

Franklin Towne CHS

Charter School Plan

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

5301 Tacony St Building 108
Box 310
Philadelphia, PA 19137
(215)289-5000

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Joseph Venditti
Date of Local Chartering School Board/PDE Approval:	7/1/2014
Length of Charter:	5 years
Opening Date:	9/15/2000
Grade Level:	9-12
Hours of Operation:	7:50am-3:30pm
Percentage of Certified Staff:	99.00 %
Total Instructional Staff:	62
Student/Teacher Ratio:	18:1
Student Waiting List:	8200
Attendance Rate/Percentage:	96.70 %
Enrollment:	1182
Per Pupil Subsidy:	\$8,522.76 regular ed; \$26,488.88 special ed
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	67.20 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	161

Student Profile

Group	Student Count
American Indian/Alaskan Native	2.00
Asian/Pacific Islander	17.00
Black (Non-Hispanic)	142.00
Hispanic	264.00
White (Non-Hispanic)	736.00
Multicultural	21.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	0.00	0.00	0.00	184.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	1104.00

Planning Process

Franklin Towne Charter High School's administrative structure emphasizes team leadership. Led by CEO, Joe Venditti, the leadership team, identified Board members, teachers, parents, and educational partners meet on an ongoing basis to develop and implement strategic improvements to the school. In preparing for this comprehensive plan the committee looked at the following data:

- Keystone exam results
- Advanced Placement exam results
- SAT-10 (SAT practice test) assessment results
- Curriculum based assessments
- Teacher developed assessments
- Student behavior, attendance and tardiness data
- Teacher survey responses
- Review of teacher observation records
- Review of teacher credentials (i.e. certification, education level, highly qualified)
- Teacher professional development needs

Mission Statement

Franklin Towne Charter High School is a college preparation program willing to do whatever it takes to provide a warm and encouraging family-like atmosphere for all of our students.

Vision Statement

Franklin Towne Charter High School's Vision:

- Graduates of FTCHS will be proficient in reading and mathematics. This will result in an increase in FTCHS' performance on national, state, and local assessments, including the PSSA, PSAT, and SAT.
- Graduates of FTCHS will be aware of the opportunities that are available to them once they leave school, including postsecondary education and career options.
- Graduates will be prepared academically to enter any major field of study they choose in college.
- FTCHS will cultivate among its students the social and emotional skills necessary in post-secondary work. Our graduates will be prepared socially, not only to deal with the demands of post-secondary study, but also to be leaders in their respective spheres of influence. FTCHS will emphasize social and emotional skills through leadership training, service learning, communication skills development, and life skills training.
- FTCHS will provide course variety, making FTCHS a true "comprehensive" high school. From life skills to honors classes to vocational training, FTCHS will have many choices and avenues to follow. FTCHS will have roster flexibility.
- FTCHS will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCHS curriculum and beyond.
- Students with special needs will be supported through an exceptional Special Education program, enabling these students to meet the goals of their Individualized Education Plans (IEPs).
- FTCHS will celebrate multiculturalism, providing students with cultural experiences both inside and outside of the classroom.
- Student learning will be augmented with a comprehensive extracurricular program that includes clubs and teams that emphasize arts, athletics, community service, leadership, and academics.
- FTCHS will employ a dedicated and "highly qualified" instructional staff.
- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCHS will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCHS will fully integrate technology into all areas of the FTCHS educational environment.
- Parents will be actively engaged in their children's education and will be active participants in a variety of academic and extracurricular programming at FTCHS.
- FTCHS will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

Shared Values

Franklin Towne Charter High School is guided in its daily operations by the following shared values:

- **Encouraging Academic Excellence:** FTCHS is committed to providing a high quality, rigorous curriculum that exceeds state standards. Academic excellence is not relegated to an advanced track of students, but expected of students at all levels. It is FTCHS' responsibility, therefore, to ensure that all students — regardless of level of academic achievement or special needs — are provided the academic supports and interventions to ensure their success in our rigorous curriculum and beyond. We believe that all our students should graduate proficient or advanced in mathematics, should participate in engaging and hands-on science education, should be well-versed in arts and humanities, and should have a wide-array of elective options to supplement academic study. We will continue to expand on our opportunities for advanced studies, including honors classes and college-level studies and will create a culture in which academic achievements are celebrated in a manner traditionally reserved for athletic success. By encouraging academic excellence in all our students, we hope to lay the foundation for our students to be lovers of learning throughout their adult lives.
- **Educating for Life:** While FTCHS promotes a high level of academic excellence for all students, the purpose of our educational program is not to simply groom students for academia. Rather, through an advanced curriculum that pairs our rigorous curriculum with electives in vocational areas, the purpose of FTCHS is to ensure that students fully understand the range of opportunities that are available to students once they leave school. Guided by our PACE Program (Personal Academic and Career Explorations) our students engage in a high school experienced designed to help them identify their life goals and to prepare to set them on the path to accomplish those goals. Our educational approach, therefore, is routed in real-world experiences, providing considerable opportunity for hands-on and experiential learning. We support students in developing both college and career targets and developing strategies to achieve these targets. In the end, we believe that rote memorization of facts necessary to pass a test should not be the goal of our educational program. Rather, we aim to prepare our students for life by developing within them the skills needed to lead for change, think critically, work in teams, create, adapt to technology, be self-managed learners, communicate effectively, and understand the needs of the communities in which they work and live.
- **Educating the Whole Child:** As an urban high school, FTCHS realizes that it is not enough to provide students with only an academic education. Rather, we understand the importance of removing barriers to learning (e.g. poor health and nutrition, lack of adult role models in the home, exposure to drugs and violence, etc.) and of providing students with the social and emotional tools that are often lacking in the home. As such, from the time students enter as freshmen to the time they graduate, FTCHS is responsible for providing students with social supports and life skills training. We accomplish this goal by operating a high-quality

guidance/counseling program, employing a school psychologist and school nurse, participating in the National School Lunch Program, partnering with community organizations to provide students necessary services, providing a freshman transition program including our nationally recognized Towne Mentor Program.

- **Together We Can:** Finally, FTCHS believes that a school is only one player in the education of youth. As such, FTCHS provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCHS toward its ultimate goal of improved student achievement.

Educational Community

FTCHS is housed within the historic Frankford Arsenal grounds in the Bridesburg section of Northeast Philadelphia. This urban community has a diverse working class population with a racial profile of approximately 50% White, 30% Black, and 36% Hispanic. 42% of the residents hold a high school diploma or equivalent with 23% having less than a high school education. Frankford has an extremely dense population with over 21,000 people per square mile.

FTCHS is a college preparation program with programs aimed at educating children about their post-secondary career options. One of FTCHS' most innovative components is a first-class elective program in career and technical education, where students can learn real-world skills in the culinary arts, graphic arts and design, and criminology. FTCHS has developed an impressive group of collaborating career and technical education partners including: the Culinary Institute of America, the Art Institute of Philadelphia, the culinary program at Johnson and Wales University, the restaurant School at Walnut Hill College, and CCAP (Careers through Culinary Arts Program); and their relationships provide students with valuable linkages to potential employers and postsecondary career and trades programs.

FTCHS has approximately 1,200 students and over 50% of the students are economically disadvantaged, with just over 10% requiring special education services. Students in each incoming freshman class will be expected to come from the catchment areas of targeted, overcrowded District-run schools in nearby communities in Northeast Philadelphia.

FTCHS has a 98% graduation rate with 93% of graduates enrolling in college. FTCHS achieves this success rate by focusing on the "whole" student with attention to the academic, social, emotions, financial and physical needs of each child. Comprehensive transition and mentoring programs, student incentive programs, and a daily advisory program are a few of the strategies FTCHS uses to meet the students' needs. In addition, numerous supports have been implemented to ensure the students achieve academic success. Attendance Recovery Program, individual tutoring, mentoring, Prep Zone, an after-school community learning center, Kaplan Prep program, AP classes and the PACE Program (personal Academic Career Excellence) are some of the programs used.

The current and projected fiscal status of FTCHS is strong. FTCHS maintains a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll and expenses (per the industry standard). The fund balance was created to ensure that the school has a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc. During the renewal process in 2013-2014, FTCHS had a financial review by the School District of Philadelphia's Department of Auditing Services which concluded the school is in sound financial health, as indicated by standard industry financial indicators, including, but not limited to, current ratio, cash on hand, total margin, debt ratio, long-term debt-to-equity ratio. Additionally, the school maintains an on-site Business Office and an education management company, OmniVest Management, LLC, to provide back-office support and ongoing financial planning services. The Business Office employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets.

Board of Trustees

Name	Office	Address	Phone	Email
Joseph Garbarino	Secretary	732 Johnston Street, Philadelphia, PA	215-651-1406	JGarbarino@girardAlumni.org
Nancy Hartey	Member	4209 Shelmire Street, Philadelphia, PA 19136	215-990-8114	nhartey@pahouse.net
Michele Krajewski	Vice President	3654 Glenn Street, Philadelphia, PA 19114	267-688-1773	michelemk219@yahoo.com
Cynthia Marelia	Board Chair	1919 Chestnut Street, # 2421, Philadelphia, PA	215-768-6850	cmarelia@ftchs.org
Eugene McAleer	Treasurer	29 Copperleaf Drive, Newtown, PA 18940	267-679-9756	genemcaleer@aol.com
Ryan Mulvey	Member	201 Dolington Road, Yardley, PA	215-850-8808	mulv80@aol.com

Board of Trustees Professional Development

FTCHS has benefitted from stability in governance, with 4 of the 5 Board members having served on the Board for the entirety of the current charter term. As a result, the Board has already undergone numerous trainings on the required subjects needed for a strong Board of Trustees, including the Sunshine Law and Public Officials Act. FTCHS' Board of Trustees is committed to staying abreast of developments in the charter school arena and ensuring compliance with the various legal responsibilities of a charter school board. As such, the Board is provided guidance regularly by the school's legal counsel and by the school's education management company, OmniVest Management, LLC. In July 2018, the Board underwent a two-day training conducted by OmniVest on the Legal Obligations of the Board of Trustees and the Board Job Description and Strategic Planning.

Governance and Management

The Board of Trustees functions primarily as a policy-making body, delegating day-to-day administration to the charter school CEO, Mr. Joseph Venditti. The BOT exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The Board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant final authority over personnel and faculty issues; and serving as a court of last resort for resolving complaints. The Board conducts open monthly meetings to deal with governance and management issues.

An affirmative vote of a majority of the Board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Student Enrollment

- FTCHS admissions and enrollment process follows the following steps:
 - A basic application for admissions is posted on the school's website year-long and is available for pick-up at the school. Admission application content is limited to student name, date of birth, gender, address and contact information, parent or guardian contact information, current school attending and grade level, and grade level for which the student is applying. Per the School District of Philadelphia's request and to ensure no

barriers to enrollment, student race was removed from the application for the 2014-2015 school year. The application is made available in English and Spanish versions. Additionally, interpretation services are available upon parent request.

- At least one Open House is held annually. The Open House is publicized on the school website and in the two local newspapers in our catchment area (i.e. *The Northeast Times* and *The Bridesburg Star*). At the Open House (which is not a requirement for application), families receive an overview of the school's program and academic expectations, take a tour of the school, have an opportunity to speak with teachers and students (including representatives from various extracurricular activities), complete and submit the admissions application, and participate in a Question and Answer session.
- Applications for student slots must be submitted by an application deadline. Interpretation services are available upon request.
- If more students submit applications than can be accommodated by the school's capacity- class, grade, or building- a lottery will take place to help to admit students on a specified date that will be made known to all applicants and their families.
- All students whose admission forms were filed by the enrollment deadline will be separated by grade and entered into a lottery. A drawing of names will then be held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the chartering school district. Additional admissions preferences include: **Graduates of Franklin Towne Charter Elementary School**- pursuant to Resolution SRC-1, the School District of Philadelphia's School Reform Commission on June 8, 2012 established an enrollment preference for up to 35% of FTCHS' incoming 9th grade students for rising 8th grade students from Franklin Towne Charter Elementary School. **Catchment Area**- Pursuant to Resolution SRC-1 of the School District of Philadelphia's School Reform Commission on June 8, 2012 FTCHS has agreed to establish as its goal and to use its best efforts to enroll up to 65% of its remaining 9th grade students from the attendance zones of the following elementary schools: Pollock, Holme, JH brown, Forrest, Mayfair, Disston, Ethan Allen, Ziegler, Lawton, Sullivan, Mastery Charter School Smedley Elementary, John Marshall, Juniata Park, Hopkins, Stearne and Bridesburg (the "Attendance Zone"). **Founders Preference**- Preference is given in admissions to a child of a parent who has actively participated in the development of the charter school.
- If enrollment slots are still available after admitting (i) students having founder preferences; (ii) all applicants from Franklin Towne Charter Elementary School up to 35% of the Charter School's incoming 9th grade students; and (iii) all applicants from the Attendance Zone for up to the remaining 65% of the Charter School's incoming 9th grade students, commencing in the 2013-2014 school year, the Charter School fills the remaining slots on a random basis in accordance with Section 17-1723-A of the Charter

School Law. All other provisions of Section 12-1223-A and the Public School Code shall remain in force, and the charter school may not exclude children on any basis other than that set forth in SRC-1 of June 8, 2012.

- No tests will be administered to students in order to determine eligibility for admission.

Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Parent Communication

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

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2018	1182	1181	1	Relocation (out of district); decision to enroll student	0

				closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	
2017	1180	1179	5	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	2
2016	1182	1173	5	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	0
2015	1180	1175	10	Relocation (out of district);	1

				decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	
2014	1186	1179	12	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	0
2013	1196	1163	6	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	3
2012	1053	1010	4	Relocation	0

				(out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	
2011	937	927	6	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at FTCHS	6
2010	973	935	12	Relocation (out of district); decision to enroll student closer to home; failure to buy into mission or unwilling to commit to high level of accountability expected at	0

				FTCHS	
--	--	--	--	-------	--

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
2018	0	0	0	0	0	0	0	0	0	306	297	292	285
2017	0	0	0	0	0	0	0	0	0	305	303	280	292
2016	0	0	0	0	0	0	0	0	0	310	297	284	291
2015	0	0	0	0	0	0	0	0	0	308	306	291	275
2014	0	0	0	0	0	0	0	0	0	306	345	295	263
2013	0	0	0	0	0	0	0	0	0	379	305	270	236
2012	0	0	0	0	0	0	0	0	0	279	265	237	232
2011	0	0	0	0	0	0	0	0	0	245	239	234	215
2010	0	0	0	0	0	0	0	0	0	236	246	233	251

Stakeholder Involvement

Name	Role
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	Middle School Teacher - Regular Education
Not Applicable	Elementary School Teacher - Regular Education
Not Applicable	Elementary School Teacher - Regular Education
Joanne Attewell	Ed Specialist - Other
Kevin Bernard	Parent
Jennifer Craig	High School Teacher - Regular Education
Candice Demas	Parent
Jonathan Dougherty	High School Teacher - Regular Education
Patrick Field	Administrator
Stacy Gilborges	Community Representative
Sharmon James	Special Education Director/Specialist
Eugenia Koo	Administrator
Melissa Lichtner	Business Representative
Susan McGeehan	Community Representative
Mary Thompson	Business Representative
Joe Venditti	Building Principal

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Not applicable; FTCHS serves grades 9-12 only.

Elementary Education-Intermediate Level

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

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

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

Not applicable; FTCHS serves grade 9-12 only.

Middle Level

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

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

Not applicable; FTCHS serves grades 9-12 only.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	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	Developing	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

- FTCHS does not offer a Family and Consumer Sciences course at this time.
- FTCHS does not alter the academic core standards because it provides a full arrangement of comprehensive supports and services for students exemplifying need. Additionally, while FTCHS has school counselors on staff, it does not have a membership in the American School Counselor Association.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

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

Not applicable; FTCHS serves grades 9-12 only.

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

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:

Not applicable; FTCHS serves grades 9-12 only.

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

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:

Not applicable; FTCHS serves grades 9-12 only.

High School Level

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

Processes used to ensure Accomplishment:

In 2014 we undertook the process of realigning our curriculum (via the Understanding by Design backward mapping model) and since PDE has yet to issue PA Common Core frameworks in all areas, we are not fully aligned in all areas.

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.

FTCHS provides a first class special education program for students with special needs. The special education department meets with families of newly enrolled students reporting to Franklin Towne who currently receive special education services. This is to ensure appropriate placement and programming in academic classes and that all necessary supports such as related services are provided to the student. This may include related services such as: audiology services, speech therapy, physical therapy, or occupational therapy. In accordance with Chapter 711 and IDEA, FTCHS will either adopt the student's Individualized Education Plan (IEP) or develop a new IEP.

In addition, FTCHS offers a comprehensive support process for all students. Our child-find process helps provide assistance (on a school level) to our students and families that may be experiencing difficulties with personal, emotional, educational, or social issues. In addition to

referral from FTCHS instructional staff, students or parents may refer themselves for services by contacting any member of our school's administrative or guidance team. Screening activities are provided and interventions are implemented when there is a concern. This process may lead to the identification, location, and evaluation of a student with a disability. The Child Find policy is in regulation with Chapter 711 guidelines and can be found on the Franklin Towne website. FTCHS understands its obligation to ensure that all students eligible for special education who need special education and related services are identified, located and evaluated including wards of the state. As such, FTCHS implements the comprehensive system of screening described in our Special Education Policy. All data and information collected and used under the child find requirements are subject to the confidentiality requirements of 34 CFR 300.560-300.577.

FTCHS's special education program includes a continuum of placements for students with special needs. These placements may include: inclusion, learning support and life skills. Our primary model, dictated by the individual needs of or identified students and reflected in their IEPs is a full inclusion model with in-class support, including co-teaching when appropriate. Students are also provided with related services as stated in their IEP (e.g. speech therapy, occupational therapy). In compliance with IDEA, administration ensures that students are placed in the Least Restrictive Environment based on their IEP. To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and separate classes, separate school or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The regular education classroom is considered as a starting point for services. Three models that have been used at FTCHS include:

- **Inclusion:**
Inclusion classes are regular education classes in which IEP students receive supplementary aids and services, accommodations and /or modifications for their special needs. In many instances, as dictated by the needs of the students, these classes are co-taught. A co-taught class includes a special education teacher and general education teacher working collaboratively within the general education classroom to meet the needs of all students. When possible, this model involves bringing the support services to the student (rather than moving the student to the services). This represents slightly more than 95% of our special education placement in 2013-2014.
- **Learning Support Classes**
: These classes are dedicated special education classes that are "adapted" classes based on the "regular education" model. These are smaller classes (15-18 students maximum) that are taught at a reduced pace by a special education teacher using modified curriculum when necessary. At this time, Franklin Towne does not have any learning support classes as there is not a need based on the special education student population.

- **Life Skills Classes**

: The classes are designed to meet the life skills needs of students with significant impairments including autism, mental retardation and other developmental disabilities. The curriculum is designed to establish and enhance student's skills in daily living, employment, consumerism, and socialization.

Every student with special needs has a special education teacher as their case manager that works with the student on a regular basis to ensure the student is making progress. Progress monitoring data is collected and analyzed. If needed, the IEP team will meet to make changes to the IEP if the student is not making adequate progress. FTCHS follows section 504. A student that does not qualify for special education services under IDEA still may qualify for services under Section 504 if the disability is shown to substantially limit his or her educational performance. Section 504 Service Agreements are offered to students with a physical or mental impairment that substantially limits major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Accommodations are outlined in the Section 504 agreement. The certified school psychologist oversees students with 504 service agreements. The psychologist ensures the identification, accommodations plan, review and dismissal of students eligible under section 504; ensures compliance with Section 504 regulations; and ensures that students qualifying under Section 504 are identified on the school's database. Progress monitoring occurs at the conclusion of each semester, gathering information from teachers regarding the success, need to change, or need for continuance of 504 plans.

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

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

In 2012-2014, Franklin Towne began implementing an evaluation model based off of a hybrid of the Charlotte Danielson Framework for teaching (2nd edition), and Dr. Robert Marzano's Observational Protocol (2011). Using Teachscape's integrated solution for tracking teacher evaluation (*Reflect and Learn*), Franklin Towne has integrated targeted professional learning into a continuous improvement cycle.

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

School leadership and department chairs conduct the lesson plan review at FTCHS.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Not applicable; FTCHS serves only grades 9-12.

Elementary Education-Intermediate Level

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

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

Not applicable; FTCHS serves only grades 9-12.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was Not applicable; FTCHS serves only grades 9-12.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*

Recruitment

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

FTCHS operates in a period when districts and charter schools are competing to attract and retain high quality staff (spurred on by No Child Left Behind's mandate that all teachers be "highly qualified" by the end of 2005-2006). As such, FTCHS has developed strategies for attracting and retaining high-quality, highly qualified teachers. We consider the recruitment, interviewing, and selection processes to be essential to a successful educational program. No-highly qualified teachers are not hired when there are highly-qualified alternative candidates. In the event that we need to fill a position for which there are no highly-qualified candidates available, we will develop a highly-qualified teacher plan and ensure that the teacher has an emergency certificate. Candidates are only hired with an emergency certification once a defined, time-bound plan for them to become highly qualified is articulated with them. Recruitment of top candidates is a priority of both the administration and Board of Directors at FTCHS. We successfully recruit from PAREAP, regional and local college career fairs, etc. Our

teacher interview process is fluid throughout the year as needs arise and is comprised of multiple levels beyond the initial paper screening of candidates including interviewing with school stakeholders such as Board of Directors' members and parents, and demonstrating lessons.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
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		X			X	
Career Education and Work		X			X	
Civics and Government		X	X	X		
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X			X
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X	X	X		X
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education		X				

History		X	X	X		
Science and Technology and Engineering Education		X	X	X		X
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language		X				

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*

- 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.

Unchecked 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.
- 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	EEI	ML	HS
Pennsylvania State Standardized Assessment (PSSA)				X
Keystone Exams				X
Advanced Placement Tests				X
Curriculum Based Assessments				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Keystone Exams				X
SAT-10				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Developed				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
SAT-10				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

At Franklin Towne, all teacher-made assessments are sent to the respective administrators, including the Chief Academic Officer, for review and suggestions before being utilized on the classroom level. During the review process, assessments are checked to ensure they align with appropriate standards and are grade-level appropriate.

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.

This narrative is empty.

Collection and Dissemination

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

Franklin Towne Charter High School utilizes Infinite Campus, a web-based Student Information System (SIS) as a central point of data collection. In Infinite Campus we collect academic, behavioral, and attendance data. From this central point of collection we can effectively extract all necessary data for further disaggregation and analysis. Infinite Campus is also utilized, in a real-time fashion to keep both parents and students updates with regards to progress,

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.

Both formative and summative data points are used to help identify students that need assistance through the Comprehensive Student Assistance Process (CSAP). This process allows the school to analyze the strengths and learning needs of the students and adapt instruction and environment to create optimal learning conditions. This, most often, is achieved through one-on-one or small group tutoring sessions before or after school, extra support from a Reading Specialist, or peer tutoring.

In addition to the use of our CSAP process, we also utilize a benchmarking testing system (constructed from PA common Core aligned curriculum based assessments) in all Keystone tested grade levels. These benchmark tests are broken into specific content modules and all students failing to meet proficiency in each individual module is placed into a remediation cycle of teacher appointments as well as supported through our National Honors Society program.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment data is used to identify students that need assistance through the Comprehensive Student Assistance Process (CSAP). This process allows the school to analyze the strengths and learning needs of the students and adapt instruction and environment to create optimal learning conditions. This, most often, is achieved through one-on-one or small group tutoring sessions before or after school, extra support from a Reading Specialist, or peer tutoring.

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

Provide brief explanation of the process for incorporating selected strategies.

FTCHS utilizes a wide array of strategies for disseminating summative assessment results to keep families and stakeholders fully informed. Transparency begins with frequent communication with parents, a regularly updated website, and school events and programs to keep the community abreast of progress towards academic goals as evidenced by summative assessments.

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

FTCES utilizes a wide array of strategies for disseminating summative assessment results. A press release was released to share the impressive news that FTCHS was selected to receive the National Blue Ribbon Award for Excellence.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				X
School-wide Positive Behavioral Programs				X
Conflict Resolution or Dispute Management				X
Peer Helper Programs				X

Safety and Violence Prevention Curricula				X
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				X
Purchase of Security-related Technology				X
Student, Staff and Visitor Identification Systems				X
Placement of School Resource Officers				
Student Assistance Program Teams and Training				X
Counseling Services Available for all Students				X
Internet Web-based System for the Management of Student Discipline				X

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

While FTCHS does not currently have a Safety and Violence Prevention Curriculum, we feel that our students get the full benefit and understanding of the school's safety and violence prevention protocols through the many other programs and strategies we have in place.

Developmental Services

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

Explanation of developmental services:

While FTCHS does not offer a separate Health and Wellness Curriculum or a Nutrition program, these topics are covered through school-wide programs, teacher input, physical education classes and health exams/screenings conducted in the Nurse's office.

Every student attending the charter school is provided the following services by the charter

school: Medical Examination, Dental Examination, Growth Screen, Vision Screen, Hearing Screen, Tuberculin Test, School Nurse Services, Maintenance of Health Record, Immunization Assessment. Where it appears to school nurses or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child is so informed and a recommendation is made that the parent consult a private physician or dentist or the Regional Health Center. The parent is then required to report to the school the action taken subsequent to such notification.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

As a charter school, we are not required to identify any students as "gifted". However, we do offer advanced placement courses, as well as other advanced opportunities to enrich the educational experience of our gifted students.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Development				
Special Education Evaluation				X
Student Assistance Program				X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				X
Case and Care Management				X
Community Liaison				
Community Services Coordination (Internal or External)				X
Coordinate Plans				X
Coordination with Families (Learning or Behavioral)				X
Home/Family Communication				X
Managing Chronic Health Problems				X
Managing IEP and 504 Plans				X
Referral to Community Agencies				X
Staff Development				X
Strengthening Relationships Between School Personnel, Parents and Communities				X
System Support				X
Truancy Coordination				X

Explanation of consultation and coordination services:

FTCHS has developed and fostered numerous partnerships with the community. As a result, FTCHS does not employ one community liaison, but rather communicates frequently with individuals, schools and businesses who want to ensure the continued success of the school.

Communication of Educational Opportunities

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

Newsletters				X
Press Releases				
School Calendar				X
Student Handbook				X

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills 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)

FTCHS employs a part-time Registered Nurse and a part-time Licensed Practical Nurse, who work a combined 40 hours per week to ensure that there is always a nurse on site during the school's hours of operation. Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains the physical record, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room in a locked file cabinet, available to charter school nurses. Records are reviewed every month to maintain accuracy, and FTCHS undergoes a yearly immunization audit by PDE. Additionally, every student attending the charter school is provided the following services by the charter school: Medical Examination, Dental Examination, Growth Screen, Vision Screen, Hearing Screen, Tuberculin Test, School Nurse Services, Maintenance of Health Record, Immunization Assessment. Where it appears to school nurses or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child is so informed and a recommendation is made that the parent consult a private physician or dentist or the Regional Health Center. The parent is then required to report to the school the action taken subsequent to such notification. FTCHS students may carry inhalers only, if the prescription and written parental permission is on file in the Nurse's office. All other prescription medication is kept in the Nurse's office at all times.

Food Service Program

Describe unique features of the Charter School meal program

FTCHS participates in the federal Free and Reduced Lunch Program (FRL). Utilizing the guidelines established in this program nutritious and appealing meals are provided through a contract with The Nutrition Group for breakfast and lunch.

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:

At the start of each school year, all FTCHS staff receive a copy of the school's safety plan, which includes procedures related to fire prevention and fire drills. In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code). Please find attached the PDE Form 4101 Certification of Fire Drill and School

Bus Emergency Evacuation Drill Requirements. The school follows the foregoing fire evacuation procedures:

- There will be an “all clear” issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.

All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

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:

- Franklin Towne HS - 18-19 Umbrella Policy.PDF

Transportation

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

Transportation for almost all students is their responsibility to access and arrange. Besides walking to and from school or through personal vehicles, most utilize city public transportation via SEPTA. Dependent upon the distance of their residence from the school's location, students living beyond a 1.5 mile radius from the school receive subsidized SEPTA passes through the city and School District of Philadelphia. If door to door transportation is deemed appropriate through a 504 plan or a student's Individualized Education Program, FTCHS provides transportation itself, utilizing school-owned buses and vans.

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 disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances,	No

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?	
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.

In reviewing this question, FTCHS realized it has not explicitly explained in the Student Code of Conduct that if a “student becomes aware that a fellow student is in possession of illegal drugs, firearms, weapons or any other item 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.” FTCHS will take the appropriate steps to revise the Code of Conduct accordingly and ensure this policy is implemented school-wide.

Code of Student Conduct

The school’s Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Never

High School Level

- Monthly

Collaboration for Interventions

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

Utilizing the school’s student information system, Infinite Campus, teachers are able to provide access to real-time information regarding student progress to multiple stakeholders tasked with providing differing interventions and additional support to students. IC is accessed by school administration, guidance counselors, special education instructional support teachers and caseload managers of special education students. This expedites the ability to collaborate by allowing access to data that then enables these individuals to determine areas of need and focus

their efforts as well as then devote time to learning of the anecdotal and qualitative information related to progress and needed interventions.

Community and Parent Engagement

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

Parents will be provided with progress evaluations on an ongoing basis through the Infinite Campus which is accessible via the Internet. Infinite Campus will be accessible to students, parents, teachers, and school personnel and will provide the most current information on student progress. It is intended to provide parents with a daily record of their student's homework assignments, assessments performance, and daily attendance. Student deficiencies are noted, and teacher comments are attached. Faculty and school personnel will be available to parents by individual email and a telephone messaging system. General information on school activities will be posted on the school's interactive website.

Each faculty member will be required to alert parents when any child's performance falls below a passing level. Additionally, parents will receive a report of performance every 22 days in the form of interim progress notes or quarterly report cards. Every effort will be made to keep parents abreast of student progress and alert to deficiencies as they occur. Parents are encouraged to work collaboratively with teachers and school personnel to assure that the needs of their students are being adequately served in a timely manner.

Parents are encouraged to attend monthly meetings of the Board of Directors and to voice their concerns regarding the efficiency and effectiveness of the school. The Board of Directors will be aware of and observe all regulations and guidelines of the Sunshine Act.

In addition to these efforts, FTCHS has established an active Home and School Association. This is yet another opportunity for parents of FTCHS parents to meet and discuss issues surrounding FTCHS on a monthly basis and further communicate with members of the FTCHS administrative and teaching staff.

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

FTCHS offers numerous opportunities for struggling students to receive tutoring help;

- FTCHS has been operating the 21st Century After-School program since 2011 to help struggling students get the academic support they need.

- At The Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday - Thursday from 3:00pm to 4:30pm.
- Students can participate in peer-tutoring (from National Honor Society students) during a well-structured Study Hall period and after-school.

As exposing students to the opportunities available to them after high school is central to the mission of FTCHS, career and college planning is integrated into the curriculum in grades 10-12. FTCHS hosts career fairs and many of the junior and senior language arts classes invite speakers from different colleges to make presentations on their offerings, on life skills, and on the school to career transition. Additionally, a Vocational Job Coach works on transition plans for special education teachers. The Vocational Program provides a functional academic and community based training curriculum for students in need of Life Skills curriculum to provide real life training opportunities to prepare them for adult life. The program is further explained in the special education section of this annual report.

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.

FTCHS has a cooperative relationship with Franklin Towne Charter Elementary School (FTCES). As such, FTCHS created the Towne Mentoring Program, a comprehensive transition, orientation and mentoring program welcoming new students and their parents to high school. In the Spring, all 8th grade students at FTCES are paired with an 11th or 12th grade student. These upperclassmen are trained to be student mentors to the incoming freshmen class. From the first day of school, the Towne Mentors welcome freshmen to the school, review school rules and procedures, point out the things that make FTCHS special and what opportunities there are at the school, as well as help the freshmen navigate the school. Towne Mentors are placed into the same advisory/study hall period as their mentees in order to provide continuous guidance and support. Additionally, throughout the school year, the mentors stay in contact with their students through planned social events at the beginning of the school year and through a series

of follow-up sessions on topics such as study habits, getting involved in extracurricular programming, making the right choices, course selection, etc.

FTCHS found that the Towne Mentoring Program creates positive year-long connections between upper-classmen and the freshmen students, helps eliminate the stressors common in transitioning from middle school to high school, and creates a more spirited student body.

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	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

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:

Not applicable; FTCHS serves grades 9-12 only.

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	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

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:

Not applicable; FTCHS serves grades 9-12 only.

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	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

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:

Not applicable; FTCHS serves grades 9-12 only.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Students' best interests are at the center of all decision-making regarding materials and resources. School leadership frequently assesses the needs of students and programmatic gaps to ensure a high quality, innovative education program is always available for students. Instructional materials continue to be updated as we align resources to the Common Core.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Further explanation for columns selected "

Not applicable; FTCHS serves grades 9-12 only.

Elementary Education-Intermediate Level

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

History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Not applicable; FTCHS serves grades 9-12 only.

Middle Level

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

Further explanation for columns selected "

Not applicable; FTCHS serves grades 9-12 only.

High School Level

Standards	Status
Arts and Humanities	Full Implementation

Career Education and Work	Implemented in less than 50% of district classrooms
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	Implemented in less than 50% of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Any area that we have listed as <50% aligned is due to the fact that in 2014 we undertook the process of realigning our curriculum (via the Understanding by Design backward mapping model) and await PDE issuing PA Common Core frameworks in all areas. We have started in the

areas (English, Math, Science) that have been fully articulated by PDE. All other areas have curriculum webs and approaches based off of 2013 PA Academic Standards.

Fiscal Solvency Policies

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

Per the fiscal year ending June 30, 2018 audit, FTCHS maintains a substantial fund balance which is sufficient to cover a minimum of two month's payroll and expenses (per the industry standard). Over the last three fiscal years, the School's financial health, as monitored by The School District of Philadelphia's Department of Auditing Services, has been at or above the industry standard in current ratio, cash on hand, total margin, debt ratio, and long-term debt-to-equity ratio.

Franklin Towne Charter High School has avoided creating conflicts of interest by giving oversight of financial processes to an outside business company, OmniVest Management, LLC (OmniVest) and by employing an onsite Business Manager to oversee the outside company along with the assistance of the Board of Trustees.

Franklin Towne has a comprehensive internal controls policy that includes the procedures for general accounting, cash management, management reporting, purchasing, payroll, and school property, which address: budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit cards, and petty cash. In addition to the comprehensive internal controls policy, the FTCHS Board of Trustees adopted cash management and allowability of costs policies and revised the travel reimbursement policy to meet the Uniform Grant Guidance regulations by June 30, 2016. The School's internal controls are designed to safeguard assets and help to detect losses from employee dishonesty or error. Although the size of FTCHS accounting staff prohibits complete adherence to segregation of duties, FTCHS has implemented a variety of practices to improve existing internal control without impairing efficiency. OmniVest Management prepares monthly financial packets which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly. Please see attached Internal Controls Policy.

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 software system used is QuickBooks Enterprise Solutions: Nonprofit 12.0. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. FTCHS is fully compliant with the Pennsylvania State Chart of Accounts for Pennsylvania

Public Schools. All of the School's financial and budgetary reporting are prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the government Accounting Standards Board, including GASB 34, GASB 54, GASB 68 and, recently, GASB 75. The School follows all relevant laws and regulations that govern Charter Schools within the Commonwealth of Pennsylvania

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				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
Empowers educators to work effectively with parents and community partners.				X

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

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

At FTCHS, the ongoing professional education of teachers and staff is viewed as an essential part of our school's growth. As a data-driven and research centered school, we believe in using the best practices available to support school improvement. We recognize that to achieve our educational goals, we must provide high-quality professional development to all teachers and instructional support staff to ensure they have the necessary content knowledge, research-based teaching and assessment skills, as well as the ability to work with parents and our community partners.

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

Not applicable; FTCHS serves grades 9-12 only.

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 has conducted the required training on:
8/30/2018

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 has conducted the training on:
8/30/2018

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
The LEA has conducted the training on:
8/30/2018

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.

In developing our plan for professional development, the planning committee gathers quantitative data about our current professional development program. The school administers surveys to all teaching staff at the beginning and end of the school year to identify what the professional development teachers want and need and to evaluate the overall effectiveness of the professional development program. Additionally, school leadership uses student assessment results, evidence from classroom observations, and teacher evaluations to further support professional development decisions and to evaluate the professional development program's impact on teaching practices and student learning.

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

FTCHS incorporates all strategies.

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.
- The induction program incorporates all above-mentioned goals, objectives and competencies as aligned with PDE.

Unchecked answers

None.

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

The teacher induction program at FTCHS seeks to prepare and retain quality teachers of the future. The program will assist and support teachers both new to the profession and/or new to Franklin Towne. Participants will attend workshops designed to increase the teacher's skills in the classroom. On-site mentors will provide day-to-day coaching, modeling and classroom observations. Through discussion groups, the program will provide personal and professional support as well as develop a professional practice aligned with professional standards for teaching and learning. Novice teachers will then be able to develop a professional identity through reflection and inquiry.

New teachers will demonstrate their ability to apply knowledge of physical, social and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs; deal with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum; select/develop and sequence learning activities that are appropriate to instructional objectives, state standards, and that meet student needs; create and maintain academic focus by using verbal, non-verbal, and/or visual motivational devices; stimulate and direct student thinking and assess student comprehension through appropriate questioning techniques; construct or assemble classroom tasks and assessments that accurately measure student achievement of objectives; and identify and comprehend the codes and standards of professional ethics, performance, and practices.

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

FTCHS incorporates all strategies.

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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Submission of inductee portfolio.

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

The induction program at FTCHS utilizes a formative assessment system to support and inform teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program. Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified development needs and prior preparations and experiences.

Members of the induction program benefit from specific activities and topic areas covered

throughout the year. For example, a 24-hour orientation program takes place, ongoing classroom visitations by participants, weekly discussion groups are held, lesson plan review, attendance at numerous professional development programs, etc.

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

At this time, FTCHS does not require inductees to submit a portfolio due to the ongoing rigorous monitoring and evaluation built into the induction program.

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.

Each year when selecting mentor teachers for new teachers to Franklin Towne Charter High School, school administrators look first to experienced teachers with demonstrated histories of success as well as capacity to communicate and guide transition into the school. Other factors considered include those who have similarities in schedule, caseload, subject area, grade level, etc. with the new teachers. Once the mentors are selected, the program goals and expectations are explained to them to ensure that it is a task they are willing to take on. If they accept, they work with the new teacher beginning during pre-service before the start of the school year and throughout the first year. It is established that the role of the mentor is:

- To be available for consultation and assistance
- To establish lines of communication
- To schedule and meet with the mentee

- To articulate school policies, procedures and expectations to the new teacher
- To help the mentee understand the organizational culture
- To guide the new person in lesson plan and grade book procedures
- To familiarize the new person with available resources in the school
- To share personal experiences and insights that may benefit the new teacher
- To help the new teacher set realistic goals and targets that will impact student learning.

The level of guidance provided by a mentor teacher supplements the support and supervision by the school administration and each new teacher's department chair. Mentor teachers and new teachers typically share common prep and lunch periods to facilitate their ability to meet. Additionally, time is allotted during professional development and mentors and new teachers are often grouped together in various sessions. New Teachers regularly meet with their department chair year for standard matters as well as dialogue on peer observations and video reflections. Administration meets with new teachers weekly at the start of the school year with gradual drawdown in frequency over the course of the school year to check in on development as well as areas for support and growth. Observations and feedback is shared amongst mentor teachers, department chairs and school administrators for a full team approach to the support and cultivation of new teacher success.

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

All characteristics are incorporated.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The FTCHS Induction program is monitored and evaluated in an on-going and consistent process designed to elicit opinions from all participants; i.e., teachers, mentors, administrators, consultants, and the members of the Induction Planning Committee. Formal written evaluations are sought from all participants at several stages throughout the year-long process. Discussions are conducted regularly by the induction coordinator with the other building administrators to monitor the progress of the new teachers and to assess the effectiveness of the induction program being provided. Building administrators meet formally with mentor teachers to assess any unmet needs of the new teachers, and they visit the classrooms of all induction participants for formal observations a minimum of four (4) times a year, as well as conduct walk through observations on a regular basis.

Adjustments are made to the Induction instructional program as needed to meet the individual needs of the participants and to provide instruction in meeting best practices for student achievement.

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

The physical charter school has verified the following Assurances:

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

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Federal Programs

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.

School Wide Professional Development in the area on curriculum alignment and development utilizing the Understanding by Design (UbD) model, attended by all regular and special education teachers

Provider	Meeting Date	Type of Assistance
FTCHS	10/6/2017	School Wide Professional Development

Consolidation of Funds

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

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

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Class of 2018 Keystone Algebra I proficiency score of 91.7%

Accomplishment #2:

Class of 2018 Keystone Literature proficiency score of 93.58%

Accomplishment #3:

97.1% graduation rate for class of 2017

Accomplishment #4:

2014 National Blue Ribbon Award winner

Accomplishment #5:

2012 National Title I School of the Year

Charter School Concerns

Concern #1:

Increasing student motivation across all grade levels.

Concern #2:

Developing a comprehensive career readiness program.

Concern #3:

Increasing student's readiness for college.

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.

Aligned Concerns:

Increasing student motivation across all grade levels.

Developing a comprehensive career readiness program.

Increasing student's readiness for college.

Systemic Challenge #2 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Increasing student motivation across all grade levels.

Developing a comprehensive career readiness program.

Increasing student's readiness for college.

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.

Related Challenges:

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone exams

Specific Targets: FTCHS will increase the Biology proficiency scores on Keystone exams by 3%.

Strategies:

Align all subject content areas to the PA Common Core Standards.

Description:

FTCHS will review all subject curriculum resources to ensure alignments to the PA Common Core Standards, with a particular priority on Science. We will create scope and sequence documents in all subject areas at all grade levels.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Review PA Common Core standards in all subject areas.

Description:

Instructional leadership will review PA Common Core Standards in all subjects, with a particular priority given to Science. Evidence includes: dates of review sessions notes from research documentation used; research of any new resource materials required.

Start Date: 8/21/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Align all subject content areas to the PA Common Core Standards.

Creation of Common Core Standards Workgroup

Description:

Administration will create a workgroup comprised of staff across grade levels and content areas to ensure the necessary action steps are taken to ensure PA Common Core standards are implemented school-wide. Evidence includes: list of staff members in workgroup; meeting agendas, schedule and minutes; listing of research documentation utilized in meetings; scope and sequence documentation used and annual goals created.

Start Date: 8/21/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Align all subject content areas to the PA Common Core Standards.

Goal #2: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Parent and teacher survey responses; teacher observation; lesson plan reviews.

Specific Targets: Increased positive responses from parent and teacher surveys to indicate the school administrative and instructional leaders are achieving growth and improvement within the school.

Type: Annual

Data Source: Keystone Science exams and Parent and teacher survey responses; teacher observation; lesson plan reviews.

Specific Targets: Keystone proficiency on Biology exams will increase by 3%.

Strategies:

PA Common Core Curricular Alignment

Description:

Utilizing the Understanding by Design Framework for improving student achievement.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Increase Instructional Practices

Description:

Increase instructional practices by full implementation of the Danielson Framework for Learning model.

Start Date: 8/21/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- PA Common Core Curricular Alignment

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.				Strategy #1: PA Common Core Curricular Alignment			
-----------------------------	--	--	--	--	---	--	--	--

Start	End	Title			Description			
8/21/2018	6/30/2019	Increase Instructional Practices			Increase instructional practices by full implementation of the Danielson Framework for Learning model.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Patrick Field, CAO	3.0	6	25	TBD	School Entity	No

Knowledge In all areas of educator certification or assignments.

Supportive Research Charlotte Danielson Framework for Instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

		Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.	
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation		
	Series of Workshops		
	School Whole Group Presentation		
	Department Focused Presentation		
	Podcast		
	Online-Synchronous		
	Online-Asynchronous		
	Professional Learning Communities		
Participant Roles	Dir	Classroom teachers	Grade Levels
		Principals / Asst. Principals	
Supt / Ast Supts / CEO / Ex		High (grades 9-12)	
School counselors			
Classified Personnel			

	New Staff Other educational specialists	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers	Student PSSA data
	Creating lessons to meet varied student learning styles	Standardized student assessment data other than the PSSA
Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods
	Lesson modeling with mentoring	Classroom student assessment data
	Joint planning period activities	Participant survey
	Journaling and reflecting	Review of participant lesson plans
		Review of written reports summarizing instructional activity
		Portfolio

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

Board President

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 Franklin Towne CHS 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

Board President

No signature has been provided

Superintendent/Chief Executive Officer