

Sylvan Heights Science CS

**Charter School Plan**

07/01/2020 - 06/30/2023

# Charter School Profile

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## Demographics

915 S 13th Street  
Harrisburg, PA 17104  
717-232-9220

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Susan Roth
Date of Local Chartering School Board/PDE Approval:	5/22/2018
Length of Charter:	5 years
Opening Date:	8/31/1998
Grade Level:	Kindergarten through fourth grade
Hours of Operation:	8:00 am-4:00 pm
Percentage of Certified Staff:	96.00 %
Total Instructional Staff:	19
Student/Teacher Ratio:	11:1
Student Waiting List:	103
Attendance Rate/Percentage:	84.00 %
Enrollment:	215
Per Pupil Subsidy:	12,132.00
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	63.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	18

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	2.00
Black (Non-Hispanic)	178.00
Hispanic	20.00
White (Non-Hispanic)	4.00
Multicultural	11.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary

Instructional Days	0.00	0.00	180.00	180.00	0.00	0.00
Instructional Hours	0.00	0.00	1125.00	1125.00	0.00	0.00

## Planning Process

Sylvan Heights Science Charter School is in the process of implementing a Multi-Tiered System of Support (MTSS) framework. Administrative staff attended CAIU supported training in August 2019. Also in August, Sylvan Heights formed the core team. This team consists of a 4th grade teacher, Reading Specialist, Specials Teacher, Resource Teacher, and the school principal/CAO. Note, the resource teacher is dual certified in both Special Education and Elementary Education, and the school principal also holds a Supervisor of Special Education certification. The core team met in September, developed an overall plan, and then presented the plan to the entire school staff during our October 14, 2019 In-service Day. Additional training sessions are currently scheduled for November, January and May. The next Core Team Planning meeting is scheduled for November 21, 2019. During this time, the Core Planning team will meet with the CAIU Consultant regarding the team's progress and identify the team's next steps for implementation. The Core Team will continue to meet monthly and will continue to update the entire staff during quarterly scheduled staff development sessions.

The Sylvan Heights Science Charter School Principal/CAO is responsible for reported to the Board of Trustees during monthly meetings. Board minutes document the Board's prior approval of the MTSS framework prior to its implementation. Minutes also show systematic updates to the Board regarding the plan's success

## Mission Statement

The mission of the Sylvan Heights Science Charter School is to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

## Vision Statement

We envision our school to be a place where ...

- All students experience success.
- Students become proficient in the Sciences, Reading and Mathematics and become prepared for their next level of education.
- The sciences are infused throughout the curriculum.
- The curriculum, programs and services are routinely reviewed to ensure that they meet quality standards.

- Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential.
- Students are engaged in the creative and performing arts.
- The school community reflects diversity in all of its dimensions.
- The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities.
- Learning opportunities are provided to our parents and others in the community.
- The faculty and staff are dedicated to teaching and learning in a charter school environment, which they believe in and respect.
- The school nurtures and supports the learning of faculty and staff by providing ongoing professional development opportunities.

## Shared Values

We believe that ...

- All children are entitled to a quality education in a safe, nurturing environment.
- A child's education is a shared responsibility between the family and the school.
- Successful learners demonstrate self-discipline and personal responsibility through a structured and academically challenging environment.
- The learning atmosphere promotes creativity and effective approaches to problem solving.
- Inquiry-based science and hands-on learning experiences are pathways to meet the challenges of a rapidly changing, high-tech society.
- The learning atmosphere promotes and encourages diversity.
- The school community is respectful of the beliefs, ideas and values of all people.

## Educational Community

*No educational community description has been provided.*

## Board of Trustees

Name	Office	Address	Phone	Email
Lyndsay Bryce	Member	915 S. 13th Street	7172329220	lyndbryce@yahoo.com
Meg Conners	Member	915 S. 13th Street	7172329220	megburtonconners@gmail.com
Elizabeth Duvall	Secretary	915 S. 13th Street	7172329220	eduvall81@gmail.com
Ed Jaroch	Vice President	915 S. 13th Street	7172329220	ed.jaroch@gmail.com
Andre Johnston	Treasurer	915 S. 13th Street	7172329220	andrejohnston@gmail.com
Laura Kurtz	President	915 S. 13th Street, Harrisburg PA 17104	717-232-9220	lkurtz@eckertseamans.com
Nancy Neusbaum	Member	915 S. 13th Street Harrisburg PA 17104	717-232-9220	nneusbaum@verizon.net
Susan Roth	CEO	915 S. 13th Street	7172329220	sroth@shscs.org
Amechie Walker	Member	915 S. 13th Street	7172329220	amechiewlkr@yahoo.com

## Board of Trustees Professional Development

Current administration, in conjunction with the Board of Trustees, is in the process of scheduling the required trainings per ACT 55.

## Governance and Management

The By-Laws of Sylvan Heights Science Charter School coordinate the governance and management of the school. Article 1, Section 1, establishes that affairs of the Charter School shall be governed by a Board of Trustees. The subsequent sections and articles outline and further delineate the structure and authority of the Board of Trustees. The Article V, Section 2 delineates that the Board shall have and exercise the corporate powers prescribed by the laws of Pennsylvania, and more particularly described in the Charter School Law and the Charter of the Charter School. The essential function of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and

related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.

ARTICLE VI, Section 8, delineates authority to the Principal of the Charter School as the Chief Administrative Officer of the Charter School and the official staff and advisor to, and executive agent of, the Board and its Executive Committee. The Principal is the academic and administrative head of the Charter School and has full responsibility for its operation. The Principal shall bring to the Board such matters as are appropriate to inform the Board fully in its policy making work. The Principal is responsible to the Board, and serves, ex-officio, on all its committees without vote.

As required in school code, (PUBLIC SCHOOL CODE OF 1949, Act of Mar. 10, 1949, P.L. 30, No. 14 Cl. 24 ARTICLE XVII-A, Section 1728), Sylvan Heights Science Charter School submits Annual Reports to the local board of school directors (Harrisburg School District) no later than August 1st of each year for the purpose of providing the granting district with the opportunity to assess whether Sylvan Heights Science Charter School is meeting the goals of its charter. A comprehensive review prior to granting a five (5) year renewal of the Charter has also been conducted. Ongoing access to the records and facilities of the charter school are provided to Harrisburg School District readily and upon request to ensure that Sylvan Heights Science Charter School is in compliance with its charter and to ensure that requirements for testing, civil rights and student health and safety are being met. The current charter, Sylvan Heights Science Charter School's fifth since its establishment in 1998, was renewed May, 2018.

## **Student Enrollment**

Sylvan Heights Charter School's first preference is given to students who reside within the Harrisburg City School District. If more students apply to Sylvan Heights than the number of attendance slots available by the May deadline, Sylvan Heights will select students on a random basis from the pool of qualified applicants. Sylvan Heights Science Charter School does give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to the siblings of students presently enrolled in Sylvan Heights Science Charter School.

## **Parent Communication**

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

*No files have been uploaded.*

## **Registration Policy**

Registration Policy

*PDF file uploaded.*

### **Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)

*No file has been uploaded.*

## **Student Enrollment History**

### **Enrollment History—Part I**

<b>School Year</b>	<b>Number of Students at the Beginning of the School Year</b>	<b>Number of Students at the End of the School Year</b>	<b>Number of Students Expelled</b>	<b>Reasons Students Withdrew During the Year</b>	<b>Number of Students Retained</b>
2019	215	208	0	Moved out of the area	2

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

<b>School Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
2019	44	44	41	40	39								

## **Stakeholder Involvement**

A comprehensive plan review meeting was held on August 2, 2018; in attendance were 7 stakeholders including two teachers, three board directors one of whom is a parent, the STEM Coordinator and the Principal/CAO. During the meeting, the team reviewed the results of the annual staff and parent surveys that were solicited in May 2018. Survey results indicated that both parents and staff perceive parental involvement and student discipline as areas of continued concern. The results of Terra Nova Achievement tests which were administered in May 2018 were also reviewed, as well as Fountas & Pinnell Reading assessment results. Student academic achievement continues to be an area of significant concern.

The team similarly reviewed the goals and action steps of the comprehensive plan to determine accomplishments, to assess for additional needs and to update timelines toward attaining goals of the plan. The team also considered current Title I, II and IV allocations and their usage toward achieving the goals of the school-wide plan. It was determined that the use of Title I funds should continue to support supplemental

staffing and accompanying materials to provide focused instruction to groups of students demonstrating high levels of academic need. Title II funds will continue to be utilized to support professional development activities. Title IV funds will be used to provide supplemental STEM experiences for students including field experiences and after-school STEM clubs.

The team determined that the current overarching schoolwide goals should continue to embed the goal of increasing parental engagement into the remaining two goals of increasing academic achievement and improving student discipline.

Our school design requires representation of at least three parents to serve as Board Directors on the school's Board of Trustees. Parents also serve on school-wide committees such as the school's Health and Wellness Team which meets monthly to address the Health and Wellness needs of our students, their families and our staff. Our parents lead our Family Advisory Committee which also meets monthly to support the work of the school. The Principal and at least one teacher representative attend each of the Family Advisory Committee's monthly meetings.

Name	Role
Not Applicable 1	Middle School Teacher - Regular Education
Not Applicable 2	Middle School Teacher - Regular Education
Not Applicable 3	High School Teacher - Regular Education
Not Applicable 4	High School Teacher - Regular Education
Lateefah Battle	Parent
Coryann Catalano-Alexandre	Community Representative
Jasmine Early	Community Representative
Alex Elbert	Ed Specialist - Other
Charles Finley	Parent
Tricia Friedman	Elementary School Teacher - Regular Education
Michael Furry	Elementary School Teacher - Regular Education
Shannon Hawkins	Business Representative
Samantha Hillmuth	Elementary School Teacher - Regular Education
Lori Lauver	Ed Specialist - Other
Jessica Melhorne	Business Representative
Nancy Neusbaum	Business Representative
Jessica Nordai	Elementary School Teacher - Special Education
Melena Overdorf	Administrator
Rick Overdorf	Elementary School Teacher - Regular Education
Anu Reynolds	Elementary School Teacher - Regular Education
Susan Roth	Building Principal
Martin Stevens	Ed Specialist - School Counselor
Dorian Wellington	Parent
Janet Witmer	Ed Specialist - Other



# Assurances

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## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

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

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

## Cyber Charter Schools

The cyber charter school has verified the following Assurances:

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

- development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
  - The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
  - The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
  - 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
  - All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
  - There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
  - All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
  - Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
  - Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
  - The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))

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

## Safe and Supportive Schools

The LEA has verified the following Assurances:

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

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

# Federal Programs

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## Coordination of Programs

### Technical Assistance

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

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

Sylvan Heights Science Charter School contracts with an independent contractor to provide the following services:

- Installation, configuration and repair of computing devices such as personal computers, laptops and tablets.
- Installation, configuration and repair of network infrastructure such as wireless, cat5 cabling, switches and firewalls. In certain situations' a third party cable contractor will be needed to provide cabling through ceilings or walls. The SHSCS contractor will recommend an installation provider and supervise the installation.
- Installation, configuration and repair of servers such as email, file/print and filtering servers. The contractor will specify and recommend models and software for said servers.
- Installation, configuration and repair of printing devices.
- Yearly inventory of computing devices and network infrastructure devices which will be maintained electronically on the server.
- Weekly review of email and security logs and bring to the attention of management any out of the ordinary events.
- Yearly testing of onsite and offsite backup and restore procedures for files, email and configuration data.
- Weekly test and install security patches on any critical network components such as email, wireless and internet firewall. Non critical devices and software on a monthly basis.
- Recommendations for software and services such as cloud computing to SHSCS. Purchase of software and services are SHSCS responsibility.

Additionally, the Sylvan Heights administrative staff and the Sylvan Heights Finance and Facilities Committee met with CAIU Technology Consultant, Steve Stoner for additional recommendations. After careful consideration, both the staff and board agreed to continue with the services provided by our independent contractor. SHSCS will continue the dialogue with the CAIU as new services become available.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
Steve Stoner, CAIU Technology Consultant	9/9/2019	Provided consultation on projected technology needs and overview of services
Susan Roth, Principal/CAO	10/14/2019	Reviewed CAIU proposal, current IT contract and reviewed three year proposed plan
Timothy Hess, Principal/CAO	6/5/2017	Facilitation of Review of Comprehensive Plan to Include Title I School-Wide Plan
Timothy S. Hess, Principal/CAO	8/2/2018	Facilitation of Review of Comprehensive Plan to Include Title I School-Wide Plan

### **Consolidation of Funds**

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

Yes, the school intends to consolidate the funds.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
Title I, Part A - Improving Basic Programs	\$146596.00
Title II, Part A - Supporting Effective Instruction	\$15518.00
Title IV, Part A - Student Support and Academic Enrichment Grants	\$11089.00

<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
Ready to Learn	\$18587.00



# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

MTSS: Sylvan Heights Science Charter School participated in the Multi-Tiered System of Support (MTSS) initial administrative training in August 2019. During this time, a baseline needs assessment was conducted. On September 10, 2019, the school's core team, participated their first session of training. Topic covered included an MTSS overview, Teaming Roles and Responsibilities, Norms, Data-Bases Protocols, Elements of Core Meeting and Teaming. On October 14, 2019, the core team presented an overview to the school staff during professional development training. Core team members are schedule to participate in future trainings sponsored by the CAIU throughout the remainder of the 2019-2020 school year. Additionally, the core team is slated to meet monthly during the school year. Each member has been assigned to a grade-level team. Members will continue to attend monthly grade-level team meetings through the school year. The school will continue to monitor its progress via pre and post assessments, fidelity checks and self-assessment.

### Accomplishment #2:

PBIS: Sylvan Heights Science Charter School implemented the PBIS intervention at the commencement of the 2013-14 school year in response to growing concerns raised by parents and teachers regarding student misconduct and its impact on the instructional program of the school. Our PBIS school-wide expectations are encapsulated by the notion that all school community members must demonstrate "Sylvan Heights PRIDE." Students, staff, visitors and all other members of our school community display PRIDE by being Prepared, Respectful, Involved, Dedicated and Encouraging in everything that we do. A matrix, describing examples of actions and behaviors, is used to teach our 220 students how to demonstrate each expectation throughout our school and community. Sylvan Heights was recognized for high fidelity of PBIS implementation at the Tier I level during the PAPBS Implementers' Forum the past

four years. For the last two years, we were also recognized for fidelity of implementation at the Tier II level.

Our PBIS teams (tier one & two) meet monthly to review student misconduct data and implement action steps to address identified problems at the school-wide, classroom and individual student levels. These teams consist of administration, special education, counseling, general education teachers and special content teachers. Behavioral data is also presented regularly to staff.

The implementation of PBIS has been credited for an overall positive increase in school culture. Moving forward, we continue to improve overall student discipline by reducing the number of student referrals, and increasing consistency of staff participation through recognition and incentives.

#### Accomplishment #3:

STEM: Development of interdisciplinary units of study for each grade to link academic standards to thematic science content.

The Board of Trustees, administrators, and staff at Sylvan Heights Science Charter School have demonstrated a high level of commitment to creating a school-wide integrated-STEM approach to teaching and learning. A STEM Coordinator position was created and filled at the onset of the 2015 – 2016 school year to facilitate the revisions to school's curriculum and involve the school in local, regional, and state STEM-education initiatives. Following the conversion of a former computer lab to a fully functional STEM Lab which occurred during the first year, the science curriculum framework for grades 1 – 4 has been completely rewritten and refined to align with both the PA Academic Standards and the Next Generation Science Standards. Staff participate in a wide range of hands-on professional development opportunities with the knowledge gained from each used to design and implement student learning experiences throughout the school year. Customized, hands-on sessions covered instructional practices and content including the 5E model and planning and use of curricular resources (FOSS Next Generation Edition, Engineering is Elementary, EnVision Math, Reading to Learn the Content, etc.). Additionally, student field excursions are selected supplement the curriculum by providing the local real-world context for content within a specified grade. Instructional staff utilize these experiences, along with curricular resource materials, supplies, and access to community experts through regional networks to inform instructional design and practices. Instructional staff and content specialists receive additional support from the STEM Coordinator through team meetings, opportunities for co-teaching and peer observations of best practices, and organizational support to participate in additional STEM-related professional development experiences.

An interdisciplinary cohort of five staff members Sylvan Heights Science CS was selected to participate in the 2019-2020 Carnegie STEM Pathway. The program, a collaboration between Capital Area Intermediate Unit and the Carnegie Science Center, provides districts and schools with a process and tools to evaluate current STEM programming and create a practical plan for improvement while supporting teacher professional development and district-to-district mentoring. Our team includes a third grade teacher, Instructional Support Teacher, STEM Coordinator, art teacher, and Principal/ CAO. The team attended the first workshop (“Emerging”) on October 1, 2019, will participate in two more workshops (“Progressing” and “Advancing”) on January 30, 2020 and May 19, 2020, and complete follow-up tasks within our school between sessions. By participating in the Carnegie STEM Excellence Pathway we expect to improve individual and school level STEM education practices by establishing long-term strategic goals which focus on continuous growth.

## Charter School Concerns

### Concern #1:

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

### Concern #2:

Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

### Concern #3:

Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) Student achievement data indicates that fifty percent of students are consistently performing below grade level, across all grade levels.

### Aligned Concerns:

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

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Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

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Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

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

**Aligned Concerns:**

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

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Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

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Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

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

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

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Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

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Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

**Systemic Challenge #4** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

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Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

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Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

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

**Aligned Concerns:**

Improve the frequency, consistency and extensiveness of differentiated instruction within the context of the regular education classroom.

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Implementation of cross curricular instructional objectives to be achieved by all students for each subject area, both core and non-core

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Continued ongoing refinement of curricular framework to include instructional practices that are linked to student success in mastering specific PA assessment anchors, particularly in the areas of reading and math.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Develop a formal systematic plan for evaluating the effectiveness of professional development within the framework of a professional learning community.

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Interim

Data Source: Peer and Administrative Data Walk-throughs

Specific Targets: Peer Teams and Administrative teams will systematically conduct data walk-throughs. Teams will evaluate classroom instruction being delivered for its alignment to the standards based core curriculum and the students engagement with the curriculum as previously outlined during ongoing professional development sessions.

### Strategies:

#### *Substantial Professional Development*

##### **Description:**

Substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes and supported follow-up sessions throughout the school year.

**SAS Alignment:** Instruction

#### *Implementation Steps:*

## *Evaluation System to measure Professional Development Effectiveness*

### **Description:**

Data Walk-through evaluators will complete a secure online assessment tool. The tool will help the team to perform an overall snapshot of the school building's effectiveness and individual teachers strengths and areas needing improvement.

**Start Date:** 8/24/2020    **End Date:** 6/30/2021

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

### **Supported Strategies:**

- Substantial Professional Development

## *Professional Development to support improved school climate through building walk-throughs.*

### **Description:**

Inservice will be held during August 2020 to train staff on how to conduct building walk-throughs. Additional training will be provided on how to utilize the data collected to create a culture of collaboration, communication and a shared common goal.

**Start Date:** 8/24/2020    **End Date:** 6/30/2021

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

### **Supported Strategies:**

- Substantial Professional Development

**Goal #2:** Plan and implement a series of professional development sessions to support instructional staff in the development of a repertoire of research based instructional strategies and practices to support differentiated instruction within the classroom setting.

**Related Challenges:**

- Student achievement data indicates that fifty percent of students are consistently performing below grade level, across all grade levels.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Acadience Reading and Math Benchmark scores

Specific Targets: Improved performance on PSSA ELA scores to 50% proficient; and Improved performance on PSSA Math scores to 25% proficient.

***Strategies:******Substantial Professional Development*****Description:**

Substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes and supported follow-up sessions throughout the school year.

**SAS Alignment:** Instruction

***Differentiating Instruction*****Description:**

In following the MTSS framework, classroom teachers will strengthen their overall Tier 1 classroom strategies with regard to differentiated instruction. The reading specialist and math resource teacher will provide students with needed remediation. Additionally, students will be identified as needing enrichment interventions.

**SAS Alignment:** Instruction

***Implementation Steps:***

*Professional Development to support improved school climate through building walk-throughs.*



**Description:**

Inservice will be held during August 2020 to train staff on how to conduct building walk-throughs. Additional training will be provided on how to utilize the data collected to create a culture of collaboration, communication and a shared common goal.

**Start Date:** 8/24/2020    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Substantial Professional Development
- Differentiating Instruction

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

**Related Challenges:**

- Student achievement data indicates that fifty percent of students are consistently performing below grade level, across all grade levels.
- 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.
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student assessment measures to include PSSA, Acadience Benchmark Reading and Math Scores, and Curriculum Bases Assessments

Specific Targets: To increase PSSA ELA scores to 50% proficiency and PSSA Math scores to 25% proficiency.

## **Strategies:**

### *Data Analysis Protocol*

#### **Description:**

Establish a formal protocol for data analysis and a systematic process for tracking goal development and attainment.

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

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

#### **Description:**

All students will participate in beginning-of-the-year benchmark testing. Scores are put into the Acadience Data Management system. Students scoring below benchmark will undergo additional diagnostic testing by the reading specialist and math resource teacher to further identify their strengths and needs. Data will be used to drive both instruction within the classroom and supplemental pull-out sessions. Data will be reviewed a minimum of 3 times per school year. Instructional adjustments will be made as needed.

**SAS Alignment:** Instruction

## **Implementation Steps:**

### *Data System Development*

#### **Description:**

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

**Start Date:** 8/24/2020    **End Date:** 6/30/2021

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

**Supported Strategies:**

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

# Charter School Level Affirmations

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We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

**Affirmed by Laura Kurtz on 11/27/2019**

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*Board President*

**Affirmed by Susan Roth on 11/27/2019**

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*Superintendent/Chief Executive Officer*

## **Affirmation for Compliance with the Public Official & Employee Ethics Act**

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

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

**Affirmed by Laura Kurtz on 11/27/2019**

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*Board President*

**Affirmed by Susan Roth on 11/27/2019**

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*Superintendent/Chief Executive Officer*

