

The application narrative must address, in sequential order, each standard in the PCPCS Quality Standards Workbook and encompass each indicator as it relates to the standard. The scoring rubric in Part II will be used by reviewers to evaluate the application and will count as 50% of the application score for new schools and 35% for expanding or replicating schools.

STANDARD 1: ACADEMIC AND CONTINUOUS IMPROVEMENT: A quality school maintains a culture of high academic expectations and focuses on continuous improvement by defining measurable academic goals for all of its students; articulating a fully aligned, rigorous curriculum and employing research-based instructional strategies; regularly tracking student progress; employing differentiated professional development and student intervention; and fostering a collaborative and highly effective cadre of teachers, while also maintaining compliance with applicable laws and regulations.

1.1 CULTURE OF HIGH EXPECTATIONS: The school commits to high academic expectations for all students and holds all staff and students accountable to these expectations.

1.2: CURRICULUM AND INSTRUCTION: The school creates a comprehensive curriculum, instruction, and assessment system aligned to required standards, college and career readiness measures, and the school's mission and vision. The curriculum and instruction include effective strategies to meet the needs of a diverse student population.

1.3: PERFORMANCE MANAGEMENT: The school implements a systematic process of monitoring and improving the effectiveness of their academic program based on data.

1.4: HIGHLY EFFECTIVE TEACHERS: The school hires, develops, and retains a cadre of dedicated and effective educators who review student data, adjust instruction, and provide intervention when necessary.

1.5: LAWS AND REGULATIONS: The school ensures compliance with local, state, and federal laws and regulations regarding the academic program, including compliance with the charter agreement regarding the academic program.

STANDARD 2: EFFECTIVE AND ETHICAL LEADERSHIP: The leaders of a quality public school are responsible stewards of the school's mission and vision and of public funds and trust. The school leaders carry out their duties in a professional, responsible, and ethical manner at all times and use their influence and authority for the primary purpose of achieving student success and creating the highest quality learning environment.

2.1 MONITORING EFFECTIVENESS: Leaders regularly monitor and evaluate the success of the school's program and hold themselves accountable for results.

2.2 PROFESSIONAL DEVELOPMENT: Leaders engage in regular professional development and reflective practice

2.3 AVOIDING CONFLICTS OF INTEREST: The school leader abstains from any decision involving a potential or actual conflict of interest

2.4 INSTRUCTIONAL LEADERSHIP: Leaders make decisions with the goal of optimizing successful teaching and learning experiences.

2.5 COMPLIANCE: Leader maintains awareness of and complies with local, state, and federal laws and regulations, including those pertaining to Special Education.

2.6 DIVERSITY: Leaders implement practices that are inclusive to diverse learners.

2.7 SELF-REFLECTION: Leaders engage actively in reflective self-assessment and school-wide assessment to identify areas in need of improvement. Leader practices collaboration and distributive leadership. Once identified, leaders take the appropriate action to improve the identified needs

STANDARD 3: CULTURE, COMMUNITY, AND RELATIONSHIP BUILDING: A quality school cultivates effective relationships with and among its stakeholders including effective communication, openness, and actively seeking opportunities to collaborate insuring shared accountability for student achievement and positive, productive community relations.

3.1 SCHOOL SUPPORT: The Board of Trustees promotes and supports the school in the community.

3.2 COMMUNICATING MISSION AND VISION: Leaders effectively communicate and engage stakeholders in the mission, vision, and values of the school, ensuring understanding and buy-in by the stakeholders.

3.3 SCHOOL CULTURE: The school generates and sustains a school culture reflective of the charter's mission and vision that is conducive to the learning and growth of students, staff, faculty, and stakeholders.

3.4 COMMUNITY PARTNERSHIPS: The school actively fosters collaboration with and solicits knowledge and skills from community entities and stakeholders to support student learning and achievement.

3.5 COMMUNICATING SCHOOL IMPROVEMENT RESULTS: The school communicates the expectations for student learning and goals for improvement to all stakeholders in the spirit of open communication and transparency.

STANDARD 4: OPERATIONS: A quality school conducts operations that are aligned with a mission driven culture, are compliant with legal and regulatory mandates, effectively manages risk through effective management of the physical plant, student discipline, and safety protocols, employs effective support services, supports employees according to best practices and mandates, engages and communicates with stakeholders, and manages data and technology.

4.1 LAWS AND REGULATIONS: The school maintains access to legal counsel and ensures compliance with charter agreement requirements as well as all federal, state, and local laws, regulations, standards and mandates related to charter schools and non-profit organizations.

4.2 RISK MANAGEMENT: The school develops, implements, and enforces policies that reduce hazards and risks to the school

4.3 STUDENT ENROLLMENT: The school has fair and equitable enrollment practices compliant with regulations and the PA Charter School Law.

4.4 SUPPORT SERVICES: The school conducts a systematic approach for support services (student health, finance/business processes, transportation, food service) and evaluates efficiency and effectiveness of each program.

4.5 EMPLOYEES: The school is fully staffed with appropriate qualifications, has a defined hiring process, maintains accurate documentation on employees, and provides administration for human resources processes such as onboarding, compensation packages, benefits, retirement, conflict resolution, staffing levels, and employee performance

4.6 COMMUNICATIONS: The school employs a process to develop and implement external and internal communication plans aligned with the school's mission and ensures the security and appropriate accessibility of all data and records.

4.7 PHYSICAL ENVIRONMENT: The school maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment.

4.8 SAFETY: The school prioritizes student, employee, and visitor safety, and utilizes a safety committee or review process to oversee and report safety concerns to the administration.

4.9 STUDENT BEHAVIOR: The school develops, implements, and monitors its student behavior system to ensure a safe learning environment for all students.

4.10 TECHNOLOGY AND DATA SYSTEMS: The school ensures technology infrastructure and staff is in place to fully support student needs and employee work processes.

Standard 5: GOVERNANCE: A quality school is governed by a Board of Trustees, a collective of individuals, who are responsible stewards of the school's mission and of public funds and trust. The Board of Trustees members carry out their duties in a professional, legal, and ethical manner at all times for the purpose of achieving overall school and student success.

5.1 ACADEMIC OVERSIGHT: The Board of Trustees understands the charter's academic goals and objectives related to student achievement and have the systems in place to monitor student achievement.

5.2 FINANCIAL OVERSIGHT: The Board of Trustees understands the short and long-term economics of the school and has systems in place to monitor short and long-term financial health.

5.3 REGULATORY OVERSIGHT: The Board of Trustees monitors compliance with local, state, and federal laws and regulations, monitors compliance with charter agreement, and has a process for developing, approving, and enforcing appropriate policies and procedures.

5.4 SCHOOL LEADER SUPPORT AND EVALUATION: Organization-wide performance goals are developed collaboratively. The Board evaluates the school leader's performance and provides adequate support for the school leader.

5.5 COMPOSITION AND STRUCTURE: The Board of Trustees ensures the board has a diverse set of skills and backgrounds adequate for effectively governing the school and has a clear and active structure of officers, members, and committees .

5.6 MEETINGS: The Board of Trustees adheres to an established annual board calendar, provides public transparency, and follows an agenda that focuses on fulfilling the board's role and fiduciary responsibilities

5.7 GOALS AND ACCOUNTABILITY: The Board of Trustees advocates for and sustains the school's mission and vision, and in conjunction with the CEO/School Leaders sets and measures progress towards mission-driven goals, and conducts self-evaluations.

Standard 6: FINANCE: A quality school demonstrates sound financial practices through responsible use of public funds, maintaining publicly accessible fiscal records, conducting annual audits, and developing a comprehensive fiscal plan that demonstrates alignment with the school's mission and vision.

6.1 FINANCIAL PLAN: The school effectively plans for long and short-term financial health and ensures that expenditures of school funds are closely aligned with the mission and the academic goals of the school.

6.2 LAWS AND REGULATIONS: The school aligns financial practices with state and federal laws, charter agreement, applicable regulations and standard accounting principles.

6.3 INTERNAL CONTROLS: The school establishes strong internal financial controls to ensure operational integrity and safeguarding of school assets and financial resources, maximizes accuracy and reliability of financial records, and develops procurement policies and procedures.

6.4 ADEQUATE FINANCIAL RESOURCES: The school ensures ongoing financial viability and sustainability by engaging in accurate reporting to optimize enrollment and special programs support, monitoring financial performance and trends and actual results vs. budget projections, and seeking out additional funds, if needed.

6.5 FINANCIAL REPORTING AND OVERSIGHT: The school regularly and accurately records and reports financial activity, results and status, uses and reports restricted funds appropriately, and undergoes a thorough annual independent financial audit.

6.6 QUALIFIED EXPERTISE: The school has appropriate financial planning and management expertise