

Lehigh Valley Charter High School for the Arts

**Charter School Plan**

07/01/2018 - 06/30/2021

# Charter School Profile

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## Demographics

321 E. Third St  
Bethlehem, PA 18015  
(610)868-2971

Federal Accountability Designation:	none
Schoolwide Status:	No
CEO:	Diane LaBelle
Date of Local Chartering School Board/PDE Approval:	3/1/2013
Length of Charter:	5 Years - Expiring June 30, 2018 for Bethlehem, and June 30, 2022 for Northampton
Opening Date:	9/1/2003
Grade Level:	9-12
Hours of Operation:	7:40-3:00 M/T/R/F 7:40-1:40 W
Percentage of Certified Staff:	75.30 %
Total Instructional Staff:	60
Student/Teacher Ratio:	11:1
Student Waiting List:	122
Attendance Rate/Percentage:	92.90 %
Enrollment:	627
Per Pupil Subsidy:	Avg. Reg. Ed: \$11,790.70 Spec. Ed. \$26,143.69
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	21.10 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	46

## Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	13.00
Black (Non-Hispanic)	49.00
Hispanic	78.00
White (Non-Hispanic)	451.00
Multicultural	35.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	0.00	0.00	0.00	180.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	1093.02

## Planning Process

With the completion of construction of the new building located in south Bethlehem, Charter Arts began the process of reviewing the status of the Strategic Plan and developing a new five year Strategic Plan for the school. The process began at the end of the first year in the the new school in May 2016 with surveys (needs assessments) given to students, parents and teachers. A Strategic Planning team was created to include: one core academic teacher (elected by faculty), one arts major teacher (elected by faculty), Principal, CEO, an administrative representative, facilities Director, two parents, one member of the Board of Directors and one member of the Charter Arts' Foundation board and an alum who had graduated in 2012. The team is being led by Yvette Johnson, Vice President of the Board of Directors. The team began meeting over the summer of 2016 to review and analyze survey results. Following a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, goals and strategies will be developed. The team met throughout the fall and early winter of the 2016-2017 school year, and our new strategic plan is now in place.

## Mission Statement

### **The Lehigh Valley Charter High School for the Arts Mission Statement:**

The Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence this integrated educational experience inspires all students to believe in themselves and what they can accomplish.

## Vision Statement

### **Lehigh Valley Charter High School for the Arts Vision Statement:**

- Charter Arts' students are immersed in a nurturing environment that propels each student into a professional and effective adult who accepts and fosters diversity, community, and character.
- Graduates are leaders in their chosen field and within the global community who can communicate, collaborate, create and self-promote through art as a universal language.
- Charter Arts affords each student with a rigorous, integrated arts education built on Pennsylvania academic standards offering each student access to expanded, cutting edge facilities, technology and curriculum taught by highly qualified faculty.

### **Charter Arts is a...**

Collaborative environment that

Harnesses

Adaptable skills

Recognizing that the students are the socially conscious.

Transformative

Entrepreneurial education.

Relevant to all students.

Arts belong to everyone

Regardless of background.

The school fosters courageous and creative

Stewards of the future.

**The Lehigh Valley Charter High School for the Arts will create a 21st Century educational experience by utilizing the community of south Bethlehem as the campus for learning.**

As the educational environment for all students continues to move at the speed of light with technological innovations and global understandings, locating the new Charter Arts campus in the heart of the arts, cultural and educational community of south Bethlehem will open an innovative learning community to students unavailable when restricted to staying within the walls of a traditional school.

Charter Arts students have been performing, working and volunteering in the community throughout the more than 10 years of the school's existence. These students understand what it means to be part of the larger community as they already come from 12 counties and 45 districts. Charter Arts is the hub of an educational experience for these students and in the new south Bethlehem location, Charter Arts will have spokes directed from this hub to sectors located throughout the Lehigh Valley.

## Shared Values

Charter Arts believes that all students participate in a school that is:

- **Unique and Innovative:** The Lehigh Valley Charter High School for the Arts is located in southeast Pennsylvania, 50 miles north of Philadelphia and serves approximately 627 high school students in grades 9-12. For the past 15 years, Charter Arts has done an excellent job of educating these students in one of seven artistic fields with the implementation of the Literary Arts major most recently: dance, theatre, vocal music, instrumental music, visual art, literary arts, and figure skating. Since its inception in 2003, graduation rates continue to improve (100% in 2015 and 2016), and the majority of students continue on to a post secondary education such as two or four year colleges, technical institutes, or arts conservatory's. Charter Arts also has an excellent arts program.
- **Provides Intellectual Development:** Charter Arts enables students to develop an intellectual capacity within an Artistic framework to which they are already passionately devoted. The student's level of comfort and accomplishment in their arts enables them to transfer their intellectual development into the academic classroom. The result is that Charter Arts students' grades in individual academic classes and test results on the state mandated Keystone's exceed the scores student's achieved prior to their attendance in Charter Arts. Students graduate from Charter Arts with a sense of expertise and accomplishment in both the arts and academics. They move into the larger world knowing that they can have a positive impact on their own lives and the lives of others. These personal and academic skills are transferable to the college and workplace environments.
- **Provides a Pre-professional Program:** Charter Arts offers a pre-professional program in the performing arts that traditional area schools do not offer. Charter Arts continues to recruit a highly diverse student population (see demographic information).
- **Serviced by an Excellent Artistic and Professional Staff:** The staff at Charter Arts brings their own artistic and professional backgrounds to the school, providing students with role models in both the academic and artistic areas.

## Educational Community

**Socioeconomic Areas:** Since Charter Arts receives students from so many areas, there is a wide variety of communities served by the school. Charter Arts serves a vast array of socioeconomic areas, from the very affluent school districts, to inner city school districts which include poverty level areas. Students live in diverse communities from rural to inner city.

Charter Arts students come from disparate cultural backgrounds, households and educational programs. Many students arriving at Charter Arts for the first time have experienced the feeling of being out of the mainstream in their former traditional public school setting. Pursuing the arts, relegated these students to the background and gave them an uncertain sense of identity and a lack of self confidence. Frequently bullied and often underappreciated for their talents, they enter Charter Arts with low self esteem, fear of the unknown, but hope for a different learning experience and a more nurturing environment.

Once enrolled in Charter Arts, the same students gain self-respect as their talents are developed, appreciated and rewarded. With this self-respect comes a thirst for knowledge and an increased interest in the arts and the academics. Charter Arts works to harness this new found self-esteem and open students to the endless opportunities for learning. Their creativity is nurtured and developed. Students learn to approach learning in ways that foster questioning, problem solving and critical thinking. Art becomes the vehicle for developing the self-confidence they need to successfully embrace college and self-advocate for their future.

**The Charter Arts mission rests on the belief that all children can learn.** The research of Benjamin Bloom and Howard Gardner are joined by other scholars who support and substantiate the powerful link between arts, education, and achievement as demonstrated by the work emanating from Harvard's Project Zero as well as the work of James Catterall. Charter Arts' combined efforts focus on a combination of meaningful assessments, rigorous and engaging curriculum, and mechanisms for both enrichment and remediation. Charter Arts will continue to broaden its partnerships with both the academic and artistic communities.

## Board of Trustees

Name	Office	Address	Phone	Email
Mario Acerra	President	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	acerra@mac.com
Paul Braden	Vice President	321 East 3rd Street, Bethlehem, PA,	610-868-2971	pbraden@rcn.com

		18015		
Otto Ehram	Board Chair	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	oehrsam5@rcn.com
Mark Ferguson	Member	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	mferg@ptd.net
John V. Filipos	Treasurer	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	jfilipos@yahoo.com
Rosemary Murdy-Haber	Member	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	sharswoodmusic@gmail.com
Leonard Perrett	Board Chair	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	lperrett@verizon.net
Charles Stinner	Member	321 East 3rd Street, Bethlehem, PA, 18015	610-868-2971	stinnecg@airproducts.com

## Board of Trustees Professional Development

**Professional Governance Development:** Attendance at state meetings, the Coalition of Charter School conferences, PASA and PASBA workshops and PDE webinars, enabled the Chief Executive Officer/Executive Director to provide information to the Board.

## Governance and Management

**Coordination of Governance and Management:** The Board of Directors is organized into four main committees:

- Governance,
- Finance,
- Development, and

- Curriculum.

**Monthly Committee Meetings:** The Chief Executive Officer/Executive Director and/or her designee, meets with each committee monthly throughout the school year. The executive committee (comprised of officers and committee chairs) meet as needed between meetings to address matters of special concern. These committees met on a monthly basis with regular board meetings scheduled for every other month.

**District Relationships:** Currently, the Board of Directors entrust the CEO/Executive Director with the task of maintaining relationships with the approximately 45 school districts that send students to the school. Charter Arts offers opportunities for area Boards and Superintendents to visit.

**Organizational / Legislative Contacts:** The CEO/Executive Director maintains contacts with several major public and charter school organizations. In addition, she works closely with area and state legislators.

## Student Enrollment

### Student Enrollment

Charter Arts Auditions — Charter Arts auditions students in full compliance with school law, and students are accepted ONLY on based on their artistic audition. No students are rejected or denied due to academic performance. A waiting list for each grade and artistic major is created based on a rubric score determined at the time of the audition. The registrar contacts the appropriate people on the waiting list in the event of an opening at that grade and major level.

Charter Arts students attend from approximately 45 school districts. The majority of students who withdraw, return to their home school districts. In some cases, students enter private or parochial education or transfer into a cyber education program. Others leave due to transportation issues, personal family issues or because they find the program too rigorous.

### Enrollment Policy

#### Purpose

The Board of Directors of Lehigh Valley Charter High School for the Arts (“Charter Arts”) recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11. Therefore, Charter School, as a public charter school, complies with these enrollment procedures to ensure that both resident and eligible non-residents are promptly enrolled through the policy provisions set forth below.

#### Entitlement to Education



Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. Resident students include those residing with their parent(s) and non-resident students living with a Pennsylvania school district resident who is supporting the child gratis and seeking enrollment. Once the required enrollment documentation described below is provided, Charter School must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of Charter School's receipt of the required documents, if a space exists pursuant to the school's Admission/Lottery Policy.

### **Required Enrollment Documentation**

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), a Pennsylvania school district resident, or any other person having charge or care of the child, Charter School shall require that the following information be documented before enrolling the child and allowing the child to attend school:

#### **1. Proof of the child's age**

Any one of the following constitutes acceptable documentation: birth certificate; Notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

#### **2. Immunizations required by law**

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

#### **3. Proof of residency**

Acceptable documentation includes: a mortgage statement, a lease or a current utility bill for residence. While more than one form of residency confirmation may be required, Charter School should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Students for guidance in that situation. (Also see attached Residency Affidavit.)

#### **4. Parent Registration Statement**

A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. Charter School may not deny or delay a child's school

enrollment based on the information contained in a disciplinary record or sworn statement. However, Charter School may wait to enroll a student until a current period of expulsion has expired.

## **5. Home Language Survey**

All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

## **Documents Which May Be Requested But As a Condition of Enrollment – Items Which May Be Requested**

Although Charter School may ask for any of the information below, Charter School may not require it as a condition of enrolling or admitting a child and a child's enrollment or attendance may not be delayed until these documents are provided. Among the documents that Charter School may request are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program, and other special education records. In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

### **1. Registration Form**

### **2. Documentation Required From Other Sources**

### **3. Student Education Records**

### **4. Disciplinary Records**

### **5. Prohibited Requests – Items Which May Not Be Requested**

## **Parent Communication**

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

### **Files uploaded:**

- Enrollment Procedures Nov2016-compressed.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**

<b>School Year</b>	<b>Number of Students at the Beginning of the School Year</b>	<b>Number of Students at the End of the School Year</b>	<b>Number of Students Expelled</b>	<b>Reasons Students Withdrew During the Year</b>	<b>Number of Students Retained</b>
2003	293	266	1	Returning to home school district or transportation issues.	0
2004	332	333	0	Returning to home school district or transportation issues.	0
2005	373	375	0	Returning to home school district or transportation issues.	0
2006	434	418	0	Returning to home school district or transportation issues.	0
2007	441	420	0	Returning to home school district or transportation issues.	0
2008	449	434	0	Returning to home school	0

				district or transportation issues.	
2009	452	439	0	Returning to home school district or transportation issues.	0
2010	460	432	0	Returning to home school district or transportation issues.	0
2011	455	430	0	Returning to home school district or transportation issues.	0
2012	463	448	0	Returning to home school district or transportation issues.	1
2013	472	458	0	Returning to home school district/cyber school or transportation issues.	1
2014	495	486	0	Returning to home school district/cyber school or transportation issues.	1
2015	553	542	0	Returning to home school district/cyber school or transportation issues.	2
2016	601	597	0	Returning to home school	3

				district/cyber school or transportation issues.	
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### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2003										100	88	66	39
2004										61	108	90	73
2005										105	82	108	78
2006										105	115	100	114
2007										98	114	121	108
2008										113	106	117	113
2009										103	120	113	116
2010										101	118	128	113
2011										99	115	118	123
2012										122	117	114	110
2013										124	129	111	110
2014										131	133	124	107
2015										157	153	129	114
2016										164	159	159	118

### Stakeholder Involvement

Name	Role
Megan Krzyzewski	Ed Specialist - School Nurse
Mario Acerra	Board Member
Ben Anderson	High School Teacher - Regular Education
Not Applicable	Elementary School Teacher - Regular Education
Not Applicable	Elementary School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
John Arnold	High School Teacher - Regular Education
Anthony Babiasz	High School Teacher - Regular Education
Magna Bardales	High School Teacher - Regular Education
Amy Berry	High School Teacher - Regular Education
Kelly Bickert	High School Teacher - Regular Education
Doug Boyer	High School Teacher - Regular Education

Joseph Boyle	Ed Specialist - Other
Paul Braden	Community Representative
Roger Brinker	High School Teacher - Regular Education
Chet Brown	High School Teacher - Regular Education
Kristen Bruck	High School Teacher - Regular Education
Neil Chaban	High School Teacher - Regular Education
Amy Chryst	High School Teacher - Regular Education
Carise Comstock	Building Principal
Stephanie Covelle	Ed Specialist - School Counselor
Jenna DeFrancisco	High School Teacher - Regular Education
Nathan Diehl	High School Teacher - Regular Education
Otto Ehram	Board Member
Greg Eicher	High School Teacher - Regular Education
Cynthia Evans	High School Teacher - Regular Education
Mark Ferguson	Board Member
Michael Fickes	High School Teacher - Regular Education
Brian Filchner	Administrator
John V. Filipos	Board Member
Jodi Fowler	High School Teacher - Regular Education
Ann Gillette	Public Relations
Margo Ging	High School Teacher - Regular Education
Virginie Gournet	High School Teacher - Regular Education
Ashlee Grennan	Special Education Director/Specialist
Matthew Hahn	High School Teacher - Regular Education
Zoli Heft	Ed Specialist - Other
Hali Heiser	Business Manager
Mary Ann Hoffman	High School Teacher - Regular Education
Stephanie Horvath	High School Teacher - Regular Education
Richard Janowski	High School Teacher - Regular Education
Yvette L. Johnson	Business Representative
Kaitlyn Keller	High School Teacher - Regular Education
Mary Beth Kemp	High School Teacher - Regular Education
Chris Kieszek	High School Teacher - Regular Education
Katie Knarr	High School Teacher - Regular Education
Katherine Kreig	High School Teacher - Regular Education
Diane LaBelle	Administrator
Jennifer Levernier	Instructional Technology Director/Specialist
Kristin Liemberger	High School Teacher - Regular Education
Mike Lorenz	High School Teacher - Regular Education
David Macbeth	High School Teacher - Regular Education

Brigham Madden-Cox	High School Teacher - Regular Education
Tom Maher	High School Teacher - Regular Education
Kim Maniscalco	High School Teacher - Regular Education
Allison McPeck	Ed Specialist - School Counselor
Heath Mensher	High School Teacher - Regular Education
Christopher Morris	High School Teacher - Regular Education
Rebecca Moyer	High School Teacher - Regular Education
Thom Mullins	High School Teacher - Regular Education
Rosemary Murdy-Haber	Board Member
Mary Musselman	High School Teacher - Regular Education
Amy Nesfeder	High School Teacher - Regular Education
Suzannah Nolt	High School Teacher - Regular Education
Lisa Oates	High School Teacher - Special Education
Carla O'Dell	High School Teacher - Regular Education
Molly O'Reilly	High School Teacher - Regular Education
Nicole Parra	Ed Specialist - School Counselor
Linda Pearlman-McKenna	Parent
Leonard Perrett	Board Member
Lorie Reinhard	High School Teacher - Regular Education
Damian Righi	High School Teacher - Regular Education
MaryJo Rosania-Harvie	Administrator
John Saraceno	Community Representative
Cheryl Schurz	Director of Finance and Administration
Kim Seifert	High School Teacher - Regular Education
Lauren Sheldon	Administrator
Tim Shuman	High School Teacher - Regular Education
Joe Snyder	Parent
Ann Marie Squerrini	Administrator
Charles Stinner	Business Representative
Florentine Stoop	High School Teacher - Regular Education
Debra Storm	Community Representative
Amy Thatcher	High School Teacher - Special Education
Megan Vanaman	High School Teacher - Regular Education
Diane Wagner	High School Teacher - Regular Education
Paul Walsh	High School Teacher - Regular Education
Jennifer Weaver	High School Teacher - Regular Education
Ashley Weller	High School Teacher - Regular Education
Matthew Wells	High School Teacher - Regular Education
Kelly Wilson-Kelly	High School Teacher - Regular Education
Peter Wrenn-Meleck	Administrator

Nathan Zamoski	High School Teacher - Regular Education
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# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies,	Not answered	Not answered

Science and Technical Subjects		
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

*This narrative is empty.*

### High School Level

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

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

Lehigh Valley Charter High School for the Arts does not offer classes in Economics or Family and Consumer Sciences. We are developing our new Health and Wellness curriculum and programming, which is new for the 2017-18 school year.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- 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
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

Explanation for any standards checked:

Lehigh Valley Charter High School for the Arts utilizes Naviance to enhance our college and career curriculum and planning process through the guidance department. Additionally, over the past three years, we have developed and offered new electives for students which are aligned to standards, including: Psychology, Sociology, AP Biology, SAT Prep English/Math, Journalism, Chinese/Asian Studies, Introduction to Photography, Astronomy, Broadcast Production, Creative Process for the Dancer, Foundations of Audio and Video Production, Graphic Design, Introduction to Acting, Musical Theater, and Young Choreographers Practicum. As we continue to work through our strategic planning process, we will be investigating health and wellness curriculum and programming opportunities as well as other elective offerings to enhance our curriculum for students. Currently, Charter Arts does not offer classes in Economics or Family and Consumer Sciences.

## **Curriculum**

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional	Not answered

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

***Rigorous Instructional Program Under the Pennsylvania Accountability System.***

***All schools need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example: What curriculum does your charter school utilize?***

Charter Arts provides a comprehensive curriculum for high school students who have potential or demonstrated talent in dance, figure skating, instrumental music, literary arts, theatre, visual art, or vocal music. The Charter Arts regional model enables students from a wide geographic area to maximize their special talents in the arts, while building a strong, developmental foundation for post-secondary education and future employment.

Charter Arts offers core courses at the College Preparatory (CP), Honors (H), and Advanced Placement (AP) levels. Our course catalog consists of courses ranging from traditional core courses to pre-professional courses in the arts and is organized alphabetically by department. Our college preparatory courses are aimed at students who wish to leave our high school with

the ability to enroll in any college or university of their choice. We provide a diverse curriculum and the opportunity to develop their critical thinking and problem solving skills. Honors courses cover the same curriculum as CP courses but are tailored for high-achieving students, often covering more advanced topics or topics in more depth ([www.collegeboard.com](http://www.collegeboard.com)). All of our courses are designed by our highly qualified teachers and are aligned to the Pennsylvania Core Standards and/or arts specific standards per artistic department.

AP courses cover content aligned with the standards and expectations of higher education and research institutions and provide students with the opportunity to learn at the college level while still in high school ([www.collegeboard.com](http://www.collegeboard.com)). At Charter Arts, students must be approved to enroll in an AP course are required to sit for the AP exam in their respective curriculum area. The fees for these exams will be paid by the student before sitting for the exam unless other arrangements have been made. Although Charter Arts offers a variety of AP courses, we do not recommend that a student take more than three AP courses during any one school year. These courses are very rigorous and require a large portion of time outside of school to be dedicated to independent reading, research, practice, and writing.

Our course catalog will help students navigate the course offerings as designated by each department. Course rigor placements are determined by previous courses taken, grades earned, teacher recommendation, and/or a subject area placement test. To move from a CP course to an Honors course the following year, a student must earn a 90% or higher in the CP course and have a teacher recommendation. Pre-requisites are often required before a student can enroll in an AP course.

Our course catalog, which provides a course description for every course offered at Charter Arts, has been developed with the careful understanding that our students are coming from over 45 different high school settings. In order to meet the varying needs of our students, Charter Arts' course offerings are unique and require student participation and attendance. This course catalog is available on our school website for review.

#### **Ongoing curriculum review and refinement:**

During the summer of 2016, Charter Arts' Dean of Academic Affairs initiated and facilitated three-day summer curriculum development workshops for the following departments: English, math, science, and world language. To ensure that all departments participate in curriculum review and improvement, all departments will be scheduled on a rotating basis for summer curriculum workshops. During these workshops, the Dean of Academic Affairs will continue to work with artistic directors, department chairs, and teachers to: analyze data, reflect on current instruction and course offerings, and align curriculum and instruction to state/national standards. Our philosophy at Charter Arts is that curriculum work is never done. It is an always evolving process as we learn about our students and what they need in order to achieve growth and mastery of standards, content, and skills.

#### **Performances:**

Performance is an integral part of our students' class work. Charter Arts students are expected to perform every day. Whenever students practice their craft, they are performing.

Performance enables students to display what they have learned and to be critiqued by teachers and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of

the classroom. To that end, Charter Arts' students have opportunities to participate in state and national associations and competitions within their artistic arenas. Through field trips, Charter Arts students are exposed to professional performances that highlight the artistic and academic components of the curriculum. Charter Arts has also had the opportunity to bring professionals from the business side of the arts into the school for workshops and seminars. These Master Classes are offered in every artistic department and are held throughout the school year, introducing Charter Arts students to true masters of their art discipline.

#### **Standardized Assessments:**

The Lehigh Valley Charter High School for the Arts requires all students to participate in the Keystone Exams as per state requirements and offers supplemental instruction and remediation to students as necessary. Additionally, teachers utilize the Classroom Diagnostic Tools (CDTs) as a benchmark assessment to identify students' areas of strength and weakness, and they meet with school administration to analyze data and adjust instruction according to student needs. Students who have not had success in achieving proficiency on the Keystone Exams are enrolled in a Project Based Assessment (PBA) course in order to receive more intensive support so that they are able to achieve proficiency on the PBA.

#### **Title I Supports:**

Charter Arts is a Title I Targeted Assistance school. Charter Arts' students who are at-risk of not meeting the state's graduation standards (as per our local criteria) are offered Title I supports, which may include one of the following: Algebra Extension, Keystone Workshop courses, Keystone PBA courses, and/or after-school tutoring.

#### **Child Study Team:**

In the 2010-2011 school year, a Child Study Team was developed to help teachers identify students who are in need of extra assistance. This team has been integral in identifying students with learning disabilities and/or students that may need a 504 or other resources in order to be successful.

#### **Student Support Team (SST):**

In 2017-18, Charter Arts launched this new team to ensure student support. The SST is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education. We proactively meet weekly to review student cases and provide intervention recommendations for teachers to utilize when supporting students.

#### **Special Education:**

Students with individual learning needs are identified with a IEP and have access to inclusive classrooms to meet their individual needs.

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.

- **Individualized Education Programs:**

The Lehigh Valley Charter High School for the Arts employs two special education teachers to provide itinerant learning support to students who are served with IEPs. These teachers provide instruction, consultation, and support to the regular education teachers pertinent to their instruction of students with disabilities. Students with IEPs meet with a Learning Support teacher for at least 90 minutes per 4 day cycle unless the decision of the IEP team has been to remove this support from the student's schedule. During the Learning support class, re-teaching and review of content, as well as instruction in student self management skills is provided. These teachers also provide co-teaching instruction in the general curriculum classroom. In the school year 2016-2017, small group instruction was provided as a support for students in the academic support classroom. All students at The Lehigh Valley Charter High School for the Arts are included in the regular education curriculum for at least 80% of their school schedule. Their progress is monitored, and concerns about student progress are expressed to the student, teacher and parent as needed for purposes of instructional planning, development of modifications and accommodations, or IEP team decision making.

- **504 Accommodations Plans:**

The Guidance Department oversees students who are serviced with Chapter 15/Section 504 Accommodations Plans. During the 2016-2017 school year there were 24 students serviced with a 504 plan. Many of the students had been previously identified with need by the home school district and went through the renewal process. In other cases, students were newly identified with need and were referred for further evaluation by the 504 Team. Generally, the areas of needs are, but not limited to, as follows: ADD/ADHD, Sensory Processing Disorder, Traumatic Brain Injury, Chronic Fatigue Syndrome, Epilepsy, Dyslexia, Depression, Anxiety, and Asperger's Syndrome. Accommodations were developed to address students' needs in the following categories: Attention, Test/Quiz Administration, Homework/Project Completion, Note-taking and Comprehension, Attendance, and Medical Need. Examples of such accommodations are as follows: preferential seating, redirection to task, repetition/rephrasing of directions, 50% extended time on assessments, small group setting, extra breaks, written copy of oral directions, writing answers in test booklet, breaking down large projects into smaller parts, second set of textbooks, ability to record classroom lectures, permissible tardiness to school, access to the restroom throughout the day, and permission to carry/consume water or juice throughout the school day.

## **Instruction**

## *Instructional Strategies*

### *Checked Answers*

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

### *Regular Lesson Plan Review*

#### *Checked Answers*

- Administrators

#### *Unchecked Answers*

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

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

### **Teacher Evaluation Plan:**

Charter Arts' teacher evaluation plan is based on "A Framework for Teaching" by Charlotte Danielson. Teachers have been introduced to the four domains of teaching responsibly: 1) Planning and Preparation, 2) Classroom Environment, and 3) Instruction and 4) Professional Responsibilities.

There are three pathways for evaluation:

1. Formal evaluation cycle conducted by the Administrative Team two times per year (fall/spring).
  - All new teachers for the first two years they are employed at Charter Arts.
  - Includes pre-conference, observation, and post-conference
2. Formal evaluation cycle conducted by Administrative Team once per year and one drop in (unannounced).
  - Level I certified teachers
  - Any uncertified teacher that has been employed at Charter Arts between 3-5 years
  - Formal evaluation will include pre-conference, observation, and post-conference

- Drop in observation will be unannounced and will be followed up with a post-conference
- 3. Peer Observation - once per year
  - Any teacher that has their PA level II certification and has been employed at Charter Arts for more than 2 years is eligible to participate in this pathway per approval by Charter Arts administration. \*Teachers may also opt for Pathway 2\*
  - Any artistic teacher that is uncertified and has been employed at Charter Arts for more than 5 years full time is eligible to participate in this pathway per approval by Charter Arts administration. \*Teachers may also opt for Pathway 2\*
  - Administration will still conduct Domain 4 conference in the spring.

#### **Staff Development Programs:**

Every Wednesday during the school year from 1:45-3:00pm, Charter Arts teachers are required to participate in professional development ranging from full faculty meetings to department meetings to mentoring activities, etc. In addition, Charter Arts requires a week of back-to-school professional development prior to students starting each year. Charter Arts' administration conducts surveys to determine the various professional learning needs of faculty and adapts the weekly sessions according to identified needs. Charter Arts encourages all members of the staff to attend conferences and workshops outside of school on a regular basis. To further enhance our support for teachers, we have established and embedded three curriculum professional development days throughout the year for teachers to collaborate within and outside of their department on curriculum related needs, i.e. Student Learning Objectives (SLOs), interdisciplinary projects, etc.

#### **New Teacher Induction/Mentoring:**

The needs of newly hired professional educators are determined through a variety of methods. All inductees will complete a Needs Assessment during the initial stage of the induction process. The mentor and inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This Needs Assessment will serve as a means to monitor progress throughout the Induction Process and help the administration determine specific professional development opportunities for the Inductee. In addition, the building administrator will conduct several formal and informal observations throughout the Induction Process to determine competency levels and areas of need. This information will be shared in order to provide feedback. New teachers also participate in an orientation upon hire. During the new teacher induction program, school administration meets with the new teachers to support them with curriculum development, transition to the school, etc.

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

*This narrative is empty.*

### ***Responsiveness to Student Needs***

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

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

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

*This narrative is empty.*

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

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

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

*This narrative is empty.*

#### **Middle Level**

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

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

*This narrative is empty.*

#### **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.

Charter Arts posts available teaching positions on PA Reap and our school website. Teachers are screened through an interview by a team of faculty, including the principal, department head, and teachers from the department. Each candidate participates in an initial phone screening, first round interview, and second round interview in which s/he is asked to teach a lesson to an actual class of students. Additionally, references are checked. Any teacher that is hired to teach a Title I supplemental (or remediation) class is required to be highly qualified and certified.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	32.00	32.00	34.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	0.00	0.00	0.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	16.00	16.00	16.00
Electives	2.00	2.00	4.00

Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00
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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	X	X		X	X
Career Education and Work						X
Civics and Government		X				
PA Core Standards: English Language Arts		X	X		X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X		X	X
PA Core Standards: Mathematics		X	X			X
Economics						
Environment and Ecology		X				
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education		X				
History		X	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	X		X	

### *Graduation Requirement Specifics*

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

- 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.

*Unchecked answers*

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

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

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Keystone Testing				X
Unit Tests				X
Chapter Tests				X
Final Exams				X
Senior Graduation Project				X
Portfolios				X
Performances				X
Exhibitions				X
Oral Presentations				X
Midterm Exams				X
Advanced Placement (AP) Exams				X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Juries				X
Classroom Diagnostic Tools (CDTs)				X
Study Island				X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Journaling				X
Observation				X
Peer-to-Peer Editing				X
Self Editing				X
Questioning Techniques				X
Homework				X
In-Class Activities				X
Quizzes				X
Conferencing				X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Pretesting				X



Study Island				X
Instructional Conversations				X
Placement Tests				X
Classroom Diagnostic Tools (CDTs)				X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Each department chair/artistic director is responsible for overseeing their department's curriculum, instruction, and assessment. School administration oversees the curriculum, instruction, and assessment for all departments.

Over the past three years, Charter Arts has expanded in size, and this has required teachers/departments to collaborate more and more on curriculum and assessment development to ensure consistency. Now that multiple teachers are needed to teach the same subject, the focus is on working collaboratively to ensure that tests are aligned to state standards so that teachers are not working in isolation. School administration will continue to support departments in aligning curriculum, instruction, and assessments during department meetings throughout the year and during summer curriculum workshops.

### *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.

Teachers collaborate on the development of their own summative and formative assessments and continue to revise these as they meet together during scheduled department time.

### *Collection and Dissemination*

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

Standardized assessment data (Keystone Exams and Advanced Placement Exams) is first reviewed and analyzed by the principal and school administration. Data is then shared with the instructional leadership team, department chairs, and teachers for further discussion and review. To that end, during administrative and department meetings, data is analyzed a variety of different ways, including but not limited to: breakdown by modules, anchor standards, first time testers, retesters, subgroups (such as IEP and historically underperforming), grade levels, state comparisons, etc.

Additionally, teachers in English, math, and science utilize the Classroom Diagnostic Tools (CDTs) as a way to gather information on student mastery of concepts/skills. School administration meets with these teachers multiple times throughout the year to show them how to set up CDT test sessions and how to analyze data. Charter Arts also provides teachers substitutes so that they can work collaboratively with school administration to analyze CDT/Keystone/PVAAS results and discuss options for adjusting instruction to meet the needs of students in their classrooms. Together the teachers and school administration track student progress throughout the year and adjust according to benchmark data collected during the middle of the year.

Teachers collaborate on the development of their own summative and formative assessments and continue to revise these as they meet together during scheduled department time. Further, once this data is gathered, teachers analyze their data with colleagues during department time. Our Student Learning Objectives (SLOs) initiative drives this process of collaboration and continued assessment of student mastery and growth.

Throughout the year, each teacher is required to complete, at minimum, three performance measures to track student learning and progress, and we have a locally developed rubric to assess teacher's annual SLO process and outcomes.

### *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.

During department curriculum meetings, school administration and the teachers review Keystone data together and analyze it by student, class, anchor standard, etc. Teachers of Keystone Workshops and PBA courses use this specific information to tailor instruction to meet students' needs during class. The teachers review data from the CDTs in the same way and collaborate with members of their department to brainstorm new, innovative ways to reteach the content to ensure student understanding prior to retesting. Additionally, during remediation, teachers utilize a variety of supplemental resources and hands-on activities to engage students in learning.

### *Assessment Data Uses*

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				X
Instructional practices are identified that are linked to				X

student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				X
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

Charter Arts teachers have been using standards to guide instructional planning for years as evidenced by the standards embedded in all course syllabi. As described above, School Administration meets with departments regularly to analyze and interpret data from multiple sources and coach/support teachers in making data-informed instructional decisions.

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

Provide brief explanation of the process for incorporating selected strategies.

Charter Arts uses several different avenues to distribute information about student achievements to the public. Communication about curriculum is sometimes in mass and sometimes in person.

School website includes:

- The student handbook
- School calendar containing school performances and testing dates
- State testing results
- Board Minutes
- Course catalog including grading policy and requirements and course descriptions, etc.
- Directing parents to sites such as PDE
- Keystone policies, etc.

Public Relations Coordinator provides information for:

- Honor Roll
- Special awards for academic achievement
- Spotlighting student work
- Newsletter

Letters to parents about Title I, Keystone Exams, graduation requirements, etc. are sent from Administration, Guidance, Special Education, and Artistic Directors. Individual phone calls to parents about a student progress are encouraged by the administration to the faculty. Powerschool Parent Portal is provided to all families to enable parents and students to review their grades (formative and summative) on a daily basis. Teachers are required to update all grades weekly on Mondays.

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

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

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

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

Charter Arts does not utilize a FORMAL school wide positive behavioral program. The school has minimal disciplinary issues. We do utilize our school counselors and behavioral issues are managed first by using discussion. Charter Art does not utilize a School Resource Officer. The Principal fills this role. When necessary, the Bethlehem Police Department are called for assistance. The need for police involvement is very rare.

### *Developmental Services*

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

Explanation of developmental services:

At Charter Arts, students are expected to attend school each day. It is integral to the creative and academic success for each and every student. The following attendance procedures have

been created to ensure student success and participation in their core and artistic classes.  
Absences from School

- All attendance documentation will be required within three (3) days of return from absence and, when possible, on the approved school absence template available online and in the Main Office. All notes must be legible and include a parent/guardian's signature.
- Any excuse documentation turned in during the 3 day window from the day of the absence and that states a lawful (acceptable) reason will be modified to an excused absence in Powerschool.
- Any absence where an excuse documentation is not turned in within 3 days will be deemed unlawful for students under 17 or unexcused for students over 17 and will accumulate. These absences may be subject to new truancy procedures as stated in Pennsylvania Truancy Law.

#### Unlawful/Unexcused Absences

Parents will receive the below Warning Letters when a student has accumulated 3,6,10, and 20 total unexcused absences.

3rd Unexcused Absence	10th Unexcused Absence, CONTINUED.
Warning letter sent home	District of residence
District of residence contacted for possible truancy charges	contacted for possible truancy charges
	After school detention
6th Unexcused Absence	Loss of outside privileges at Administrative discretion
Warning Letter sent requesting the parent schedule a Student Attendance Improvement Conference (SAIC)	
District of residence contacted for possible truancy charges	20th Unexcused Absence
	Letter from Principal sent to family
	Possible referral to SAP team
10th Unexcused Absence	
Letter sent home from grade level AP/Admin	Physician note required for illnesses
Possible referral to SAP team	
Physician note required for illnesses	District of residence contacted for possible truancy

charges

After school detention(s)

Loss of outside privileges at  
Administrative discretion

Potential loss of  
performance opportunities

### **Charter Arts' Policy on Prohibiting Harassment, Intimidation and Bullying**

The Board of Trustees prohibits acts of harassment, intimidation or bullying. The board of trustees has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school Administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation or bullying.

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

#### **School Counseling Services**

Charter Arts Guidance Department is staffed with a Director of Guidance with school counseling responsibilities, two full-time school counselors and a Registrar. Charter Arts students are assigned to a school counselor alphabetically by last name. Students work with the same school counselor from 9<sup>th</sup> through 12<sup>th</sup> grade.

#### **Charter Arts Child Find Program**

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the state, including children who are homeless or attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services.

The purpose is to locate these children so that a free, appropriate, public education (FAPE) can be made available. The types of disabilities that are found to cause a child to need services are autism, blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury, and visual impairment including blindness; and in the case of a child that is of preschool age, developmental delay.

Each school is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include review of group data, conducting hearing and vision screening, assessment of student's response to attempted remediation and interventions. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, after parent permission is given.

#### **Child Success Team (CST)**

The Child Success Team (CST) is one component of the Child Find process at Charter Arts.

#### **Child Success Team (CST) Mission Statement:**

CST's primary focus is to recommend intervention strategies in the classroom to support both teachers and students in the learning process. Further, the CST serves to be a pre-referral resource for evaluation services. CST uses teacher feedback, parent input, observation, academic monitoring and assessment performance as evidence to partner with families in identifying barriers to the learning process.

#### **Student Assistance Program (SAP)**

In Pennsylvania, every middle and high school and many elementary schools have a Student Assistance Program (SAP). A SAP Team, made up of school and community agency staff, is here to help you access school and community services. The SAP Team uses anonymous referrals from Administrators, teachers, staff, parents, students, and/or community members to identify observable behaviors that bring a concern for the student's success. The SAP Team is designed to support families and provide resources. At no time will the SAP Team diagnose a child. The process is completely confidential.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education				
Case and Care Management				X
Community Liaison				X
Community Services Coordination (Internal or External)				X
Coordinate Plans				X



Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				X
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				
Truancy Coordination				X

Explanation of consultation and coordination services:

### **Community Outreach Services**

- Community outreach services are implemented when students' needs are not able to be met within the School. Charter Arts helps the students by giving information on, or contacting, the appropriate services within the Community. Examples of community referral services are as follows:

- Bethlehem Police Department
- Lehigh Valley Drug & Alcohol Intake Unit
- Children and Youth
- Valley Youth House
- Intermediate Unit 20
- Intermediate Unit 21
- Wellness Center
- St Luke's Hospital
- Weller Center
- YMCA

### **Bethlehem Police Department**

- Charter Arts coordinates with the Bethlehem Police Department in all aspects of communication, safety, and programs. The Bethlehem Police Department provides Professional Development to Charter Arts Teachers, analyzes the facility using their SWAT team, to ensure the security and safety of Charter Arts, and implements training to Charter Arts staff for emergency procedures.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings				X
Individual Screening Results				X
Letters to Parents/Guardians				X
Website				X
Meetings with Community, Families and Board of Directors				X
Newsletters				X
School Calendar				X
Student Handbook				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?	Yes
May Charter School students possess any prescription or non-prescription medication?	No

Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	No
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	No

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

#### **Charter Arts Health Office —**

Charter Arts' nurse is up-to-date on all required trainings and provides ongoing professional development for teachers as needed, i.e. epi-pens, etc. The nurse ensures compliance with all related health and immunization requirements by the state. The head nurse completes the request for reimbursement and school report. Charter Arts' nurses collected health records from over 45 school districts, and 50 schools for all new incoming students. One nurse has been fully trained to serve on the school S.A.P. team.

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

Describe unique features of the Charter School meal program

#### **Charter Arts Lunch Program:**

Students bring their own lunch or purchase lunch from several available vending machines. Charter Arts does not participate in the Free and Reduced Lunch Program. Charter Arts' nurse and teachers provide healthy alternatives (fruit and yogurt) for those students in need.

### ***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:

The Board recognizes its responsibility to take actions to safeguard the health and welfare of the School's students, staff and visitors. Therefore, the Board shall provide facilities, equipment and training necessary to minimize the effects of all hazards and emergencies, which may confront the School. All-hazards include, but are not limited to:

1. Natural disasters and weather events;
2. Technological and human- made conditions such as hazardous materials, fires, weapons or bomb threats;
3. Communicable diseases and pandemics;

4. Failure of utilities or school infrastructure; or
5. Any other events which may adversely affect the ability of the School to deliver educational services.

Advanced planning and preparation, along with prompt implementation and action, will be key components in ensuring the protection of the school community.

The Board recognizes that no guarantee of a perfect response system can be made. As school personnel and resources may be overwhelmed, the School can only endeavor to make every reasonable effort to respond to the situation with the resources and information available at the time.

The School, in cooperation with municipal, county, and state emergency management agencies, shall develop and implement an all-hazards school emergency operations plan (also known as a comprehensive disaster response and emergency preparedness plan).

The all-hazards plan shall encompass the four phases of emergency management:

1. Prevention/Mitigation;
2. Preparedness;
3. Response; and
4. Recovery.

The plan shall follow guidelines developed by the Pennsylvania Emergency Management Agency (PEMA) and comply with other applicable state regulations and statutes from the Pennsylvania Departments of Education and Health. The emergency plan shall comply with any other appropriate federal or state laws and regulations.

Over the summer of 2017, the Bethlehem Police Department visited Charter Arts and conducted a building walk through to prepare for active shooter training for our faculty/staff which was held during back-to-school week professional development by the Bethlehem Police Department. Charter Arts is also in the process of adopting and updating all of our emergency processes and procedures to align with the Standard Response Protocol (SRP). Once this is board approved, we will update all documentation on our school website.

The Lehigh Valley Charter High School for the Arts Emergency Action Plans (EAP) is to identify and respond to incidents by outlining the responsibilities and duties of LV Charter HS for the Arts and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the LV Charter HS for the Arts has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents.

All employees are responsible for reading and understanding the contents of the handbook. All employees should feel comfortable with their responsibilities before a crisis/emergency situation presents itself. The EAP binder must be visible in all offices and classrooms as well as easily accessible to any staff member.

The Executive Director shall establish a chain of command to take appropriate action if the Executive Director is absent from the School during an emergency or crisis. The building principal, in consultation with the Executive Director, shall delegate persons to act on his or her behalf if absent from the school building during periods of emergency or crisis. The delegation of authority shall be transmitted to the Board and School staff members annually or upon any

changes to lines of authority or chain of command. Our current crisis response team involves the following: CEO, Principal, Assistant Principals, department chairs and artistic directors, and other support staff as identified.

Critical incidents and emergencies involve threats of harm to students, personnel, and/or facilities and require immediate and effective responses. What we do in an emergency depends on the situation and the specifics of the incident. We will make every attempt to ensure that instruction continues, even when it becomes necessary to lock down the school. Depending on the severity of the threat or emergency, additional measures may be taken, including sheltering-in-place, evacuating students from the building, or closing the school early.

The following procedures are to be used when an incident occurs at school. Upon being notified by administration, it is important to follow the steps outlined within the procedure. These procedures have been put in to place to facilitate, organize, and maximize students, staff, and visitors' safety during a crisis event.

The primary consideration in any emergency situation must be the safety of the students and staff. At certain times, therefore, it may be necessary to ask the staff to perform "beyond the call of duty" in order to provide for the welfare of our students. In the event of an actual emergency situation, all school personnel, instructional and non-instructional, will be required to remain in the building until the principal dismisses them.

In response to any emergency, administrative personnel will:

- Notify the Main Office and 911, if necessary.
- Main Office notifies Nurse, Principal or designee and 911, if necessary.
- The principal or designee notifies the Executive Director.
- The principal or designee notify the school Crisis Response Team, if necessary
- Seal off high-risk area(s).
- Take charge of the area(s) until the incident is contained, or relieved by administration.
- Preserve evidence. Keep detailed notes of incident.

General staff will:

- Verify information
- Call 911, if necessary
- Notify CEO
- Evacuate students and staff
- seal off high-risk areas
- implement post-incident procedures, as necessary
- Convene emergency response team and implement emergency response procedures
- Notify students and staff if necessary

- Keep detailed notes of incident

Teachers will:

- Verify information
- Follow instructions per administration
- Account for ALL students
- Stay with students
- Keep detailed notes of incident

### **Visitor Procedures**

- All doors shall be locked after 7:45am.
- Visitors shall enter the building at the Columbia Street entrance.
- Visitors shall ring bell.
- Secretary in main office will ask visitor "Please state your name and purpose for your visit."
- Upon visitor providing their name and purpose of the visit, the secretary will allow the visitor to enter the corridor.
- Visitor shall go immediately to the main office to sign in, provide secretary their State issued ID and get a visitor's badge.
- Secretary in main office shall call staff member to notify him/her that the visitor has arrived.
- Visitor shall leave State issue ID in the main office.
- Visitor shall remain in the waiting area until staff member meets visitor.
- Visitor shall be in the presence of a staff member at all times.
- Staff member shall accompany visitor to the main office to sign out when leaving the building. Please remind visitor to pick up driver's license.

### ***ALL SCHOOL PERSONNEL ARE TO PARTICIPATE DURING ALL DRILLS***

- ***Parents, guests and community people on the grounds during a drill must participate.***

## ***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:**

- Liability Insurance.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.

### **Bussing from Charter Arts School Districts:**

Charter Arts currently receives school district bus transportation from approximately 16 districts in Bucks, Lehigh & Northampton Counties. The 2016-2017 school year saw well over 100 students attending the charter school from outside the ten (10) mile area for public school district transportation. Charter Arts relies on student drivers and car-pooling for these students

to be able to attend.

**Bussing within Charter Arts:**

Charter Arts currently leases a school bus and has a Caravan which it uses to transport the students on field trips. Charter Arts has hired a certified school bus driver to handle this task.

**Free Transportation Eligibility Requirements**

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

*No file has been uploaded.*

***Student Conduct***

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

If necessary, provide further explanation.



### **Working Together to Maximize Student Learning Opportunities:**

The expectation Charter Arts has for all students is to maximize all opportunities for learning that every student has at the school. It is understood that students will make mistakes, but by working together with the parents, students, counselors and administration, a student will hopefully learn from his/her mistakes. It is also understood that students are individuals and that consequences for behavior may differ depending on the individual student.

### **Due Process:**

All violators of Charter Arts are provided due process. All suspensions that exceed 3 days require a parent meeting in person on the day of the incident. A parent is entitled to an informal hearing. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents, or guardians and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing
- A student has the right to speak and produce witnesses on his or her own behalf.

The school entity shall offer to hold the informal hearing within the first 5 days of the suspension. A meeting is held with the student, parent and administrator on the day of the student's return to school. This meeting is to discuss students understanding of any conditions upon return, review of behavioral contract that may be put into place and expectations of missed work.

### **Student Conduct -Chapter 12 Compliance**

#### **Chapter 12 Regulations:**

Charter Arts is in complete compliance with Chapter 12 regulations regarding student conduct. These include, but are not limited to areas such as corporal punishment, exclusion from school/classes, freedom of expression, flag salute and Pledge of Allegiance, confidential communications and searches. Where appropriate, all these items are clearly addressed within the Student/Parent and Teacher Handbooks. Charter Arts has attached the code of student conduct which references a multitude of school policies.

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

The school's Code of Student Conduct

*PDF file uploaded.*

## *Frequency of Communication*

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

- Not Applicable

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

- Not Applicable

### **Middle Level**

- Not Applicable

### **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.

Teachers, guidance counselors, school administrators, and parents at Charter Arts work closely with one another in order to provide appropriate interventions as necessary for every student.

When teachers identify that a student is struggling in class, they can make a Student Support Team (SST) or Child Success Team (CST) referral. These referrals trigger the SST team to review student needs and recommend intervention strategies in the classroom to support both teachers and students in the learning process. Further, SST/CST serves to be a pre-referral resource for evaluation services. Additionally, if a student is identifying as being at-risk of not meeting graduation requirements, the student may be identified as Title I and can receive after-school and during school interventions, including workshop classes and/or after-school tutoring. Further, guidance counselors and school administrators help teachers identify and utilize specific intervention strategies in the classroom to differentiate and accommodate students' various needs.

## *Community and Parent Engagement*

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

### **Parent Engagement**

: In response to the decreasing involvement in the Principal's Chat in 2012, Charter Arts has established multiple areas for parents to volunteer and become engaged in Charter Arts' school activities:

- **Charter Arts Parent Association:**  
The Charter Arts Parent Association was established to involve parents in their children's

education and to support fund raising and community outreach events in the greater Lehigh Valley community. In Charter Arts' first year, the school experienced a group of over forty parents willing to actively raise funds to support the school. The Charter Arts Parent Association includes a governing Board and sub chairs for multiple committees. Now after six active years, the Parent Association has grown into a valuable resource to the school and a place to build the Charter Arts community between families.

- **Charter Arts Department Volunteers:**

Parents are encouraged to work within the artistic departments to support events and volunteer throughout the school year. A parent liaison is being established for each artistic department to funnel information from faculty to parents so all are kept aware of information and news concerning their child's department. Along with department liaisons, parents work within artistic departments on fundraising efforts and help with ticketing and performance set-up.

- **Development Committees:**

Parents are asked to serve on Development committees that serve specific needs of the school like Charter Arts' annual Gala and a Community Marketing Committee. Each fundraising event will have a chair that oversees the event, and multiple parents who play important parts in the success of each fundraiser. Development committees offer parents important opportunities to make an impact on Charter Arts and support their child's education.

- **E-blasts:**

The parent newsletter goes out weekly. Community newsletter goes out monthly. Event notifications and special news alerts go out regularly as needed to all databases, which is inclusive of parents, alumni, and community supporters/patrons.

- **Power School**

: In the 2010-2011 school year, Charter Arts began using Power School, an electronic tool that gives parents access to grades, homework and teacher comments.

- **Google Classroom:**

In 2016-17, Charter Arts' teachers are beginning to really utilize Google Classroom. Some teachers are using Classroom as a way to initiate a flipped classroom model while other teachers are using it to post homework assignments and class announcements. It is engaging students outside of the classroom, and Classroom gives parents access just like students so that they can also see posted work, etc.

- **Twitter:**

In 2016-17, Charter Arts started to develop a digital following using Twitter. All members of the Charter Arts administrative team now use Twitter to communicate information to families.

**Marketing and Foundation Board Volunteers:**

Individuals from the business community are invited to serve as volunteer advisory members on the Marketing and Foundation Boards.

**Importance of a Parent Group:**

The participation of parents through the Parent Group strengthens relationships between the administration, faculty and parents. An administrator is invited to each scheduled meeting of the Charter Arts Parent Association to share important information about policy, and to allow for questions from parents. We have experienced an increase in parent volunteers due to these informative and open discussions.

**Staff Development Programs**

: Charter Arts believes that communication is equally as important within the school. Therefore, a weekly staff development program meets for 60-minutes, over 30 times during the year. This allows for full faculty meetings, department meetings, focused curriculum meetings, and mentoring activities. In addition Charter Arts plans and implements two all day staff development sessions and three orientation days prior to the arrival of students at the beginning of the school year.

**Collaboration of Academic and Arts Faculty:**

The Arts and Academic Faculty at Charter Arts work collaboratively throughout the year to incorporate a melting pot of learning in various areas of the students' studies. An example of this would be, the Theater Department facilitates a play about a French painter. At the same time, the Art Department continues that theme by having its students paint in that artists' style, and displaying their work at the theater shows. This also combines with French and Literature classes, because there would be study on that painter and the culture of the time period. Students at Charter Arts have the opportunity to incorporate their Arts into their Academics to help ensure a more thorough understanding throughout all areas of their Education.

**Cooperative Community Relationships:**

Charter Arts students and faculty have developed cooperative relationships in every arts discipline with area youth, community, educational and arts organizations.

***Cooperative Community Relationships*****Charter Arts Theatre Department**

- In 2016, the Charter Arts theatre department worked with actor, Daniel Roebuck on casting for his locally shot independent film, **Getting Grace**

- A Charter Arts theatre student was cast in one of the lead roles as well as a Charter Arts faculty member. The film is scheduled for release in 2017.

- **Touchstone Theatre**

, Bethlehem, PA has worked with us on a wide variety of workshops over the years including Shakespeare, Clowning and Stage Combat. The company has worked with us to provide workshops to our students from artist from all over the world, including a Grotowski workshop with the Italian company **Teatro Potlach**

in 2015 and a physical storytelling workshop with **Single Shoe Theatre Productions**

in 2016. In 2012 Charter Arts Theatre partnered with them on their devised community production, *A Resting Place*, which involved one theatre faculty member and roughly 30 of our theatre students. In 2014, our large number of our students performed as leads and members of the ensemble in their devised production, *Journey from the East*. Since 2014, we have sent one senior theatre major per class to Touchstone for year-long apprenticeships. Now in 2016, two of our faculty members are among the professional ensemble devising their annual Christmas City Follies.

- **Civic Theatre of Allentown,**

PA has been somewhat of a feeder program for us over the years. Charter Arts encourages potential students to engage in their educational offerings before (and while) coming to our school. In addition, the department encourages students to participate on Civic's backstage crews to fulfill their practicum requirements in Stagecraft. Charter Arts has also benefited from being able to share set, prop and costume pieces over the years and the students have consistently been cast in their productions.

- **PA Youth Theatre**

continues to be a go-to program for us in regard to recruitment. Charter Arts students are consistently engaged in their productions as both actors and crew.

- **ArtsQuest**

extended an invitation to us in 2012 to participate in a workshop with *Squonk Opera*.

- Charter Arts has also benefited from a relationship with the **PA Playhouse**

, sharing set, prop and costume pieces over the years. Our students have consistently been cast in their productions.

- **Muhlenberg College Theatre**

has worked with us in a number of ways. Their students have performed and worked with Charter Arts theatre students on a number of occasions and our theatre faculty has worked with Muhlenberg Interns – one in the classroom (2007) for a semester and another as a costume intern (2012).

- **Northampton Community College**

has performed at Charter Arts and one of their students worked as a teaching intern in the theatre department for a semester (2006). Charter Arts has also worked their film students over the years, providing talent for their final film projects, while at the same time benefiting from the films they produced by providing on-camera experience for our actors and using the films for marketing purposes.

- **DeSales University**

has been sending us student teachers consistently since 2012. The theatre department works closely with their Education program to offer observation hours for their student as well as student teaching experience. We have visited DeSales with our students many times over the years to see their production and on three occasions they have come to us with their WillPower Tour.

- Additionally, **DeSales University Theatre**

has been uncommonly generous to our department by offering their costumes for rental to us at an extremely discounted price. They have been doing this for us since 2012.

- The department has worked closely with Patrick Mulcahy of the **PA Shakespeare Festival**

to cast Charter Arts students as interns in the festival. Two of our students have worked with them to date as acting interns and two more as technical theatre interns.

- Also, our theatre students have competed in the **PA Shakespeare Festival's High School Theatre Competition**

since 2010, and each year our students have been awarded top prizes in the area of monologues and scenes, as well as winning Best Ensemble many times.

- Alumnus **Christopher Ryland**

has taught Suzuki workshops to all Theatre students every year since 2012.

- In 2009, the theatre department commissioned writer and former faculty member **JC Lee**

(accomplished playwright and screen writer best known for his work on *Looking*, HBO and *How to Get Away with Murder*, ABC) to write a play for our students. We produced *The Inexplicable Disappearance of Hector Villaraigosa* in our Main Stage Season, and Lee generously provided writing workshops to our theatre students.

- In 2009, we worked with local director/producer Kelsie Morales to cast her **Girl Power**

webisodes, which consist of a panel of teen girls (and boys occasionally) who discuss and expose teen issues in an interview format.

- In 2010, we worked with **PBS**

to produce a commercial for their summer video production program, Production U. The commercial continues to run locally, and each year since we have sent students to participate in

their program.

- **EMedia Works**

has cast three productions with Charter Arts theatre students over the years; *Take One Step* (2008), *Not Behind the Wheel* (2011) Mid-Atlantic Emmy Award for Outstanding Children's Program, and *Cosmo's World* (2012).

- **Allentown Shakespeare in the Park**

has worked with Charter Arts students for six seasons, holding auditions at the school to cast student interns to work with their professional actors.

- **Susan Chase**

, performance artist, hired two Charter Arts technical theatre students to work on the crew of her one-woman show, *Susan's Undoing* in 2011. She also performed *Susan's Undoing* at Charter Arts in 2012.

- **Pro Model and Talent Agency**

has contacted us on a number of occasions to help with castings. A Charter Arts theatre student was booked for a job on *Forensic Files* (2007).

- **Iron Pigs Baseball Association**

(2010) held auditions with Charter Arts students to hire a mascot for their season.

- **James Cowen, screen writer/director**

cast teen leads for his short film *The Spade of Reason* from Charter Arts. The film was featured at the 2012 **Southside Film Festival**.

- Charter Arts theatre majors collaborated with **Allentown Symphony Hall**

(2011) as part of their *On Screen/In Person* film series.

- In 2007, Charter Arts students performed in the **Bethlehem School District Vo-Tech Film Department**

programs.

- **Circle of Stones Ritual Theatre Ensemble**

held a casting at Charter Arts and worked with a number of the theatre students in 2005 on their premiere performance of *The New Earth*. A Charter Arts faculty member was also part of the professional (Equity) ensemble.

- Charter Arts has shared its Theatre space with **Omicron Theatre Project, Insomniac Theatre, Gulotta-Dong Productions, Third Mask Theatre Company and Old Milk Theatre Company,**

allowing them to produce work during the summer months.

### **Charter Arts Dance Department**

- Lafayette College, Morris R. Williams Center for the Arts
- DeSales University
- Muhlenberg College Department of Theatre and Dance
- Lehigh University, Zoellner Auditorium
- Cedar Crest College
- Moravian College
- Allentown Symphony Hall
- The Bach Choir of Bethlehem
- DanceNow/Steel Stacks
- Buck Hill Skytop Music Festival
- Lehigh Valley Dance Exchange
- Touchstone Theatre
- BuilderMEDIA, Inc.
- Moravian Village
- Bethlehem House Tour

### **Charter Arts Vocal Music Department**

- St. John's Cathedral, Riga Latvia
- American Embassy, Riga Latvia
- St. John the Divine Episcopal Cathedral, New York, NY
- St. Paul's Chapel of Trinity Episcopal, Wall Street, New York, NY
- National Cathedral, Episcopal, Washington D. C.
- Basilica of the National Shrine of the Immaculate Conception, Washington D. C.
- St. John's Evangelical Lutheran Church, Washington D. C.
- Avery Fisher Hall, DCINY Premier Choral Project with Eric Whitacre, New York, NY
- Merchant Square, Williamsburg, VA
- Foy Hall, Moravian College, Bethlehem, PA
- Symphony Hall, Allentown, PA
- St. Paul's Evangelical Lutheran Church, Allentown, PA
- Christ Evangelical Lutheran Church, Allentown, PA
- First Presbyterian Church, Bethlehem, PA
- St. John's Evangelical Lutheran Church, Boyertown, PA
- Holy Cross Evangelical Lutheran Church, Moorestown, PA



- Good Shepherd Lutheran Church, Kreidersville, PA
  - Bethlehem, PA Center Square
  - Performance for Lehigh Valley Iron Pigs
  - Annual performances at Moravian Village Retirement Community, Bethlehem, Pa
  - Flag Ceremony for the Lehigh County Office of Children and Youth Services
  - Annual performance Bethlehem *Christkindlemarkt*, Bethlehem Christmas Village
  - PMEA District 10 Select Chorus - Annual participants since 2003
  - PMEA Region 5 Select Chorus - Annual participants since 2003
  - PMEA State Select Chorus - Participants in 2008 and 2011
  - National Association of Teachers of Singing (NATS) - Divisional champions, High school
- Classical and Musical Theatre
- Students selected for the DCINY Premier Project — Eric Whitacre *Paradise Lost* - Carnegie Hall, New York, NY
  - Students selected as High School Choral Scholars to the Bethlehem Bach Choir 2009/10 and 2011/12
  - Collaborative performances with CANTATICA, professional - choral/instrumental ensemble
  - Collaborative performances with Lafayette College Chamber Singers and Concert Choir
  - Collaborative performances with Marywood University Chamber Singers
  - Collaborative performances with the Bethlehem Bach Choir
  - Annual collaborative performance with PA Repertory Dance Theatre and Allentown
- Symphony
- Collaborative performance with PA Sinphonia
  - Collaborative performance with Lehigh Valley Chapter of the Sweet Adelines
  - Host placement for two student teachers from the Undergraduate Music Education Certification Program: West Chester University, West Chester, PA
  - Host placement for student teacher from the Undergraduate Music Education Certification Program: Moravian College, Bethlehem, PA

### **Charter Arts Instrumental Department**

- Moravian Village retirement community
- City of Bethlehem
- Historic Bethlehem Partnership
- Northampton Community College
- ArtsQuest — Steel Stacks
- PMEA District, Regional, and All-State events
- ArtsQuest — Musikfest
- Mayfair — Allentown, PA
- City of Allentown
- The Allentown Symphony
- City of Bethlehem — Christkindlemarkt

- Bethlehem Area School District — Broughal Middle School
- Air Products Corporation
- Lehigh County Children & Youth
- Moravian College
- Lehigh University
- Lafayette College
- Touchstone Theater
- The Allentown Band
- Penn State, Lehigh Valley Campus
- Anne's Choice retirement community
- DeSales University
- Coca-Cola bottling company of the Lehigh Valley
- Indiana University of Pennsylvania Percussion Ensemble
- Boyer College of Music and Dance at Temple University
- York College of Pennsylvania Department of Communication and the Arts
- West Chester University School of Music

#### **Charter Arts Figure Skating Department**

- Ice Theatre of New York
- Cedar Crest College Costume Department
- Pamela Ptak Fashion Design for Show
- Hyatt Place, Bethlehem
- Blue Chip Sound
- Steel Ice Center, Bethlehem

#### **Charter Arts Visual Arts Department**

- Regional and National Scholastic Art Awards- The Charter Arts Visual Art Department participates in these local and national art competitions annually. The art majors have won regional and national recognition for their drawings, paintings, sculptures, and designs. Students have been awarded gold and silver keys, honorable mentions, as well as national awards and recognition. As a result, their work has been exhibited in the Allentown Art Museum Baum School of Art. Various exhibit spaces in New York City (national awarded winners have been celebrated at the annual Carnegie Hall event), and Washington, D.C.
- Visiting Artist Workshops/Exhibits- Every year art majors have the opportunity to learn from and work with highly regarded community artists as well as top artists in their field.
- Community Exhibits- In addition to exhibiting their artwork at Charter Arts, visual art majors are invited to exhibit their work in other professional gallery settings and venues.
- Art Alliance- Members of the nationally recognized honorary art organization participate in

many community outreach activities and events.

- Alumni artwork sale
- Volunteerism
- Plein-air painting
- Poster designs
- College Visits- Representatives from surrounding east coast colleges/universities/vocational schools visit Visual Art juniors during the fall semester in order to present programs of study and review portfolios.
- Field Trips/College Tours- The Visual Art Department takes art majors on an annual art museum trip as well as other various field trips throughout the school year.

### **Charter Arts Literary Arts Department**

Visiting Artists:

- Karen McKittrick-Memoir Writing Workshop
- Roaming Dingo Productions (Jen Suwak and Steve Abruzzese)- Documentary Film and Production Workshop
- Panel of Local Media- Journalism Workshop

Extracurricular Partnerships:

- Lehigh University- Notation Series
- Godfrey Daniels Listening Club- Literary Arts Poetry Readings

### ***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

Charter Arts provides after school supervision for its students who are not bused by local school districts. This supervision is monitored by faculty and staff of Charter Arts.

All Title I after-school tutoring is provided on an as needed bases and is coordinated by the school. If students are interested in scheduling their own tutoring after-school, they must do

that on their own.

No outside agencies are used for the above programs.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Lehigh Valley Charter High School for the Arts is a high school serving grades 9-12. Charter Arts does not serve any preschool age children.

## **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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

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

<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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

### **Middle Level**

<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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

### **High School Level**

<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	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Our curriculum documentation is now all held in our Google Drive so that teachers in each department can have digital and collaborative access to curriculum documentation including: scope and sequence documents for each course, unit plans, lesson plans, supplemental resources, rubrics, etc. All of our courses are aligned to the PA Core Standards and/or national standards associated with each artistic area. All teachers have access to their department folder in the Drive.

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**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

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

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

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered

American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
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	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
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	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable



Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Teachers are using the PA Core standards to inform curriculum decisions, especially in the Keystone subject areas. Our artistic teachers also utilize standards associated with their particular disciplines in addition to utilizing SAS resources.

We continue to share new information about SAS with teachers.

Lehigh Valley Charter High School for the Arts does not offer classes in Economics, Geography or Family and Consumer Sciences. During the 2017-18 school year, Charter Arts initiated a new Health and Wellness semester course that is required for all freshman.

### ***Fiscal Solvency Policies***

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

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#### **Charter Arts Continued Fiscal Solvency**

- Charter Arts' Finance Committee (which includes the Board Treasurer) reviews the Profit and Loss report, the Balance Sheet, and all projected over-expenditures or non-budget expenditures with the Director of Finance and Executive Director on a monthly basis.
- Charter Arts has a dual control with the Director of Finance and the Business Manager to review all expenditures and revenue flow.
- The recommendations of Charter Arts' auditing firm.

### ***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.

#### **Fiscal Accounting**

- Charter Arts continues to utilize Quick Books Professional Version for its fiscal accounting. Charter Arts is investigating affordable systems that integrate with the State or the State provision of a well-integrated system. The present system converts into the State's forms with

relative ease.

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### **Fiscal Accounting**

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## **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
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

<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

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.				
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Charter Arts ensures these characteristics by: providing professional development, hosting instructional leadership team meetings monthly, teacher induction/mentoring programs, webinars, in-service workshops, consortiums and local law group conventions, etc.

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

As per Charter School law, our school is not required to implement or recognize GIEPs.

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

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

Questions
The LEA has conducted the required training on:
9/16/2016 Charter Arts required all employees to participate in "Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training". This online course is approved by: PA Department of Human Services and Department of State to meet mandated reporting (Act 31) license requirements. All employees were to complete this training individually and provide their certificate of completion to the school principal by September 16, 2016.

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

Questions
The LEA has conducted the training on:
5/25/2016 Ken Smith from IU20 presented to faculty and students "Question, Persuade, Refer: Ask a Question Save a Life." This presentation meets one our of credit towards Act 71.
8/24/2016 AJ Kise from Charter Arts presented to faculty "Increasing School Mental Health Supports." This meets one hour of Act 71.

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

Questions
Not Applicable for our school entity

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

#### **Professional Development**

- Professional Development at The Lehigh Valley Charter High School for the Arts is a process that facilitates the continuing education of teachers, administrators, and others who are engaged in the education of students. By engaging in professional development, staff members should come to know their subjects, their students and their practice - and make informed use of what they know.

Quality professional development at Charter Arts recognizes that teachers are central to student

learning, and that all members of the school community participate in the learning process. The Lehigh Valley Charter High School for the Arts professional development plan reflects the most current available research and the best practices in teaching, while promoting continuous inquiry and improvement that is embedded in the daily life of our school.

The administrative team (including Executive Director, Principal, Assistant Principals, Director of Special Education, and Director of Guidance) review needs assessments and surveys to identify professional learning needs of staff/faculty and strategically plan to offer various learning opportunities for teachers throughout the year.

Every Wednesday there is time for professional learning as our students are released at 1:40, allowing professional development to occur every Wednesday from 1:45-3:00pm. Additionally, we have a week of back-to-school professional development before the year even begins, and we have days embedded throughout our calendar year to ensure that we are providing learning opportunities for teachers throughout the year (collaborative planning within department, SLOs, data analysis, etc.). One of our goals is to ensure that professional learning is job-embedded and ongoing rather than piecemeal and disjointed.

We also support teachers/staff in attending external professional development opportunities as opportunities present themselves or as needed. We regularly attend professional learning opportunities that are offered through IU20.

Further, we track teacher Act 48 credit hours and ensure that all teachers are meeting their requirements to maintain certification and/or move to level II certification.

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

*This narrative is empty.*

## **Induction Program**

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

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

All new teachers participate in a needs assessment to identify the areas in which they need continued support and/or learning throughout the year. The New Teacher Induction Coordinator is then responsible for coordinating monthly new teacher meetings to address the weaknesses identified in the needs assessment. Each new teacher cohort continues to reflect on their needs and experiences at Charter Arts, and professional learning is also adjusted accordingly. Supplemental readings anchor the weekly discussions and guest speakers from Charter Arts are scheduled to speak with the cohort depending on the topic of each meeting.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

#### *Unchecked answers*

- Student PSSA data.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The needs of newly hired professional educators are determined through a variety of methods. All Inductees will complete a Needs Assessment during the initial stage of the Induction Process. The Mentor and Inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This Needs Assessment will service as a means to monitor progress throughout the Induction Process and help the administration determine specific professional development opportunities for the Inductee. In addition, the building administrator will conduct several formal and informal observations throughout the Induction Process to determine competency levels and areas of need. This information will be shared in order to provide feedback.

Throughout the year, each meeting will focus on a different topic as determined by the needs assessment. During these meetings, professional readings, student data, teacher created lesson plans, etc. will anchor the discussion to ensure that topics discussed in theory can be applied to daily practice. The induction cohort will work with the New Teacher Induction Coordinator to discuss these challenges and weaknesses and learn new strategies to implement in the classroom.

At the end of the year, all inductees will submit their portfolio to the Induction Coordinator for approval of completion of the program. This portfolio will include (but is not limited to): observations of his/her mentor and another teacher at Charter Arts, observation documentation of the mentee by the mentor, agendas and meeting minutes as evidence of ongoing conversations and support from mentor to mentee, etc.

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

As a high school, we discuss Keystone data not PSSA data so that box was not checked above. Further, we do not use information from prior induction programs to inform our program.

### ***Mentor Characteristics***

#### *Checked answers*

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

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

#### *Unchecked answers*

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

The Lehigh Valley Charter High School for the Arts recognizes the unique relationship between the mentor and inductee. Therefore, the school utilizes the following criteria in order to provide an appropriate match to best meet the needs of teacher mentors. The following criteria is used in the selection of mentors:

- Similar certification and assignment (when possible)
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of school policies, procedures, and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- At least 3 years teaching experience (when possible)

Opportunities will be given to the selected mentor teachers to meet with other mentors and discuss mentoring issues and further training in the purpose of the Induction Program, role of the mentor, communication skills, listening skills, coaching and conferencing skills, effective teaching/specialist skills, problem solving, and knowledge of adult learning and development.

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

Because of our unique schedule, we are not always able to pair up mentors and mentees with similar schedules. If it is not possible to pair up people with similar schedules, then teachers often coordinate meeting time outside of school hours.

### *Induction Program Timeline*



Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul									
Code of Professional Practice and Conduct for Educators	X														
Assessments	X	X	X	X	X										
Best Instructional Practices	X	X	X	X	X										
Safe and Supportive Schools	X	X	X	X	X										
Standards		X		X		X	X	X							
Curriculum					X		X	X	X	X					
Instruction							X		X	X	X	X			
Accommodations and Adaptations for diverse learners								X	X	X	X	X			
Data informed decision making									X	X	X	X	X		
Materials and Resources for Instruction										X	X	X	X	X	

If necessary, provide further explanation.

Topics for meetings are fluid throughout the year and are scheduled depending on time of year, necessity, and importance.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program will be evaluated on an annual basis and revised as needed. The evaluation will include input from the induction cohort, mentors, and building administrators related to the effectiveness of the Induction Program and to the achievement of the program goals and competencies. Adjustments/refinements will be made by the Induction Coordinator over the summer as necessary to prepare for the next induction cohort.

### ***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

# Assurances

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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 §17-17232-A (a))

## Cyber Charter Schools

*No policies or procedures have been identified.*

## Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

Percent of first-time testers scoring advanced on the Biology Keystone Exam was 15.1% in May 2016, up from 3.7% in 2012-2013.

### Accomplishment #2:

In the graduating class of 2016:

- 71% of students enrolled in a two or four year college/university
- 18% enrolled in a professional arts or theater conservatory
- 10% entered the work force
- less than 1% enrolled in the military

### Accomplishment #3:

In spring 2016, the percent of students scoring 3 or higher on AP exams was 65%.

### Accomplishment #4:

100% of Charter Arts seniors graduated in 2016.

### Accomplishment #5:

The 2016 graduating class earned \$2,700,000 in scholarships, grants, and financial aid to attend post-secondary education, an increase of \$400,000 from the graduating class of 2013.

## Charter School Concerns

### Concern #1:

16% of first-time testers achieved proficiency on the Algebra I Keystone Exam in May 2016.

### Concern #2:

Teachers are beginning to utilize Google Classroom and other technology in the classroom this year, and Charter Arts only has a limited amount of laptop and chromebook carts for teachers to access and sign-

out during the school day. We need to provide more access to technology for students/teachers to utilize in the classroom.

#### Concern #3:

On a student survey given in May 2016, only 67% of 333 students surveyed said that Charter Arts provides adequate mental health and social/emotional resources for them and their friends.

#### Concern #4:

On a student survey given in May 2016, only 44% of 333 students surveyed feel that Charter Arts offers adequate elective opportunities outside of their major.

#### Concern #5:

On a survey given to students in May 2016, 42.6% of 333 students surveyed said that Charter Arts does not adequately provide activities that help students learn about careers and workplace preparation.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

#### Aligned Concerns:

Teachers are beginning to utilize Google Classroom and other technology in the classroom this year, and Charter Arts only has a limited amount of laptop and chromebook carts for teachers to access and sign-out during the school day. We need to provide more access to technology for students/teachers to utilize in the classroom.

On a student survey given in May 2016, only 67% of 333 students surveyed said that Charter Arts provides adequate mental health and social/emotional resources for them and their friends.

On a student survey given in May 2016, only 44% of 333 students surveyed feel that Charter Arts offers adequate elective opportunities outside of their major.

On a survey given to students in May 2016, 42.6% of 333 students surveyed said that Charter Arts does not adequately provide activities that help students learn about careers and workplace preparation.



**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

On a student survey given in May 2016, only 67% of 333 students surveyed said that Charter Arts provides adequate mental health and social/emotional resources for them and their friends.

On a survey given to students in May 2016, 42.6% of 333 students surveyed said that Charter Arts does not adequately provide activities that help students learn about careers and workplace preparation.

**Systemic Challenge #3** (*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:**

16% of first-time testers achieved proficiency on the Algebra I Keystone Exam in May 2016.

Teachers are beginning to utilize Google Classroom and other technology in the classroom this year, and Charter Arts only has a limited amount of laptop and chromebook carts for teachers to access and sign-out during the school day. We need to provide more access to technology for students/teachers to utilize in the classroom.

On a student survey given in May 2016, only 44% of 333 students surveyed feel that Charter Arts offers adequate elective opportunities outside of their major.

On a survey given to students in May 2016, 42.6% of 333 students surveyed said that Charter Arts does not adequately provide activities that help students learn about careers and workplace preparation.

**Systemic Challenge #4** (*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:**

16% of first-time testers achieved proficiency on the Algebra I Keystone Exam in May 2016.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

### Indicators of Effectiveness:

Type: Annual

Data Source: surveys (students, staff, parents)

number of teacher employed

technology/student ratio (device to student)

Specific Targets: Increase technology device-to-student ratio and increase student/teacher ratio.

80% of students surveyed will say that there are adequate mental health resources available, adequate electives offered, and adequate career and workplace preparation.

### Strategies:

#### *Culturally Competent Mental Health Services in the Schools: Tips for Teachers*

### Description:

As with all efforts in education, it is critical that mental health services be responsive to students' individual needs, including their cultural and linguistic background. Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. Students who attend U.S. schools increasingly are coming from culturally and

linguistically diverse backgrounds. According to the U.S. Department of Education (2004), 5.5 million English language learners are attending U.S. public schools and speak more than 400 different languages. (Source: [Mental Health Services in Schools: Tips for Teachers](#)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### *Pennsylvania Career Education and Work Standards Toolkit*

#### **Description:**

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Source: <http://www.pacareerstandards.com/>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### *Technology and Student Achievement*

#### **Description:**

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** Instruction, Materials & Resources

### *Understanding by Design*

#### **Description:**

Charter Arts Strategic Planning Committee and our School Board are discussing the developing and possible addition of an artistic major and/or a tracking system within majors to open more opportunities for students, in addition to discussing the addition of out-of-major electives. When these long term goals are identified, school administration will meet with the leadership

team, department chairs, and artistic directors to utilize the Understanding By Design framework to develop new courses in alignment with these goals.

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. (Source: <http://jaymctighe.com/resources/downloads/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### ***Implementation Steps:***

#### ***Strategic Planning Committee***

##### **Description:**

The Strategic Planning Committee and School Board for the Lehigh Valley Charter High School for the Arts met throughout the 2016-2017 school year and identified our five-year plan. The committee is discussed the possibility of adding a new artistic major, tracks within current majors, out-of-major electives, health and wellness, and career education. Once this process is completed, the CEO, Principal, and Assistant Principal's will be responsible for managing and monitoring the implementation of this five-year plan.

**Start Date:** 7/1/2017      **End Date:** 6/30/2022

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

##### **Supported Strategies:**

- Culturally Competent Mental Health Services in the Schools: Tips for Teachers
- Pennsylvania Career Education and Work Standards Toolkit
- Technology and Student Achievement
- Understanding by Design

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: end-of-year surveys

Specific Targets: At the end of the 16-17 school year:

75% of students will report that Charter Arts provides career/workplace preparation opportunities

75% of students will report that Charter Arts provides adequate mental/social/emotional resources

***Strategies:******SAS: Safe and Supportive Schools*****Description:**

The Lehigh Valley Charter High School for the Arts is in the process of the development of a Freshman Academy in which students will be provided with instruction on mental health and wellbeing, executive functioning, and career and workplace preparation. This course, tentatively, will be required for all incoming freshman starting in the year of 2017-18 and will help Charter Arts ensure a safe and supporting learning environment for all students. The curriculum development is currently in process.

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following: (Source:

<http://www.pdesas.org/SafeSupportiveSchools/Overview?setCode=pde-safe>)

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools, Instruction

***Culturally Competent Mental Health Services in the Schools: Tips for Teachers***

**Description:**

This year we have started to offer "Mental Health in the Classroom" sessions for teachers who wish to learn more about supporting students in their classrooms. Charter Arts is going to continue to support teachers in order to support students.

As with all efforts in education, it is critical that mental health services be responsive to students' individual needs, including their cultural and linguistic background. Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. Students who attend U.S. schools increasingly are coming from culturally and linguistically diverse backgrounds. According to the U.S. Department of Education (2004), 5.5 million English language learners are attending U.S. public schools and speak more than 400 different languages. (Source: [Mental Health Services in Schools: Tips for Teachers](#)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### *School Counseling Effectiveness*

**Description:**

As Charter Arts continues to develop our college and career readiness programming, we know that guidance counselors play a key role in supporting students with identifying short and long term personal goals. We plan to continue to have smaller student/counselor ratios than most high schools in order to maintain the personal connections that our counselors have with students and families.

Research on School Counseling Effectiveness—the following cites several research articles that indicates the importance of counseling but do not establish a research-based, optimum counselor-to-student ratio. (Source: <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** Materials & Resources

### ***Implementation Steps:***

#### *Safe and Supportive Schools*

**Description:**

Charter Arts will support the development of programming to ensure a safe and supportive school environment for all students. Students will self-report that they have access to adequate social/mental/mental health resources and opportunities to learn about career and workplace preparation.

**Start Date:** 7/1/2016    **End Date:** 6/30/2022

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

**Supported Strategies:**

- SAS: Safe and Supportive Schools
- Culturally Competent Mental Health Services in the Schools: Tips for Teachers
- School Counseling Effectiveness

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: end-of-year surveys

Specific Targets: On the end-of-year 16-17 survey,

50% of students enrolled in the Algebra 1 class will pass the Keystone Exam

75% of students will report that Charter Arts adequate elective opportunities outside of major

100% of teachers will utilize Google Classroom to enhance instruction and support student learning both in and outside of the classroom



## ***Strategies:***

### ***Technology and Student Achievement***

#### **Description:**

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** Instruction, Materials & Resources

### ***Understanding by Design***

#### **Description:**

Charter Arts Strategic Planning Committee and our School Board are discussing the developing and possible addition of an artistic major and/or a tracking system within majors to open more opportunities for students, in addition to discussing the addition of out-of-major electives. When these long term goals are identified, school administration will meet with the leadership team, department chairs, and artistic directors to utilize the Understanding By Design framework to develop new courses in alignment with these goals.

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. (Source:

<http://jaymctighe.com/resources/downloads/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### ***Curriculum Mapping***

#### **Description:**

English, Math, and Science departments each participated in three-day data analysis and curriculum planning workshops in the summer of 2016. School Administration is going to continue to host the summer workshops and will cycle all departments through a cycle to ensure that each department has a

dedicated time to meet and discuss and develop plans for improvement. Additional meetings throughout the upcoming school years will be dedicated to the development of new and existing courses and adjustments will be made as needed.

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>  
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

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

### ***Implementation Steps:***

#### ***Curriculum Mapping***

##### **Description:**

School Administration will continue to meet with departments to review existing coursework, review data, and adjust as necessary to high quality instruction and student success.

**Start Date:** 7/1/2017      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- Technology and Student Achievement
- Understanding by Design
- Curriculum Mapping

# Appendix: Professional Development Implementation

## Step Details

<b>LEA Goals Addressed:</b>		<b>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</b>			<b>Strategy #1: SAS: Safe and Supportive Schools</b> <b>Strategy #2: Culturally Competent Mental Health Services in the Schools: Tips for Teachers</b> <b>Strategy #3: School Counseling Effectiveness</b>		
<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>		
7/1/2016	6/30/2022	Safe and Supportive Schools			Charter Arts will support the development of programming to ensure a safe and supportive school environment for all students. Students will self-report that they have access to adequate social/mental/mental health resources and opportunities to learn about career and workplace preparation.		
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
CEO, Principal, Assistant Principal's, Director of Guidance		1.0	4	15	Lehigh Valley Charter High School for the Arts	School Entity	No

<b>Knowledge</b>	Teachers will gain and increased understanding of student social/emotional/mental health needs and be able to adapt instruction and support for students accordingly.
<b>Supportive Research</b>	Information will be shared with teachers during various workshops throughout the school year. Counselors will present the research and best practices for teachers based upon student/teacher needs.
<b>Designed to Accomplish</b>	
For classroom teachers, school	Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>  High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Journaling and reflecting	<b>Evaluation Methods</b>  Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

<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: Technology and Student Achievement</b> <b>Strategy #2: Understanding by Design</b> <b>Strategy #3: Curriculum Mapping</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>		
7/1/2017	6/30/2022	Curriculum Mapping			School Administration will continue to meet with departments to review existing coursework, review data, and adjust as necessary to high quality instruction and student success.		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>
		Principal and school administration	1.0	15	4	Lehigh Valley Charter High School for the Arts	School Entity

**Knowledge**

Teachers will review subject-specific data and adjust curriculum accordingly. The team may also develop new coursework as necessary for electives and/or tracks within the major.

**Supportive Research**

Understanding By Design

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:	<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>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

Journaling and reflecting

# 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.

*No signature has been provided*

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*President, Board of Trustees*

*No signature has been provided*

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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 Lehigh Valley Charter High School for the Arts assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at:

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

*No signature has been provided*

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*President, Board of Trustees*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*