HOPE for Hyndman CS

Charter School Plan

07/01/2017 - 06/30/2020

Charter School Profile

Demographics

130 School Drive
Hyndman, PA 15545
(814)842-3918

Federal Accountability Designation:	Focus
CEO:	Thomas Otis
Date of Local Chartering School Board/PDE Approval:	2/15/2011
Length of Charter:	5 years
Opening Date:	7/1/2011
Grade Level:	K-12
Hours of Operation:	7:30 a.m. - 3:30 p.m.
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	19
Student/Teacher Ratio:	13:1
Student Waiting List:	0
Attendance Rate/Percentage:	93.00 %
Enrollment:	257
Per Pupil Subsidy:	$14,605.25
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	45.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	49

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	0.00
Hispanic	0.00
White (Non-Hispanic)	257.00
Multicultural	0.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	182.00	182.00	182.00	182.00

Instructional Hours	0.00	0.00	1017.38	1017.38	1146.60	1146.60

Planning Process

The HHCS Board of Trustees approved a Comprehensive Planning Committee comprised of board members, staff members (which includes teachers), parents, and community members. The board members were members of the board appointed HHCS Governance Committee. The teachers were voted on by the faculty to be their representatives on the committee. Staff members with administrative type roles were included on the committee and parents and community members were asked to participate by the Board.

TIMELINE

March	STEM Leadership works on challenges: Space, staffing, schedule, budget Needs assessment: Analysis of student performance and financial data Administrative team met to review Comprehensive Plan and Improvement Plan
March - October	Board Governance Committee appoints staff members and community members to the committee Needs assessment: Stakeholder surveys: Faculty (Online) Students (Gr 4-12; Online) Parents (Paper) Committees met to draft action plans using state planning template
Early October	Strategic planning retreat Administrative Committee presents action steps to address challenges

Governance Committee present draft action plans

Review findings from needs assessment on current status, needs, and opportunities within each goal area

Revise action plans

	Administrative Committee works with Governance Committee to finalize action plan
Mid October	
Late October	Draft strategic plan reviewed by board
	28 day public comment period:
November	
	Final draft approved by board, due to state 11/30/16

Communication will be via email and phone on an as needed basis, sometimes as frequently as weekly. All members of the committee have an email address and all members have access to a Google Drive folder that contains all the necessary documentation that needs to be referenced as well as houses all documents being created by each of the sub-groups.

Mission Statement

HHCS (Hope for Hyndman Charter School) is a community-oriented lifelong learning environment which both reflects and helps to shape Hyndman and its surrounding areas. Striving for high academic achievement and a high rate of post-secondary continuing education, HHCS extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors, employing multiple mediums, settings, and locations to model and promote the practice of lifelong learning. We recognize that each child is an individual and that they are all creative and need to succeed. Therefore, HHCS respects and strives to meet the individual needs of all of our children in a caring and creative environment and we emphasize the social, physical and intellectual development of each child.

Vision Statement

The vision of HHCS is to bring HOPE (Help, Opportunities, Practicality, and Empowerment) to the students and the community of Hyndman and the surrounding areas. HHCS is a place where each student is regarded as an individual with their own set of needs, abilities, skills, and desires and that individuality must be regarded when planning the education of that individual. By providing a small, safe, and nurturing environment for the students to learn, HHCS aims to empower each student to be the best they can be in and out of school. Being in a rural setting among a community that continuously demonstrates their commitment to helping their young people achieve their best in school creates an opportunity for a community oriented learning environment. With the help of area businesses and community members, students will have opportunities for real life experiences and experiential learning. With the availability of a rural environment, students will have the practicality of hands on learning

experiences. All of these resources combined with the willingness of the Bedford Area School District to be supportive of the community of Hyndman in creating a charter school, HHCS is creating a unique opportunity that is beneficial for the entire community and its young people as well as a model for other communities and educational organizations.

Shared Values

HHCS is a place where each student is regarded as an individual with their own set of needs, abilities, skills, and desires. Individuality must be regarded when planning the education of each student.

What do we believe about HHCS?

1.   We believe in connecting with the community to be successful in educating the students and their families.

2.   We believe in the innovative, diversified, individualized, and quality education provided at HHCS.

3.   We believe the opportunities provided at HHCS will help prepare life-long learners.

What do we believe about teachers and teaching?

1.   We believe teaching is a two-way road where teachers teach students and students teach teachers.

2.   We believe teachers will know each of their students and are willing to meet individual needs.

3.   We believe teachers are life-long learners.

What do we believe about how students learn?

1.   We believe that students are individualized learners that can be challenged with their own unique academic level through hands-on, immersive learning styles that vary depending on academic needs or wants.

2.   We believe that all willing students have the ability to learn, at any given time, about any subject that is intrinsically motivating or holds real world connections, for a lifetime.

3.   We believe that educators should facilitate learning by setting an example and by providing each student with the chance and/or opportunity to learn in a space that is a positive learning environment.

HOPE for Hyndman Charter School Values

Compassion — Respecting the individual enough to discover if they need sympathy and/or empathy.

Respect — A positive attitude towards and acceptance of yourself and others despite differences in opinions and beliefs.

Integrity — A combination of values and morality culminating in a general concern for others when you are being watched and not.

Teamwork — A cooperative effort by a group for a desired outcome or goal.

Educational Community

Hyndman Borough is a rural, "bedroom", community and the surrounding area demographics are made up of a population that is nearly all Caucasian with a few African American citizens. English is the primary language spoken by the vast majority of residents of Hyndman and the surrounding area. Hyndman and the surrounding area is economically disadvantaged as many families are living at or below poverty level based on their average yearly income, relying on public assistance to survive. Due to the high poverty level, all students currently attending grades K-12 at HOPE for Hyndman Charter School receive free breakfast and lunch, through the Federal Food Program.

HHCS serves as the "hub" of the community and students are afforded many opportunities to participate in clubs and sports at the school including After School and After 3 Programs, Reading Competitions, Student Council, Fellowship of Christian Students (FCS), Freshman Class, Sophomore Class, Junior Class, Senior Class, Envirothon, Greenhouse, Band, Chorus, Tech Support Team, Boys Varsity Tennis, Drama Club, National Honors Society, Youth Action Council, Cheerleading, Scholastic Quiz, Science Olympiad, Baseball, Boys Basketball, Soccer, Cross Country, Girls Basketball, Girls Volleyball, Softball, and Wrestling.

HHCS also offers the Summer Food Program which provides free breakfast and lunch to all residents from 0 to 18 and Summer Camp for those students enrolled in grades K-12. Students who are too young to participate in school sponsored clubs and sports have the opportunity to be involved in recreation programs such as JCP Soccer in fall, AYSO Soccer in the Spring, Little League Baseball, Girls Softball, Boys and Girls Basketball programs in the Winter, Lil Stingers Wrestling, Pee Wee Pep Squad and Arts and Crafts in the summer. Community resources include the Hyndman Area Health Center, Hyndman Fire Department Co. 34, Hyndman Area Ambulance Unit 14, the Hyndman-Londonderry Public Library, as well as many churches.

Board of Trustees

Name	Office	Address	Phone	Email
Austin Christner	Member	130 School Drive, Hyndman, PA	814-842-3918	achristner@hyndmancharterschool

		15545		.org
Angie Coughenour	President	130 School Drive, Hyndman, PA 15545	814-842-3918	acoughenour@hyndmancharterschool.org
Ron Gibbner	Member	130 School Drive, Hyndman, PA 15545	814-842-3918	rgibbner@hyndmancharterschool.org
Donald Gross	Member	130 School Drive, Hyndman, PA 15545	814-842-3918	dgross@hyndmancharterschool.org
Jerry Leydig	Vice President	130 School Drive, Hyndman, PA 15545	814-842-3918	jleydig@hyndmancharterschool.org
Christine McKenzie	Secretary	130 School Drive, Hyndman, PA 15545	814-842-3918	cmckenzie@hyndmancharterschool.org
Ron Scritchfield	Treasurer	130 School Drive, Hyndman, PA 15545	814-842-3918	rscritchfield@hyndmancharterschool.org
Ellen Shroyer	Member	130 School Drive, Hyndman, PA 15545	814-842-3918	eshroyer@hyndmancharterschool.org
Jessie Spiker	Member	130 School Drive, Hyndman, PA 15545	814-842-3918	jspiker@hyndmancharterschool.org

Board of Trustees Professional Development

All board members attend a professional development session provided by our attorney, Attorney Brad Allison, regarding the Sunshine Law, Public Officials Act, Confidentiality of executive sessions, and duties and responsibilities of the board. An additional professional development session is provided by our charter school attorney, Attorney Joshua Pollak, regarding charter school law, public bidding, and other board related issues not covered by Attorney Allison. The board president, Angela Coughenour has attended the National Charter School Conference and shares what she has learns with the rest of the board. Board members also receive training regarding finances of a charter school and the demographics and risk factors of the community so that they can make educated decisions.

Governance and Management

The HHCS Board of Trustees works very closely with the CEO of the school to establish policies, procedures, and make financial decisions in the best interests of the students. The board has several committees that meet to discuss, create a plan, and make a recommendation to the full board regarding matters of finance, governance, and facilities and technology.

The CEO and Operations Manager stay in close contact with the Bedford Area School District, the chartering district of HHCS. Monthly board agendas are sent to the superintendent of the chartering district and should he have questions he then contacts the CEO to address them. By following this procedure it keeps the chartering district apprised of items being handled at the school and keeps the lines of communication open with the chartering district. Because of the good working relationship with the Superintendent of the Bedford Area School District, school calendars and transportation are coordinated without issue.

Student Enrollment

Enrollment at HHCS can occur at any time during the year. There is no waiting list and no prerequisites to enroll. There is a Kindergarten Registration Day held each year in the Spring for the upcoming school year. The event is advertised in the local newspapers and on our website and Facebook Page. Upon enrollment into HHCS, parents will fill out the Charter School Enrollment Form as provided by PDE and sign a transfer of records form that will be sent to the school district of residence as notification of enrollment in the charter school. HHCS uses PowerSchool, a student management system to record, maintain, and track student information and student progress. HHCS follows the requirements of all state and federal laws pertaining to the privacy rights of students and their parents, including but not limited to the Family Educational Rights and Privacy Act of 1974 (FERPA).   Upon enrollment, all students are placed in the grade level indicated by their sending schools records, which includes transcripts, state assessment results, and Special Education documentation, if applicable. In the area of reading, student in Grades K-8 are placed in reading groups based on their reading level, which is determined by diagnostic tests.

Parent Communication

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

Files uploaded:

- Kindergarten Registration for 2015-16.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2011	344	327	0	Transfer to another district, moved to another district/state	0
2012	325	320	0	Transfer to another district, moved to another district/state	1
2013	302	306	0	Transfer to another district, moved to another district/state	0
2014	301	288	0	Transfer to another district, moved to another	1

				district/state	
2015	257	267	0	Transfer to another district, moved to another district/state	0

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
2011	19	22	18	23	16	22	43	23	34	22	38	20	27
2012	18	20	22	19	24	16	22	44	24	34	22	38	22
2013	19	18	21	21	20	20	12	20	41	21	34	21	34
2014	23	19	21	19	21	22	23	17	23	34	24	34	21
2015	15	21	16	19	13	19	20	20	16	14	34	21	29

Planning Committee

Name	Role
Christa Albright	Elementary School Teacher - Regular Education
George Barton	Business Representative

Angela Coughenour	Parent
Brigette Emerick	Administrator
Joey Emerick	Ed Specialist - School Counselor
Donald Gross	Parent
Twyla Haines	Ed Specialist - Instructional Technology
Laura Horrell	Middle School Teacher - Regular Education
Timothy Jacobs	High School Teacher - Regular Education
Jerry Leydig	Business Representative
Kelsie Mazanowski	Elementary School Teacher - Regular Education
Joni Miller	Parent
Dina Morrissey	Special Education Director/Specialist
Tom Otis	Administrator
Ron Scritchfield	Community Representative
Logan Sheldon	High School Teacher - Regular Education
Tori Sheldon	Elementary School Teacher - Regular Education
Ellen Shroyer	Board Member
Brittany Smith	Middle School Teacher - Regular Education
Jessie Spiker	Community Representative
Tom Vent	Building Principal

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Many areas are being addressed in classrooms; the official mapping and alignment of courses continues to happen due to changes in staffing.   NE was checked for the alternate academic content standards as the Charter school has not had a need to address these standards.

Elementary Education-Intermediate Level

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

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

Many areas are being addressed in classrooms; the official mapping and alignment of courses continues to happen due to changes in staffing.   NE was checked for the alternate academic content standards as the Charter school has not had a need to address these standards.

Middle Level

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

Science and Technical Subjects		
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	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Many areas are being addressed in classrooms; the official mapping and alignment of courses continues to happen due to changes in staffing.   NE was checked for the alternate academic content standards as the Charter school has not had a need to address these standards.

High School Level

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

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Many areas are being addressed in classrooms; the official mapping and alignment of courses continues to happen due to changes in staffing.   NE was checked for the alternate academic content standards as the Charter school has not had a need to address these standards.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Middle Level

- 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
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology

- Health, Safety and Physical Education
- History

Explanation for any standards checked:

The Charter School continues to develop mapping using PA standards and PA core standards for ELA and Math. We have implemented an integrated STEM program, which includes a dedicated STEM teacher for grades K-8.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Teachers developed and implemented curriculum maps for their units of study.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Teachers developed and implemented curriculum maps for their units of study.

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

Processes used to ensure Accomplishment:

We say developing because the process is ongoing in some content areas while others have finalized pacing guides rooted in state standards and essential questions.

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

Processes used to ensure Accomplishment:

We say developing because the process is ongoing in some content areas while others have finalized pacing guides rooted in state standards and essential questions.

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.

A variety of methods for completion of assignments is usually part of the planned curriculum. When those methods are not listed, the teacher and/or special education teacher adapt assignments and assessments as requird by the student's IEP.

Instruction

Instructional Strategies

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

    Regular Lesson Plan Review
    - Administrators

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

In addition to coaching provided by the SFA (Success For All) representative and our own SFA Coordinator, our mentors also provide coaching. The Principal, in frequent walkthroughs and biannual observations, ensures the consistent use of best practices. The state's new Teacher Effectiveness Process ensures that pre- and post-observation conferences focus on quality instruction.

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

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.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Exceptional students, which may include gifted, may have the option of a flexible schedule, differentiated instruction, or individualized schedule. We continue to steadily increase flexibility, options, and differentiated instruction in the classroom.

Elementary Education-Intermediate Level

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

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

Exceptional students, which may include gifted, may have the option of a flexible schedule, differentiated instruction, or individualized schedule. We continue to steadily increase flexibility, options, and differentiated instruction in the classroom.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

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

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

Exceptional students, which may include gifted, may have the option of a flexible schedule, differentiated instruction, or individualized schedule. We continue to steadily increase flexibility, options, and differentiated instruction in the classroom.

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.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Exceptional students, which may include gifted, may have the option of a flexible schedule, differentiated instruction, or individualized schedule. We continue to steadily increase flexibility, options, and differentiated instruction in the classroom.

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.

Open positions are advertised in the four newspapers in our county and surrounding counties. These advertisements may also contain online advertising on Monster.com, and they are placed on our Facebook page and the school's website. Our interview process is quite extensive as it includes a writing prompt, question and answer session, interactive session with students, and a team activity with other candidates. This process provides the interview team with a well rounded view of the candidate so that selection of the best candidate for the position can be selected.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	8.50	8.50	8.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts				X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics				X		X
Economics		X				
Environment and Ecology		X				

Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X		X		
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X
World Language		X				

Graduation Requirement Specifics

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

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams, PSSA's, course finals, Senior Graduation Project		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
iReady, DIBELS, CDT's	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Course projects, quizzes and exams, classroom checks for understanding	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
iReady, DIBELS, CDT's	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Instructional coaches from Success for All provide periodic reviews of classroom assessment, as do mentors provided through the induction program. As part of regular walkthroughs, the SFA Coordinator does spot checks of assessments, as does the Prinicipal in the Teacher Effectiveness Process

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.

HHCS purchased the locally developed and validated assessments from the Appalachia IU 8 .

Collection and Dissemination

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

For grades 1 through 8, the online assessment program iReady is used to collect data on student progress at the beginning of the year, the middle of the year, and the end of the year. This data is shared with teachers, the MTSS team, and the administration to help analyze instruction and growth.
For grades 9-12, the CDT online system is used to assess students in Literature, Algebra I, and Biology. This data is shared with teachers, the MTSS team, and the administration to help analyze instruction and growth.

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.

Students who have not demonstrated proficiency on the iReady assessment or the CDT, may be placed in a remediation class, grouped with students with similar deficiences for instruction in those areas, or additional pull out services.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

CDT and SFA mastery data are broken into eligible content areas; so teacher can target specific needs.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings		X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X

Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We selected methods most used by our parents and guardians.

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

Course planning guides are being constructed and will contain information about summative assessments. We have found that the website, letters home, and FaceBook are the most effective ways to get information out to our parents.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

Due to financial limitations, we do not have a School Resource Office. We do, however, have a receptionist who grants visitors access to the building and then has them sign in. We have the exterior locked down at all times. Staff members are trained in Nonviolent Crisis Intervention and the school's Emergency Response Plan. Going forward, we currently track discipline in our student data management system, Educators Handbook.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
After School	X	X		
After 3			X	X
Strengthening Families		X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Referrals to CYS, IU social worker, and community NGO's.	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Health and Safety

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

programs submitted as required?	

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

In addition to managing health room visits on a daily basis, our school nurse also reviews student records for compliance of state health mandates, performs required screenings, consults with parents and other health professionals, and promotes health education for students and staff, and advocates for the needs of children.

Food Service Program

Describe unique features of the Charter School meal program

We at HOPE for Hyndman participate in the National School Lunch Program, which includes breakfast, lunch and afterschool snacks. We also serve an afterschool meal Monday through Thursday. We are a self-prep, scratch cooking program. We strive to serve the students healthy well balanced meals that meet or exceed the requirements of the PA department of education. We are focused on helping/teaching the students how to make healthy food choices that are still delicious and interesting. We feel that good nutrition is vital for students to obtain a top notch education as well as a healthful successful life.

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 HHCS Board has the following policies in place to not only ensure the security and safety of the students and staff but also to educate the students about health and safety: Health, Safety, and Physical Education, Clearances for Volunteers, School Visitors, Anti-harrassment (student and staff), Anti-sexual Harrassment (student and staff), Employee Files, Employment of Personnel, Emergency and Crisis Management, Emergency Evacuation of School, Fire Drill, Firewall, Food Services, Lockdown and Shelter-in-place, Asbestos, Safety, Anti-Violent Behavior, Anti-Weapons, CIPA, Health Examinations, Student Assistance Program (Drug and Alcohol, Suicide Referral, Weapons), Student Immunization, Student Records, and policies on training, dealing with, and vaccinations of bloodborne pathogens as well as policies dealing with asthmatics.
The procedures and practices under which the school operates follow these policies by conducting safety drills monthly, using a secure entry system to enter the building, requiring all visitors to enter through a single entrance and sign in, the use of strategically placed security cameras, operating Elementary and Secondary Student Assistance programs, and routinely inspecting the building and food service areas to ensure security and safety.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- insurance document.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.

Daily bus transportation is provided by the school district of residence. HOPE for Hyndman Charter School (HHCS) provides bus transportation for students to attend athletics, field trips, and academic competitions. These buses are privately owned by the school and are driven by appropriately licensed drivers who are employed by HHCS. If needed, special education students are accompanied on the bus by an additional adult who is able to assist them.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

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

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

HHCS has a Multi-Tiered System of Support Team that monitors student progress from Kindergarten through 12th grade. This team conducts benchmark testing to determine a baseline of where the student is according to his or her grade level and uses that data to begin intervention services if needed. Additional tests are taken at the middle and end of the year to mark the student's progress and make adjustments as necessary. Input from teachers, parents and students is gathered to further identify needs. Tips and strategies for differentiating instruction to meet the needs of the students in the classroom are also shared among the faculty. HHCS offers Title I Reading Interventions, Math Interventions, Keystone Remediation, and other special needs interventions on an as needed basis.

Community and Parent Engagement

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

HHCS is a community-based school. The Board, Administration, and staff strongly encourage community and parent involvement. Volunteers can be seen around the school at various times of the year during and after school doing a variety of activities. Parents are encouraged to join the PTO, participate in Back to School Night, attend athletic events, participate in fundraisers, and help in the Greenhouse. Elementary activites include Homeroom activities, Fun Day, Career Day, educational field trips to local establishments, plays, concerts, and after school and parenting programs. High School activities include guest speakers from local businesses, mock interviews held by people from local businesses, and local field trips to learn about the history of Hyndman and how the town operates. Community organizations are permitted to use the school for public functions which provides a seamless transition for students from school to life.

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

HHCS participants in the 21st Century Learning program which provides after school programs and tutoring for students in grades 2 through 12. HHCS also coordinates with Career Link and OVR to provide transition services from school to work for students. HHCS offers work experience courses which allow students to work at a job for a few hours during the school day while taking classes to educate them on soft skills in the workplace. Transitions from child care and preschool programs are provided as part of the Kindergarten enrollment process. We are in the process of developing a connection with the local Head Start Program to assist in transitioning those students to HHCS.

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.

HHCS utilizes a Kindergarten registration process that includes meeting with the parents and the child to learn about the child and his or her needs as well as background information leading up to attendance in school. It is through this process that special needs are identified and transition from pre-kindergarten programs and services begins. Informational sessions are held for the students and their parents entering into Kindergarten to acclimate them to the school environment and expectations. Materials are also sent home to help the parent prepare the child for their first day of school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The school's Curriculum Coordinator works with teachers to assess and address needs. Administrators and teacher leaders provide access to samples, curriculum, and trainings related to research-based and standards-aligned materials for all grades and levels.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The school's Curriculum Coordinator works with teachers to assess and address needs. Administrators and teacher leaders provide access to samples, curriculum, and trainings related to research-based and standards-aligned materials for all grades and levels.

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

This narrative is empty.

Middle Level

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

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

Provide explanation for processes used to ensure Accomplishment.

The school's Curriculum Coordinator works with teachers to assess and address needs. Administrators and teacher leaders provide access to samples, curriculum, and trainings related to research-based and standards-aligned materials for all grades and levels.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The school's Curriculum Coordinator works with teachers to assess and address needs. Administrators and teacher leaders provide access to samples, curriculum, and trainings related to research-based and standards-aligned materials for all grades and levels.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms

Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The Charter school has incorporated the PA Common Core standards into its math and ELA curriculum. A variety of sources related to curriculum and instruction is used at the Charter school which include: our core reading program, Success for All, Singapore Math, FOSS kits, STEM resources, and many Internet resources. Assessments can include I-Ready, Dibels, DAZE, and classroom assessments. Some teachers are using SAS for resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in

	less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The Charter school has incorporated the PA Common Core standards into its math and ELA curriculum. A variety of sources related to curriculum and instruction is used at the Charter school which include: our core reading program, Success for All K-8, Singapore Math 1-5, FOSS kits, STEM resources, and many Internet resources. Assessments can include I-Ready, Dibels, DAZE, and classroom assessments. Some teachers are using SAS for resources.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms

Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district

	classrooms

Further explanation for columns selected "

The Charter school has incorporated the PA Common Core standards into its math and ELA curriculum. A variety of sources related to curriculum and instruction is used at the Charter school which include: our core reading program, Success for All K-8, Singapore Math, FOSS kits, STEM resources, and many Internet resources. Assessments can include I-Ready, Dibels, DAZE, and classroom assessments. Some teachers are using SAS for resources.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of

	district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The Charter school has incorporated the PA Common Core standards into its math and ELA
curriculum. A variety of sources related to curriculum and instruction is used at the Charter
school which include: our core reading program, Success for All, Singapore Math, FOSS kits,
STEM resources, and many Internet resources. Assessments can include I-Ready, Dibels, DAZE,
and classroom assessments. Some teachers are using SAS for resources. Some teachers use the

following websites for instruction and assessment: Crash Course, Amoeba Sisters, The Universe on Youtube, Khan Academy, Quizlet, Kahoot, TED talks, Study Island

Fiscal Solvency Policies

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

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews also include accounts receivable and accounts payable.

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.

HOPE for Hyndman Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the school revised the school's chart of accounts to align the account codes with the state chart of accounts. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Professional Education

Characteristics

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

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

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	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	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Professional development for all faculty is developed over the summer months and is created to address the specific needs of the faculty. All of the above characteristics are essential to our mission and vision and therefore, training opportunities must be incorporated throughout the year to ensure that the mission and vision of the school are adhered to. HHCS uses teacher leaders to assist with planning across all levels and through all departments. Team meetings incorporate discussions related to the above characteristics as all leaders are expected to lead the way as examples of these characteristics.

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

Strategies pertaining to gifted students were not selected as HHCS does not have a specific program of studies for gifted students. In using the Success For All (SFA) reading program, students are placed at their instructional level, which in some cases places a student higher than their actual grade level. We have had several students who have advanced at a faster pace in math; those students have been placed in higher level math courses in order to allow them to be challenged and grow accordingly. Student's who are academically eligible, may participate in college-level courses provided at the Charter School.

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:
11/27/2013
The LEA plans to conduct the required training on approximately:
1/13/2017

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:
10/28/2016

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.

This section was not answered.

Strategies Ensuring Fidelity

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

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

By providing professional development that can be applied in classrooms, walkthroughs and classroom oberservations ensure that these activities are utilized by faculty.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

HHCS ensures that Inductees are provided with the resources and training necessary to carry out state as well as local expected instructional practices. At the local level, school expectations are built on individual students and best practice in instruction. Teachers are guided to the SAS and PDE websites to supplement and support these local expectations. Professional development time is offered monthly for the entire faculty in addition to Inductee development meetings, which are held approximately three times per quarter. Our School Counselor

periodically updates faculty on resources available to assist students that may find themselves in crisis situations.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

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

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

Mentors must work with mentees weekly to check on their progress and identify any current needs. Mentors set up observations as needed.

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

At this time we are developing a list of requirements that will be included in an Inductee Portfolio.

Mentor Characteristics

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

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

HHCS is a small school and therefore does its best to assign mentors in the same grade span and department; however, that is not always possible. Mentors are chosen according to whether they have gone through an Induction program to ensure that the our policies and procedures are shared.

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

This narrative is empty.

Induction Program Timeline

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

The majority of these topics are covered for the entire faculty, not just the inductees.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

HHCS is currently using the services provided by the IU8 to conduct Induction. Feedback is gathered through discussions with their assigned HHCS mentor.

Recording Process

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

- 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.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))

- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))

- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))

- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))

- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))

- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))

- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))

- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))

- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-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

Charter School Accomplishments

Accomplishment #1:

The number of 4th grade students proficient or advanced on the ELA assessment in 2016 was 52%, which is an increase of 26% over the scores of the 2015 ELA assessment.

Accomplishment #2:

The number of 4th grade students proficient or advanced on the PSSA Math assessment in 2016 was 52%, which is an increase of 48% over the scores of the 2015 PSSA Math assessment.

Accomplishment #3:

The graduation rate for the past three years was 99% or better.

Accomplishment #4:

80% of professional development during the 2015-16 school focused on dissecting data in ELA 3-8 and Math 3-8 looking for root causes and ways to dissolve them.

Accomplishment #5:

The attendance rate for the past three years was 92% or better.

Accomplishment #6:

In the 2015-16 school year, advisory period consisted of 1 time per week for 50 minutes. For the 2016-17 school year, this was increased to 5 days per week for 26 minutes.

Charter School Concerns

Concern #1:

Anticipated change in leadership at the CEO/Principal level at end of the 2016-17 school year.

Concern #2:

From the 2013-2014 school year to the 2014-2015 school year, the math scores across grades 3 through 8 fell 29%.

Concern #3:

Of the 31 8th and 9th graders who took the Algebra 1 Keystone exam in Spring of 2015, only 3 received a score of proficient.

Concern #4:

Percentage of students who are not proficient or advanced on PSSA and Keystone assessments.

Concern #5:

Possible decreased enrollment at the end of the 2017-18 school year due to graduation of our largest class.

Concern #6:

STEM was not integrated into our curriculum as per our original Charter document.

Concern #7:

High rate of staff turnover at the high school level, particularly in the science department.

Concern #8:

During Charter Renewal, we reevaluated our Individualized Goal Plans and realized the process needs to be restructured and more defined.

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:**

> From the 2013-2014 school year to the 2014-2015 school year, the math scores across grades 3 through 8 fell 29%.

> Of the 31 8th and 9th graders who took the Algebra 1 Keystone exam in Spring of 2015, only 3 received a score of proficient.

> Possible decreased enrollment at the end of the 2017-18 school year due to graduation of our largest class.

Percentage of students who are not proficient or advanced on PSSA and Keystone assessments.

High rate of staff turnover at the high school level, particularly in the science department.

During Charter Renewal, we reevaluated our Individualized Goal Plans and realized the process needs to be restructured and more defined.

STEM was not integrated into our curriculum as per our original Charter document.

Anticipated change in leadership at the CEO/Principal level at end of the 2016-17 school year.

Systemic Challenge #2 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

From the 2013-2014 school year to the 2014-2015 school year, the math scores across grades 3 through 8 fell 29%.

Of the 31 8th and 9th graders who took the Algebra 1 Keystone exam in Spring of 2015, only 3 received a score of proficient.

Percentage of students who are not proficient or advanced on PSSA and Keystone assessments.

Charter School Level Plan

Action Plans

Goal #1: Acquire a suitable candidate for the CEO/Principal position prior to the end of the 2016-17 school year.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: A contracted CEO/Principal for the 2017-18 school year.

Specific Targets: Advertising for the position, receiving applications from qualified candidates, and conducting interviews with qualified candidates.

Strategies:

Advertising

Description:

Advertise and network with the Intermediate Unit, educational communities, and local and regional newspapers to acquire suitable candidates.

Implementation Indicator: Securing suitable candidates for the interview process.

SAS Alignment: None selected

Interviewing Process

Description:

Once suitable candidates are selected, the interview process will be conducted. HHCS uses an extensive interviewing process to evaluate candidates in a variety of areas, as indicated below.

SAS Alignment: None selected

Implementation Steps:

Acquire a CEO/Principal

Description:

Advertise for a CEO/Principal position, review applications from qualified candidates and conduct interviews.

Start Date: 1/1/2017   **End Date:** 6/1/2017

Program Area(s):

Supported Strategies:

- Advertising

Interview Process

Description: A matrix will be developed to evaluate letters of reference, background, areas of certification, and other pertinent qualifications. Previous experience as an administrator, and additional strategic leadership qualities, as well as the candidate's ability to adapt and fit in the culture of the area, will ensure that the candidate meets the desired qualifications and expectations of the Board of Trustees. **Start Date:** 1/1/2017   **End Date:** 8/1/2017

Program Area(s):

Supported Strategies:

- Interviewing Process

Goal #2: To maintain and increase enrollment to compensate for annual graduation.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Enrollment numbers

Specific Targets: Consistent increasing enrollment

Strategies:

Marketing

Description:

Marketing school successes, accomplishments,m and offerings provie much needed informationto current and prospective families regarding the quality of education being provided.

SAS Alignment: None selected

Community Culture

Description:

Building traditions and events that involve the community creates a sense of belonging for both the student and the community

SAS Alignment: None selected

Implementation Steps:

Marketing

Description:

Continue to market successes and offerings at HHCS to Hyndman and the surrounding area.

The HHCS website and social media pages are updated with highlights and successes of HHCS students. A counter on the website and "likes" on the Facebook page are monitored.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Marketing

Cultural Traditions

Description:

Continue to implement, organize, and carry out events that build pride in our school and community

Indicators may include positive feedback from the community, staff, and students. Retention of students also indicates their pride and connection to the school.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Community Culture

HHCS as a Community Resource

Description:

Continue to provide opportunities within the school and community that tie the two together.

Implementation Indicator: Opportunities will exist where the school is a resource for the community and the community is a resource for the school.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Marketing
- Community Culture

Quality Faculty Retention

Description:

Continue to develop incentives, such as salary increases for those staff members who have remained with the school for 5 or more years. Conduct surveys of faculty and staff and use their input to improve employee retention.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Marketing

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Maps

Specific Targets: Review/collection of curriculum maps at the end of each school year.

Strategies:

Curriculum Mapping

Description:

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

The Charter School plans to continue implementation of Curriculum Mapping through Professional Development and collaboration with the local Intermediate Unit.

SAS Alignment: Standards, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: http://www.learningfocused.com/online-learning/lfs-engaged/) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

The Charter School has begun implementing this strategy by developing and utilizing Individual Goal Planning Forms for all students in grades K-12.

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

Maintain and enhance an integrated STEM program

Description:

Teachers attend workshops and collaborate through Professional Learning Communities at HHCS.

SAS Alignment: Instruction

Implementation Steps:

Curriclum Mapping

Description:

Teachers will be required to produce curriculum maps for their grade level and subject areas. There will be a binder of all curriculum maps for all grades and subjects, K-12.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Individual Goal Planning Forms

Description:

Forms have been created based on grade level standards for grades K-5. More individualized goal forms have been created for students in grades 6-12.

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Learning Maps

Professional Development for Integrated STEM Program

Description:

Teacher who have attended STEM workshops provide in-house professional development during scheduled professional development days.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Maintain and enhance an integrated STEM program

Goal #4: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA ELA and Math assessment scores. Keystone assessment scores.

Specific Targets: Student growth is consistent in all tested areas.

Strategies:

Curriculum Mapping

Description:

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

This strategy will be implemented by completing curriculum mapping in all grades and subjects.

SAS Alignment: Standards, Materials & Resources

Lesson Plans

Description:

Lesson plans that contain PA curriculum standards and are aligned to instruction will result in high-academic expectations for all students.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:

Curriculum Mapping

Description:

Complete curriculum mapping in all grades and subjects. Hard copies of each grade/subject's mapping will be kept in a central location in the main office, as well as in each teacher's classroom, respectively. These copies will provide evidence of implementation.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Planbook

Description:

Planbook is an online lesson planning tool in which Educators at the Charter School will place weekly lesson plans. Plans can be shared with other teachers. The CEO/Principal has access to all teacher's plans and checks them weekly.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Lesson Plans

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.	Strategy #1: Curriculum Mapping

Start	End	Title	Description
7/1/2017	6/30/2020	Curriclum Mapping	Teachers will be required to produce curriculum maps for their grade level and subject areas. There will be a binder of all curriculum maps for all grades and subjects, K-12.

Person Responsible	SH	S	EP	Provider	Type	App.
CEO/Principal	1	5	25	Principal and/or Intermediate Unit	School Entity	No

| Knowledge | 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 alligned 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. |
|---|---|
| Supportive Research | Teachers who assist in writing curriculum guides are more likely to believe in them and carry them out with fidelity. |

Designed to Accomplish

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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of participant lesson plans
Review of written reports summarizing instructional activity

LEA Goals Addressed:	Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.	Strategy #1: Student Learning Maps

Start	End	Title	Description
7/1/2017	6/30/2018	Individual Goal Planning Forms	Forms have been created based on grade level standards for grades K-5. More individualized goal forms have been created for students in grades 6-12.

Person Responsible	SH	S	EP	Provider	Type	App.
Operations Manager	3	1	25	Intermediate Unit	IU	Yes

Knowledge

Teachers will learn how to help students write meaningful goals in a variety of academic and personal wellness areas.

Supportive Research

SMART goals

Designed to Accomplish

For classroom teachers, school counselors and education

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

specialists:

Empowers educators to work effectively with parents and community partners.

Training Format

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

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

LEA Whole Group Presentation

Participant Roles

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

School counselors
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Peer-to-peer lesson discussion

Evaluation Methods

Participant survey
Portfolio

LEA Goals Addressed:	Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.	Strategy #1: Maintain and enhance an integrated STEM program

Start	End	Title	Description
7/1/2017	6/30/2020	Professional Development for Integrated STEM Program	Teacher who have attended STEM workshops provide in-house professional development during scheduled professional development days.

Person Responsible	SH	S	EP	Provider	Type	App.
CEO/Principal	8	1	25	Intermediate Unit	IU	Yes

Knowledge

Teachers gain knowledge of instructional methods to integrate STEM activities into different areas of their curriculum.

Supportive Research

Students who receive STEM instruction show improvement on state assessments and social skills are enhanced.

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.

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.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation

Series of Workshops

Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Charter School Level Affirmations

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

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

The HOPE for Hyndman CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer