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Sandra González
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Equity Plan 2015-2016

Antonia Pantoja Charter School provides every student with an equitable and high quality education through utilizing more experienced and highly qualified teachers to educate our students who are economically disadvantaged and/or at risk of failure and/or drop out.

We also provide a transitional plan for our students in:

- Kindergarten going to First Grade
- 8th grade that will graduate to High School

Kindergarten Transitional Plan

Transition services are provided by the School Psychologist and Support Services Department to identify any incoming kindergarten students who may require support services. Developmental and educational information is gathered, parental consent to evaluate is requested, and lastly, all incoming kindergarten students undergo a thorough screening.

June

All students transitioning into Kindergarten undergo a screening process before the start of the academic school year to ensure that any possible educational needs are identified, parental consent to evaluate is requested and the evaluation process is initiated at the start of the school year. This screening process includes a brief academic and developmental screener administered by the School Psychologist, as well as a Speech and Language screener, administered by the Speech Pathologist. Students whom had been receiving Early Intervention Services in Preschool are evaluated for School Aged Services, once parental permission is attained. Parental permission to evaluate for School Aged Services is requested automatically upon receipt of Early Intervention documents.

July – September

The evaluation process commences for students whom either screening results identify as possibly requiring support services, or for students whose Early Intervention documents indicate need of support services. Students who are undergoing the evaluation process are provided services in the identified areas of need, as a “thought to be” student throughout the evaluation process. Additionally, every student completes a Measure of Academic Performance assessment in September to obtain a baseline of each child’s academic standing at the initiation of the school year.

October- November

All students who performed within the lowest ten percent on the Measure of Academic Performance are placed into intervention groups and receive intervention in subsets of Mathematics or Reading by highly qualified teachers. All initial evaluations are completed and reviewed with Parents. All students found eligible for Special Education and Related Services



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are provided supports and services as outlined in an Individualized Education Program (IEP) and agreed upon by the IEP Team.

January-February

All students complete the mid-year Measure of Academic Performance assessment. Results from the assessment are reviewed by instructional staff and support services staff. Data is used to drive next steps, which may be cycling students in/out of intervention groups or meetings with parents to request permission to evaluate. Students whom initial screening results indicated as performing below average in some areas, but were not initially evaluated, are rescreened. If data indicates no or minimal progress, Support Services will request a meeting with parents to review data and discuss the next steps, which may be requesting permission to evaluate.

May-June

All students complete the final Measure of Academic Performance assessment. Results from the assessment are reviewed by instructional staff and support services staff. Data is used to drive next steps, which may be meetings with parents to request permission to evaluate. Students whom the mid-year screening results indicated as performing below average in some areas will be screened again. If data indicates the student is performing below average, Support Services will request a meeting with parents to review data and discuss next steps, which may be requesting permission to evaluate.

Grade 8 Transitional Plan

Transition services for Grade 8 students are designed within an outcome-oriented process, which promotes movement from middle school to high school. A coordinated timeline of activities, workshops and meetings are designed to highlight the instruction, vocational education, community experiences and post-adulthood planning. The process begins as early as the end of the student's Grade 7 experience, ending with the high school selection process and acceptance.

September- 7th grade (Academic Year before transition to Grade 8)

Student & Counselor Meeting: During the month of September, counselor meets with 7th grade students to start conversation about the importance of their 8th grade year and to review high school preferences. During this meeting, the counselor highlights the requirements for high schools specific to the student's preference. Begin writing essays for the high school applications.

September- 8th grade

High School Selection Workshops: Workshop for students to familiarize with the different High School options within their area and the application process. During the



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workshop, school counselor explains the difference between neighborhood school, city wide schools and special admission schools. Also discuss charter schools, students identify their top 10 charter school choices (they apply at home with their families) and conduct a career inventory with students. Career Exploration/Interest Exploration: Individual meeting/group meetings completing career assessments and working on academic and personal goals. Pre-screening student's interest in order for students to have an enriched high school experience.

October – November

High School Application Office Hours/Application Day: Provide open hours for students to discuss with counselors the high school application process along with their parent/guardian. Included in this process is the arrangement of essays, letters of recommendations, special requests etc.). By this time, students have identified their top 5 schools of choice.

December

Applications are due and delivered to the School District of Philadelphia.

January-February

High School 101: Monthly discussion of graduation requirements, valedictorian and salutatorian, attendance, academic plans, post-secondary discussions, time management, high school programs, importance of extra-curricular activities, etc.

March- May

Discussions continue to take place about the schools they have been admitted, etc.

June

8th Grade Graduation