

York Academy Regional Charter School

**Improvement Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

32 West North Street  
York, PA 17401  
(717)801-3900

Phase:	Improvement Revision 2016-2017
Federal Accountability Designation:	Focus
Title I Status:	Yes
CEO Name:	Dennis Baughman
CEO E-mail address:	tziegler@yorkarcs.prg

## Planning Committee

Name	Role
Nancy Ahalt	Board Member
Nancy Ahalt	Board Member
Dennis Baughman	Building Principal
Hillary Arthur	Business Representative
Ellen Johnson	Community Representative
Ellen Johnson	Community Representative
Latosha Wright	Ed Specialist - Other
LaTosha Wright	Ed Specialist - Other
Tracy Zeiders	Ed Specialist - Other
Jane Schaeffer	Elementary School Teacher - Regular Education
Jane Schaeffer	Elementary School Teacher - Regular Education
Kelley Waninger	Elementary School Teacher - Regular Education
Kelley Waninger	Elementary School Teacher - Regular Education
Sue Kanigsberg	Intermediate Unit Staff Member
Jennifer Klimchock	Parent
Tracy Zeiders	Reading Teacher

# Assurances

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## Title I Schools

### *Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

#### **Assurances 1 through 12**

*The school has verified the following Assurances:*

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations

- Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards
  - Frequent Monitoring of Teaching and Learning
  - Focused Professional Development
  - Supportive Learning Environment
  - High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
    - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
    - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
    - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
    - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
    - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
    - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
    - Provide ongoing mechanisms for family and community engagement

- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

*The school is communicating with parents regarding school improvement efforts via the following strategies:*

- School web site
- School newsletter
- Board meeting presentations
- District's annual report
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

*The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:*

*No*

### **Title I Schoolwide program**

*The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :*

*Yes*

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*PDF file uploaded.*

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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York Academy is now out of the numerical range for this category as a "focus school" well within the 3 year time frame of the designation. Our school SPP number from 2014 is now 76.9, a gain of +9.2 from 2013. Our students achieved the following score improvements:

Language Arts: is now 66.43 in 2014 which is a +9.47 gain in points from the 2013 number of 57% proficient or advanced. This is a more than 10% gain.

Math: is now a 72.8 in 2014, which is a +6.8 points up from the 2013 number of 66% proficient or advanced. This is a more than 10% gain.

### Accomplishment #2:

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Our 2014 SPP shows a gain of 9.7 points, from 67.7 to 76.9. This was due to a large increase in the number of students performing at advanced or proficient levels. The grade 3 cohort also tested significantly better than the group ahead of it and this is due to several factors, including: solid teacher performance in areas of concern; an additional year at the school as students for the 2014 grade 3 cohort; significant emphasis on whole language learning in both 3rd and 4th grades.

### Accomplishment #3:

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For 2015, schools did not receive SPP scores as a result of issues with state testing instruments and scoring.

### Accomplishment #4:

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The York Academy recently submitted the application for Middle Year Programme status. During the summer of 2016, the York Academy will schedule a visit from the International Baccalaureate Organization to provide the initial review of our application and train those individuals that will be working with middle school students.

### Accomplishment #5:

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York Academy is now an International Baccalaureate (IB) Primary Years Programme (PYP) school. This was part of our original charter. All students in the school participate in the IB PYP equally, including groups identified by the state as being "historically underperforming." Students who are ELL, Special Education, etc. are expected to participate fully in the IB PYP and are welcomed into it as learners.

### Accomplishment #6:

The York Academy initiated the administration of two academic assessment programs designed to track the progress of our student population. These two assessments were administered in the fall, winter, and spring trimesters. Fountas and Pinnell assessment was administered to students in grades kindergarten through five. Assessment results provide instructional staff with reading comprehension scores that are used to track growth of students and assist in placement of students in reading groups.

The measure of academic progress provides the school with academic achievement data in the areas of reading and mathematics. Students at the York Academy use assessment results to set goals for the next administration. Students achieving their goals are recognized by individual grade level teachers.

York Academy operates a data team that includes administrative staff and instructional staff to periodically examine data from these assessments to assure that students are achieving at the necessary level to be successful in their grade placement. Those students not producing assessment scores on grade level are referred to educational specialists within the school to address progress.

## School Concerns

### Concern #1:

We are adjusting our "concern #1" from the previous year for 2015-16 since projecting a 10% gain year in, year out for PSSA scores is unrealistic if the number stays at 10%.

Therefore our goal going forward is a +5% gain for Language Arts and Math for 2015-16.

In Language Arts we would like to see our score go from a 66.43 to a 69.75 a gain of 5% (+3.32)

In Math we would like to see our score go from 72.8 to 76.44, a gain of 5% (+3.64)

### Concern #2:

The York Academy staff expects that regular ed students are achieving at the level of their grade placement. Those students that are not functioning on their grade level placement will be identified and provided academic assistance from the educational specialists within the school.

This year, the York Academy will await the results of the Pennsylvania Assessment to determine the progress of our students. It is expected that the students at the academy will exhibit a 10% gain in the number of students attaining proficient or advanced standing in both reading and mathematics.

## Prioritized Systemic Challenges



**Systemic Challenge #1** (*Guiding Question #0*) Ensure that all students are provided with sufficient time and support to demonstrate mastery of standards aligned learning objectives.

**Aligned Concerns:**

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

**Aligned Concerns:**

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This year, the York Academy will await the results of the Pennsylvania Assessment to determine the progress of our students. It is expected that the students at the academy will exhibit a 10% gain in the number of students attaining proficient or advanced standing in both reading and mathematics.

# Improvement Plan

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## Action Plans

**Goal #1:** Ensure that all students are provided with sufficient time and support to demonstrate mastery of standards aligned learning objectives.

### Indicators of Effectiveness:

Type: Annual

Data Source: 90% students at/above grade level internally assessed by Fountas and Pinnell guide benchmarks.

Data Source; PSSA results in 2014, 2015, 2016, 2017

Specific Targets:

2014-2015: 10% increase for 4th grade cohort in 2nd year of PSSA Language Arts and Math.

2015-2016: 10% increase for 4th grade cohort in 2nd year of PSSA Language Arts and Math; 10% increase for 5th grade in 3rd year of PSSA Language Arts and Math.

c2016-2017: 10% increase for 4th grade cohort in 2nd year of PSSA Language Arts and Math; 10% increase for 5th grade in 3rd year of PSSA Language Arts and Math. 10% increase for 6th grade cohort in 4th year.

### Strategies:

*Budgeting Support by the School Board: To implement and sustain school improvement strategies and initiatives:*

**Description:**

Delineating in the school budget funds specifically for full time teaching assistants (most of whom are certified teachers) to focus on the “historically underperforming students” in each cohort/classroom in the areas of Language Arts and Mathematics. York Academy is providing time and support to permit them to demonstrate mastery of PA state standards aligned learning objectives. The Board of Trustees has authorized the staff and administration to provide programs of support for student learning.

We have 19 Instructional Assistants in grade K-6. Training for them has been enhanced by the Title 1 Reading Teacher to assist in reading acquisition for all learners-ELL, Special Needs and historically underperforming categories- within the regular education classroom environment.

**SAS Alignment:** Materials & Resources

### *Use of Federal Funding : Title 1 Funds*

**Description:**

Title 1 funds are specifically earmarked for a Title 1 reading specialist to work with those students who have the most needs in the areas of literacy.

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

### *Special Needs Assistance:*

**Description:**

Two special needs teachers work with IEP students on a regular basis as determined by the times delineated in their individual educational plans to ensure that their IEPs are served and that the school is compliant in ensuring delivery of programs. This can be daily, bi-weekly, weekly, monthly, depending on each IEP. The second Special Education teacher was added to the staff for the 2013-2014 school year to specifically target “historically underperforming students” as well as IEP students. The School Board has approved the CAO’s recommendation to keep the second special needs full time teacher going forward into 2014-2015 and 2015-2016 to help track IEPs by doing weekly progress monitoring to check each IEP and the goals in them for each child.

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

### *Connection to the International Baccalaureate Program:*

**Description:**

An International Baccalaureate Coordinator organizes the school curriculum to support the delivery of the state standards within the International Baccalaureate framework of learning. She has grade level team meetings with all grade levels where they reflect upon and review the IB Units of Study around which our curriculum is built. These are posted in the staff room for review.

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

### *After School Tutorial Program: W.I.N. (What I Need):*

**Description:**

Using Title 1 funds, the reading specialist has organized a special after school tutoring program called “W.I.N.” (What I Need). The program targets students that began the school year below grade level in reading as well as students who are recommended for the extra tutoring by their classroom teachers. The program is one hour each Monday through Thursday and averages 35 students who stay voluntarily for reading support and homework help that their parents may not be able to provide. This is organized and supervised by the Title 1 Reading Specialist, staffed by school employees, reviewed each trimester for efficacy, and invitations are renewed to students each trimester according to academic need.

**SAS Alignment:** Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### *Summer Program Extension:*

**Description:**

The school uses Title 1 funds to run a summer program. The plan for 2015 is to extend the summer program with a month long “reading camp” that will target the students who are not at grade level in reading when the 2014-2015 year ends in June. It is redesigned for 2015 to include students in academic difficulty as of mid-point of the third trimester. York Summer Academy will be 4 hours a day 4 days a week for 4 weeks. It will run 8 AM to noon with camp style activities as well as some targeted academic support structured to help the students below grade level in Reading, Writing or Math. All of this is funded through Title 1 funds.

For the summer of 2016, the York Academy will offer a variety of summer camps. The camps to be offered by instructional assistants will be designed to align with the curriculum used during the school year and focus on extension activities and remediation for students electing to participate.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

*Budget review each year with School Board Finance and Education committees (Strategy 1)*

**Description:**

Review with school board committees each spring how we spend our budget to support the educational goals of the school. This occurs each year and has been done for the budget approved for the 2015-16 school year.

Evidence; Board Agendas and Minutes.

**Start Date:** 2/17/2014    **End Date:** 2/17/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Budgeting Support by the School Board: To implement and sustain school improvement strategies and initiatives:

*Business office and CAO review Title 1 funding each year to assure proper budgeting (Strategy 2, 5, 6)*

**Description:**

Done every spring to ensure proper allocation of Title 1 funds.

Evidence: Federal Consolidated Application.

**Start Date:** 5/6/2014    **End Date:** 5/9/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Use of Federal Funding : Title 1 Funds
- After School Tutorial Program: W.I.N. (What I Need):

- Summer Program Extension:

*Leadership meeting to ensure addition of vertical team planning time (Strategies 3-6)*

**Description:**

This is a monthly meeting chaired and overseen by the IB Coordinator.

Evidence: agendas and sign in sheets done on emails.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

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

**Supported Strategies:**

- Special Needs Assistance:
- Connection to the International Baccalaureate Program:
- After School Tutorial Program: W.I.N. (What I Need):
- Summer Program Extension:

*Scheduling of Special Education services to review each IEP to ensure alignment with growth goals (Strategy 3)*

**Description:**

THIS IS DONE ON AN ONGOING BASIS EACH YEAR ACCORDING TO THE IEP/GIEP YEARLY TEAM MEETING DATES FOR EACH INDIVIDUAL STUDENT.

***It is the job of the SPECIAL NEEDS TEACHING team to constantly monitor student goals, and decisions to modify IEPs are made after gathering data through weekly progress monitoring. Data collected is from the specific goals as delineated within each IEP. If a change is to be suggested to any student IEP, the parent/guardian is scheduled to come for a meeting with the team (Special Education teacher, classroom teacher, any specialists who are involved in the services to be potentially modified, etc.) to make sure it is approved with clear knowledge by the parent/guardian. Growth goals are related to the grade level standards but also made according to where the student is in their IEP.***

**Start Date:** 5/6/2014    **End Date:** 5/9/2017

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

**Supported Strategies:**

- Special Needs Assistance:

*Teaching Diverse Learners in an Inclusive Setting: Professional development to ensure cross alignment with IB PYP (strategy 4)*

**Description:**

Done in conjunction with the implementation of this same step in Goal #1. Professional development needs for the IB are driven at first by IB requirements (Level 1) then by teacher specialty in the IB (level 2 and level 3). Currently all staff return and were trained in the level 1 for the IB in August 2014. The IB Coordinator uses the 6 “Units of Study” from the IB as designed by the grade level teams and as a team they make sure that the units from the IB are helping children achieve the PA state standards by writing the IB units into each grade level curriculum. A chart with the standards is being developed by staff and IB Coordinator in grade level meetings and this chart will ensure coherent cross alignment between the IB units and the state standards in our curriculum.

Two new hires made in August of 2014 were trained in Level 1 IB PYP courses in Pittsburgh (February 2015) and 7 teachers will go to level 2 training in the summer of 2015 as part of the renewal process and continuation of training for the IB PYP Program.

In August 2015, the entire staff participated in a full day professional development program that focused on addressing the needs of a diverse population. A professional from the United States Department of Education provided the seminar that assisted teaching staff in fully understanding cultural differences that could be evident in our school.

Evidence: Act 48 reports; agendas; IB certificates of completion;

**Start Date:** 5/6/2014    **End Date:** 5/9/2017

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

**Supported Strategies:**

- Connection to the International Baccalaureate Program:



*Leadership meeting to plan summer program each year (Strategy 6)*

**Description:**

The York Academy will offer the opportunity for students to register for summer camps. These camps are designed to reinforce standards taught during the previous school year. Students electing to attend will receive remediation and extension activities designed to support the mission of the International Baccalaureate Program.

Parents may enroll students in these camps at no cost and funding for camps will be through Title I.

**Start Date:** 5/13/2014    **End Date:** 5/9/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Summer Program Extension:

*Implement any schedule changes (strategy 3, 5)*

**Description:**

For the 2016-17 school year, there will be no changes in the schedule for Primary Year Programme students. For Middle Year students, the six core subjects will be taught in a block schedule format. The scheduling for 6th and 7th grade students will be an effective method of delivering the curriculum as well as an effective utilization of staff.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Special Needs Assistance:
- After School Tutorial Program: W.I.N. (What I Need):

*Communicate time/space needs alignment to staff to review scheduling (strategy 3,4,5,6)*

**Description:**

Done each August in the prep week before school starts.

Evidence: Prep week agenda of work.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Special Needs Assistance:
- Connection to the International Baccalaureate Program:
- After School Tutorial Program: W.I.N. (What I Need):
- Summer Program Extension:

*Leadership meeting to plan ongoing curriculum mapping strategy (strategies 1, 2, 3)*

**Description:**

Done in conjunction with the same action step for Goal #1.

Evidence: IB Planners; curriculum map ongoing development.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Budgeting Support by the School Board: To implement and sustain school improvement strategies and initiatives:
- Use of Federal Funding : Title 1 Funds
- Special Needs Assistance:

*Monthly faculty meetings to ensure whole school alignment with the International Baccalaureate program (strategy 4)*

**Description:**

This is done monthly in the IB Coordinator vertical meetings for three groups: Language Arts; Math; Science and Social Studies. This ensures whole school alignment as part of each meeting is to review in public in groups how the IB units that are ongoing as well as upcoming have sufficient resources and time allotted to them. Further, teachers will meet together to look for cross grade level “pollination” ideas in the units. “Data” will consist of: time allotment as tracked by the IB Coordinator; alignment of the units with state standards as tracked by the IB Coordinator.

Evidence: agenda notes from vertical meetings;

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

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

**Supported Strategies:**

- Connection to the International Baccalaureate Program:

*Annual alignment meeting each spring with Administration and SIP planning team (strategies 1-6)*

**Description:**

Done in the 3rd trimester each Spring to ensure alignment of all goals and steps.

Evidence: SIP plan!

**Start Date:** 5/6/2014    **End Date:** 5/9/2017

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Budgeting Support by the School Board: To implement and sustain school improvement strategies and initiatives:

- Use of Federal Funding : Title 1 Funds
- Special Needs Assistance:
- Connection to the International Baccalaureate Program:
- After School Tutorial Program: W.I.N. (What I Need):
- Summer Program Extension:

**Goal #2:** 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.

**Related Challenges:**

- Ensure that all students are provided with sufficient time and support to demonstrate mastery of standards aligned learning objectives.

**Indicators of Effectiveness:**

Type: Annual

Data Source: State assessment (PSSA)

Specific Targets: Student proficiency rates will increase by 5% in 2015-16

***Strategies:***

***Alignment of courses/subjects with state standards:***

**Description:**

- The staff revised the curriculum during the 2013-2014 and 2014-2015 school years. They did this while using the Pennsylvania core academic state standards as applicable to our grades K-5 in the following areas:
- Language Arts: reading, writing, speaking, listening
- Math
- Social Studies
- Science
- Spanish
- Library
- Art
- Music

- Physical Education

This is being done in conjunction with the yearly re-writing and utilization of 6 trans-disciplinary themes as determined by the Primary Years Programme (PYP) of the International Baccalaureate (IB) program. York Academy is now an authorized IB PYP World School as of January 2015.

The Leadership Team annually examines the school curriculum to assure that standards taught in the classroom are aligned with Pennsylvania State Standards. The IB Coordinator assumes responsibility for meeting with individual grade levels and revising curriculum.

**SAS Alignment:** None selected

*Documentation of the Alignment of Units and Courses with state standards:*

**Description:**

**Mapping of the standards within the written curriculum:**

a. Planned courses of instruction were created for each subject in each grade level. Each planned course, instructional unit and academic standard will be properly described in written format by grade level. The PA core academic state standards are the basis upon which we base the design of our curriculum. We operate in the following way:

b. The York Academy curriculum is designed to deliver the PA state standards through high quality instruction in a college preparatory style school environment. We do this within the framework of the IB PYP.

c. The standards will be delineated inside of the mapped curriculum. The goal is to ensure that students are educated completely according to the PA core academic state standards. They will continue to be aligned for all subjects according to planned instructional objectives.

**SAS Alignment:** Assessment

*Ensuring that curriculum for all courses/subjects are easily accessible to all educators:*

**Description:**

Accessibility will be designed in several ways:

- a. Teachers at each grade level will have access on a daily basis to curriculum documents to ensure both delivery of the curriculum as well as the opportunity to modify instruction to ensure delivery of the state standards. The IB planners for each grade level are available in the teacher work room for any teacher on staff to review and reflect upon at any time.
- b. The IB Coordinator will ensure that the York Academy curriculum, as designed, successfully delivers the 6 trans-disciplinary themes to all students within the application of the PA standards. She does so while working in conjunction with horizontal and vertical curriculum planning teams.
- c. Teacher teams at each grade level work together to re-write any portions of the curriculum as needed to ensure delivery and accessibility to the rest of the staff.
- d. Specialist teachers (Art, PE, Music, Library, Spanish, ELL, etc.) will work with the IB Coordinator and the administration to collaborate in ensuring accessibility to their curriculum. Specialists are included in the vertical team meetings.
- e. We ensure access by all teachers and staff through the public display of the IB Unit Planners in the staff work room.

**SAS Alignment:** None selected

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

*Language and Literacy Acquisition: Weekly Grade level cohort classroom teacher meetings to ensure common planning will be ongoing (strategies 1, 2, 3)*

#### **Description:**

This is already programmed in the weekly calendar for grade level teams and the IB Coordinator.

Evidence: The IB Grade Level Binders; IB Coordinator agenda.

**Start Date:** 2/17/2014    **End Date:** 2/17/2017

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Alignment of courses/subjects with state standards:
- Documentation of the Alignment of Units and Courses with state standards:
- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Leadership meeting to ensure addition of vertical team planning time (strategy 2)*

**Description:**

Done in August of 2014 and will be repeated in Prep Week of August 2015 and 2016.

Evidence: weekly agenda for prep week.

**Start Date:** 2/17/2014    **End Date:** 2/17/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Documentation of the Alignment of Units and Courses with state standards:

*Scheduling of vertical and team planning times for new school year each August (strategy 3)*

**Description:**

The York Academy continues to utilize Professional Learning Communities to provide opportunities for horizontal teams to meet each week. Following each Professional Learning Communities' meeting, grade level teachers are required to submit documentation to the CEO that serves as a record for topics and issues discussed during that meeting. Vertical committee meetings will continue and provide opportunities for teaching staff to assure the alignment of curriculum is appropriate for each grade level. The York Academy will continue to schedule vertical committee meetings throughout the 2016-17 school year.

Agendas; emailed notes.

**Start Date:** 2/17/2014    **End Date:** 2/17/2015

**Program Area(s):** Student Services

**Supported Strategies:**

- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Professional development to ensure cross alignment with IB PYP (strategy 1, 2)*

**Description:**

Professional Development is coordinated by the leadership team and managed by the International Baccalaureate Coordinator. The IB Coordinator ensured that all teaching staff obtained level 1 IB PYP training. She has arranged for level 2 training to begin in July of 2015 with some staff attending an IB PYP conference in Austin, Texas. She also worked with the CEO as he identified possible PDE trainings to which teachers could attend and obtain Professional Development opportunities to ensure that we teach Core Academic Standards in our curriculum within the IB framework.

During the summer of 2016, the York Academy will send several staff members to the International Baccalaureate training for Middle Year Programme Instructors. In addition, an additional administrative staff member will receive training as principal of a Middle Year Programme.

***Professional development needs for the IB are driven at first by IB requirements (Level 1) then by teacher specialty in the IB (level 2 and level 3). The IB Coordinator uses the 6 “Units of Study” from the IB as designed by the grade level teams and as a team they make sure that the units from the IB are helping children achieve the PA state standards by writing the IB units into each grade level curriculum. A chart with the standards is being developed by staff and IB Coordinator in grade level meetings and this chart will ensure coherent cross alignment between the IB units and the state standards in our curriculum.***

Evidence: IB Binders in staff room; IB Certificates of training;

**Start Date:** 2/17/2014    **End Date:** 2/17/2017

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

**Supported Strategies:**

- Alignment of courses/subjects with state standards:
- Documentation of the Alignment of Units and Courses with state standards:



*Professional development: purchase of IB curriculum planning guides for all teachers (strategies 1, 2, 3)*

**Description:**

Books were bought for all teaching staff to further support staff in working with the International Baccalaureate framework as they design curriculum.

Evidence: invoices from the IB; teacher certificates of completion

**Start Date:** 5/6/2014      **End Date:** 6/6/2014

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

**Supported Strategies:**

- Alignment of courses/subjects with state standards:
- Documentation of the Alignment of Units and Courses with state standards:
- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Implement any schedule changes (strategy 3)*

**Description:**

In the spring of 2016, the administrative staff met to design the master schedule for the coming school year. With the addition of grade 7 in the school, it was necessary to redesign the schedule for both the Primary Year Programme and the Middle Year Programme. For 2016-17, the Primary Year Programme will continue to address the six thematic units of study required by the International Baccalaureate Program. The Middle Year Programme will incorporate six core subjects taught in a block schedule format.

**Start Date:** 2/17/2014      **End Date:** 2/17/2017

**Program Area(s):** Student Services

**Supported Strategies:**

- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Communicate Vertical Alignment to staff to review scheduling (strategy 1)*

**Description:**

Done each August with all staff to assure compliance and understanding.

Evidence: Agendas and notes from horizontal and vertical curriculum planning meetings.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

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

**Supported Strategies:**

- Alignment of courses/subjects with state standards:

*Leadership meeting to plan ongoing curriculum mapping strategy (strategies 1, 2, 3)*

**Description:**

Ongoing to ensure that curriculum mapping is being done in the school, which is done in the weekly horizontal and monthly vertical curriculum planning meetings.

Evidence: agendas and notes from the horizontal and vertical curriculum planning meetings.

**Start Date:** 8/12/2014    **End Date:** 8/15/2017

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

**Supported Strategies:**

- Alignment of courses/subjects with state standards:
- Documentation of the Alignment of Units and Courses with state standards:
- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Monthly faculty meetings to ensure whole school alignment of curriculum mapping with the IB program (strategy 3)*

**Description:**

The Leadership Team schedules monthly faculty meetings that include sharing of successful instructional strategies and vertical committee meetings. The faculty meetings are scheduled after school hours and focus specifically on the improvement of instruction, sharing vertical committee information, and the dissemination of information regarding school operations.

**Start Date:** 2/17/2014    **End Date:** 2/17/2017

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

**Supported Strategies:**

- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

*Annual alignment meeting each Spring with Administration and planning team (strategies 1, 2, 3)*

**Description:**

To happen in May of 2015: a meeting of CAO, Dean of Students, International Baccalaureate Coordinator, Title 1 Reading Specialist to assure that we are aligned between curriculum, state standards, and the International Baccalaureate program.

Evidence: SIP plan and the IB planners and the Title 1 consolidated application.

**Start Date:** 5/13/2015    **End Date:** 5/10/2017

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

**Supported Strategies:**

- Alignment of courses/subjects with state standards:
- Documentation of the Alignment of Units and Courses with state standards:
- Ensuring that curriculum for all courses/subjects are easily accessible to all educators:



# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>Ensure that all students are provided with sufficient time and support to demonstrate mastery of standards aligned learning objectives.</b>	<b>Strategy #1: Connection to the International Baccalaureate Program:</b>
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Start	End	Title	Description
5/6/2014	5/9/2017	Teaching Diverse Learners in an Inclusive Setting: Professional development to ensure cross alignment with IB PYP (strategy 4)	<p>Done in conjunction with the implementation of this same step in Goal #1. Professional development needs for the IB are driven at first by IB requirements (Level 1) then by teacher specialty in the IB (level 2 and level 3). Currently all staff return and were trained in the level 1 for the IB in August 2014. The IB Coordinator uses the 6 “Units of Study” from the IB as designed by the grade level teams and as a team they make sure that the units from the IB are helping children achieve the PA state standards by writing the IB units into each grade level curriculum. A chart with the standards is being developed by staff and IB Coordinator in grade level meetings and this chart will ensure coherent cross alignment between the IB units and the state standards in our curriculum.</p> <p>Two new hires made in August of 2014 were trained in Level 1 IB PYP courses in Pittsburgh (February 2015) and 7 teachers will go to level 2 training in the summer of 2015 as part of the renewal process and continuation of training for the IB PYP Program.</p>

In August 2015, the entire staff participated in a full day professional development program that focused on addressing the needs of a diverse population. A professional from the United States Department of Education provided the seminar that assisted teaching staff in fully understanding cultural differences that could be evident in our school.

Evidence: Act 48 reports; agendas; IB certificates of completion;

Person Responsible	SH	S	EP	Provider	Type	App.
IB Coordinator	1.0	30	4	York Academy Regional Charter School	School Entity	Yes

**Knowledge**

Meeting the needs of diverse learners in horizontal planning teams weekly. IB grade level teams meet each week to review planners and to reflect on the student work to ensure that the IB units of study are progressing as well as to ensure coverage of the Pennsylvania Academic Standards. Gifted and Special Needs students, as well as ELL students are all included in lessons and that is a major goal of the IB. Subsequently, PD is provided in these sessions to ensure that teachers can meet the needs of diverse learners.

**Supportive Research**

International Baccalaureate (IB) Programme guidelines support horizontal and vertical team planning needs for classroom teachers. The IB insists that all learners be included in the general classroom environment and we provide support through group meetings to give PD in this area, particularly for teaching diverse learners.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Professional Learning Communities

**Training Format**

**Participant Roles**

Classroom teachers  
 New Staff  
 Other educational specialists

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Joint planning period activities

Journaling and reflecting

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Portfolio

**LEA Goals Addressed:** 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.

**Strategy #1: Alignment of courses/subjects with state standards:**  
**Strategy #2: Documentation of the Alignment of Units and Courses with state standards:**  
**Strategy #3: Ensuring that curriculum for all courses/subjects are easily accessible to all educators:**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
2/17/2014	2/17/2017	Language and Literacy Acquisition: Weekly Grade level cohort classroom teacher meetings to ensure common planning will be ongoing (strategies 1, 2, 3)	This is already programmed in the weekly calendar for grade level teams and the IB Coordinator.  Evidence: The IB Grade Level Binders; IB Coordinator agenda.	IB Coordinator	1.0	30	4	York Academy Regional Charter School	School Entity	Yes

**Knowledge**

The goal of each weekly meeting is to show that staff are working on improving language and literacy acquisition for all students. The York Academy also completes three yearly reading acquisition checks though the use of the Fountas and Pinnell assessment system.

**Supportive Research**

Professional Development is planned through the use of a survey indicating instructional staff needs for professional development, data collected from academic performance, and information obtained through the comprehensive planning process. Teachers are continually refining their instruction and assessment. The York Academy uses the same series "Treasures" school wide for Language Arts, as well as the Lucy Caulkins Units of Study in grades K-4 and the Collins Writing Program in grades 5-7. Consequently there is continuity in our Language Arts program across K-6.

**Designed to Accomplish**



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

Professional Learning Communities

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom student assessment data Portfolio

Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Joint planning period activities

**LEA Goals Addressed:** 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.

**Strategy #1: Alignment of courses/subjects with state standards:**  
**Strategy #2: Documentation of the Alignment of Units and Courses with state standards:**  
**Strategy #3: Ensuring that curriculum for all courses/subjects are easily accessible to all educators:**

Start	End	Title	Description	Provider	Type	App.
5/6/2014	6/6/2014	Professional development: purchase of IB curriculum planning guides for all teachers (strategies 1, 2, 3)	Books were bought for all teaching staff to further support staff in working with the International Baccalaureate framework as they design curriculum.  Evidence: invoices from the IB; teacher certificates of completion	The International Baccalaureate	Non-profit Organization	Yes
		<b>Person Responsible</b> International Baccalaureate Coordinator				
		<b>SH</b> 5.0				
		<b>S</b> 3				
		<b>EP</b> 25				

**Knowledge**

The IB sent two trainers in June of 2014 to do a comprehensive school wide training for all certified teaching and support staff. This is mandatory on the part of the IB for authorization as an IB World School. The teachers gained detailed knowledge of how Units of Study are planned and how they work to drive the curriculum in the

school for all learners.

**Supportive Research**

Grounded in IB research and philosophy.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals

**Grade Levels**

Elementary - Primary (preK - grade 1)

	<p>Supt / Ast Supts / CEO / Ex</p> <p>Dir</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p>	<p>Elementary - Intermediate (grades 2-5)</p>
<p><b>Follow-up Activities</b></p>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period</li> </ul>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

activities

- Journaling and reflecting
- The IB predicates that all IB World Schools will do follow up "level 2" training for teaching staff. Consequently, York Academy is sending several teachers to additional training this summer, in July of 2015.

**LEA Goals Addressed:**

**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.**

**Strategy #1: Alignment of courses/subjects with state standards:**

**Strategy #2: Documentation of the Alignment of Units and Courses with state standards:**

**Strategy #3: Ensuring that curriculum for all courses/subjects are easily accessible to all educators:**

Start	End	Title	Description
8/12/2014	8/15/2017	Leadership meeting to plan ongoing curriculum mapping strategy (strategies 1, 2, 3)	Ongoing to ensure that curriculum mapping is being done in the school, which is done in the weekly horizontal and monthly vertical curriculum planning meetings.  Evidence: agendas and notes from the horizontal and vertical curriculum planning meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
IB Coordinator and CAO	1.0	30	4	York Academy Regional Charter School	School Entity	Yes

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<b>Knowledge</b>	In weekly meetings the horizontal teams work within the IB Framework to develop units of study that are aligned in curriculum maps with the PA Core Academic Standards. Teachers in this effort gain knowledge of the standards for the state of PA, as well as how to align our IB Units of study to ensure that we are teaching the Core Standards with fidelity.
<b>Supportive Research</b>	Heidi Hayes Jacobs is who we look to for the support of research for curriculum mapping. The IB Framework is used to deliver our curricula while ensuring that we adhere to the PA Core Academic Standards.
<b>Designed to Accomplish</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
For school and district administrators, and other educators seeking leadership roles:	

Professional Learning Communities

**Training Format**

<b>Participant Roles</b>	Classroom teachers Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

**LEA Goals Addressed:** 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.

**Strategy #1:** Ensuring that curriculum for all courses/subjects are easily accessible to all educators:

**Start**                      **End**                      **Title**                      **Description**

2/17/2014	2/17/2017	Monthly faculty meetings to ensure whole school alignment of curriculum mapping with the IB program (strategy 3)	The Leadership Team schedules monthly faculty meetings that include sharing of successful instructional strategies and vertical committee meetings. The faculty meetings are scheduled after school hours and focus specifically on the improvement of instruction, sharing vertical committee information, and the dissemination of information regarding school operations.					
		<b>Person Responsible</b> CAO	<b>SH</b> 2.0	<b>S</b> 9	<b>EP</b> 12	<b>Provider</b> York Academy Regional Charter School	<b>Type</b> School Entity	<b>App.</b> Yes

**Knowledge** Vertical Teams meet monthly under the guidance of the IB Coordinator to review three vertical areas: Language Arts; Math; Science and Social Studies.

**Supportive Research** The IB requires that the school put an emphasis on planning vertically and is pleased that we do this monthly at York Academy.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
Instructs the leader in managing resources for effective results.

Professional Learning Communities

**Training Format**



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<b>Participant Roles</b>	Classroom teachers New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Joint planning period activities The teachers review ongoing IB units and plan forward for the following year to ensure vertical alignment of programming in all academic areas.	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity Portfolio Each teacher keeps comprehensive student portfolios. The vertical team keeps session notes that are distributed school wide and reviewed in the weekly team meetings ensuring cross-pollination of ideas between the horizontal teams and vertical teams.

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for York Academy Regional Charter School has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by York Academy Regional Charter School for the 2014-2017 school-year.

**Affirmed by Dennis Baughman on 5/27/2016**

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*Superintendent/Chief Executive Officer*

**Affirmed by Nancy Ahalt on 5/27/2016**

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## **Describe the success from the first year plan**

The school obtained IB PYP World School Authorization in January 2015, 6 to 8 months ahead of schedule.

The 2014 SPP is 76.9, an increase of 9.2 from 2013.

There was an increase in both language arts and math from 2013 to 2014.

We reached the 2014 goal of over 10% improvement in PSSA scores in Language Arts and Math. Weekly and monthly curriculum meetings were held all year in 2014-15 and as a consequence the IB Unit plans are much more closely aligned with PA Core Academic Standards.

A summer program was redesigned and implemented in June/July 2014 and will continue in 2015 again using Title 1 funding. In 2015 we are targeting more students who need academic help in the "Summer Academy."

All teaching staff are level 1 IB PYP trained.

The PYP IB 6 "Units of Study" are posted in public as required by the IB.

IB binders are completed and reflected upon by the teachers (and students) as required by the IB.

Professional development using PDE available trainings is continuing and increasing.

The grade 5 is doing their IB PYP Exhibition (an IB PYP requirement) one year early to ensure that the first 5th grade group has this important IB PYP culminating project experience. This also gives the school staff a chance to "practice" the process a year early.

## **Describe the continuing areas of concerns from the first year plan**

One concern is to try to increase our PSSA scores in Language Arts and Math by 5% for 2015-15.

We will continue to work on the two systemic challenges:

- sufficient time and support to demonstrate mastery of standards aligned learning objectives
- ensuring consistent implementation of a standards aligned curriculum framework across all classrooms for all students

## **Describe the initiatives that have been revised**

We revised several responsibilities and moved them from the Dean of Students to the IB Coordinator.

We eliminated some redundancies in some implementation steps.

We have made the summer program more concrete so it is easier to realize it in the 4 week time frame.

We added professional development steps mostly regarding language and literacy acquisition as well as teaching diverse learners in inclusive settings.

## **Describe the success from the past year.**

The York Academy initiated a vastly different assessment strategy for students. The school will administer the Fountas & Pinnell three times each year, fall, winter, and spring. In addition, the Measure of Academic Performance will be administered three times as well.

The school's Data Team collects all assessment information and analyzes the data to identify the students that are in need of focused remediation.

The Fountas & Pinnell results are being used to determine reading comprehensive levels and assist in the creation of reading groups.

The Measure of Academic Performance results are shared with teachers and parents after each administration. These results are used to identify students that may need additional attention and to develop goals for achievement goals for students.

The York Academy organized a team of teachers that are in the process of implementing the Positive Behavior Intervention and Support program in the 2016-17 school year. During the year of planning, the team worked successfully to develop the program and plan for implementation. The York Academy initiated the Comprehensive Planning process and established a well-qualified committee that is in the process of developing the plan.

**Describe the continuing areas of concerns from the first two years.**

The York Academy continues to be concerned about state funding for charter school and the negative position the administration has taken on special education funding, carryover of fund balances, and facilities reimbursement.

The York Academy will continue to examine the results of the PSSA administration and use the information in concert with the assessments used by the school to determine readjustment of curriculum content.

**Describe the initiatives that have been revised.**

For the 2015-16 school year, the Board of Trustees created the position of Supervisor of Instructional Improvement. This individual works exclusively with teaching staff to improve instructional skills. This will allow for teachers to develop their skills and take some risks with different teaching strategies.

The evaluation of teaching staff was charged to the Chief Executive Officer.