Medical Academy CS

Charter School Plan

07/01/2014 - 06/30/2017

Charter School Profile

Demographics

330 Howertown Road
Catasauqua, PA 18032-1846
(610) 403-1150

AYP Status:	None
CEO:	Joanna Hughes
Date of Local Chartering School Board/PDE Approval:	2/13/2012
Length of Charter:	Three years
Opening Date:	9/4/2012
Grade Level:	9th-11th, 12th to be added 2014-15 SY
Hours of Operation:	8:00am-3:00pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	10
Student/Teacher Ratio:	13:1
Student Waiting List:	0
Attendance Rate/Percentage:	90.30 %
Enrollment:	132
Per Pupil Subsidy:	Differs per home school.
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	72.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	16

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	14.00
Hispanic	84.00
White (Non-Hispanic)	24.00
Multicultural	10.00

Instructional Days and Hours

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

Instructional Hours	0.00	0.00	0.00	0.00	0.00	1092.00

Planning Process

As a second year charter school, the administration of Medical Academy Charter School will gather data and other pertinent information from contact with staff, students, community members, and the school board as well as reviewing the charter of this school.

This information will be formulated into a comprehensive plan covering various aspects of the school environment and will be put into written form by the Assistant Principal.

Mission Statement

Mission Statement

The school's mission is to prepare students for future careers in the rapidly growing health care sciences industry. This will be accomplished by providing a comprehensive, rigorous curriculum with a strong health care sciences focus and through the involvement with individuals and organizations that represent the health care sciences industry. Upon graduuation, students will be expected to enter either technical or college degree programs in the health care sciences.

Vision Statement

The school's overarching vision is to prepare high school students for future careers in the health care sciences industry. Our vision will be achieved by providing a comprehensive, rigorous curriculum that provides students with the skills and knowledge they need to succeed as health care professionals and to function as productive members of society.

Shared Values

According to the United States Department of Labor, the health care sciences industry is one of the fastest growing industries in the United States. Between 2011 and 2018, the health care industry will generate more than 3.2 million wage and salary jobs, more than any other industry. Therefore, we believe that we are preparing high school students for prosperous futures by providing them with a

unique opportunity to learn about and prepare for future careers in the health care sciences industry. This will be accomplished through a comprehensive, rigorous curriculum with a strong health care sciences career education focus. To graduate, our students must complete all the neessary classes inthe core subjects in addition to the school's required coursework in the health care sciences.

We will prepare our students with the necessary literacy, math, science, social studies, the arts, and world languages knowledge and skills that will enable them to compete with their peers in the 21st century workplace environment. Our school will strive to meet every student at his or her academic level and systemetically progress them towards their full potential. Our staff will provide instructional support as needed and career counseling will be a vital part of every student's journey towards a future career in the health care sciences.

The most unique feature of our curriculum will be the coursework that prepares students for jobs in the health care sciences. Starting in the 9th grade, students will be exposed to a variety of technical and professional careers in the health care sciences and begin to take courses to develop the necessary skills they need to succeed as health care workers. As students move from one grade level to the next, they will develop effective communication and professional etiquette skills for health care professionals, teamwork, and leadership skills, and technical skills for the workplace. As students discover their career interests in the health care sciences, tey will have job shadowing and internship opportunities all of which will lead to their selection of a career pathway prior to graduation.

Educational Community

As of the census of 2000, there were 6,588 people, 2,616 households, and 1,750 families residing in the borough. The population density was 5,205.7 people per square mile. There were 2,747 housing units at an average density of 2,170.6 per square mile. The racial makup of the borough was 95.60% White, 1.18% Aftrican American, .33% Native American, .59% Asian, .02% Pacific Islander, 1.08% from other races, and 1.20% from two or more races. Hispanic or Latino of any race were 3.54% of the population.

There were 2,616 households out of which 33.6% had children under the age of 18 living with them, 49.5% were married couples living together, 12.1% had a female householder with no husband present, and 33.1% were non-families. 27.6% of all households were made up of individuals and 10.8% had someone living alone who was 65 years of age or older. The average household size was 2.50 and the average family size was 3.04.

In the borough the population was spread out with 25% under the age of 18. 7.7% from 18 to 24, 32.1% from 25-44, 22.3% from 45-64, and 12.9% who were 65 years of age or older. The median age was 36 years. For every 100 females there were 94.1 males. For every 100 females age 18 and over, there were 91.1 males.

The median income for a household in the borough was $42,432, and the median income for a family was $48,589. Males had a median income of $32,320 versus $45,730 for females. The per capita income for

the borough was $18,906. About 5.4% of families and 8.0% of the population were below the poverty line, including 11.7% of those under age 18 and 11.2% of those age 65 or over.

The students of the Catasauqua District and in Lehigh Valley provide a unique microcosm of the issues that face students in the State of Pennsylvania and our nation. They do not have enough options available to them at the high school level to prepare them for entry level career positions. Our desire to send all students to college has diminished the opportunities not only to enter the workforce prepared to successfully perform in their jobs but without the resources to further their education and training. The health career providers often have providsions to permit their employees to continue their educational pursuits through tuition reimbursement and scholarship programs. It is our goal to help ease their career pathway in medical services careers.

Board of Trustees

Board of Trustees Professional Development

All board members received training in Roles and Duties of board members, Sunshine Law and confidentiality by an Educational Consultant. Our CEO also frequently discusses and advises on policies, by-laws, and current legislative actions pertinent to local school boards/charter schools.

Governance and Management

The Board of Trustees at Medical Academy Charter School meet monthly to monitor and guide the overall direction of the school, assuring that the mission of the school is never forgotten. The board relies on its chairperson to have frequent contact with the CEO between meetings to assist in any way necessary.

A positive working relationship with the charter granting's Board of School directors is of utmost importance. To this end, the board chairperson attends the monthly Catasauqua school board meetings and always makes himself available to their inquiries.

Student Enrollment

Students entering 9th through 11th grade (2013) and 12th grade (starting in 9/2014) that have a desire to study in the medical field and whom transportation can be provided for are eligible. Requirements for enrollment include:

*Birth Certificate or other acceptable document of age

*Immunization Record

*Home Language Survey

*Proof of Residence

*Parental Registration Statement

Parent Communication

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

Files uploaded:

- Statement of Educational Equality.doc
- Required Documents.doc
- Parental Registration Statement.docx
- HomeLanguageSurvey.page 2.doc
- Checklist.doc

- Enrollment Form.doc

Registration Policy

Registration Policy

DOCX 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

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
2012	139	136	0	Lack of athletics, moved, family issues	10

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
2012										85	51		

Planning Committee

Name	Role
Craig Haytmanek	Board Member
Joanna Hughes	Administrator
Steve Kuter	Special Education Director/Specialist
Bill Parker	Administrator
Maria Shirer	Secondary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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:

This narrative is empty.

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

This narrative is empty.

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.

At Medical Academy Charter School, we believe each student deserves an individualized instruction plan. All students strengths and needs are continuously evaluated and modifications and accommodations are then implemented. Students formally identified as being in special educaiton have formal IEP reports written and monitored by a special educaiton teacher and each individual instructor.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators

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

Medical Academy Charter School's two administrators do informal walk throughs through each classroom at a minimum of twice a month, with positive feedback and suggestions for improvement given as needed. In addition, two formal observations are scheduled with each teacher every year which incorporate the use of a Pre-Observation conference, the formal observation, and a Post-Observation conference. An adapted form of Charlotte Danielson's Teacher Rubric is used throughout the year and then used for the end of year annual evaluation of each teacher.

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

Peer evaluation/coaching will be considered as resources become available. While MACS has two administrators on staff, there are no other 'Building Supervisors', 'Department Supervisors', or 'Instructional Coaches'.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

When a new teacher is needed, resumes of applicants are carefully reviewed, often by two different administrators. Phone interviews are then completed for those chosen. Of those, qualified applicants are then brought in for a face to face interview, often with a team including administrators, other teachers, and even students. Anyone considered to move forward will have references and clearances checked and are potentially brought in for either a second interview and/or an opportunity to be observed teaching a class.

Assessments

Local Graduation Requirements

Course Completion	2014–2015	2015–2016	2016–2017
Total Courses	34.00	34.00	34.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	9.00	9.00	9.00
Electives	1.00	1.00	1.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Algebra I
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Biology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
G-MADE, G-READ, Keystones, Finals				X

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher created quizzes and exams, portfolios				X

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are sporadically reviewed to ensure their appropriateness.

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.

N/A

Collection and Dissemination

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

School-wide assessment data is collected and summarized by our school counselor who presents it to the administration. Administration reviews summary data and makes necessary changes such as adding/changing of resources, professional development, available courses, etc..Data appropriate for each subject area is shared with them with the expectation that it will be reviewed with appropriate changes made.

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.

Teacher created and administered assessments are reviewed by that teacher to see what material needs to be retaught or reenforced.Standardized assessment results are reviewed by the administration and shared with the staff. School-wide changed are made accordingly. For example, a remediation period was added for the 2013-2014 school year to increase students reading and math levels.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				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
Instructional practices modified or adapted to increase student mastery.				X

Provide brief explanation of the process for incorporating selected strategies.

Assessments are reviewed globally and individually to adapt necessary teaching strategies and programs.

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 & AYP or other Test-related Websites				X
Individual Meetings				
Letters to Parents/Guardians				X
Local Media Reports				X
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				X
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Individual scores are sent to parents as appropriate. Summary scores are available at PDE and other websites available to the community.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				X
School-wide Positive Behavioral Programs				X
Conflict Resolution or Dispute Management				X
Peer Helper Programs				
Safety and Violence Prevention Curricula				X
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				X
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems				X
Placement of School Resource Officers				

Student Assistance Program Teams and Training				X
Counseling Services Available for all Students				X
Internet Web-based System for the Management of Student Discipline				X

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

Peer helper programs will be evaluated and considered as we move forward.Security-related technology will be considered as funds and needs arise, as well as the use of school resource officers.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling				X
Attendance Monitoring				X
Behavior Management Programs				X
Bullying Prevention				X
Career Awareness				X
Career Development/Planning				X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization				X
Emergency and Disaster Preparedness				X
Guidance Curriculum				X
Health and Wellness Curriculum				X
Health Screenings				X
Individual Student Planning				X
Nutrition				X
Orientation/Transition				X
RtII				
Wellness/Health Appraisal				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
Administration of Medication				X
Assessment of Academic Skills/Aptitude for Learning				X
Assessment/Progress Monitoring				X
Casework				X
Crisis Response/Management/Intervention				X

Individual Counseling				X
Intervention for Actual or Potential Health Problems				X
Placement into Appropriate Programs				X
Small Group Counseling-Coping with life situations				X
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				X
Special Education Evaluation				X
Student Assistance Program				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
Community Liaison				X
Community Services Coordination (Internal or External)				X
Coordinate Plans				X
Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				X
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

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				X
Directing Public to the PDE & AYP Websites				X
Individual Meetings				X
Letters to Parents/Guardians				X
Local Media Reports				X

Website				X
Meetings with Community, Families and Board of Directors				X
Mass Phone Calls/Emails/Letters				X
Newsletters				X
Press Releases				X
School Calendar				X
Student Handbook				X

Communication of Student Health Needs

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

Health and Safety

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?	Yes
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	Yes

held at least once a month?	
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 programs submitted as required?	Yes

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

The school nurse not only provides the required and typical school nurse responsibilities common to all public schools, but she also co-teaches medically related courses.

Food Service Program

Describe unique features of the Charter School meal program

As a charter school, Medical Academy notifies the local school district the # of students registered, they then send us the correct amount of food required, along with a bill that is paid through funds generated via students purchases and those that qualify for free and reduced lunch. Medical Academy has a kitchen that is capable of heating/cooling food as appropriate and serving food in an orderly manner.

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:

Safety at MACS is a prime concern. All doors are kept secure so no one can enter from the outside without being let in. The front door has an electronic lock w/camera and voice system so anyone entering can be checked prior to the door being unlocked. It is our policy that all visitors go to the main office upon entering to have the reason for their visit verified, to sign in, and to receive a temporary ID badge. MACS also keeps a Crisis Manual updated with the most current reserach as to best protocols for emergencies. We believe strongly in being "Proactive" vs. "Reactive", but are always ready to be 'reactive' if the situation requires such a response. Always looking for ways to improve, we are currently researching the benefits and possibility of the use of internal cameras. In addition, we work closely with the local police and fire departments, keeping them abreast of any changes in our building and/or plans, and them keeping us abreast of any changes on their end.

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

Wellness Policy

The school wellness policy

DOCX 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 2013-2014 Package Policy.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.

As a charter school, school districts within a 10 mile radius of our school are required to transport students. Therefore, all students in attendance are transported by their home district. We do not currently have any special needs bussing, and again, if this was necessary, would be provided by the home district.

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	Yes

Board of Trustees delineated by the Code of Student Conduct?	
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?	No

If necessary, provide further explanation.

We do not, as no school does, meet with every parent after every disciplinary action as that would not be appropriate. All parents are notified when there is an In School Suspension and a meeting with all parents when their child is suspended.

Code of Student Conduct

The school's Code of Student Conduct

DOC file uploaded.

Frequency of Communication

Elementary Education - Primary Level

Not Answered

Elementary Education - Intermediate Level

Not Answered

Middle Level

Not Answered

High School Level

- More than once a month

Collaboration for Interventions

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

MACS believes in open and frequent communication. Communication between school staff and other internal and external staff working with our students is done through various means including face to face, telephone, text, e-mail, and team meetings.

Community and Parent Engagement

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

The Board of Trustees believes that parent engagement is vital to the success of all students. They have authorized the administration to involve parents and other community members as much as is appropriate and beneficial to the learning environment.

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

N/A

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.

N/A

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Material and resource needs are assessed by each individual teacher based on their course and current student population. While the goal is to have all needed supplies purchased over the summer for the start of a new school year, as needs arise throughout the school year purchases are made to support the needs of the current student population.

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered

Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status

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

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

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

From our Annual Report:

Fiscal Matters

Major Fund-raising Activities

Identify major fund-raising activities performed this year and planned for next year.

There were no major fundraising activities last year or planned for this coming year.

Fiscal Solvency Policies

If applicable, describe any changes to policies and procedures to ensure and monitor fiscal solvency.

No changes.

AND/OR

If available, upload Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency:

Accounting System

If applicable, describe any changes to the accounting system the charter school uses.

No changes.

Preliminary Statements of Revenues, Expenditures & Fund Balances—

First, download and complete the **Fiscal Template for the Annual Charter School Report**. **The Fiscal Template is an interim accountability tool for fiscal reporting that requires completion of the Modified Statement of Expenditures and Revenues through June 30. This information is at an accounting level that should mirror the existing accounting system in your school, utilizing the same structure and definitions required by the State Accounting Manual. You are to complete this spreadsheet and then calculate an interim unrestricted fund balance (see expenditure worksheet) as of June 30. Failure to complete this part of the Annual Charter School Report will result in an incomplete submission and will be considered a violation of the Charter School Law.**

Next, upload the completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances.

Financial Audits

Indicate the financial auditing firm, the date of the last financial audit:

Audit Firm:	CitranCooperman
Date of Last Audit:	
Fiscal Year Last Audited:	July 1, 2012-June 30, 2013

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.

All included in above answer.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

This narrative is empty.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

This narrative is empty.

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
Increases the educator's teaching skills based on effective practice research, 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.				X
Empowers educators to work effectively with parents and community partners.				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
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X

Instructs the leader in managing resources for effective results.				X

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

Teachers are surveyed each year to get their feedback on what professional development they feel would be beneficial. This data is coupled with administrative observations and data analysis to decide on what professional development will be provided the next school year.

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

This narrative is empty.

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.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Decisions on what professional development is provided is made via review of assessment data, teacher input, and administrative observations. Success of professional development is determined via teacher feedback and data results following implementation of the strategies learned in the trainings.

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

There is a continuous system of evaluation for need of changes and adaptations. Where needs are found, plans are made to make changes to provide the best education for our students.

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.

As a small charter school, we incorporate the use of mentors who would be expected to work with their assigned new staff to guide them through their first year, which would include the above goals.

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 supervisor to identify needs.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Review of inductee lesson plans.

- Knowledge of successful research-based instructional models.

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

Administrators observe and work with inductees on a frequent basis, both formally and informally. Lesson plans are reviewed weekly, with guidance give as needed.

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

This narrative is empty.

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.

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

As a small school, our options are limited. Our priority is to pair each new staff with an experience, successful teacher, preferably within the same department.

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	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards		X		X	X X X	X
Curriculum				X	X X X X	X
Instruction					X X X X X	X
Accommodations and Adaptations for diverse learners					X X X X X	X
Data informed decision making					X X X X X	X

Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The above topics are intertwined through staff meetings and staff development throughout the year and reinforced as needed.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

As a small charter school, our induction program consists mainly of informal mentoring by an experienced educator, typically in the same department. Frequent observations are made by administrators with continuous conversation between mentor, mentoree, and administration.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*No recording processes have been identified.*

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

- 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:

As last school year was Medical Academy Charter School's first year in existence, academic improvement from one year to the next does not exist as there is only a baseline of criteria. However, accomplishments completed at the end of the first year/start of the second year include:

*The addition of a remediation/enrichment period

*The purchase of an on-line remediation/credit recovery program (PLATO)

*Additional staff

*The implementation of a rotating schedule

*Additional classroom space acquired

*Increased technical and material resources for teachers and students

Charter School Concerns

Concern #1:

57% of entering students in the 2012-2013 school year scored below grade level on a standardized reading assessment.
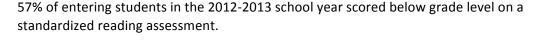
Concern #2:

73% of entering students in the 2012-2013 school year scored below grade level on a standardized math assessment.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #3)* Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

> **Aligned Concerns:**

> 57% of entering students in the 2012-2013 school year scored below grade level on a standardized reading assessment.

> 73% of entering students in the 2012-2013 school year scored below grade level on a standardized math assessment.

Systemic Challenge #2 *(System #10)* Establish a system within the charter school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Charter School Level Plan

Action Plans

Goal #1: A standards-aligned benchmark assessment system will be put into place.

Related Challenges:

- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Summative

Data Source: Systemic review.

Specific Targets: 1) The purchase of a standards-aligned benchmark assessment program

2) The review of benchmark assessment procedures

3) The application of results of benchmark testing.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Action Steps:

Research standardized benchmark assessment programs.

Description:

Published standardized benchmark assessment programs will be reviewed.

Start Date: 11/18/2013   **End Date:** 1/20/2014

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Purchase a standardized benchmark assessment program.

Description:

After reviewing research of standardized benchmark assessment programs and comparing their strengths to the instructional program provided at MACS, said program will be purchased and implemented.

Start Date: 1/20/2014   **End Date:** 2/10/2014

Program Area(s): Professional Education

Supported Strategies: None selected

Purchase a standardized benchmark assessment program.

Description:

After reviewing research of standardized benchmark assessment programs and comparing their strengths to the instructional program provided at MACS, said program will be purchased and implemented.

Start Date: 1/20/2014   **End Date:** 2/10/2014

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: An induction program will be put into place

Related Challenges:

- Establish a system within the charter school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Formative

Data Source: System review.

Specific Targets: 1) An induction system will be created.

2) Surveys will be created to assess induction program at various points of the induction process.

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Action Steps:

Established induction programs will be researched.

Description:

Research will be done on existing induction programs to assess what works and what doesn't work. School programs similar to ours will be especially reviewed and considered. Summary reports of research completed will be evidence this action step was completed.

Start Date: 12/2/2013   **End Date:** 2/3/2014

Program Area(s): Teacher Induction

Supported Strategies: None selected

An induction program will be created and implemented at MACS.

Description:

An induction program will be created based on programs found to be beneficial tweeked to the needs of this school.

Start Date: 2/4/2014   **End Date:** 7/14/2014

Program Area(s): Teacher Induction

Supported Strategies: None selected