



Navigating the eSP Tool and the Charter School Annual Report

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Overview Tab

1) Getting Started Sub Tab

- a) Edit **Organization Overview** – Use this narrative box to describe your organization.

Mission, Vision, and Shared Values are grouped as subsets of “Core Purpose.” There is no additional information needed for the “Core Purpose.”

- b) Edit **Mission** – Use this narrative box to record your entity’s mission

- c) Edit **Vision** – Use this narrative box to record your entity’s vision

- d) Edit **Shared Values** – Use this narrative box to record your entity’s shared values

- e) Edit **Academic Standards** – Use this narrative box. Instructions on what to enter:
A description of academic standards for student achievement which must be consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards)

- f) Edit **Strategic Planning Process** – Use this narrative box to describe your strategic planning process.

- g) Edit **Planning Committee** – This is form to list your various committee members. Each person is in a separate row, which can be edited or deleted. This information can also be entered from Admin>Configure Planning Teams tab or in the Professional Education Plan. All fields must be filled in prior to using the Save button.

Planning Committee Back Save

Participant	Plans	Delete Row
Name: <input type="text"/> Affiliation: <input type="text"/> Membership Category: Board Member <input type="button" value="v"/> Appointed By: <input type="text"/>	<input type="checkbox"/> Chapter 4 Plan <input type="checkbox"/> District Improvement Plan <input type="checkbox"/> Educational Technology Plan <input type="checkbox"/> Professional Education Plan <input type="checkbox"/> Special Education Plan <input type="checkbox"/> Teacher Induction Plan	X

Insert New Row

**eStrategic Plan Tool
eSP Sections**

Data Tab

1) Collect Sub Tab

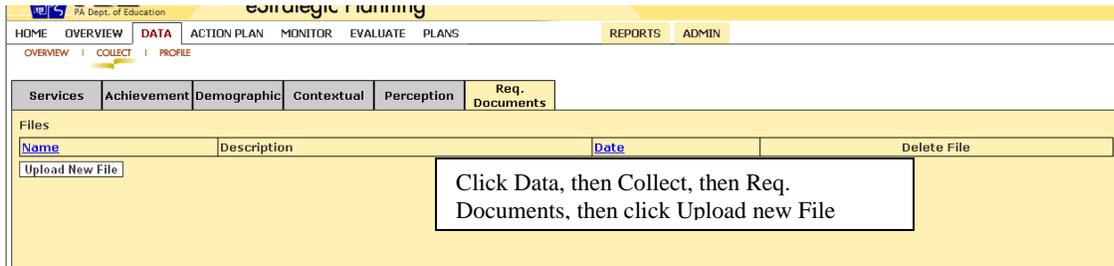
- a) **Services** – This section supports strategic planning and meets legislative requirements in Chapter 12. This information will be used in the updated Chapter 12 plan format.

The screenshot displays the 'eStrategic Planning' web application interface. At the top, the logo for the PA Dept. of Education (PDE) is visible, along with the text 'Leading for Learning! eStrategic Planning'. The user is signed in as 'Glenn Zehner/Halifax Area SD'. The navigation menu includes 'HOME', 'OVERVIEW', 'DATA', 'ACTION PLAN', 'MONITOR', 'EVALUATE', 'PLANS', 'REPORTS', and 'ADMIN'. The 'DATA' section is active, and the 'COLLECT' sub-tab is selected. Below the navigation, there are tabs for 'Services', 'Achievement', 'Demographic', 'Contextual', 'Perception', and 'Req. Documents'. The 'Services' tab is currently selected. The main content area is titled 'Services' and includes a dropdown menu for 'Choose the school year for which the data is being entered:' set to '2005-2006'. There are three sections for data entry: 'ORGANIZATIONAL RESOURCES', 'STUDENT SERVICES', and 'SPECIAL EDUCATION SERVICES'. Each section contains a table with 'Service' and 'Comment' columns and a 'Save' button. The 'Add Row to...' buttons are also visible for each section.

- b) **Achievement**– This is currently empty but you can upload custom student data summaries in any format: excel, PDF, word, text, graphics, etc. (any local assessment data you may want to use). Files are attached to the tool just as you would attach a document to E-mail.
- c) **Demographic** – This is currently empty but you can upload custom demographic data in any format.
- d) **Contextual** – This contain contextual questions based on the “Leading for Learning.” Type in (or paste) the answers to all the questions in a brief narrative. You may also upload any custom data.
- e) **Perception** – This currently contains Perception Surveys for Staff, Parents, High School Students, Middle School Students and Elementary School Students, based on the work of Victoria Bernhardt. You would need to tally the responses offline, then input totals for each question into this survey. These surveys are here as a resource; there is no requirement that you use them. You can also upload custom data in any format.

eStrategic Plan Tool eSP Sections

- f) **Req. Documents** – This is a “file locker” where you may upload files for local use or for submission to the state (e.g., your Wellness Policy required under Chapter 12).



2) Profile Sub Tab

- a) **Data** – This lists any data that is automatically put in the system, such as PSSA information, as well as any custom data you have uploaded from the “Collect” feature. You can put a checkmark beside one piece of data to view or you can select multiple related pieces of data to view together.
- b) **Reflections** –After you choose which data you would like to view, you can choose to write a reflection about that data. You can identify the data as a strength or weakness, by placing a checkmark in the appropriate box. There is a text box to write the reflection. These reflections will populate the District Improvement Plan (if this plan is required for your entity) and will be visible as a reference in the Technology Plan.

Action Plan Tab

1) Develop Sub Tab

- a) **Import State Goals** – Click this button if you would like to use the current state goals in your plan.
- b) **New Goal** – Click this button to create a new goal. A window will pop up to prompt you for the goal title. After you give it a title, you will see your goal in the white space in the middle of the page. Click on the Goal name, then click Edit (on the far right of the yellow box) to add a goal statement and performance indicators.
- c) **New Strategy** – Adding a new strategy is the same concept as adding a new goal, but here you can also add new research. To add research, use the New Research button and type bibliographic information in textboxes.
- d) **New Activity** – This is the same concept as adding goals and strategies. For each activity, the Edit button displays textboxes or dropdown boxes to add related information. Choosing “professional development” as the activity type will cause more tabs to appear. Please note – after the activity is created, hit the “complete” button instead of the “save” so that it can be shared among the plans. The activity can still be edited.

- 2) **Professional Development Calendar Sub Tab** – This will be automatically populated by any activities that are designated as type professional development.

Monitor Tab

Monitor Sub Tab – This is to be used as you implement your completed plan. This allows you to monitor the status of activities and make comments along the way. The screen is split. The top left shows all goals and strategies (Check the plus sign + for details). Beside the activity there is a grid to show the number of activities in different planning states. You can click on the numbers in the grid to display the activities on the upper right side of the page. Clicking on an activity name displays more details at the bottom of the page. You can click on the Activity progress tab to begin an activity (if it is in a planned state) or add comments to an activity (if in in-progress state). You can continue to add comments to an activity marked complete. The comments are entered in a textbox, and the system keeps track of who entered the comment and on what date.

Evaluate Tab

This may be used as you implement your completed plan.

eStrategic Plan Tool
eSP Sections

- 1) **Evaluate Goals Sub Tab** – This looks similar to the Action Plan screen but only lists goals. You can add comments to each goal in a textbox and the system tracks who entered the comment and the date.
- 2) **Evaluate Plan Sub Tab** – This allows you to add comments about your entire plan. There is a text box to add the comment. Again, the system tracks who entered the comment and the date. This page also displays any data reflections made under the Data Tab.

Plans Tab

- 1) **Plans Sub Tab** – If you have plan author or plan admin rights to any of the plans, you will be able to see the plans in a list on this page. You can click on the magnifying glass next to the plan name to see the individual plan sections. Once there, you can click the pencil icon to input information, if that section is assigned to you and you have author rights.

HOME	OVERVIEW	DATA	ACTION PLAN	MONITOR	EVALUATE	PLANS	REPORTS	ADMIN
PLANS		ARCHIVES						
MY PLANS								
Plans:								
	Status	Name	Assigned To	Input Status				
		Charter Annual Report	Jon Marsh	Open				
		Educational Technology Plan	Jon Marsh	Open				
		Professional Education Plan	Jon Marsh	Open				
		Student Services Plan	Jon Marsh	Open				
		Teacher Induction Plan	Not assigned	Open				

- 2) **Archives Sub Tab** – You can view any archived versions of your plan that are created manually by your entity during the planning process or automatically when your plan is submitted.

eStrategic Plan Tool eSP Sections

IMPORTANT: You must assign authors (people who can edit the sections of the plan) and plan administrators (the person who is going to submit the plan to PDE) before you can edit the plans. Also, if the plan says “Closed for Input” you must open the plan, as shown below.

Configure authors and plan admin

HOME OVERVIEW DATA ACTION PLAN MONITOR EVALUATE PLANS REPORTS ADMIN

USER SETTINGS BUILDING CONTACT eSP ROLES CONFIGURE PLANS CONFIGURE PLANNING TEAMS

CONFIGURE PLANS

Plan: Student Services Plan

General Collection Periods Section Assignment

Plan Admin: Chapter 12 Admin Change

Plan Authors:

Name

Configure Authors

Click Admin, Configure Plans
Choose the plan name from dropdown list to identify your plan admin and plan author

Open plan for input

PA Dept. of Education Strategic Planning

HOME OVERVIEW DATA ACTION PLAN MONITOR EVALUATE PLANS REPORTS ADMIN

USER SETTINGS BUILDING CONTACT eSP ROLES CONFIGURE PLANS CONFIGURE PLANNING TEAMS

CONFIGURE PLANS

Plan: Student Services Plan

General Collection Periods Section Assignment

Plan Submission Cohort: Chapter 12 Plan - Phase 1

Plan Implementation Period: 2006/2007 - 2012/2013

Plan Data Collection Interval: Every 3 years

Plan Submission Due Date: 9/30/2006

Active: (You can temporarily deactivate/re-activate the plan during the submission period.)

Save

Click Admin, Configure Plans
Choose the plan name from dropdown list
Click on Collection periods, put a checkmark in the active box, then click save.

NOTE: For more information on eSP Roles and Workflow, refer to the PowerPoint on the website at https://www.estratplan.org/esp%20roles_wrkflow.ppt

Charter Annual Report

Section I. Executive Summary

These sections are basically text boxes, into which you can copy and past information. **As noted, some of these sections are created in the “Overview>Getting Started” tab, so they CANNOT be edited within the Charter Annual Report. To edit these sections you MUST go to Overview>Getting Started and click the Edit button for the appropriate section.** Be sure to “Save – Do Action” to save your work.

- 1) **Organization Description** – This will be populated from the Overview–Getting Started section. Remember to mark it complete to be able to submit plan.
- 2) **Mission** – This will be populated from the Overview–Getting Started section. It cannot be edited here, but you must mark it complete to be able to submit plan.
- 3) **Vision** -- This will be populated from the Overview–Getting Started section. It cannot be edited here, but you must mark it complete to be able to submit plan.
- 4) **Shared Values** -- This will be populated from the Overview–Getting Started section. It cannot be edited here, but you must mark it complete to be able to submit plan.
- 5) **Academic Standards** – This will be populated from the Overview–Getting Started section. It cannot be edited here, but you must mark it complete to be able to submit plan.
- 6) **Graduation Requirements** - This is a narrative box. Instructions on what to enter:

Each school district, including charter schools, shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. 22 Pa. Code Section 4.24 (a):

The screenshot shows a web interface for editing a section titled "Graduation Requirements". At the top, there is a status bar indicating "Status: In Progress" and "Assigned To: Jon Marsh" with a "Show History" link. Below this is an "Actions" section with a "Select Action" dropdown menu and a "Do Action" button. The main content area contains the text from the previous block, which is currently selected. Below the text is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, text color, background color) and alignment. The text area below the toolbar is empty, suggesting the user is about to edit or replace the content.

**Individual Plans and Sections
Student Services (Chapter 12)**

7) **Strengths and Challenges--** This is a narrative box. Instructions on what to enter:

Each charter school shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. 22 Pa. Code Section 4.24 (a):

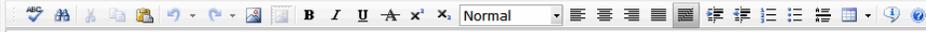
Status: In Progress Assigned To: Jon Marsh [Show History](#)

Actions:

Last Comment:
Jon Marsh - AutoSave

Strengths and Challenges
Each charter school shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. 22 Pa. Code Section 4.24 (a):

last auto-save: April 7, 2007 13:35:8



**Individual Plans and Sections
Student Services (Chapter 12)**

Section II. Strategic Improvement Planning

- 1) **Strategic Planning Process** -- This will be populated from the Overview–Getting Started section. It cannot be edited here, but you must mark it complete to be able to submit plan.
- 2) **Strategic Planning Committee** – This should be populated from the Overview-Getting Started section. Use the checkboxes on the left to assign committee members to this plan. Committee members can also be added here.

- 3) **Goals, Strategies, and Activities** -- This screen looks exactly like the screen under the Action Plan section. Any Goals, Strategies, and Activities there are populated here. You can click on the Activity name and click the ‘Use Activity’ button to associate the activity with this plan. You can also add new goals, strategies or activities, however, it is recommended that you create these in the Action Plan>Develop section so the entire committee has input. Important – if you create an activity locally to a plan, clicking remove activity will delete the activity. However, if you choose to remove an activity that was created under the Overview section, it will only disassociate the activity from this plan – it will not delete it entirely.
- 4) **Statement of Quality Assurance** – This narrative is required only for a charter school identified in "School Improvement" or "Corrective Action.” There is a procedure to attach a “Statement of Quality Assurance.” If this was added through the “Required Documents” in the Data Tab (see page 4), it will appear in the list of available files. **The file may also be uploaded here by clicking the Upload New File button. To associate the file with the section, put a checkmark beside the correct file name, then click the “Add Selected Files” button. Repeat this same process for any sections that require documents to be attached.**

Optionally Attach Statement of Quality Assurance: Only required for a charter school identified in "School Improvement" or "Corrective Action".

Selected Files:			Available Files:			
Section Order	Section Title	Remove File	Select	File Name	Description	Date

**Individual Plans and Sections
Student Services (Chapter 12)**

Section III. Quality of School Design

- 1) **Rigorous Instructional Program** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

- What curriculum does your charter school utilize?
- Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?
- How is the curriculum organized to meet the developmental and academic needs of students?
- How does the charter school promote in-depth and inquiry-based teaching and learning?
- What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?
- What types of teaching strategies are used to actively engage students in the learning process?

Attach:

- Professional Development (Note: this is needed because all charters will be submitting an annual report this year, but not all charters are due to create a new PD plan this year)
- Teacher Induction (Note: this is needed because all charters will be submitting an annual report this year, but not all charters are due to create a new TI plan this year)

- 2) **English Language Learners** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

Describe the charter school's program for English Language Learners (ELL) and a brief narrative about how it functions.

Attach:

- ELL Report

- 3) **Special Education** -- This section is comprised of a narrative and attached documents. Instructions on what to enter

A major component of the school design is how the charter school addresses programming for special needs students. Describe the charter school's instructional strategies for educating special education students.

Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering district, the Intermediate Unit, or another outside agency.

Attach

**Individual Plans and Sections
Student Services (Chapter 12)**

- Special Education Policies & Procedures
- Penn Data Report

4) **Special Education Program Profile – Chart I** -- Complete a chart with the following:

List all current special education instructional programs operated directly by the charter school. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher's roster. Use "other information" to explain unique circumstances.

Special Education Program Profile - Chart I
List all current special education instructional programs **operated directly by the charter school**. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher's roster. Use "other information" to explain unique circumstances.

*Full Time Equivalent (FTE) - enter the full time equivalent of each teacher as pro-rated for the class or program described. For example, enter 1.00 for a staff person who works with a class or program 100% of their time, .45 for a staff person who works with the class or program 45% of their time, etc.

Teacher	FTE	Type of class or support	Location	# of Students	Other Information	Delete Row
						X

5) **Special Education Program Profile – Chart II** – Complete a chart similar to the above with the following:

List any current special education instructional programs **operated by others under contract** with the charter school. Be sure to include those that are contracted with the Intermediate Unit in which the charter school is located.

6) **Special Education Program Profile – Chart III** -- Complete a chart similar to the above with the following:

List all support staff (instructional and non-instructional) and related service providers employed directly by the charter school (vs. contracted with other providers) who provide required support for students with disabilities receiving special education services. Include at least the following: special education supervisor, psychologist, speech therapist, occupational therapist, physical therapist and paraprofessionals.

7) **Special Education Program Profile – Chart IV** -- Complete a chart similar to the above with the following:

List all support staff (instructional and non-instructional) and related service providers (provided under contract) who provide required support for students with disabilities receiving special education. Be sure to include services that are provided by the Intermediate Unit in which the charter school is located.

**Individual Plans and Sections
Student Services (Chapter 12)**

Section IV. Accountability

- 1) **Student Assessment – Primary** – Complete the chart, indicating the name of the assessment and in which grades it is administered.

Student Assessment - Primary							
Test/Classification	K	1	2	3	4	5	Delete Row
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	X
<input type="button" value="Insert New Row"/>							

2) **St
ud
ent
As**

ssessment – Secondary – Complete a chart similar to the above.

- 3) **Student Assessment – Narrative** -- This section is comprised of a narrative and attached documents. Instructions on what to enter

In the previous two sections, you indicated which state and national testing programs are used per grade levels. For this section, please complete a narrative based on the following information:

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

- How these results influence development of new or revised annual measurable goals and targets.
- If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making .
- Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Attach

- PSSA Results
- Local Test Data

- 4) **Teacher Evaluation** -- This section is comprised of a narrative and attached documents. Instructions on what to enter

- a.) List the main features of the school's teacher evaluation plan.
- b.) List entities/individuals who are responsible for teacher and staff evaluation.
- c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

**Individual Plans and Sections
Student Services (Chapter 12)**

Attach

- Teacher Evaluation Plan

Section V. Governance Requirements

- 1) **Leadership Changes** -- This is a narrative box. Instructions on what to enter:

Discuss briefly any leadership changes during the past year on the Board of Trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why or how those changes occurred.

- 2) **Board of Trustees** – Complete the chart for each member. All boxes must be filled in. You may indicate “None” if appropriate.

Board of Trustees					
Name of Trustee	Office (if any)	Address	Telephone #	E-Mail Address	Delete Row
					X

3) **P
r
o**

Professional Development (Governance) -- This is a narrative box. Instructions on what to enter:

Describe the professional development provided or taken regarding governance of the school (including the Sunshine Law and the Public Officials Act) for the Board of Trustees.

- 4) **Coordination of the Governance and Management of the School** -- This section is comprised of a narrative and attached documents. Instructions on what to enter

How does the Board of Trustees coordinate the governance and management of the school?

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting's Board of School Directors. Cyber Charter Schools should address the efforts of the Board of Trustees to maintain a working relationship with PDE.

Attach

- Board of Trustees Meeting Schedule

- 5) **Community and Parent Engagement** -- This is a narrative box. Instructions on what to enter:

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

**Individual Plans and Sections
Student Services (Chapter 12)**

Section VI. Financial Responsibilities

- 1) **Major Fund-Raising Activities** -- This is a narrative box. Instructions on what to enter:

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

- 2) **Fiscal Solvency Policies** -- This is a narrative box. Instructions on what to enter:

Describe the policies used to maintain fiscal solvency

- 3) **Accounting System** -- This is a narrative box. Instructions on what to enter:

What accounting system does the charter school use?

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.

- 4) **Preliminary Statements of Revenues, Expenditures, and Fund Balances** -- This section is comprised of a narrative and attached documents. Instructions on what to enter

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 30th. 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 30th. 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.

Attach

- Preliminary Statements of Revenues, Expenditures & Fund Balances

- 5) **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting from the Audit** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

Identify the charter school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit. The audit report should be for the school year ending just prior to this annual report's due date.

Provide a detailed explanation if a previous year's report is submitted. Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation.

For example: for the 2005-2006 Annual Report (due August 1, 2006), an audit report may be submitted for the 2005-2006 school year or for the 2004-2005 school year with a detailed explanation. An audit report for the 2003-2004 school year would NOT be acceptable.

Attach

- Auditor's Annual Report Summary

**Individual Plans and Sections
Student Services (Chapter 12)**

- 6) **Citations and Follow-Up actions for Any State Audit Report** -- This is a narrative box. Instructions on what to enter:

List citations and follow-up actions for any State Audit Report.

Section VII. Facility Responsibilities

- 1) **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year** -- This is a narrative box. Instructions on what to enter:

Describe the charter school's acquisition of facilities, furniture, fixtures, and equipment during the fiscal year.

- 2) **Future Facility Plans and Other Capital Needs** -- This is a narrative box. Instructions on what to enter:

Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.

Section VIII. Health and Safety Responsibilities

- 1) **Compliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students.

Attach:

- Evidence of Submission for Request for Reimbursement and Report of School Health Services
- Wellness Policy

- 2) **Current School Insurance Coverage Policies and Programs** -- This is a narrative box. Instructions on what to enter:

Provide a complete list of current school insurance coverage policies and programs including health and general liability.

**Individual Plans and Sections
Student Services (Chapter 12)**

Section IX Administrative Needs

- 1) **Quality of Teaching and Other Staff** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for this entire school year. Discuss staff turnover and retention patterns and possible reasons for each.

Attach:

- Evidence of Submission for Elementary and Secondary Professional Personnel Report
- PDE-414

- 2) **Student Enrollment** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

- If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.
- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.
- Provide the number of students who completed this school year who are currently enrolled to return in September.
- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

Optionally Attach:

- Student Enrollment and Admissions Policies and Procedures

- 3) **Transportation** -- This is a narrative box. Instructions on what to enter:

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.

- 4) **Food Service Program** -- This is a narrative box. Instructions on what to enter:

Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program? If not, provide a brief explanation.

**Individual Plans and Sections
Student Services (Chapter 12)**

5) **Student Conduct** -- This section is comprised of a narrative and attached documents. Instructions on what to enter:

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

Attach:

- Discipline Policies

Charter School Annual Report Summary Data

1) **Summary Data Part I** – Complete all sections of the chart.

Status: In Progress <input type="checkbox"/> Assigned To: Jon Marsh <input type="button" value="Show History"/>	
Actions: <input type="button" value="Select Action"/> <input type="button" value="Do Action"/>	
Summary Data Part I	
DATE OF LOCAL CHARTERING SCHOOL BOARD/PDE APPROVAL:	<input type="text"/>
LENGTH OF CHARTER:	<input type="text"/>
OPENING DATE:	<input type="text"/>
GRADE LEVEL:	<input type="text"/>
HOURS OF OPERATION:	<input type="text"/>
PERCENTAGE OF CERTIFIED STAFF:	<input type="text"/>
TOTAL INSTRUCTIONAL STAFF:	<input type="text"/>
STUDENT/TEACHER RATIO:	<input type="text"/>
STUDENT WAITING LIST:	<input type="text"/>
ATTENDANCE RATE/PERCENTAGE:	<input type="text"/>

2) **Summary Data Part II** – Complete all sections of the chart.

Summary Data Part II	
ENROLLMENT:	<input type="text"/>
PER PUPIL SUBSIDY 2004-2005:	<input type="text"/>
STUDENT PROFILE:	
AMERICAN INDIAN/ALASKAN NATIVE:	<input type="text"/>
ASIAN/PACIFIC ISLANDER:	<input type="text"/>
BLACK (NON-HISPANIC):	<input type="text"/>
HISPANIC:	<input type="text"/>
WHITE (NON-HISPANIC):	<input type="text"/>
MULTICULTURAL:	<input type="text"/>
PERCENTAGE OF STUDENTS FROM LOW INCOME FAMILIES ELIGIBLE FOR A FREE AND REDUCED LUNCH:	<input type="text"/>
PROVIDE THE TOTAL UNDUPLICATED NUMBER OF STUDENTS RECEIVING SPECIAL SERVICES (EXCLUDING GIFTED) AS OF PREVIOUS DECEMBER:	<input type="text"/>

**Individual Plans and Sections
Student Services (Chapter 12)**

3) **Instructional Days and Hours** – Complete all sections of the chart.

Instructional Days and Hours							
	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Number of Instructional Days	<input type="text"/>						
Number of Instructional Hours	<input type="text"/>						