

Youth Build Phila CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

1231 N Broad St 5th floor
Philadelphia, PA 19122
(215)627-8671

Federal Accountability Designation:	none
Schoolwide Status:	Not Provided
CEO:	Scott Emerick
Date of Local Chartering School Board/PDE Approval:	7/1/1997
Length of Charter:	5 years
Opening Date:	8/1/1997
Grade Level:	12
Hours of Operation:	8:00am - 4:00pm
Percentage of Certified Staff:	82.00 %
Total Instructional Staff:	11
Student/Teacher Ratio:	10:1
Student Waiting List:	0
Attendance Rate/Percentage:	62.70 %
Enrollment:	228
Per Pupil Subsidy:	Regular Education \$8,327; Special Education \$26,197
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	96.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	54

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	234.00
Hispanic	21.00
White (Non-Hispanic)	2.00
Multicultural	6.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	0.00	0.00	0.00	195.00
Instructional Hours	0.00	0.00	0.00	0.00	0.00	990.00

Planning Process

YouthBuild Philadelphia collaborated with a diverse team of senior management, program staff, graduates, Board and community members, with the assistance of a professional consultant, to develop a comprehensive and ambitious three year strategic plan that was completed in January 2015. This group met multiple times a month for a year (in person, on the phone, and in various groupings) to develop a plan that delves deeply into our outputs, outcomes, goals, objectives and priorities over three years, as well as a detailed work plan to assign timelines and responsible parties to track and achieve progress. We have already largely met many of the goals in the three year plan and are on track to meet most of the remaining goals by the end of 2018. In August 2017, another diverse team of staff and Board members began to meet about creating an updated plan and new timeline with external support.

Mission Statement

YouthBuild Philadelphia Charter School's mission is to provide out-of-school youth in Philadelphia with the broadest range of tools, supports, and opportunities available to become self-sufficient, responsible and contributing members and leaders in their community.

YBPCS's target population is young men and women, ages 18-20, who previously left or were pushed out of high school. We are committed to enrolling and supporting the full spectrum of high school dropouts, making a special effort to reach those most in need. Many of our students have experienced multiple academic setbacks, lack stable families and housing, and have young children who depend on them. Despite these barriers, our students have more than enough talent and motivation to succeed in our school and in college, career, and leadership pathways beyond our doors. Student recruitment efforts are citywide, and our facility is centrally located and easily accessible by public transportation so that we are able to enroll youth throughout the city. Most students come from low-income neighborhoods in Philadelphia, where unemployment and poverty rates are three times national averages. A review of our cumulative program data indicates that at enrollment, 68% of YBPCS students had been expelled or suspended from their previous school, 23% had been through juvenile court, and nearly 10% had been referred to drug and alcohol treatment programs. Approximately a third of our students have dependent children and over half of our participants are women. Our students are typically approximately 85% African American, 5% Hispanic, 5% Multi-racial, 3% Asian and 2% Caucasian. YBPCS works with these young adults to empower them with the training they need to be able to advance in a high demand industry, and place them in meaningful employment or continuing education.

Because all of our students are older than the traditional high-school age range, there is an urgency to prepare them for post-secondary placement and employment. Our work-based training provides an avenue for transformation in work and post-secondary readiness. Students enrolled in YBPCS spend one

portion of the school year in the classroom, where they build academic skills and fulfill the academic course requirements by demonstrating competencies to earn a high-school diploma. In addition, students spend a part of the school year in a vocational-training program, where they develop hands-on work and job-readiness skills while they work towards an industry-recognized certification. The range of our vocational-training programs include construction, childcare, healthcare, customer-service, and business.

YBPCS follows a competency-based curriculum. Our school is based on the philosophy of judging academic performance not on what students know, but rather on what they can do with that knowledge. At YBPCS, we focus on providing students with all of the supports and experiences needed to successfully transition to work or post-secondary education. To be eligible for graduation, students must demonstrate competency in each area of academic instruction, earn a vocational certification, and accrue a designated number of community-service hours.

Vision Statement

Vision Statement: YouthBuild Philadelphia's demonstrated and recognized success inspires more holistic and integrated approaches in education and social programs nationally.

YBPCS only serves young adults, 18 to 21, who have previously dropped out of Philadelphia public high schools. YouthBuild serves as a last chance opportunity for these young adults to earn a high school diploma. The approach to learning at YBPCS is designed specifically to be effective with the out-of-school population who are very often returning to school after multiple experiences with academic failure and years away from the classroom. Each student is given intensive one-on-one case management and individual transitions guidance to ensure success both during the school year and in the future. Students receive training in employability skills to help them succeed after graduation.

It is our vision that YouthBuild Philadelphia Charter School will provide an outstanding alternative education that demonstrates the capacity of all students to learn, achieve and grow. YBPCS will be recognized as a model of authentic experiential learning, not just among programs serving out of school youth, but among all high achieving schools and youth programs in the country.

High expectations, a nurturing climate, personalized culture and rigorous real world learning experiences will ensure that graduates are primed for life-long learning and career advancement. YBPCS graduates will emerge as highly-accomplished, self-sufficient, self-aware and socially-conscious citizens. Graduates will be energized about their futures and build support networks for their personal, social and emotional health and well-being.

YouthBuild Philadelphia Charter School will maximize its capacity to engage each student's passion, tap into their individual potential, and provide them with real opportunities for personal and professional transformation.

Shared Values

YouthBuild Philadelphia Charter School (YBPCS) is based on the following principles: individuals are inquisitive and sense-making; they learn best through solving meaningful problems. We also believe that effective schools maximize students' time-on-task, empower students to take responsibility for learning, and establish high expectations for students and teachers.

Educational Community

YouthBuild Philadelphia Charter School uniquely addresses many of the City's most pressing issues through one comprehensive program. At YBPCS, unemployed, economically disadvantaged opportunity youth have a chance to earn their high school diploma, develop job skills and give back to their own communities. All students are enrolled as part-time AmeriCorps members who complete between 300 and 450 hours of service to their community as a central part of our program. Students address the issues in Philadelphia that directly impact their own lives and their community by: volunteering at local non-profit organizations; participating in nationally recognized service days; developing partnerships with community organizations to address community issues together; designing and participating in weekly service projects; and evaluating the impact of projects on communities served. In addition to their community service, students spend time in a variety of settings during our program: academic classrooms, vocational training sites, and post-secondary "bridge" programs, which can include classes at the Community College of Philadelphia, formal job-training programs, or on-the-job training and experience.

Because our students are older than the traditional high-school age range and under-credentialed, there is an urgency to prepare them for postsecondary and employment. YB Philly follows a rigorous competency-based curriculum. Our learner-centered education model, specifically designed to meet the educational needs of opportunity youth who dropped out of high school, offers a year of academic coursework combined with hands-on occupational training in a high demand industry, intensive case management support services, transition planning, leadership development and service learning.

[\[SE1\]](#) All students receive basic skills training, as well as college prep and college exposure. Academic and enrichment courses are innovative, hands-on and incorporate project-based learning with formative and summative evaluation to ensure both rigor and engagement. Instead of trying to skim over four years of high school content in one year, we focus on critical and core academic concepts important for successful transitions into career and postsecondary [\[SE2\]](#) pathways.

YouthBuild Philadelphia Charter School (YBPCS) is an urban school serving low-income former high school dropouts ages 18-20 in the City of Philadelphia. [\[SE3\]](#) [\[SE4\]](#) YBPCS is a key part of Philadelphia's integrated strategy to serve disadvantaged youth. On average, each year 100% of enrollees are former dropouts, 90% are low-income, 45% have children; 30% are ex-offenders; 18% are foster youth; 10% are homeless; 10% have disabilities and 30% are children of incarcerated parents. More importantly, 100 percent have enough motivation, intelligence, and talent to succeed in postsecondary, career, and education pathways.

YouthBuild's nurturing family atmosphere, positive climate and supportive staff create a safe space for students who were not successful in traditional school environments to succeed. YBPCS has three core values--Excellence, Perseverance, and Respect--[\[SE5\]](#) that are reinforced among students and staff throughout the year. Inherent in our mission is the idea that the ultimate success of our school depends on the success of our graduates, and we therefore provide all graduates with access to transition services through career development, job placement and alumni activities.

YBPCS creates this positive and supportive climate through strategic supports (such as case management, mentoring and peer-support networks) and an entire staff of dedicated, caring and nurturing adults who all serve as role models and mentors to our young people.

Case Management: Upon entry into the program, each student is assigned a case manager who serves as the central coordinator for all the support services that the student needs. At the beginning of the school year, students meet with their case manager to develop a comprehensive personal assessment of their goals, self-esteem, along with any relevant review of history around potential issues with substance abuse, sexual health and practices, family, relationships, educational history, employment history, medical history, health insurance, finances and legal issues. Students have access to individual counseling sessions with their case managers, as well as trained clinicians who provide on-site psychological and substance-abuse treatment for students who need such services. The understanding, guidance and support provided through the case-management relationship create an immediate connection to the School for young people who have lacked family support.

Mentors: In addition to the case managers, each student is assigned another YouthBuild staff member who serves as their mentor, offering students another adult connection and support system. Mentors build relationships with students through after-hours phone check-ins, informal lunches and organized mentor/mentee activities at school. Year after year, students cite their relationships with a positive adult role model as the reason they succeeded in the School. Mentoring is another avenue for student/staff relationship building and has a positive impact on retention and attendance.

Peer Support: Peer-support groups are one way to tackle personal barriers while providing yet another avenue to build trust and provide support and guidance. Group counseling/life skills sessions, led by an expert in the field, are offered to students twice a week. Groups classes offered include Parenting, Men's and Women's Groups, and Professional Skills. The groups separately handle topics that will help students deal with everyday life issues such as mother/fatherhood, birth control, personal responsibilities, goal-setting skills, and self-esteem. Students discuss issues with their peers who are experiencing similar challenges and through these classes, students acknowledge, recognize and show their unique strengths and talents.

YBPCS fosters its safe, nurturing and positive environment, and constantly explores new ways to provide supports to students who face personal barriers and lack family support.

Board of Trustees

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Board of Trustees Professional Development

Before coming onto the YouthBuild Philadelphia Board, individuals first spend at least several months on a Board Committee as a non-Board member (Committees include Program, Finance, Governance, Human Resources and Fundraising) to get an understanding of the program and the time commitment involved. All new board members meet with the Executive Director and Board officers for a Board Orientation/Training, and have opportunities to visit the school and construction sites

and talk with management staff and students. All Board members participate in a day-long Board retreat each spring, which focuses on one or more particular area(s) of professional development. Professional development sessions in recent years have included:

Strategic Planning training by TCC Group

Social Identities Training by the Black and Brown Workers Collective

Panel presentation and discussion: YouthBuild Philadelphia's role in the City of Philadelphia: education, community schools, workforce development, and disconnected youth by City of Philadelphia officials and Council members

Panel presentation and discussion on developing YouthBuild Philadelphia's Employer and Postsecondary Partnerships given by representatives from Starbucks and the Community College of Philadelphia

Panel presentation and discussion: Perspectives on the Funding Landscape in Philadelphia by leaders from the Lenfest Foundation, GreenLight Philadelphia, and the William Penn Foundation

A training on Fostering Resilience in our Youth, by Kenneth Ginsburg, M.D., M.S. Ed of Children's Hospital of Philadelphia

A training on The Landscape of Career and Technical Education and Workforce Development in Philadelphia by Paul Harrington, Ph. D. of Drexel University

Governance and Management

The YBPCS Board meets at least quarterly and its executive, finance, fundraising, governance, human resources and program committees each meet on a regular schedule between board meetings. The Board administers the overall governance and management of the school through careful coordination with the Executive Director, Senior Management Team and governance committee of the Board. All members of the Board also receive monthly or bi-monthly school newsletter updates from the school's communication team and senior management team to supplement meeting updates.

All members of the school's five person senior management team attend and present during board meetings. The Board of Trustees has final authority to approve critical elements of school operations, including the approval of: budgets and expenditures; staffing and salary structures; strategic plans and programmatic direction.

When school issues and challenges arise, the Board makes a strong and consistent commitment to hear and respond to the input of all relevant stakeholders. For instance, on disciplinary and restorative justice issues with students at the school, Board members hear from students involved in the incident, along

with the school's Director of Student Life and other school leaders as relevant. Staff members have consistent access to the Board through committee structures, Board meetings and Board engagement in staff orientation at the beginning of each program year.

The Board also engages in a grievance procedure via participation in an Appeals Committee for any staff members have grievances that cannot be fully addressed by the school's senior management team. The Board has recently launched an HR committee to help review and to advise on personnel issues, HR policies, and compensation package decisions across the school.

Student and graduate leaders have multiple opportunities to engage in leadership activities that bring their voice to staff and Board leaders. Students engage as members of Youth Congress, the Young Professionals Group, and academic leaders group. Graduates are invited to participate in alumni advisors roles. And the Board has recently launched a Grads on Board group to support the more proactive recruitment and onboarding of graduates onto formal roles as members of our Board of Trustees. Students are also invited to participate directly in relevant elements of board meetings and board retreat events throughout the school year.

In terms of monitoring the financial health and integrity of the organization, the Board takes a range of proactive steps and safeguards to protect the school, including:

- Convening regular finance committee meetings to review budgeted versus actual expenses in advance of Executive Committee and full board meetings.
- Requiring checks in excess of \$15,000 to be signed by both the Executive Director and an officer of the Board.
- Maintaining adequate segregation of duties within the business office.
- Completing an annual third party independent audit. In addition to the financial audit, YB is also subject to OMB A-133a guidelines, which deal with contracting/funding compliance and internal control issues.
- Committing to structures for the school's Director of Finance & Operations, along with the school's Controller, and the school's Executive Director, to all meet regularly with the Board's finance committee. These school leaders also review and approve payment requests across the school.

Board members were heavily involved in the development of a three year Strategic Plan that set the goals and vision for the organization. The Board has recently convened a strategic planning committee to launch the strategic planning process again. The most recent planning process was launched in late 2013 and completed in 2014 with leadership from each of the Board's standing committees. The Board reviews strategic planning priorities against budget priorities to guide implementation efforts. And each year the Board passes a budget to reflect organizational priorities.

The Board conducts an annual review of the Executive Director. And every three years, this process incorporates a comprehensive review of feedback from funders, stakeholders, students, graduates, and a broad range of staff to inform the conversation. The Board remains active in the daily life of the school, all school decisions, and maintains deep relationships with school staff, partners and students/graduates. Toward that end, the Board has recently launched a mentoring program connecting its members with graduates in professional mentoring relationships. The Board is also pursuing full group professional development offerings to correspond with school learning priorities – including a pending social identities training to align with the school’s ongoing focus on the ways social identities and racial identities influence the experiences of our students and graduates.

YBPCS maintains a positive relationship with the charter granting authority. Members of the Charter Schools Office as well as the Philadelphia School Reform Commission have attended site visits at YBPCS. A charter renewal process completed in 2016 included many positive interactions and resulted in an unconditional renewal of YBPCS’ charter. YBPCS’ Executive Director and Program Director have attended charter school meetings organized by the School District of Philadelphia’s Office of Charter Schools. In addition, they have worked with School District of Philadelphia officials to coordinate the provision of multiple options to young adults who have dropped out of school across the city.

Student Enrollment

Admissions Policy. In accordance with the Charter granted to YouthBuild Philadelphia Charter School by The School District of Philadelphia, YouthBuild Philadelphia admits out-of-school youth between the ages of 18 and 20 who are residents of the City of Philadelphia.

Eligibility for enrollment. In order to be eligible for enrollment in YouthBuild Philadelphia, applicants must—

§ be at least 18 years old, but not older than 20 years, on the first day of the school year,

§ be a resident of Philadelphia,

§ have dropped out of school and not have received a high-school diploma, and

§ successfully complete the four-stage enrollment process demonstrating both punctuality and motivation to attend the school.

Definition of “Dropout”. Applicants are considered to have “dropped out of school” if they meet one of the following criteria:

1. They did not attend school for the last quarter (April, May, and June) of the prior school year. This is demonstrated in one of the following three ways:

- by having a Withdrawal code of either W4C (whereabouts unknown) or W6 (ten or more consecutive unexcused absences) entered in the School Computer Network (SCN) indicating that they were withdrawn from the roll of their previous school;
 - by having any other Withdrawal code entered in the SCN before April of the prior school year without a subsequent re-enrollment code entered; or
 - by having an Active status at their schools in the prior school year but without active attendance during the last quarter (April, May, and June) of that year.
2. They have less than 17.5 graduation credits at the end of the prior school year. This would indicate that, being at least age 18, they would not be able to earn the 23.5 credits required by The School District of Philadelphia to graduate in the coming school year and, thus, are liable to be dropped from the roll of their current school as being overage.
3. They are out-of-school youth in a high-risk category. This is demonstrated in either one of two ways:
- by being enrolled in the prior school year in one of The School District of Philadelphia's alternative/credit-recovery schools, or
 - by having a Withdrawal or Transfer code entered in the SCN indicating that they were being withdrawn or transferred to a non-traditional/alternative educational placement.
4. They were not enrolled in the SCN and state that they have dropped out of school and would not be able to graduate in the coming school year. This would be demonstrated by applicants self-certifying that they have dropped out of high school.

Conversely, applicants would *not* be considered to have “dropped out of school” and thus *not* be eligible to enroll in YouthBuild Philadelphia, if they (1) had attended school during the last quarter of the prior school year, (2) had accrued more than 17.5 graduation credits, and (3) did not meet at-risk criteria.

Enrollment period. YouthBuild Philadelphia enrolls new students only one time in any school year and that is at the start of the school year in September after the students have successfully completed the school's four-stage admissions process.

Recruitment. Applicants are recruited Citywide. From February through July of each year, YouthBuild Philadelphia actively recruits applicants for the following school year through fliers, targeted mailings to social-service agencies and other community organizations, as well as with paid advertisements on public transportation and social media and in local newspapers. In addition, we seek and receive referrals from the City's Office of Re-entry, the District Attorney's Office, the juvenile justice system, detention centers, The School District's Re-engagement Center, the Department of Human Services, and shelter systems. A

large number of applicants learn about the School each year by word-of-mouth—from relatives, friends and neighbors who have attended YouthBuild Philadelphia.

Four-stage admissions process. There are four stages to becoming enrolled in YouthBuild Philadelphia. They are:

§ Stage 1: *The Application*

Applicants can complete the YouthBuild Philadelphia Application Form online at www.youthbuildphilly.org or complete a hard-copy form at the school. Applications are available in either English or Spanish. Applications are accepted from mid-February through July 31, prior to the start of a given school year. As long as applicants meet the three main eligibility criteria (*i.e.*, age, residency and proof of out-of-school status), they are invited to the next stage of the process.

§ Stage 2: *The Re-engagement Facilitation Session*

Eligible applicants who have submitted an Application are invited to attend a mandatory Re-engagement Facilitation Session (RFS). At the RFS, applicants learn about (a) the school program, (b) the graduation requirements, and (c) the requirements for admission and enrollment paperwork. Applicants must be on-time to the RFS. RFS's are advertised widely in advance (*e.g.*, the School website, at meetings, on Facebook, through flyers), and they are scheduled for maximum accessibility and convenience on weekdays, weekends, evenings. If applicants are not on time, they are re-scheduled for another RFS. Applicants will continue being invited to an RFS until the final RFS, which typically occurs in early August. If an applicant does not attend the mandatory RFS, they will not continue to the next stage.

The RFS is a time for applicants to assess if YouthBuild Philadelphia is the right fit for them at this time and to determine if they want to continue with the enrollment process based on what they have heard. Because the School only enrolls one cohort of students per year (with no back-filling of slots or waiting-lists), it is important that applicants understand the expectations of the School and be committed to the program at that point in time so that they do not inadvertently take an available slot from someone else who does want to be a part of our program.

The RFS is designed to reflect YouthBuild Philadelphia's welcoming climate and culture. It highlights the supports offered to students who have struggled with school in the past, with an emphasis on the human-services supports available through our program (including supports with mental-health issues, learning disabilities, and personal barriers). These sessions are conducted in a small-group format to encourage questions and reduce embarrassment for quiet and shy applicants. In addition to the dissemination

of critical information about the School and the admissions process, other goals of the RFS for applicants are to:

- begin to form connections with other applicants to create peer supports and cohesion
- get excited about re-engaging with their education, and
- have a warm point of contact between an application and the beginning of school.

At the RFS, YouthBuild Philadelphia staff are available to guide applicants through how to obtain required paperwork (such as proof of age), including where and how to get it. In addition, if an applicant is experiencing financial hardship in obtaining necessary enrollment documentation (*e.g.*, a copy of a birth certificate costs \$35), the School will provide financial assistance to the applicant. Moreover, the School will provide tokens to applicants who need assistance with transportation. Because the goal of the RFS is to encourage re-engagement with school, YouthBuild Philadelphia allows applicants to reschedule attendance at these sessions multiple times if necessary.

§ Stage 3: The *Intake Meeting*

Intake meetings are scheduled in person with the applicant at or after the RFS. At this meeting, applicants sit one-on-one with a staff member and are asked questions about themselves, along with some self-reflection questions. Applicants must be on-time to the intake meeting. Once an applicant attends an RFS and an Intake Meeting, they are automatically invited to the final stage of the admissions process, Mental Toughness Training. If applicants are not on time for the intake meeting, they are re-scheduled for another meeting. If applicants do not attend the re-scheduled intake meeting, they will not continue to the next stage. Intake meetings are scheduled up until approximately a week before Mental Toughness Training begins.

The Intake Meetings provide an important personal touch-point between applicants and School staff. They allow (a) staff to individually encourage applicants to begin to think through potential barriers to re-engaging with their education (*e.g.*, childcare, housing, and/or legal issues) and (b) applicants to ask questions about their situation and the enrollment process. (If an applicant is successful in enrolling as a student, the information obtained at the Intake Meeting will be used by a Case Manager in assessing the new student's needs.) In addition, at the Intake Meeting, applicants are provided with detailed written information about Mental Toughness Training, including the dates, times, and expectations as to rules, dress code, behavior, etc. (None of the staff

members who conduct Intake Meetings are involved later in any part of the admissions process, so there is no opportunity for bias.)

§ Stage 4: *Mental Toughness Training*

Applicants attend half-day orientation sessions for between 6 and 8 days at the end of August, called Mental Toughness Training. They must be present, on time, and participate in each day of Mental Toughness Training. If applicants are not on time and do not have a valid excuse for their absence or tardiness (*e.g.*, documentation from a physician, hospital, detention center, court, etc.), or if they violate the stated rules, those applicants can no longer continue on in the admissions process. In that event, each former applicant is given a packet of information on other programs for out-of-school youth and told that, so long as they do not exceed the age limit for eligibility, they can reapply for admission in the next year.

The goals of Mental Toughness Training are to help ensure that the School is the right fit for the applicants, and to prepare the applicants for the rigor of the YouthBuild Philadelphia program. These goals are accomplished by (a) staff explaining in detail the program's components, benefits and expectations through a series of workshops and assemblies, (b) staff attempting to inspire all applicants to believe that they can have successful futures, and (c) having applicants demonstrate their motivation to return to school. The primary methods through which an applicant's motivation to return to school is determined are attendance and punctuality.

YouthBuild Philadelphia places an enormous amount of value on attendance and punctuality in our enrollment process because this is the most objective/least subjective indicator that applicants are ready and motivated to commit themselves to an intensive, accelerated program and post-program placement. (While the field of motivation research is complex and layered, several studies make the link between motivation and persistence at goal-related activities.) Moreover, because the School's rigorous program is only between 11 and 15 months long, it is imperative that students attend regularly.

To eliminate any financial barrier to daily attendance at Mental Toughness Training, the School provides all applicants with SEPTA tokens for transportation every day.

Moreover, data throughout our School's history shows that attendance in the first few weeks of school is highly linked to program success: if a student has above 90% attendance in the first two sessions of school (the first 12 weeks of programming), they graduate at a rate of 93%; if a student has below 60% attendance during that time period, they graduate at a rate of 11%. Importantly, all of our college and employment partners agree that attendance and punctuality are the top indicators of success in postsecondary settings. Helping students establish this expectation has enormous

benefits: it helps students know that they can re-engage with a program fully, instills them with important work habits, and helps them start the school year with a feeling of success.

Notification of admission. Applicants are notified on their admission to the School in-person on the last day of Mental Toughness Training.

Enrollment lottery. Typically, all applicants who have successfully completed the School's four-stage admissions process are enrolled in YouthBuild Philadelphia Charter School. However, from time to time, there are more applicants who have successfully completed the School's admissions process than there are openings available in the School. In those cases, YouthBuild Philadelphia Charter School uses a lottery to determine which of those successful applicants are enrolled as students. If necessary, the lottery is held on the last day of Mental Toughness Training, and the successful lottery applicants are notified in-person immediately.

That lottery process consists of numbering an alphabetized list of all remaining eligible applicants, and then using an online program to generate a randomly-ordered list of all the numbers assigned to the applicants. The successful applicants then are identified by the series of randomly-ordered numbers, starting with the first randomly-ordered number on the list generated.

YouthBuild Philadelphia has one point of entry for each school year, at the end of Mental Toughness Training. Thus, there is no "waiting list." In any year in which a lottery was required, the School will provide a copy of the list of unsuccessful applicants, at any time during the term of its Charter, within 10 days of a request for it from the Charter Schools Office.

Required documentation. YouthBuild requires that the following documents be submitted before enrollment:

§ *Charter School Student Enrollment Notification Form*

§ *Proof of age*

Any of the following is acceptable to document proof of age: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of record of baptism, notarized or duly certified and showing the date of birth; a valid passport; a prior school record indicating the date of birth; or a notarized statement from parents or another relative indicating the date of birth.

§ *Proof of residency*

Any of the following is acceptable to document proof of residency: driver's license; PennDOT identification card; current utility bill; a deed; a lease; current credit card bill; property tax bill; or vehicle registration.

§ Photo ID

Can include a State-issued ID (e.g., PennDOT-issued driver's or non-driver's license), a valid passport, or former school ID.]

§ *Home Language Survey*

§ *Parent Registration Statement*

A sworn statement attesting to whether the applicant has been or is suspended or expelled for offenses involving drugs, weapons, infliction of injury, or violence on school property.

Immigration status. An applicant's right to be admitted to YouthBuild Philadelphia Charter School may not be conditioned on the applicant's immigration status, and YouthBuild Philadelphia may not ask about the immigration status of an applicant as part of the admission process.

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

20112012	223	163	3	pregnancy.child, wanted to work, other reason	44
20122013	213	164	3	wanted to work, pregnancy, other reason	41
20132014	258	197	7	"Other", disliked school, wanted to work, children	34
20142015	233	178	1	"Other", disliked school, children, wanted to work	31
20152016	257	185	3	"Other", disliked school, children, wanted to work	31
20162017	264	177	3	"Other", disliked school, children, wanted to work	41

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
20112012	0	0	0	0	0	0	0	0	0	0	0	0	223
20122013	0	0	0	0	0	0	0	0	0	0	0	0	213
20132014	0	0	0	0	0	0	0	0	0	0	0	0	258
20142015	0	0	0	0	0	0	0	0	0	0	0	0	233
20152016	0	0	0	0	0	0	0	0	0	0	0	0	257
20162017	0	0	0	0	0	0	0	0	0	0	0	0	264

Stakeholder Involvement

Name	Role
Ameen Akbar	Ed Specialist - Other
Frederick Bader	Ed Specialist - School Psychologist
Martin Brigham	Business Representative
Sarah Burgess	High School Teacher - Regular Education

Timothy Daniel	Board Member
Willa Deitch	High School Teacher - Regular Education
Ashlee DeWald	Elementary School Teacher - Special Education
Rebecca Dommel	Middle School Teacher - Regular Education
Scott Emerick	Administrator
Anthony Fullard	Business Representative
Erin Horvat	Board Member
Brian Leffler	Administrator
Laura McHugh	Community Representative
Victor Mendez-Rivera	Parent
Meredith Molloy	Administrator
Christina Neilson	High School Teacher - Regular Education
David Rivoire	High School Teacher - Special Education
Maria Sanchez	Parent
Erika Starr-Celley	Elementary School Teacher - Regular Education
Robert Totaro	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
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	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Not answered	Not answered
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Not answered	Not answered

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

YouthBuild Philadelphia is a 12th grade only competency-based program for high school dropouts ages 18-20 and follows an individualized and customized curriculum that meets the needs of older students as they transition to the world of work and post-secondary education. Our academic content focuses on building transferable skills that are critical for lifelong learning and growth.

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

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

Unchecked answers

None.

Explanation for any standards checked:

All of the YouthBuild curriculum is designed to meet the needs of the out of school population, specifically to prepare them for employment and postsecondary education. Below is a list of the competencies that guide our academic work:

Language Arts: Reading-- 1. *Active Reading*: I can use a variety of strategies to engage with, connect to and literally understand a text; 2. *Vocabulary*: I can develop my vocabulary to increase my understanding; 3. *Analytical Reading*: I can analyze and break apart a text to understand deeper meanings; **Writing--** 5. *Process*: I use the writing process to produce publishable, high quality work; 6. *Ideas*: I write with purpose to convey important ideas to a specific audience; 7. *Organization*: I express myself clearly through well-organized writing; 8. *Voice*: I use language in appropriate and diverse ways to engage my audience; 9. *Rules*: I use formal writing rules to produce work with no mistakes.

Math: 1. I can *represent* math problems in different ways: pictures, symbols, words; 2. I know when and how to *estimate*, and can use estimation to explain whether an answer is reasonable; 3. I can *explain* the way I solve a problem both orally and in writing; 4. I can *analyze* quantitative information presented in real world contexts; 5. I can *persevere* to solve a problem that involves multiple steps and can be solved with different approaches.

Research In Science and Social Studies: 1. I examine a situation and *ask relevant researchable questions* that promote inquiry; 2. I can *perform and assess the credibility* of primary and secondary sources to collect qualitative and quantitative data about a particular topic/question; 3. I can *analyze* information obtained through research to convey purpose and form conclusions; 4. I can *synthesize* information collected from my discoveries and publish them to demonstrate high quality work; 5. I can properly *cite* sources as evidence to support and justify conclusions.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

instructional time to be devoted to achieving the academic standards are identified.	plished
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:

Processes used to ensure Accomplishment:

At YBPCS academic curriculum is delivered through high quality and engaging classroom-based instruction. The academic curriculum is organized into 20 day sessions where students work toward completing a set of “demonstrations,” performance assessments that demonstrate their mastery of the competencies. They also take enrichment classes that focus on service learning and life skill development. Finally, they work weekly on a Digital Portfolio in which they reflect on their learning. They present their Digital Portfolio at the end of the year. Class times are broken into 70-minute blocks. All curriculum delivery strategies are based in practices that support high engagement, retention of knowledge, post-secondary skills and peer-to-peer learning. Small class sizes and similar skilled groupings allow for whole group instruction with intensive individualized coaching and support. The entire curriculum is relevant and skill-focused.

YBPCS’ curriculum delivery is implemented through universally applied instructional core strategies: **design** (documenting and creating a course of action that allows students to access knowledge, practice skills, demonstrate mastery, and engage in the learning process; **practice** (strategies to support student engagement and learning by engaging students, conveying information, and teaching content specific, cognitive, and non-cognitive skills; **content** (concepts, principles, vocabulary, relationships, outstanding issues, common misconceptions, and nuances of the discipline – including prerequisite knowledge; and **assessment** (process used to gather and document information regarding student and practitioner growth).

YBPCS’s Director of Curriculum and Instruction is responsible for the quality of the academic program and its integration with all other facets of our comprehensive program. She develops and oversees curriculum, aligning it to State and post secondary requirements. She also receives guidance and support from an Instructional Leadership Consultant who assists with teacher observations to ensure on-going rigor and engagement in the classroom. The education team meets bi-monthly and the whole staff meets twice a week to discuss student issues, challenges and accomplishments. Teachers meet with their supervisor as needed, in addition to scheduled one-on-one meetings each session, observation feedback meetings and formal evaluation reviews.

In accordance with Charter School law, YouthBuild provides more than 180 days of instruction (990+ hours) each year. Students are provided with multiple opportunities for additional

supports during and after school hours. Teachers are available before and after school for one-on-one and group tutoring. Trained community volunteers are also available to provide one-on-one tutoring during the school day and after regular school hours. In addition, YBPCS offers a monthly Saturday school session – four hours of one-on-one or group tutoring from certified instructors and volunteers.

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

n/a

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.

To meet the learning needs of those students who are most at-risk for failure to meet their academic goals, YBPCS employs a two-pronged approach: (1) Special Education and special needs programming and (2) a multi-disciplinary support process. We follow individualized instruction plans for a number of our students. Our curriculum incorporates all of the key basic skills into every vocational training track, as well as academic and enrichment classes.

YBPCS has a robust special education department that provides professional development and support for staff, and supports students to ensure the curriculum is accessible. Strategies include co-teaching, small pull out and push in sessions, one on one support and the creation of alternative schedules and requirements individualized to the needs of unique students. Staff support includes modifying curriculum, providing positive behavior support plans that staff can implement and participating in meetings with students to focus their growth. YBPCS provides the full array of special education services per IDEIA regulations. YBPCS' accelerated, individualized and hands-on program ensures that our students are engaged and thriving.

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
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Not Reviewed

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

The Director of Curriculum and Instruction regularly observes classroom teachers and lesson plans, and provides fine-grained feedback for continuous improvement. We have on-going professional development for teachers to incorporate best practices and multiple instructional practices into their classrooms.

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

n/a

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered

Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

While we use a wide range of instructional techniques, below we highlight four collective strengths:

Individual Recognition:

You Betta' Recognize: Valuing students as individuals and scholars is key to confidence and success. We create academic environments that recognize where (who) individuals are, build on their strengths and celebrate their growth.

Strengths:

- Visual tracking of progress
- One-on-one conversations about academics and whole self; make time for students to feel valued
- Differentiation for every student (not just students with IEPs)

Presentations of Learning:

We provide opportunities for students to demonstrate leadership and to share their academic work with the community, which reinforces skills, models high quality work for peers, blends confidence and competence building.

Strengths:

- During Presentations of Learning, students have space to be autonomous and have ownership over the programming
- Encourage and facilitate the completion of High Quality Work in preparation for presenting
- Create a space for students to self select interdisciplinary strengths.

Culture of Revision

We recognize that producing high quality work involves an ongoing process of revision (based on individualization and intent).

Strengths:

- A system of grading the includes a “Not Yet” category, which emphasizes making work better
- Peer to Peer collaboration
- Integrating the revision process within the demonstration (ex. Math students must revise as part of their math portfolio)

Interdisciplinary Approach to Literacy

In all of their classes, students build vocabulary, annotate readings and use writing to communicate and to reflect.

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.

Employees join the team at YBPCS because they have a deep and true passion both for what they do and for our student population. YBPCS is proud of its tradition of hiring and retaining a highly professional and committed staff. YBPCS has been recognized by The Philadelphia Inquirer (based on an anonymous survey from staff) as one of the best small workplaces in Philadelphia for seven consecutive years. All YBPCS teachers have a passion for providing rigorous and engaging instruction at all academic levels.

To retain these passionate and talented workers we: compensate fairly (with generous benefits; performance-based raises and timely evaluations that encourage dialogue between supervisors and employers); recognize staff consistently and often for their contributions formally and informally; invest in professional development across the organization (extensive all-staff, department and individual professional development, as well as 50% tuition reimbursement); respect staff as professionals in the field and are earnest in seeking feedback from staff both at weekly all-staff meetings and at well planned annual retreats; prime staff for change and improvement and implement their best ideas; and believe in balancing the importance of working hard and having fun together as a team.

Our teachers receive a series of professional development trainings around integrating literacy best practices into all facets of the curriculum to ensure that lesson plans in all academic subjects and occupational training tracks are more literacy-rich. Teachers use targeted and innovative strategies to specifically address basic skills deficiencies such as one-on-one and differentiated instruction, multiple learning modalities, student-specific classroom accommodations, curriculum modules and individual education plans. Clear evidence of the effectiveness of these strategies is found in the fact that special education enrollees have a higher average graduation rate than the general student population. It is a testament to YBPCS' strategies for identifying and supporting special needs and at-risk students that so many have, sometimes for the first time in their academic careers, experienced a safe, nurturing and supportive environment in which they can be successful academically. YBPCS provides the full array of special education services per IDEIA regulations.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	4.00	4.00	4.00
English	1.00	1.00	1.00

Mathematics	1.00	1.00	1.00
Social Studies	1.00	1.00	1.00
Science	1.00	1.00	1.00
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

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

Graduation Requirement Specifics

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

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- 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

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
think-pair-share, whiteboards, exit slips				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
TABE and teacher assessments				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

Due to the special nature of our mission and enrollment, YBPCS does not participate in the Keystone Exams. Rather, YBPCS uses the Test of Adult Basic Education (TABE)-- a nationally-respected assessment that is appropriate for our older-adolescent students-- to establish a baseline and then to monitor the development of the reading and math skill-levels of our students. The baseline administration of the TABE provides administrators with information to determine instructional groupings for students. The TABE is then administered two additional times to each student to measure achievement. Staff analyze post-test results and determines strategies to improve student achievement.

Assessment of student learning and skills developed at YBPCS falls into three broad categories: Tests, Demonstrations of Understanding, and Daily In-class Assessment Activities. Incorporating these three broad assessment modes into all YouthBuild learning situations and courses ensures that all students have the opportunity to demonstrate learning and skill mastery.

- **Tests:**
Standardized (TABE, Compass), industry designed (NCCER tests) or teacher designed (in-class tests and assessments that measure acquisition of course content and skills gained).
- **Performance-based “demonstrations”:** A portfolio of meaningful and complex demonstrations is the backbone of academic student assessment at YouthBuild. These demonstrations require students to apply the competencies to a higher order task. Students are encouraged to present their learning, in front of the school community (community meetings), and/or to external audiences (panels with guests and outside local and national presentations).
- **Daily in-class assessment activities:**
In-class assessments occur on a daily basis in YouthBuild learning environments. Assessment activities are in class activities designed to help teacher and learner evaluate if learning has occurred.

YBPCS' assessments evaluate not just what students know, but what they can do with that knowledge. Along with on-going analysis of skills tests, test scores, project assessments, academic progress, grades and attendance, we incorporate class observation, as well as writing and reading activities to develop a full picture of each student's basic skills progress. These evaluations provide YBPCS staff with multiple opportunities to examine progress, as well as student concerns, needs and performance. The small size of the school and family atmosphere

make it possible to provide individual feedback (in areas of growth, strength or functional deficiency) to students through one-on-one progress reports, report card conferences and frequent meetings with teachers and case managers.

TABE test scores and classroom observation are used to place students in level-appropriate classes and training. Academic goal plans are determined based on TABE results, classroom observation and authentic assessments, and teachers implement learning strategies focused on each student's individual needs. Where appropriate, students are grouped by basic skill level so that they are in classes with students on similar academic levels. Frequent assessments and observation allow students to be moved into higher or lower level classes based on their demonstrated skill. All test results are evaluated and monitored by the Director of Curriculum and Instruction, who provides individual counseling and feedback to students highlighting their strengths and weaknesses in each subject area.

YBPCS strives to meet the needs of each student so that they will be able to succeed in the school program and in post-secondary education. To address these needs individually, YBPCS implements a number of proven strategies to ensure academic and behavioral progress and to catch faltering students early in the school year:

- Each student receives individual attention to progress through academic support, mentoring, case management and tutoring.
- Individualized Education Plans are developed for each student that has been determined to be an eligible student after a comprehensive evaluation.
- C-SAP Behavior plans are developed for individual students with behavioral issues.
- Staff members arrange "teamings" for students who begin to show signs of faltering attendance, poor academics or problematic/out of character behavior.
- One on one tutoring from teachers and outside volunteers is available to all students before and after school.
- Attendance is tracked and monitored on a daily basis by case managers who follow-up with absent students.
- Individual report card conferences are scheduled at the end of each session with the student and his/her teachers, case manager, mentor, and the Director of Curriculum & Instruction to keep the student constantly aware of academic standing and attendance/behavior problems.
- All students can attend a tutoring class at the end of each school day, where they can complete work from their core classes with one-on-one support.

- Postsecondary plans are created for students to guide them through steps they need to take throughout the year to enter into the workforce or continuing education setting of their choice.
- Our Postsecondary team follows up on student achievement for one year after graduation.

Collection and Dissemination

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

YouthBuild Philadelphia closely tracks and monitors outcomes and goals through program enrollment, attendance and retention rates, academic and vocational skill grades, job readiness skills and service learning grades on a monthly basis. YouthBuild also measures less tangible data – such as community impact and student impact – through surveys, focus groups and feedback loops. Data on progress is regularly collected, monitored and evaluated through progress reports, report cards, attendance data and certification test results. Staff run data weekly to view trends, evaluate impact and generate reports to inform internal decision making and external reporting.

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.

YouthBuild works diligently to ensure that ALL of our students achieve. Staff meet weekly to review the progress and achievement of ALL students. Along with on-going analysis of skills tests, test scores, portfolio assessments, academic progress, grades and attendance, we incorporate class observation, as well as writing and reading activities to develop a full picture of each student's basic skills progress. We provide students with contextual feedback on their skill level and progress. We provide individual feedback (in areas of growth, strength or functional deficiency) to students throughout the school year via one-on-one progress reports, report card conferences and frequent meetings with teachers and case managers. YBPCS' philosophy is to make student evaluation an integral part of the learning experience.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

YBPCS uses multiple assessments to monitor student progress and adapts instructional practices to meet individual needs.

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

Given our student population of high-school dropouts who come to us often with elementary- and middle-level academic skills, YBPCS's education program is a competency-based model that is not aligned with 12th-Grade PA standards.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

As reported above, given our student population and the fact that we are a 12th-Grade-only program, YBPCS does not use summative assessments for measuring student achievement. However, assessment data in the form of student success in our program is aggregated and reported to our funders, as required by our funding grants.

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

See above.

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

See above.

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				
Student Codes of Conduct				X
Comprehensive School Safety and Violence Prevention Plans				X
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems				
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				

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

Through years of experience, the identified strategies have been proven sufficient to meet the needs of our School.

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				
Emergency and Disaster Preparedness				
Guidance Curriculum				
Health and Wellness Curriculum				
Health Screenings				
Individual Student Planning				X
Nutrition				
Orientation/Transition				X
RTII/MTSS				
Wellness/Health Appraisal				

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications				X
Administration of Medication				
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				
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:

YouthBuild Philadelphia has a SAP Team and four full-time case managers on staff who help students navigate the community support services available to them. Counselors and psychologists are also available to students. Our growing network of partnering community services (including child care providers, shelters, drug and alcohol treatment programs and parole officers) helps our students easily connect to needed services.

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				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication				X
Managing Chronic Health Problems				
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				
Truancy Coordination				

Explanation of consultation and coordination services:

At YBPCS, collaboration is manifested at multiple levels because we do not believe that the high school dropout crisis can be solved in silos. We regularly collaborate with other organizations to help students meet desired outcomes. Through our extensive network of relationships, we learn and teach best practices from our state and national partnerships. Our Board members believe deeply in collaboration, and come from large law firms, healthcare systems, banks, postsecondary institutions and construction companies that leverage relationships for the benefit of our students (internships and employment). Internally, staff regularly collaborate around individual student needs, program successes and challenges, and outcome goals.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings				X
Letters to Parents/Guardians				

Local Media Reports				
Website				X
Meetings with Community, Families and Board of Directors				X
Mass Phone Calls/Emails/Letters				X
Newsletters				
Press Releases				
School Calendar				X
Student Handbook				X
Community meetings, social media, flyers				X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				X
Individual Screening Results				
Letters to Parents/Guardians				
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook				
Our students are young adults (age 18 and over), and we actively work to teach our students to be responsible adults-- that includes taking responsibility for their own health needs. We collaborate with parents, as necessary.				X

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	No
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	NA
Does the Charter School comply with all regulations concerning the dispensation of medicines?	NA
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-	No

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?	
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?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

Because all of our students are age 18 or older, YouthBuild encourages its students to take responsibility for their health needs as adults by utilizing medical resources in their community, as needed. Because of this practice, the PA Department of Health, School Division, has told us that we are exempt from the school-nurse requirement.

Food Service Program

Describe unique features of the Charter School meal program

While more than 80% of our students are low-income, all YouthBuild Philadelphia Charter school students are over the age of 18 and are therefore currently age ineligible for free and reduced lunch. However, given severe food insecurity needs of our students, we work with community partners and staff to provide a food pantry. We are also pursuing policy solutions that would allow our young people to qualify for free and reduced lunch after age 18.

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:

YouthBuild Philadelphia Charter School has a Safety Plan, an emergency evacuation plan, a shelter in place plan and has monthly fire drills. Located on the third and fifth floors of an office building which houses various human-service organizations, the building management maintains a security guard in the lobby while the building is open for business and the building is responsible for waste removal. Security cameras are located on the perimeter of the building as well as various locations throughout the building. The building is fully accessible for persons with disabilities.

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

Wellness Policy

The school wellness policy

DOC file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOC 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

No file has been uploaded.

Insurance Coverage Details

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

No files have been uploaded.

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.

All students at YBPCS are eligible for free transportation provided by our school. Students who live within a 1.5 mile radius of the school are provided with a student TransPass from the School District of Philadelphia. All other students are provided with tokens from YBPCS, paid for with private funding. Special education students who need transportation accommodations are provided with these accommodations in their IEP. However, at this time, no student is in need of such service.

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, 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?	No
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.

n/a

Code of Student Conduct

The school's Code of Student Conduct

DOC file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Never

Elementary Education - Intermediate Level

- Never

Middle Level

- Never

High School Level

- Quarterly

Collaboration for Interventions

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

YouthBuild staff are divided into eight "GPS Teams." On each team is a cross-section of the school's staff, including classroom teachers. Each student is assigned to one of those teams based upon his/her vocational-training program. GPS Teams meet weekly to discuss the needs and academic progress of each student on the team.

Community and Parent Engagement

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

YBPCS is run by a diverse, 16-member Board of Trustees, which consists of active community members. Because YBPCS students are all legal adults (between ages 18 and 21), communication with parents is limited legally. However, YBPCS makes an effort, where legally appropriate, to reach out to parents and involve them in the school. At the beginning of each school year, YBPCS hosts a successful and well-attended Open House, through which we are able to strengthen the relationship between students' family members, staff and school leadership. The students' families are invited to attend YBPCS events such as basketball games and school picnics.

As a community-based organization, YBPCS has a long history of drawing volunteers from partnering nonprofit and faith-based organizations, local colleges, local businesses and the communities we serve. In the past five years, YBPCS has recruited and managed hundreds of volunteers to provide one-on-one tutoring, support and assistance to staff, and assistance with our large-scale service projects. YBPCS has a strong presence in the community, as we regularly lead block and park clean-up efforts, neighborhood beautification and volunteer service projects throughout Philadelphia. Additionally, YBPCS has well-established relationships with community organizations and social service agencies that provide services such as counseling and transitional housing to our students.

Wherever it is known, YBPCS has a strong reputation for excellence. Most prospective students find out about the program through word of mouth as students and alums are informal yet effective ambassadors for the program. The school is highly regarded by a number of government agencies and national foundations, which consistently support its work. According to the Mayor's Office of Civic Engagement, YBPCS is "one of the foremost models of youth civic engagement in the city." YBPCS has run an award-winning AmeriCorps program for 18 years, and students provide thousands of on-going and event-specific hours of service each year—including building local green playgrounds and hosting community-based service projects for Martin Luther King Day of Service.

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

As all YBPCS students are ages 18-21, more than 30% of our students have dependent children. We help students coordinate childcare needs with CCIS and have partnerships with several local daycare centers. As a Workforce Development program, we work closely with CareerLink and the Philadelphia Youth Network as well as local businesses for internship opportunities and job training programs. Before and after school tutoring is available for all students by YBPCS staff as well as community volunteers.

Preschool Agency Coordination

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

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

n/a

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered

Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Given that the academic skill-levels of our students range from elementary- through high-school levels, the materials and resources used at YouthBuild represent high-interest, engaging, and accessible content which is accessible for students across academic readiness levels.

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

n/a

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered

Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School 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 "

YBPCS is a 12th-grade only program and therefore does not participate in Keystone Exams/PSSA. YBPCS follows a rigorous competency-based curriculum. YBPCS' learner-centered education model, specifically designed to meet the educational needs of young adults who dropped out of high school, offers a year or more of academic coursework combined with hands-on occupational training in a high demand industry (construction, technology or healthcare), intensive case management support services, career development and transition planning, leadership development and service learning. The curriculum is customized to the needs and interests of the out-of-school population, and the demands of local industry and post-secondary institutions. All students receive basic skills training, as well as college prep and college exposure. Academic and enrichment courses are innovative, hands-on and incorporate project-based learning with vigilant evaluation to ensure both rigor and engagement. We strive to provide the broadest range of skills, experiences and education to our student population. We know that we cannot offer four years of high school content in one year, so we focus on critical academic concepts important for a good transition to work and post-secondary success. In order to graduate from the program, students must demonstrate competency in each area of instruction, including academic and non-academic goals. Core academic courses include Mathematics, Language Arts, Science and Social Studies. These courses are interconnected and utilize students' knowledge and experience as a basis for developing academic competency as well as critical thinking skills, which provides students with the skills and abilities they need to function effectively in today's job market or post-secondary schools. The Test of Adult Basic Education (TABE) is the standardized test we use to track student progress throughout the year.

Fiscal Solvency Policies

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

YBPCS' commitment to performing with the highest ethical standards is reflected in all departments and ensures quality and accountability in every facet of the program. Finances are managed independently and in a cost-effective manner. The fiscal management system uses checks and balances recommended and overseen by an independent auditor, with an annual audit conducted under OMB Circular A-133 by an independent accounting firm. A 16 member Board of Trustees, consisting of education and business leaders in our community, oversees the direction, operation and fiscal responsibility of the program. The Board meets at least quarterly, and its finance and executive committees meet between Board meetings, to approve cost allocation plans, ensure sound fiscal practices, responsible budgeting and contract compliance. The budget is developed using the following: prior year vs. actual results; a planning session with

the Chief Administrative Officer and senior management; and, inflation research to develop salary figures, canvassing major vendors to determine significant increases in costs, e.g. audit, insurance etc. YBPCS has an \$800,000 revolving bridge loan from The Reinvestment Fund if the lag time between accounts receivable versus accounts paid from funding partners ever requires activation of the loan.

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.

YBPCS has used MAS90 Accounting Software for the last ten program years. All budgeting and accounting transactions are reported on a GAAP basis. There is no requirement that we comply with Pennsylvania DOE Chart of Accounts. Our accounts structure allows us to adequately report activity on the annual AFR.

Professional Education

Characteristics

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

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students				X

are aligned to each other, as well as to Pennsylvania's academic standards.				
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.				
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.

YouthBuild Philadelphia offers all teachers robust professional development opportunities throughout the year. Specific options are suggested for teachers based on observation and supervisor feedback, while others are available to all staff. All staff participate in one week of professional development training in August, and then there are additional in-service days set aside for professional development opportunities throughout the year. YouthBuild also offers a tuition reimbursement program and staff receive peer education through our on-going Communities of Practice series.

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

YouthBuild Philadelphia Charter School is specifically designed to meet the needs of high school dropouts and does not have a special program for gifted students. Gifted students are often able to meet competencies earlier and are more quickly dually enrolled into community college or other college level programming.

Educator Discipline Act 126, 71

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

Questions
The LEA plans to conduct the required training on approximately: 1/3/2018

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 plans to conduct the training on approximately:

1/3/2018

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 plans to conduct the training on approximately:

1/3/2018

Strategies Ensuring Fidelity

Checked answers

- Using disaggregated student data to determine educators' learning priorities.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- 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.
- 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.
- 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.

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

For YBPCS to be effective with a high needs, at-risk population, we need to constantly develop and improve new and existing program components. The overall success of any academic program truly rests on the ability and the commitment of its instructors. We have a diverse and talented team of educators and administrators. To help our teachers, instructors and case managers meet the diverse and challenging needs of our students, we invest considerable resources in professional development initiatives as well as provide on-going feedback through classroom observations and individual conferences.

To ensure that teachers and other staff have the training and resources they need to perform effectively, we have done the following:

- § Set aside designated funds in YBPCS' operating budget for professional development.(Nearly \$50,000 has been set aside for in-house and external professional development, including a 50% tuition reimbursement plan)
- § 13 professional development days are incorporated into the school calendar each year.
- § Staff and teachers attend trainings and retreats throughout the school year.
- § Our Special Education teachers receive special trainings throughout the year and work closely with the Director of Curriculum and Instruction and our school Psychologist.

In addition to on-going professional development training from field experts on topics such as Assessment, Collaborative Learning, Restorative Practices and Integration, all YouthBuild Philadelphia staff also participate in one or more Communities of Practice (CoP) during the school year. CoPs are small peer-to-peer learning groups where staff reflect on and share best practices in a variety of key program areas. CoPs are facilitated by a combination of internal staff including consultants. The goal of CoPs is to deepen practice and create an internal network of peer-to-peer supports on a variety of topics and strategies important to staff core competencies. Approximately 8-12 staff attend each Community of Practice. Peer groups are small to support equity in sharing across program areas. Sessions run at least one hour and some are one and a half hours in length. Examples of CoP's include:

- o Content Sharing Across the Curriculum
- o Strategies for Engaging and Supporting Mentees
- o Restorative Practices: Initiating Language and Conferences
- o Engagement and Management in Learning Spaces
- o Instructional Strategies
- o Strategies for Incorporating Soft Skill Development/Post-Secondary Prep into the Curriculum
- o Strategies for Engaging Alumni and Ensuring Alumni Placements
- o Strategies for Incorporating Soft Skill Development in Service and Student Leadership
- o Implementing Meaningful Writing to Learn Strategies Across the Curriculum
- o Working with Special Education Students/Strategies to Support E.D. Students

YBPCS is always striving to develop new ways to reach our population. A Literacy and Instructional Consultant spends 4-5 days a month in the school specifically to assist teachers through instructional coaching, differentiated lesson planning for special education/special needs students and providing one-on-one and small group professional development in the areas of literacy and instruction.

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

n/a

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 know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- 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.

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

The goals and desired competencies of this Induction Program are to inform and/or enhance the participants' knowledge of:

- The Code of Professional Practice and Conduct for Educators (22 Pa. Code 235)
- The YouthBuild community of students
- YouthBuild's policies and procedures, including this Induction Program
- YouthBuild's curricula and resources
- Professional responsibilities, including reflection and professional growth
- Professional development
- Classroom-management strategies and techniques
- Effective instructional delivery methods to meet the needs of all students—highly-skilled regular-education students, as well as those with special needs

- Student assessment
- Engaging all students in active learning
- Working with students, parents and the greater community
- Personal skills, such as time management, communication skills, and interpersonal skills.

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

n/a

Needs of Inductees

Checked answers

- 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.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Student PSSA data.
- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The needs of the inductees will be assessed by having all participants complete a questionnaire rating their perceived level of competency on a range of professional issues, including:

- The Code of Professional Practice and Conduct for Educators (22 Pa. Code 235)
- Professional responsibilities, including reflection and professional growth

- Professional development
- Classroom-management strategies and techniques
- Effective instructional delivery methods to meet the needs of all students—highly-skilled, regular, and those with special needs
- Student assessment
- Engaging all students in active learning
- Personal skills, such as time management, communication skills, and interpersonal skills.

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

YouthBuild does not administer the Keystone Exams/PSSAs.

Mentor Characteristics

Checked answers

- 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.
- 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).

Unchecked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

YouthBuild Philadelphia Charter School is a relatively small, 12th-Grade-only program which has nine full-time teachers and one part-time educational specialist (School Psychologist). The respective areas of assignment: two Language-Arts Teachers, two Mathematics Teachers, one Science Teacher, one Social Studies Teacher, and three Special Education Teachers. Accordingly, the Director of Curriculum & Instruction serves as mentor for each of the teacher-inductees. As mentor, the Director of Curriculum & Instruction meets with each teacher-inductee weekly, observes the inductee and models good instructional practices, offers suggestions for

improvement, and provides professional and personal support.

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

n/a

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

If necessary, provide further explanation.

n/a

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Council meets in January and June to monitor the Induction program. The program is evaluated in June and revised as needed. The evaluation consists of input from all of the participants as to the achievement of program goals, objectives, and competencies.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

89% of graduates were placed within six months of graduation in employment, postsecondary education, or a year of service (for the previous year).

Accomplishment #2:

In 2016-17, we focused on building out career pathways in customer service and based on the success and learning within those areas, we are replicating within the other three vocational-training tracks in 2017-18.

Accomplishment #3:

Employer engagement has increased through attendance at our inaugural employer summit, participation in training of students and alumni, as well as celebrating student/alumni success; in addition, we launched training for employers about working with young people.

Charter School Concerns

Concern #1:

Student attendance is lower than we would like.

Concern #2:

We do not currently have a range of vocational training programs that is broad enough to meet the diverse skill-needs of our students.

Concern #3:

Many of our graduates are not persevering in community-college settings.

Concern #4:

The transient nature of alumni and frequent disconnected communication methods.

Concern #5:

Personal barriers (housing, childcare, etc) continue to impact the ability of a student/alumni to move forward with, or be retained in, college and career.

Concern #6:

Postsecondary education placements are raising entrance requirements, especially in testing, that are limiting the eligibility of students/alumni.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Student attendance is lower than we would like.

We do not currently have a range of vocational training programs that is broad enough to meet the diverse skill-needs of our students.

Many of our graduates are not persevering in community-college settings.

The transient nature of alumni and frequent disconnected communication methods.

Personal barriers (housing, childcare, etc) continue to impact the ability of a student/alumni to move forward with, or be retained in, college and career.

Postsecondary education placements are raising entrance requirements, especially in testing, that are limiting the eligibility of students/alumni.

Charter School Level Plan

Action Plans

Goal #1: Develop differentiated instruction strategies for gifted students (as well as basic skills deficient students) to receive specialized instruction and supports to enhance their educational opportunities.

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: placement

Specific Targets: dual enrollment; placement

Strategies:

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and

Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
 Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;
 Investigating the Impact of Differentiated Instruction in Mixed Ability
 Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Identifying gifted students

Description:

YouthBuild Philadelphia identifies students who had been found to be eligible for gifted services at the time of their registration. Although as a Charter School, YouthBuild is not required to implement a gifted program under Chapter 15. The school takes every step to differentiate instruction to these students so that they can take maximum advantage of the curriculum.

SAS Alignment: Instruction

Implementation Steps:

Getting information to teachers

Description:

YouthBuild Philadelphia will make every effort to get information to teachers that identify students as gifted.

Start Date: 8/1/2013 **End Date:** 12/1/2014

Program Area(s): Gifted Education

Supported Strategies:

- Identifying gifted students

Professional Development for Differentiated Learning and Dual Enrollment Opportunities

Description:

Act 22 exempts Pennsylvania Charter Schools from the mandate of Chapter 15 to provide programming for gifted students. Although we try to implement multiple informal enrichment activities with those incoming students whom we learn have been previously identified as gifted, it is our understanding at YouthBuild Philadelphia Charter School that we are not legally mandated to provide such activities. Accordingly, we do not have an established professional development program around gifted programming. However, we are actively working on putting a system into place that will improve teaching and services specifically for our gifted learners. This strategy includes professional development around differentiated instruction for all of our classroom teachers as well as identifying and securing dual enrollment opportunities for gifted learners. This professional development is aligned with teaching diverse learners in an inclusive setting.

Start Date: 10/4/2013 **End Date:** 10/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Dual Enrollment Opportunities
- Differentiating Instruction

Developing partnerships with colleges

Description:

We make a special effort to develop meaningful relationships with colleges to create dual enrollment and bridge programming opportunities for students. Through these opportunities students will be able to get a sense of college level work, get comfortable with the college environment and teaching style, and earn college credits to get a jump start on fall enrollment. Quality partnerships with colleges should include information sharing agreements on grades and progress, as well as continual feedback on student progress and the hard and soft skills our students need to work on.

Start Date: 11/4/2013 **End Date:** 11/30/2016

Program Area(s): Student Services, Gifted Education

Supported Strategies:

- Dual Enrollment Opportunities

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Develop differentiated instruction strategies for gifted students (as well as basic skills deficient students) to receive specialized instruction and supports to enhance their educational opportunities.				Strategy #1: Dual Enrollment Opportunities Strategy #2: Differentiating Instruction		
Start	End	Title		Description				
10/4/2013	10/31/2014	Professional Development for Differentiated Learning and Dual Enrollment Opportunities		Act 22 exempts Pennsylvania Charter Schools from the mandate of Chapter 15 to provide programming for gifted students. Although we try to implement multiple informal enrichment activities with those incoming students whom we learn have been previously identified as gifted, it is our understanding at YouthBuild Philadelphia Charter School that we are not legally mandated to provide such activities. Accordingly, we do not have an established professional development program around gifted programming. However, we are actively working on putting a system into place that will improve teaching and services specifically for our gifted learners. This strategy includes professional development around differentiated instruction for all of our classroom teachers as well as identifying and securing dual enrollment opportunities for gifted learners. This professional development is aligned with teaching diverse learners in an inclusive setting.				
Person Responsible		SH	S	EP	Provider		Type	App.
Fred Bader		0.0	0	0	0		School Entity	No

Knowledge

While we do not have formal professional development around gifted services, we do offer gifted students opportunities to participate in dual enrollment programs during the school year, and YBPhilly staff support students with study sessions, homework help and basic support while they are taking these classes. We will also work on developing differentiated instruction for students at all levels of skill. Instructors will receive professional development training specifically designed for them to learn new strategies of instruction for students at high and low skill levels.

Supportive Research

YBPhilly staff go with students to dual enrollment classes in the spring/summer to get a sense of the teaching style of the professor and class structure to better help support students who are participating in dual enrollment. In addition, teachers often incorporate strategies and vocabulary they see in the college classroom into their own classrooms at YBPhilly to better prepare our students for postsecondary education experiences. This dual enrollment opportunity improves language and literacy acquisition.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

LEA Whole Group Presentation

Training Format**Participant Roles**

Classroom teachers

Grade Levels

High (grades 9-12)

Follow-up Activities

Peer-to-peer lesson discussion

Evaluation Methods

Standardized student assessment data other than the PSSA

