29/2015**

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*President, Board of Trustees*

**Affirmed by Thomas McInroy on 7/29/2015**

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*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 Central PA Digital Lrng Foundation CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

**Affirmed by Vincent DiLeo on 7/29/2015**

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*President, Board of Trustees*

**Affirmed by Thomas McInroy on 7/30/2015**

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*Superintendent/Chief Executive Officer*