

Global Leadership Academy CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

4601 Girard Avenue
Philadelphia, PA 19131
(267)295-5700

Federal Accountability Designation:	Priority
Schoolwide Status:	Yes
CEO:	Naomi Johnson-Booker
Date of Local Chartering School Board/PDE Approval:	7/1/2008
Length of Charter:	16 years
Opening Date:	9/1/2000
Grade Level:	K-8
Hours of Operation:	8:00 a.m. to 4:00 p.m.
Percentage of Certified Staff:	80.00 %
Total Instructional Staff:	34
Student/Teacher Ratio:	25:1
Student Waiting List:	1820
Attendance Rate/Percentage:	96.40 %
Enrollment:	698
Per Pupil Subsidy:	8409
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	100.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	83

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	0.00
Black (Non-Hispanic)	690.00
Hispanic	5.00
White (Non-Hispanic)	0.00
Multicultural	3.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	170.00	173.00	0.00	0.00
Instructional Hours	0.00	0.00	1190.00	1211.00	0.00	0.00

Planning Process

No planning process description has been provided.

Mission Statement

Global Leadership Academy Charter School (GLA) is a Kindergarten through eighth grade school with three wonderful small learning communities located in West Philadelphia. Global Leadership Academy is a holistic teaching and learning environment. Our goal is to provide a solid educational program through global studies and leadership in an effort to develop future leaders of the world.

Vision Statement

Global Leadership Academy Charter School will nurture creative leaders who will be globally competitive yet compassionate. As holistic educators, we will not only prepare our scholars for the 21st century work place but prepare scholars to bring change to a better world. Completing its sixth year of serving children and families after restructuring the original charter, GLA enrolls more than five hundred and forty scholars in grades kindergarten through eight. Although we have a strong community base of enrollment from the West Philadelphia community, our global studies curriculum attracts scholars from other Philadelphia communities including Southwest Philadelphia, North Philadelphia, Northeast Philadelphia and Northwest Philadelphia. It is our goal that GLA scholars graduate endowed with the knowledge to continue to carve out new paths in the global community. It is this level of emotional intelligence, social intelligence and spiritual intelligence that will propel scholars to persist through high school and gain the fortitude required to successfully attain their life mission and goals.

Shared Values

The leadership development of scholars is a vital focus of Global Leadership Academy. "Preparing Future Leaders of the World" is more than our motto. It is what today's society requires of our scholars in order to be productive citizens. The goals of our leadership theme are to develop in every K-8 scholar an awareness of his or her own leadership potential, assist them in developing essential leadership skills that enable them to act responsibly in all aspects of their lives, develop citizens who possess the leadership abilities to meet present and future challenges in a global society, and to provide them with opportunities to learn and practice essential leadership skills within a learning community as well as the community at large.

Educational Community

Global Leadership Academy Charter School (GLA) is a Kindergarten through eighth grade school in a brand new state of the art facility located in West Philadelphia.

Population Served

Global Leadership Academy Charter School is located in West Philadelphia. Students travel from all sections of Philadelphia to attend Global Leadership Academy Charter School.

The school services families from the following zip codes:

19111 (North East Philadelphia)

19103 (Center City)

19104 (North Philadelphia)

19120 (North East)

19121 (North Philadelphia)

19125 (Frankford)

19126 (Frankford)

19129 (North Philadelphia)

19130 (Center City)

19131 (West Philadelphia)

19139 (North West Philadelphia)

19140 (North Philadelphia)

19141 (North Philadelphia)

19142 (Mt. Airy Philadelphia)

19143 (South West Philadelphia)

19146 (South Philadelphia)

19149 (South Philadelphia)

19150 (Germantown)

19151 (West Philadelphia)

19154 (Northeast Philadelphia)

School Demographics

The following chart represents the historical number of students per grade enrolled in each school year from 2006-Present. In 2007 the school was restructured and the enrollment has steadily increased every year since the restructuring. The former charter was capped at 540 students, but the 2009 charter renewal allows Global Leadership Academy to grow to service up to 675 students.

Board of Trustees

Name	Office	Address	Phone	Email
Michael Campbell	Member	4601 W. Girard Avenue, Philadelphia, PA 19131	267-295-5700	mcampbell@glacharter.org
Monika Davis	Member	4601 W. Girard Avenue, Philadelphia, PA 19131	267-295-5700	mdavis@glacharter.org
Lorenzo Hough	Board Chair	4601 W. Girard Avenue, Philadelphia, PA 19131	267-295-5700	lhough@glacharter.org
Heloise Jettison	Vice President	4601 W. Girard Ave, Philadelphia, PA 19131	267-295-5700	hjettison@glacharter.org
Naomi Johnson Booker	CEO	4601 W. Girard Avenue, Philadelphia, PA 19131	267-295-5700	drbooker@glacharter.org
Cheryl Mallory	Secretary	4601 W Girard Ave Phila PA 19131	267-295-5700	cmallory@glacharter.org
Marie Simpkins	Treasurer	4601 W. Girard Avenue,	267-295-5700	msimpkins@glacharter.org

		Philadelphia, PA 19131		
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Board of Trustees Professional Development

All members participate in professional development activities in any calendar year. Newly recruited members receive an orientation session and appropriate materials to provide the basic organizational profile along with specific proprietary documents to ensure their understanding of the operational detail necessary to function in the position. Participation in national, state, and local charter school conferences is done on a rotating basis to concretize our aggregate development and expansion of our knowledge base. An annual strategic planning retreat and periodic workshops by qualified consultants compliments the other professional development components.

The entire board participated in a one day planning retreat in which a customized program was created and conducted by a consulting firm, Excellence-In, LLC. This 10-hour program addressed the current status of previously established goals, needs, and future goals of the board. Action plans and guidance was given to board members to help ensure their success with achieving their goals.

In addition, the Board is in compliance with The Sunshine Law and other governing principles. Each board member is required to complete a Statement of Financial Interest on an annual basis and submit all background clearances. The documentation is kept on file with the Director of Management Services.

Governance and Management

The Board of Trustees meet monthly to coordinate the governance and management of the school. There are ten official board meetings held in each calendar year. No meetings are scheduled during the months of July and December. All of the meetings are public meetings where parents, community partners, teachers, and the general public are invited to attend. It is only during public meetings that resolutions are voted on. Executive sessions are closed meetings. It is during these sessions when confidential matters are brought before the Board for discussion. Committees are established and structured to recommend items for deliberation to the full board.

The board meetings occur the fourth Monday of each month unless it falls on a holiday; then the meeting will be moved to the third Monday of that month. The conduct of these meetings is guided by Robert's Rules of Order.

Student Enrollment

Global Leadership Academy Charter School adheres to the state law that requires admission be open to all residents in the City of Philadelphia by lottery or criteria. Kindergarten students must be five (5) years old on or before September 1st. Non-resident students may be admitted only if there are no Philadelphia students applying for that particular grade. For admission to the lottery a completed online application, birth certificate, proof of residency, and a state issued photo ID for parent or guardian is required. The lottery is conducted annually on the second Tuesday in March and includes all completed applications received from January and February. Applications must be renewed annually. Applications for enrollment are not accepted after the lottery is conducted. Interested families may complete an online Intent to Enroll form to indicate their intent to enroll for the following school year. Their application is added to the waiting list in the order in which the intent is received. If a space becomes available in a grade, the next applicant on the waiting list will be contacted and offered admission in "seat number" order for the grade.

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires all students to be immunized against certain diseases in accordance with applicable state and municipal statutes, unless specifically exempt for religious or medical reasons. No student shall be admitted for the first time to any school class or program who has not been immunized against such diseases as are enumerated the State of Pennsylvania Advisory Health Board and in the manner directed by the state Secretary of health and duly constituted state and municipal health authorities. A child shall be exempt from the requirements for immunizations whose parent or guardian objects in writing to such immunization for religious grounds or whose physician certifies in writing that the child's physical condition counter indicates immunization.

Parent Communication

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

Files uploaded:

- Lottery Guidelines.pdf

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2011	646	603	0	Moved out of district/state	0
2012	633	638	0	Moved out of district/state	0
2013	726	699	1	Moved out of district/state	7
2014	718	718	0		0
2015	715	707	0	Moved out of district/state	8

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2011	48	77	72	73	75	70	74	59	55	0	0	0	0
2012	72	67	83	74	76	80	77	67	42	0	0	0	0
2013	78	76	83	85	80	79	80	74	64	0	0	0	0
2014	68	80	82	89	79	82	73	84	81	0	0	0	0
2015	74	75	85	81	84	76	79	75	78	0	0	0	0

Stakeholder Involvement

Name	Role
Not Applicable	Middle School Teacher - Special Education
Not Applicable	High School Teacher - Special Education
Not Applicable	High School Teacher - Regular Education
Orrika Blanding	Instructional Coach/Mentor Librarian
Maurice Braswell	Business Representative
Nicole Ehrhardt	Elementary School Teacher - Regular Education
Nelida Harris	Parent
Naomi Johnson Booker	Administrator

Audrey Johnson Thornton	Business Representative
Alicia Kennedy	Special Education Director/Specialist
Aaron Lamb	Instructional Coach/Mentor Librarian
Vanessa Lowery Brown	Community Representative
Cheryl Mallory	Parent
Julius Martinez	Elementary School Teacher - Regular Education
Natasha Martinez	Administrator
Sean McBride	Elementary School Teacher - Regular Education
Valerie Passalacqua	Student Services Director/Specialist
Aisha Smith	Elementary School Teacher - Special Education
Julia Snyder	Ed Specialist - Other
Nikki Tellis	Parent
Nikki Tellis	Community Representative
Shoshana Tyler	Administrator
Richard Walker	Instructional Coach/Mentor Librarian
Robert Wildes	Elementary School Teacher - Regular Education
Roland Williams	Parent
Gregory Wright	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

We are a K-8th grade school environment.

Adaptations

Elementary Education-Primary Level

Checked answers

- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Geography
- History

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Geography
- History

Unchecked answers

None.

Middle Level

Checked answers

- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Geography
- History

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

What is Global Studies?

Global Studies is a program that promotes interdisciplinary and cross-cultural learning and research on global issues that pose urgent and complex challenges to our world. Our Global Studies program prepares our students to be active, knowledgeable citizens of a global society. Through international studies, students learn to understand how their actions as individuals impact the larger community. Most importantly, they learn to genuinely respect and accept the differences that make people and their cultures unique. Our goal is to have our students think globally, but act locally - through volunteerism and service to the communities. **What areas are studied?**

The Global Studies student will be exposed to in-depth issues facing the future of our planet, such as: religion, poverty, population growth, agriculture, famine, health, governance, conflict, economy, ecology finance, society, communication, architecture, education, arts, music, and technology. Global Leadership Academy students study a minimum of two countries at each grade level. By the end of eighth grade, students have learned about the economics, education, environmental conditions, cultures and technologies of their global neighbors on each of the

seven continents. **What are the goals of the program?**

Students are given an opportunity to examine their own values and attitudes and to appreciate the similarities and respect the differences of people everywhere. Students will be able to foster knowledge, skills, and attitudes which promote justice and equality in a multicultural society and interdependent world. GLA students become Global Citizens and Life Long Learners! **Students will be able to:**

- Build a multicultural vocabulary, literature and knowledge base
- Become effective communicators
- Become active, assertive participants - in class, in student affairs and in society.
- Become responsible citizens, interested in the world around them
- Learn about the world and prepare to be global leaders

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Biweekly instructional strategy meetings are used to communicate curriculum needs and targets according to classroom and school wide data that is collected. Teachers and subject area coordinators participate in monthly discussions around the subject area to ensure that all standards are being addressed for that grade group and trimester. If there are any problems that are foreseen teachers have the ability to use their bi-weekly instructional strategy meetings to collaborate with their grade group educators and team leaders to work on a plan of action.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

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

Processes used to ensure Accomplishment:

Biweekly instructional strategy meetings are used to communicate curriculum needs and targets according to classroom and school wide data that is collected. Teachers and subject area coordinators participate in monthly discussions around the subject area to ensure that all standards are being addressed for that grade group and trimester. If there are any problems that are foreseen teachers have the ability to use their bi-weekly instructional strategy meetings to collaborate with their grade group educators and team leaders to work on a plan of action.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Bi-weekly instructional strategy meetings are used to communicate curriculum needs and targets according to classroom and school wide data that is collected. Teachers and subject area coordinators participate in monthly discussions around the subject area to ensure that all standards are being addressed for that grade group and trimester. If there are any problems that are foreseen teachers have the ability to use their bi-weekly instructional strategy meetings to collaborate with their grade group educators and team leaders to work on a plan of action.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

- Instructional Coaches
- Not Reviewed

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

The Leadership Team of GLA consists of Academy Leaders/Instructional Coaches, Director of Curriculum and Instruction, Director of Technology, Director of Special Education, the Principal, and the CEO. Each have a responsibility on different levels to check and provide feedback for lesson plans as well as observe the lessons being implemented. Strategy walks are performed for every teacher by the academy leaders and subject area coordinators every week to help coach teachers and provide instant feedback. Model lessons and peer to peer observations are incorporated so effective practices can be shared throughout the building. Weekly community meetings highlight the areas for improvement that were seen that week from strategy walks and immediate professional development is given to improve the strategy.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Grade teams and departments meet weekly with their academy leaders and the Director of Curriculum and Instruction to review upcoming lessons and the needs of the scholars. Activities are designed for groups of scholars utilizing data received from classroom assessments and schoolwide assessments to develop individualized or group plans. Each activity has a specific objective that is aligned with the Core Standards and designed to challenge those assigned scholars to his or her own level. Teachers use assessments to determine if the activity met the objective by proficiency of the scholar's learning. If they have not shown proficiency the next level of interventions are used that may incorporate the subject area coordinator and/or scaffolding is still used until proficiency for that child's level is met.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						

Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEl	ML	HS
Classroom Assessments	X	X	X	
Curriculum Assessments: Reading, Science, Math,	X	X	X	

Global Studies				
Mastery Connect				

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Renaissance Learning STAR Assessment	X	X	X	
Mastery Connect Assessments	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Assessments	X	X	X	
Curriculum Assessments: Reading, Science, Math, Global Studies	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Renaissance Learning STAR Assessment	X	X	X	
Independent Reading Level Assessment	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Classroom assessments are reviewed on the teacher level after the administration and scoring of them to the scholars. Teachers utilize grade groups to review common assessments together and the results. If there are common themes amongst the class with content that was not mastered, a plan is put in place to reteach and retake the assessment from the teachers. If after the reteaching and reassessment of the test scholars are still not mastering the concepts a subject area coordinator would be talked to to help in determining other instructional strategies to help with the scholars grasping and understanding the concept. School wide tests are reviewed first with the assessment coordinator and then with the teachers in the grade group. An analysis of

the instructional needs and goals is determined from the results and recorded on a form. Leaders/coaches are given testing information and goals established by each grade group. As this information is reviewed the Leadership Team sits and comes to an agreement on what the needs of each grade group and how they can support them.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable. All local assessments are developed by outside companies that align their assessments to Pennsylvania Core Standards.

Collection and Dissemination

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

Data is collected after every assessment and analyzed within 72 hours of the completion of the exams. Reports are given to the school's leadership and the team discusses the findings from the assessment. After the team develops instructional supports for each classroom, the academy leader and the data coordinator meet with each grade group to review the data. From this level instructional plans are updated and reviewed to determine instructional needs.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

This narrative is empty.

Assessment Data Uses

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

increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Instructional strategy meetings and data meetings allow for grade groups to collaborate and realign instruction. There are opportunities where cross grade collaboration happens so best practices can be shared on how to instructional met the anchors established by Pennsylvania.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

It is very important to GLA that all stakeholders understand annual academic goals for the scholars they serve. Every means of communication is used on all levels by teachers and administration to provide information on test results. It is important that stakeholders understand the data and what it says because they are needed to help with getting scholars to their academic goals as well.

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

GLA has had positive results from the methods that they use to provide feedback to stakeholders. At the end of each school year surveys are given to determine if additional means of communication are necessary.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

This narrative is empty.

Developmental Services

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

RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Our Scholar Support Services Team provides support to the entire student population but specifically are responsible for ensuring our identified scholars are offered a continuum of services in the least restrictive environment. The majority of our scholars are receiving academic support at the itinerate level in the classroom environment with professional staff. The Scholar Support Services Team is 100% Highly Qualified, and provides services for a variety of scholars. The services we offer are researched based and data driven. Each scholar is assessed to measure their individual need and growth by participating in diagnostic and bench mark assessments. We identify if there are any other barriers to learning that need to be addressed prior to addressing academic concerns.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	
Case and Care Management	X	X	X	
Community Liaison	X	X	X	
Community Services Coordination (Internal or	X	X	X	

External)				
Coordinate Plans	X	X	X	
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support	X	X	X	
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

School Calendar	X	X	X	
Student Handbook	X	X	X	

Health and Safety

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

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

The Mid-Atlantic Consortium of Charter Schools (MAACS) is the school nurse service provider. The nurses monitor student health and immunization records to ensure compliance with federal laws. The school nurse communicates with parents to provide updated immunizations where required. If the parent/guardian does not comply, students are removed from school attendance until the matter is resolved and evidence of required immunizations is provided. The school nurse is the caretaker of health and immunization records for students. No new student may enter Global Leadership Academy without complete medical records.

Food Service Program

Describe unique features of the Charter School meal program

Global Leadership Academy cares about its employees and student's health and well-being. Therefore, we are committed to creating and maintaining a healthy working and learning environment by encouraging exercise and healthy eating choices.

We are teaching healthy lifestyle and instilling lifelong habits in our scholars – increased physical activity, healthy food choices, and positive social health (getting along with others.) This also applies to our staff and entire school environment. We are educating everyone about healthy food choices and promoting more activity.

In the interest of promoting good nutrition and dental health habits, we make a conscious effort to ensure our scholars are fed a balanced and healthy meal on a daily basis. We also encourage the staff to purchase meals from the cafeteria for breakfast or lunch. Gum and junk food contribute to littering, obesity, and poor nutrition and are discouraged on the school premises and playground.

In keeping with the healthy living initiative, a wellness council was established during the 2012-2013 school year. The council is comprised of representatives from all areas of the GLA school community. Its purpose is to ensure that the school is following the guidelines established by the National School Lunch Program (NSLP) and our local wellness policy.

GLA was selected as the flagship site in Philadelphia County for the Independence Blue Cross Foundation Healthy Futures initiative. As a participating school in Healthy Futures, GLA will receive programming, curriculum, and support to help children Eat Right, Get Fit, and Stay Well – the initiative's three core components. Scholars will receive regular nutrition, fitness, and wellness support through a combination of IBC Foundation partners: The Philadelphia Union, The Vetri Foundation for Children, The Children's Hospital of Philadelphia (CHOP), Greener Partners, Fit Essentials, Villanova University Center for Obesity Prevention and Education and InnerLink, (Health eTools for Schools). Healthy Futures services will range from food education and healthy living curriculum to regular exercise opportunities and wellness tracking.

Global Leadership Academy implemented the Vetri Foundation for Children's Eatiquette program, which

equips schools to prepare and serve nutritious meals to children, and educates students and parents on the importance of nutrition. The Eatiquette program also promotes life skills such as teamwork and responsibility. Nurses from CHOP visit once a week to record child wellness metrics and work to improve school health screening rates. The nurses will provide students and faculty with evidence based health programs based on the school's needs and ensure all students are given resources to maintain good health, avoiding the need for more serious interventions in the future.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Global Leadership Academy complies with all health and safety requirements which include fire prevention, fire drills, shelter-in-place drills, evacuation, and intruder drills. The school has an Emergency Planning Committee that is comprised of the school's Director of Management Services, Assistant Principal, Health & Physical Education teacher, a grade level teacher, Special Education Coordinator, and the Building Manager. The committee is responsible for writing all emergency plans and implementing them, overseeing fire drill training, and monthly fire drill execution. A designated member of the committee meets with safety inspectors from the City of Philadelphia Fire Department and the Department of Licenses & Inspection and the committee is responsible for following up on any recommendations and requirements provided during the inspections. A booklet of Emergency Guidelines for Schools is located in the main office as well as Emergency Response Charts and fire evacuation plans are posted in each classroom and other areas of the school buildings. The safety of all staff and students is priority for Global Leadership Academy. All visitors entering the building are required to sign in at the front desk by providing proper identification and have his/her picture taken prior to meeting with any staff member. The school uses a visitor management system provided by Scholarchip that stores visitor information and can search federal databases for offenders. Persons without proper identification will not be allowed access to the building for any reason.

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

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Acord Insurance Certificate.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

The School District of Philadelphia provides transportation for students attending Global Leadership Academy Charter School. Students in grades one through six who live more than 1.5 miles away from the school are provided with bus service. Seventh and eighth grade students are given weekly Septa transpasses if they live at least 1.5 miles away from the school. All elementary Special Education students in grades one through six are eligible for transportation if they live at least 1.5 miles away from the school. Seventh and eighth grade students or students who live less than 1.5 miles away that require transportation accommodations based on the nature or severity of their disability are also eligible for transportation services. During our winter, spring, and summer intersessions, the school provides van transportation for those students who require tutoring services through our special services department.

Free Transportation Eligibility Requirements

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

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper	Yes

disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Never

Collaboration for Interventions

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

At GLA, we use the Comprehensive Student Assistance Program (CSAP) to identify, assess, and intervene in the areas of behavior, academics, and social/emotional needs of at-risk scholars. Scholars are identified for CSAP by their teachers, a parent, or other staff due to a concern in

one of the mentioned areas. The teacher documents interventions at the classroom level and then implements their plan. If that does not work, the teacher works with their Academy Director to address the area(s) of concern. If the two partners with their grade level team cannot meet the scholar's need a referral is made to the Scholar Support Services team, who reviews each case and assigns the appropriate CSAP champion. The scholar is taken through the Tier 2 intervention process before a formal evaluation request is made to the Director of Special Services who then seeks the support of outside services, agencies, or ultimately special education placement.

Scholars who have been identified for the CSAP Process are followed throughout the school year by classroom teachers, academy leaders, specialist, and any other coordinator that is needed based upon each scholar's situation in order to make sure that there is growth in their area of concern with the group's interventions. If growth is evident the scholar will continue interventions for the remainder of the school year and those interventions will be shared with the teacher of the scholar for the following academic year to ensure continued success.

Community and Parent Engagement

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

The board of trustees has monthly public meetings where parents, staff and the community can observe, comment or question on matters of the school. These monthly meetings are publicized and listed on the website. The board members attend the regular monthly meetings, attend committee meetings, board retreats, select new members as needed, follow Robert's Rules of Order for all business matters, elect officers, develop policies, revise bylaws as needed, monitor the financial expenditures and budget on a monthly basis.

Global Leadership Academy Charter School wholeheartedly believes that parent involvement in the school is also a key ingredient in success of the scholars. Parents are a vital part of the team required to make each scholar successful. The Board provides workshops and opportunities for our parents to receive information and innovative ways to best support the progress and success of their child. Parents are invited to the school to participate in special events that are held multiple times per year.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Change for a Dollar is a community program that is offered to all scholars K-8th grade. They provide homework assistance, tutoring, financial literacy, and workforce development for scholars depending upon the age. Monthly meetings are had to determine the needs of the families that the program serves and acts as a way to ensure that all goals for the program are being met.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

We do not have a preschool program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Not answered

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation

Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Currently we do not have an ELL population to utilize those SAS resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation

Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Curently we do not have an ELL population to utilize those SAS resources.

Middle Level

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

English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Currently we do not have an ELL population to utilize the SAS resources.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

Fiscal Solvency Policies

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

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order. The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues, the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The accounting system is MIP Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

Professional Education

Characteristics

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

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

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

Monthly evaluation meetings are had with the school's leaders to ensure there is adequate professional development going on to develop these characteristics. Weekly Leadership Meetings are used to focus in on instructional plans for each grade group and how they can strategically help them given the data analysis done at the school wide level.

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

Not applicable

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA plans to conduct the required training on approximately: 1/25/2017

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately: 3/8/2017

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Professional development is a big piece of what we do here at GLA. Educators participate in professional development weekly through strategy walks, demonstration lessons, workshops, data meetings, one on one's and community meetings. All instructional staff are required to participate in all professional developments that are assigned to them. Each teacher has their own professional development plan that uses opportunities for improvements from classroom

walkthroughs, formal observations, and their own identified needs assessment to place them into modules that will help strengthen their personal and professional goals.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

New teachers to GLA are given several resources to help them learn the culture of the school and utilize all resources that are given to them. Outside mentors are given to the teachers and they also lead their induction program. These mentors are retired and seasoned individuals in the field of education. They come twice a week to coach their mentees in areas that are identified as needed areas of growth. Peer mentors are teachers in the building who serve as

the inhouse mentor to help with school culture and using the GLA systems. Each Academy Leader is given a new staff memeber and also acts as a resource to them as well.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

All inductees are in a year long program through the school that offers a multi tier level of support to help ensure the above items.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Mentors for the school year are determined once we see the needs for the inductees. We review the area/discipline that the teachers will cover and we pick from a pool of outside mentors that will be of assistance with them professionally and personally. We check in with mentees and mentors to make sure that needs are being met and that there aren't any barriers that will hinder the growth and development of the teachers.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X			X		
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X		X		

Standards	X	X				X
Curriculum	X	X	X			X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each year we sit down with the mentees, mentors, and the Leadership Team to analyze the impact of the Induction Program. The Leadership Team reviews feedback from mentees and mentors and they determine how the program will look for the next school year and if there are any other areas that still need to be covered the current year.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Federal Programs

Coordination of Programs

Technical Assistance

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

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

This narrative is empty.

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

This narrative is empty.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
Before School	Not answered
After School	Not answered
Lunch/Study Periods	Not answered
Summer School Program	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
In-class Instructional Support	Not answered
Pull Out Instructional Support	Not answered

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

School has achieved accreditation through AdvancEd , an international accreditation organization.

Accomplishment #2:

GLA schools are performing 61.6% advanced/proficient in math and 55.2% advanced/proficient in reading which demonstrates over 40% growth from 2005.

Charter School Concerns

Concern #1:

An instructional scope and sequence needs to be developed for all courses

Prioritized Systemic Challenges

Systemic Challenge #1 (*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.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher Feedback

Specific Targets: Teachers and Academic Coordinators will create strategic plans for the upcoming school year that denotes specific curriculum resources that need to be purchased to provide more resources for the teachers based upon the areas of need from the current school year.

Type: Interim

Data Source: Teacher Surveys

Specific Targets: Teachers will indicate on a survey that they have no curriculum/resource needs.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Scholars will show an increased improvement on school wide assessments that are aligned with core standards.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Strategy Walks

Description:

Weekly strategy walks in classrooms to ensure that quality teaching that is aligned to

Start Date: 8/13/2013 **End Date:** 6/30/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Increased Quality Instructional Time

Curriculum Alignment

Description:

Subject Coordinators will work with teachers and consultants to create a framework and curriculum that speaks to the rigor and quality of the core.

The position of a Assistant Principal of Instruction will be created to ensure that curriculum and instruction is closely monitored. They will also work with the academy leaders to help coach teachers on how to improve instruction and increase rigor in the classroom.

Math: We will include a comprehensive curriculum with structured interventions aligned according to our multitiered system.

Reading: We will work with consultants to integrate resources to improve vocabulary acquisition for all students as well as increase professional development opportunities for staff to conference with scholars to help improve language acquisition and reading comprehension skills. Text dependent analysis will be integrated throughout the school's curriculum across all subjects.

Start Date: 8/13/2013 **End Date:** 6/30/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Online Learning Opportunities
- Increased Quality Instructional Time
- Reading Across the Curriculum

Professional Development

Description:

Increase professional development opportunities for staff to learn how to improve:

- language and vocabulary acquisition
- multi tiered system of support for instruction
- multi tiered systyem of support for behavior
- differentiated instruction

Start Date: 5/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Online Learning Opportunities
- Increased Quality Instructional Time
- Reading Across the Curriculum

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Global Leadership Academy CS.

Charter School Level Affirmations

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

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

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

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

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer