# Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
**DEPARTMENT OF EDUCATION**
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HARRISBURG, PA 17126-0333

# Charter Annual Report
**Tuesday, October 09, 2007**

**Charter School:** Propel CS-McKeesport
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## SECTION I. EXECUTIVE SUMMARY

### Organization Description

Propel Charter School-McKeesport has completed its second year. This school year ended with an enrollment of 236 students in grades K-5. The school implemented the programs described in the charter; children made substantial learning gains; and the school is

organizationally and fiscally healthy. This report reviews the programs the school implemented, describes the children the school served, provides data on the learning that took place, and outlines the goals to be pursued in the coming year.

Children came from 12 different districts. At year end, 19% of the children at the school had an IEP. The student body was 25% white, 73% African American or multiracial, and had a very high poverty rate (determined by free/reduced lunches) at 90%.

The school's mission is to develop academically accomplished young men and women who are poised, curious, and disciplined—upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, and ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region. The school is a dynamic place where teachers, families, students and community partners work together both in the pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. The school encourages excellence through an intense focus on reading, writing, mathematics, social studies, and science and through explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support, and encouragement.

Propel Charter School-McKeesport has put in place the unique and powerful program described in the charter. This program includes: 1) Full day Kindergarten and a longer school year and longer instructional day; 2) small class sizes and individual attention; 3) a 2 ½ hour literacy block; 4) a unique core studies program; 5) a unique enrichment program; and 6) a powerful professional development program.

Implementing this program requires a very strong staff, and the school has that kind of staff. Mark McClinchie served as the school's principal, and Dr. Carol Wooten, Chief Academic Officer, actively supported him and the remainder of the school staff. Tina Chekan served as the Principal's Intern and the Literacy Coach. This highly talented leadership team led a 100% certified and highly qualified staff of 15 teachers. They were assisted by 6 full-time instructional aides. The school implemented a professional development program that included in classroom coaching, seminars, workshops at the school, as well as attendance at workshops presented by the AIU, PATTAN, PDE and others.

During the year, Propel put in place a strong on-going assessment plan for the school. The plan includes a set of targets based on multiple measures. There were gains in math and reading (measured by 4 Sight, GMADE, DIBELS, DRA, Corrective Reading, and Waterford assessments). The school made AYP on the PSSA tests. Parents were very satisfied with the school, and student attendance was good.

## Core Purpose

### Mission

Our mission is to develop academically accomplished young men and women who are poised, curious and disciplined; upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region.

### Vision

Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, and ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region. The school is a dynamic place where teachers, families, students and community partners work together both in the pursuit of excellence and in the cultivation of

curiosity, creativity and collaboration. The school encourages excellence through an intense focus on reading, writing, mathematics, social studies, and science and through explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support, and encouragement.

## Shared Values

We have core beliefs about Academics, Community and Personal Power that anchor our work and serve as touchstones, shaping key decisions in the life of our schools.

***On Academics***

Leading children to academic accomplishments is a central purpose of our school. We place supreme importance on the development of literacy because reading well is the foundation for further learning. We believe children are able to think deeply and that this intellectual engagement is central to academic accomplishment.

***On Community***

We believe in the power of a community to lift individuals, and that it is our job to prepare children to build and be part of such communities. We also believe it is our job to lead teachers, parents and community partners, through an open exchange of ideas, to share a sense of responsibility for the success of each child.

***On Personal Power***

We believe that every child is unique and personally powerful. Pursuing personal passions and participating in the arts, physical activities and community service promote both understanding of the world, and appreciation for individual differences. We see children as active participants in creating their futures and feel it is our job to constantly encourage children to explore and reflect, cultivating knowledge of self and a sense of personal efficacy and power.

## Academic Standards

### Academic Standards

At Propel, we believe strongly in the need for clear expectations. These expectations define what Propel students should know and be able to do. They provide students and their families with clear goals for the hard, focused work that is an integral part of life at a Propel school.

What follows is a list of the major goals that anchor these clear expectations, brief descriptions of what we expect in terms of Academic learning, learning to be effective in a Community, and learning to be Personally Powerful. They emerge from our vision of schooling and are fully aligned with the **Pennsylvania State Academic Standards**. They provide a clear goal for students and constitute a promise to families enrolling children at a Propel school.

Students in Propel McKeesport's K-6 school program will:

#### Academics

*Demonstrate excellence in core academic disciplines*

a. Read and write well;

b. Listen skillfully and communicate clearly;

c. Show a meaningful understanding of mathematics—see relationships and patterns, compute fluently and apply skills and procedures to solve problems;

d. Show knowledge of historical events and an understanding of historical research, sources, chronology and interpretation;

e. Show knowledge of scientific principles and an ability to apply methods of scientific inquiry.

(**Demonstrations fully aligned with the PA Academic Content Standards**)

**Community**

*Develop awareness, understanding, and appreciation of what it means to be part of a community*

a. Work effectively with peers and others to achieve a goal;

b. Manage time and resources to meet commitments and obligations;

c. Understand the roles of a leader, a follower, and an individual in a group;

d. Understand and respect the differences within and among various communities and negotiate differences with others tactfully.

**Personal Power**

*Develop a clear sense of purpose and path and pursue a personal passion*

a. Set goals and reflect accurately on progress toward those goals;

b. Demonstrate self-discipline and work hard to achieve goals;

c. Recognize personal strengths and weaknesses;

d. Demonstrate curiosity about the world and an eagerness to learn and grow;

e. Appreciate many kinds of positive, personal expression (including the arts, music, language, sports, and hobbies);

f. Acquire expertise in and passion for at least one.

## Strengths and Challenges

# Strength and Challenges

Propel Charter School-McKeesport is using the School Improvement planning process to improve upon the areas identified as **Challenges** and to further strengthen the areas identified as **Strengths.** Stakeholders have participated in many ways in creating the plan, and multiple data sources were used to demonstrate results. These data sources include teacher records and observations, student feedback, parent and teacher surveys, the 4SIGHT, the PSSA, Stanford Achievement Test (Edition 10), G-MADE (math assessment), developmental reading assessments, and local assessments. Multiple data sources are further strengthened by an annual review of the curriculum by the Educational Advisory Committee which is comprised of well-known experts from higher education, educational research organizations, the cultural arts, and the manufacturing and technology sector.

The 2006— 2007 school year ended with 236 students in grades K — 5. At the end of Year One **Strengths** and **Challenges** were identified. These areas continue to be used for school improvement planning.

**Strengths**: Growth in Student Achievement (Academic Achievement), School Climate, Parent Satisfaction, Partnerships, and Teacher Professional Growth.

**Challenges**: Students Who Are Performing Below Grade Level, Full Implementation of an Effective School-Wide Inclusion Program, and Reducing the Number of Students Who Are Absent and Tardy.

The following Chart gives a more detailed description of the **Strengths** and the **Challenges**. They are broken down into **Relevant Information** (the 2006 — 2007 school year) and **Next School Year** (the 2007 - 2008 school year).

-

# Strengths

# Student Achievement (Academics)

| | |
|---|---|
| **Relevant Information** | 91% of the teachers, 88% of the parents, and 93% of the students say that the school maintains high academic standards (end of year survey). |

| | |
|---|---|
| | Data showing continuing growth and improvement in academics: PSSA, 4Sight, Stanford Achievement Test (10th Edition), G-MADE (math assessment), Waterford Early Reading Program, Corrective Reading Program, Open Court Reading Program Assessments, TERC Mathemetics Assessments, ASSET Science Assessments and local assessments. PSSA and SAT 10 Data are included in this report. |
| **Next School Year** | · Propel teachers, parents and students will continue to say that the school maintains high academic standards (end of 2007 - 2008 school year survey).<br><br>· Propel students will show continued growth (continuing to make AYP and moving more students from below basic and basic to proficient and advanced) and (increased percentage maintaining or increasing their national or state percentile ranking) based upon the data sources listed above. |

# School Climate

| | |
|---|---|
| **Relevant Information** | Students and parents report that children feel physically and emotionally safe at school. Student Attendance averaged 94%. 73% of teachers, 88% of parents and 71% of students say school is safe and secure. 91% of the teachers, 90% of the parents and 81% of students say the overall climate is positive and helps learning (end of year survey). |
| **Next School Year** | · A faculty committee on school climate will meet to further strengthen Propel's culture of caring.<br><br>· Teachers, parents, and students will continue to give the school climate a favorable rating.<br><br>· The number of teachers and students stating that the school is safe and secure will increase. |

# Parent Satisfaction

| | |
|---|---|
| **Relevant Information** | 95% of parents give the school an A or B, and over 93% of the parents agree that teachers are easy to talk to, treat them with respect, motivate their children to learn, and keep them informed about their child's progress.<br><br>Parents visit the school frequently and volunteer on a regular basis. Many parents attended Literacy and Math Nights. Most parents attend the Celebration of Leaning following each Enrichment Module. There is a current waiting list of 146 students for K — 6. |
| **Next School Year** | · Parents will be given a list of specific volunteer opportunities, and principals and teachers will work to include more parents in school activities.<br><br>· Parent workshops will be expanded with a focus on how they can help increase the academic achievement of their children (Math Nights and Literacy Nights for every grade level.)<br><br>· An effort will be made to increase parent participation in the School Council. |

# Partnerships

| | |
|---|---|
| **Relevant Information** | Propel has established Enrichment Partnerships with the Pittsburgh Theater Dance Ensemble, Civic Light Opera, Attack Theater, Spoken Word, Pittsburgh Irish and Classical Theater and the McKeesport YMCA. These organizations provide the artists in residence. Propel's principal participates in the Principals Academy, and the Chief Academic Officer participates in the Forum for Western PA Superintendents through a partnership with the University of Pittsburgh. Propel partners with the Pittsburgh Technology Council/Catalyst Connection in the implementation of a Technology Literacy Project. A partnership with AmeriCorps provides members in the school daily to tutor and mentor students. A partnership with Heritage Health Foundation provides an after school program. A partnership with the University of Pittsburgh provides MAT Interns and student teachers in all Propel Schools. |
| **Next School** | · Additional Enrichment (Arts) Partnerships will be established and some will be |

| | |
|---|---|
| **Year** | funded by grants written and received by Propel's Arts Coordinator.<br><br>· Pre-Service teacher partnerships will be expanded to Point Park University and Slippery Rock University.<br><br>· The number of students participating in an after school program will increase.<br><br>· A pre-school program located at Propel McKeesport will be provided by Heritage Health Foundation. |

# Teacher Professional Growth

| | |
|---|---|
| **Relevant Information** | 85% of teachers say that they have adequate professional opportunities to learn about content and instruction..<br><br>Propel teachers receive far more professional development than those in traditional public or private schools. Teachers work 220 days each year. This includes 190 student days. Teacher training days include: 10 days prior to the start of the school year, 10 days during the school year, 5 days at the end of the school year, and 5 days during the summer. Teachers participate in trainings at the AIU, local colleges and universities, Pittsburgh Technology Council, ASSET Science, Inc., PATTAN, local school districts and professional teaching organizations. |
| **Next School Year** | · Leadership opportunities will be expanded for teachers to conduct on-site and off-site workshops for other teachers.<br><br>· Teachers will provide workshops and facilitate the work of paraprofessionals and AmeriCorps Members. |

| | |
|---|---|
| | · Teachers will be encouraged to join and participate in professional organizations (for example: NCTM, NCTE, ASCD, AERA, etc.).<br><br>· Teachers will assume leadership roles in ASSET Science<br><br>· Lesson Study will be implemented by the Math Coach and Literacy Coach.<br><br>· Teachers will have leadership opportunities in the After-School Program and in the Propel wide professional development programs.<br><br>· Percentage of teachers satisfied with their professional opportunities will increase |

# CHALLENGES

## Students Performing Below Grade Level

| | |
|---|---|
| **Relevant Informatiuon** | The school year began with 231 students in grades Kindergarten through five. Students come from 12 different districts, and the incidence of poverty is high, 90%. Although teachers, parents and students say that the school maintains high academic standards, many students enter Propel with substantial academic deficits. |
| **Next School Year** | • Propel will increase the number of students who receive tutoring in reading and math. This is in addition to the extended blocks of instructional time each day.<br>• Americorps Members will provide in school and after-school tutoring for students in reading, math, and homework completion.<br>• Propel will expand the 100 Book Challenge and other programs that are recommended to encourage and increase reading achievement.<br>• Propel will implement a rigorous After-School Program to include intense tutoring and a wide array of enrichment opportunities. |

## Full Implementation of an Effective School-Wide Inclusion Program

| | |
|---|---|
| **Relevant Informatiuon** | During the 0607 school year Propel McKeesport began the process of inclusion and co-teaching between regular and special education teachers. The program showed consistent improvement throughout the year. It was especially effective at grade five, and these classrooms became models school and Propel-wide. |

| | |
|---|---|
| | |
| **Next School Year** | • Common planning time will be provided for regular and special education teachers.<br>• Teachers will receive high quality professional development on inclusion and co-teaching.<br>• Parents will receive education on the transition to full inclusion.<br>• A common inclusion vocabulary will become the norm at Propel McKeesport.<br>• Regular and special education teachers will continue to strengthen the implementation of the co-teaching model through professional development, adequate resources, and opportunities to observe high quality programs Propel-wide and in other districts. |

# Reducing the Number of Students Who Are Absent or Tardy

| | |
|---|---|
| **Relevant Informatiuon** | Propel McKeesport had 11 students with 30 or more absences (equivalent to missing 6 weeks of school.) The school began holding TEP (Truancy Elimination Plan) Meetings. Principals met with parents to identify the reasons for absences and tardies and then generated goals and strategies to reduce the number of days or instructional time missed. The attendance rate at the end of the year was 94.32%, but many students continued to be tardy on a regular basis. |

| | |
|---|---|
| **Next School Year** | • Propel McKeesport will continue and strengthen the Truancy Elimination Plans.<br>• Parents will play a key role by working collaboratively with behavior coach and administrators to identify goals and strategies to reduce and/or eliminate unexcused absences and tardies.<br>• The Behavior Support Coach will be proactive in working with families to become active participants in their child's education.<br>• The Behavior Support Coach will inform parents of the impact high absenteeism has on learning, and share information about potential consequences associated with high absenteeism.<br>• The Behavior Support Coach will assist in identifying student needs and family issues that contribute to absenteeism and provide intervention strategies to reduce the number of absences.<br>• The Behavior Support Coach will give a timely response to truancy by sending notices after each unexcused absence.<br>• The Behavior Support Coach will document and maintain a record of all communication including phone calls, written correspondence, and other documents used.<br>• Teachers will play an active role by talking to students and immediately contacting families to encourage good attendance.<br>• CARE Team will assist in identifying strategies to reduce the number of absences and work with teachers to provide positive incentives as encouragement for the child to attend daily.<br>• Propel McKeesport will encourage students to come to school every day by providing a positive attendance incentive program. |

# SECTION II. STRATEGIC IMPROVEMENT PLANNING

## Strategic Planning Process

Propel strongly believes in developing annual performance goals based on the mission, vision and beliefs of the school. During the 2006-07 school year, Propel continued to utilize a comprehensive framework of performance indicators developed during the 2004-2005 school year. The indicators cover the broad domains of:

A. Student performance;
B. Stakeholder satisfaction;
C. School Culture; and
D. Cultural Experiences

The Propel Schools' trustees reviewed and approved the 2006-2007 indicators. The indicators are used to report the school's performance and track longitundinal data.

In order to present a comprehensive view of the performance, multiple indicators are sometimes given around a particular indicator. For example, for math proficiency, included is the required AYP goal. But because this goal only pertains to 3rd graders, also included is a proficiency measure based on the SAT-10, a test used with all students. This allows the presentation of a more comprehensive measure of performance, but also generates information that is useful for internal planning and instructional improvement.

Note that for the core areas of math and reading, the goals are not just for proficiency but for growth. The schools beliefs revolve around the importance of multiple indicators for success, not just at the percentage of students who reach a benchmark, but at the percentage of students who are improving their skills each year regardless of the starting point.

## Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|---|---|---|---|
| Jeremy Resnick | Propel CS | Administrator | Board of Trustees |
| Dr. Carol Wooten | Propel CS | Administrator | Board of Trustees |
| Dr. Jane Heiple | Lyceum Group LLC | | Jeremy Resnick |
| Mandi Davis | Propel CS | Special Education Representative | Dr. Carol Wooten |
| Daryll Robinson | Propel CS | | Jeremy Resnick |
| Mark McClinchie | Propel CS | Administrator | Dr. Carol Wooten |

## Goals, Strategies and Activities

***Goal:* Successfully operate the school in accordance with the charter**
*Description:* Provide a comprehensive framework of performance indicators to track and report school performance( See attached Annual Measurable Goals chart in required documents under data tab)

***Strategy:* Create a postive school climate**
*Description:* Assure a safe, secure and nurturing environment where all students can learn to their maximum potential

*Activities:*

| Activity | Description | |
|---|---|---|
| Collect relevant data based on annual measurable goals | Measures of student attendance, parent involvement, school safety, academic rigor, caring environment and student behavior | |
| **Person Responsible** | **Timeline for Implementation** | **Resources** |
| Carol Wooten | Start: N/A<br>Finish: N/A | $0.00 |

***Strategy:* Improve student academic performance**
*Description:* Deliver a rigorous instructional program to enhance student achievement

*Activities:*

| Activity | Description | |
|---|---|---|
| Collect relevant data based on annual measurable goals | Measures of student academic proficiency and growth | |
| **Person Responsible** | **Timeline for Implementation** | **Resources** |
| Carol Wooten | Start: N/A<br>Finish: N/A | $0.00 |

***Strategy:* Provide cultural experiences for students**
*Description:* Engage external partners to provide daily cultural experiences for all students

*Activities:*

| Activity | Description | |
|---|---|---|
| Collect relevant data based on annual measurable goals | Measures of external partner engagement and number of hours per student provided in arts related activities | |
| **Person Responsible** | **Timeline for Implementation** | **Resources** |
| Carol Wooten | Start: N/A<br>Finish: N/A | $0.00 |

***Strategy:* Provide stakeholder satisfaction**
*Description:* Positive affect among all stakeholders

*Activities:*

| Activity | Description | |
|---|---|---|
| Collect relevant data based on annual measurable goals | Measures of family and faculty satisfaction, re-enrollment and waiting list | |
| **Person Responsible** | **Timeline for Implementation** | **Resources** |
| Carol Wooten | Start: N/A<br>Finish: N/A | $0.00 |

# SECTION III. QUALITY OF SCHOOL DESIGN

## Rigorous Instructional Program

### Rigorous Instructional Program

The school's program is an innovative combination of proven practices. They are described below.

*Structure*

The school is small (235 students in grades K — 5) and will stay small (<400). Class sizes are small (maximum of 20 in K-4, 25 in 5). There is more time for instruction because the school day is longer (6 hours of instruction daily) and the school year is longer (189 actual days). We also offer a full-day Kindergarten. Our teachers work 220 days each year, an increase which allows for extensive professional development. This is in addition to the in-classroom coaching and workshops that occur before and after school. We enhance the sense of community at the school with opportunities for multi-age grouping. We bring grade levels together for social studies and enrichment activities.

*Continuous Assessment to Meet Individual Needs*

The heart of high performance and continuous improvement is the regular and persistent review of data and results. Our frequent assessments identify where intervention, support, and enrichment must guide instruction. We assess through: Kindergarten Readiness; the DIBELS Reading Assessment — at least 3 times a year; the DRA — annually for everyone in the primary grades, and more frequently for students not at grade level; Corrective Reading — ongoing assessment for students not at grade level; PSSA — Grades 3 - 5; the Stanford Achievement

Test — 10th Edition; and GMade for Grades K - 2 (Fall and Spring) and an ongoing reading leveling based on the 100 Book Challenge program. Most importantly, we make decisions throughout the school year based on this assessment data. For example, during this past year, we moved children up a grade level and had children in multi-grade experiences. We also use flexible grouping in both literacy and math to ensure that children are receiving instruction that is at the appropriate level. Tutoring sessions are scheduled throughout the day, after school, and in the summer program.

*Unique 2 to 2.5 Hour Literacy Block*

The school uses a developmental, phonics based reading program to build decoding, fluency and comprehension skills. Our students use the highly recommended (NCTE) Open Court Series, which is compatible with our Balanced Literacy Program. We are also implementing the Waterford Reading Program, a nationally recognized and award-winning program for primary students. Students in grades K-5 have two and a half hours of literacy each day. Reading time is comprised of Phonics and Word Studies and immersion into authentic literature. We use the 100 Book Challenge program to put Leveled Libraries in each classroom (a new and well-researched movement in Reading Instruction) so that we can meet the individual needs of our children. Our Literacy time is broken into: Read Alouds, Shared Reading, Guided Reading, Independent Reading, Literature Circles, and Guided and Independent Writing.

*Strong Math Program*

Propel uses a mathematics program that develops the student's ability to use, represent, and explain mathematical concepts — one that emphasizes computational fluency, conceptual understanding and problem solving. Investigations in Data, Number and Space (the TERC program is used for grades K — 5. The selection was based upon recommendations from the National Council of Teachers of Mathematics and the National Science Foundation. They are very compatible with the other in-depth, inquiry-based programs used in Literacy, Science and Social Studies. Our children also use Every Day Counts to analyze data, see patterns, explore math relationships, and communicate using math terms.

*Core Studies for In Depth Learning*

Propel students engage in a series of core studies of six weeks in duration. These are intensive, in-depth investigations drawn from the disciplines of social studies and science. Each core study also includes field trips, trade books, investigation, and research. Social Studies Alive is the social studies program for students in grades K — 4. History Alive is the program for grades 5. This includes an extensive study of "America's Past" for grade 5. All grades participate in a World Cultures Study the last six weeks of school. This study ends in a culminating event, a World Cultures Fair which is open to family, friends, and the community.

The science component of these studies incorporates the inquiry-based ASSET Science, which is used throughout Allegheny and surrounding counties. Examples of topics are the Kindergarten study of Trees, the first and second grade study of Changes, the third and fourth grade study of Rocks and Minerals, and the middle level study of Populations and Ecosystems. Students complete experiments, study concepts, and read literature relevant to each topic.

The Core Studies have a unique program at the end of each six -week study; a culminating event that is tied to our Celebration of Learning (see below) takes place. Culminating events give students an opportunity to showcase their work and learning in social studies and science at a well-attended parent/community event.

Children can pursue interests that emerge during these Core Studies by participating in after school clubs. For example, we had an after-school Science Club taught by a teacher with extensive experience in science and ecology. Children also had a hands-on math club where they played math games and engaged in various math competitions. There was also a math program provided by the National Actuarial Foundation. Students receive further enrichment through participation in Odyssey of the Mind.

*Celebrations of Learning and Our Enrichment Modules*

Six times a year, a Celebration of Learning showcases student work and accomplishment in both the Enrichment (Arts) Module and the science or social studies unit just completed. The Enrichment module supplements and supports the ongoing use of creative expression in the classroom and replaces traditional “specials.” Residencies of local artists support the work of the Enrichment coordinator. This year, we have completed modules with local artisans, The Pittsburgh Theater Dance Ensemble, Pittsburgh Irish and Classical Theater, Attack Theater, Spoken Word, Civic Light Opera, and the McKeesport YMCA. A module is a six week, every day, hour long study under the instruction and guidance of the Visiting Artists.

*Strong Teacher Selection, An Uncommon Professional Development Program*

We are able to accomplish these activities through outstanding faculty and staff. Our teachers are certified and highly qualified; most of our teachers have either a graduate degree or are in graduate school. The interview process is rigorous — Candidates must present a lesson, complete a collaborative project, critique a lesson, complete a writing sample, and have a personal interview. Teachers are observed frequently by both administrators and supported by the school’s Literacy and Math Coaches. The Chief Academic Officer has had experience in Curriculum and Instruction in three local districts, and has been a high school, middle school and elementary principal. She left a superintendent’s position to come to Propel, and continues to participate in the Western Pennsylvania Forum for Superintendents. She brings an extensive knowledge base to the academic program in the school.

*Intensive Use of Technology*

At Propel we value the use of technology in assessing students, maintaining an extensive student data base, and using existing and emerging technologies as tools for enhancing classroom instruction and student learning. Parents have secure web access to their children’s grades and attendance. We currently have mobile laptop labs and one to two PC’s in each classroom, with the addition of two state-of-the-art PC’s in Grades Kindergarten through Two (housing the Waterford Reading Software Program). There are laptops in the special education resource room and the gifted resource room which are equipped with grade appropriate reading and math software. Smart Boards are used throughout the building and a teacher trainer holds a Masters of Smart Board.

*Mission Driven School Anchored in Research on Best Practice*

Our school is a dynamic place where teachers, families, students and community partners work together. The academic achievement of our children is the central focus. We encourage excellence through an intense focus on reading, writing, mathematics, science and social studies. The curriculum follows the PA State Standards, and the Literacy Program is also aligned with the New Standards. We are research-based. Our senior instructional staff has completed five years of training with the University of Pittsburgh’s Learning Research and Development Center at the Institute for Learning. Frequent and sometimes daily workshops on the Principles of Learning are a part of life at the school. Teachers receive ongoing training in Clear Expectations and Accountable Talk. We pay close attention to the research on how children learn and the key

elements of highly successful schools. Our Executive Director and Chief Academic Officer have visited outstanding public schools locally, regionally, nationally, and internationally.

## Rigorous Instructional Program - Attachment

- Rigorous Instructional Program

## English Language Learners

The school has had no English Language Learners enroll. In the event that a child does enroll an ELL, our plan is to contract with AIU 3 which has an ESL department which both conducts evaluations and provides ongoing services. A copy of the report from the LEP System used to submit ELL data to PDE Bureau of Teaching and Learning Support is attached.

## English Language Learners - Attachment

- English Language Learners

## Graduation Requirements

Propel McKeesport only serves students in grades k-4.

## Special Education

All Special Education policies and procedures for Propel Charter School McKeesport are attached.

Propel arranged to meet the needs of those children requiring specialized instruction through a combination of its own staff, contracted staff, and alternative placements.

## Special Education - Attachment

- Special Education

## Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|---|---|---|---|---|---|
| Teacher A | 1 | Learning Support | Propel - McKeesport | 11 | N/A |
| Teacher B | 1 | Learning Support | Propel - McKeesport | 4 | N/A |
| Teacher C | 1 | Learning Support | Propel - McKeesport | 14 | N/A |

## Special Education Program Profile - Chart II

| Organization | FTE | Type of class or support | Location | # of Students | Other Information |
|---|---|---|---|---|---|
| N/A | 0 | N/A | N/A | 0 | N/A |

## Special Education Program Profile - Chart III

| Title | Location | FTE |
|---|---|---|
| Paraprofessional A | Propel - McKeesport | 1 |
| Paraprofessional B | Propel - McKeesport | 1 |

| | | |
|---|---|---|
| Paraprofessional C | Propel - McKeesport | 1 |
| Paraprofessional D | Propel - McKeesport | 1 |

### Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|---|---|---|
| Propel CS - Homestead | Special Education Coordinator | .33 |
| AIU 3 | School Psychologist | .50 |
| AIU 3 | Social Worker | .50 |
| AIU 3 | Vision Impairment Services | .50 |
| Nathan Speech Services | Speech and Language Services | 1 |
| Therapeutic Specialists Inc. | Occupational Therapy | .50 |

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

| Test/Classification | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| G-Made | Yes | Yes | Yes | No | No | No |
| Developmental Reading Assessment | No | Yes | Yes | Yes | Yes | Yes |
| DIBELS | Yes | Yes | Yes | No | No | No |
| 4-Sight | No | No | No | Yes | Yes | Yes |
| PSSA | No | No | No | Yes | Yes | Yes |
| PASA | No | No | No | Yes | Yes | Yes |
| SAT 10 | Yes | Yes | Yes | Yes | Yes | Yes |

### Student Assessment - Secondary

| Test/Classification | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| No Assesments | No | No | No | No | No | No | No |

### Student Assessment

Data are used both to provide external accountability and to improve the school program. Teachers pay particular attention to data from DIBELS (given 3 times at the primary level), the Developmental Reading Assessment (given multiple times), Waterford Early Reading Program (growth measured on an ongoing basis), GMADE (math assessment) and the Corrective Reading Program (for intermediate students far behind). A standardized individual academic plan was completed for each student this year and used by teachers when planning instruction and conferencing with coaches. The 4-Sight assessment was used for the first time during 06-07 to benchmark students progress in meeting state math and reading standards.

Propel McKeesport exceeded AYP targeted indicators.

The Open Court Reading Program also provides ongoing assessments of student work in language arts, including the Writer's Workshop. The TERC Mathematics Program (*Investigations in Data, Number and Space*) provides ongoing assessments in mathematics, and the ASSET

Science Program provides assessments through tests and lab reports. Teachers design written, performance and portfolio assessments in social studies.

Teachers and the Literacy and Math Coach use classroom and individual student observations on a regular basis. Parents are surveyed about their satisfaction with their child's progress, and student work is displayed daily in the school and through the culminating events and exhibitions that take place every six weeks.

Teachers have broken down the state standards for grades 3, 5 and 8 into benchmarks for grades K-5, and they have developed checklists for these benchmarks. Students are grouped and regrouped (flexible grouping) throughout each trimester based upon their skill level with specific reading and mathematics benchmarks. Group and individual learning centers have been created for students at all skill levels.

Multiple strategies are in place to make certain that students who are at risk of failure and those not making reasonable progress are provided opportunities to help them succeed. Students not succeeding are provided with after-school tutoring in reading and math and there is an after-school homework club. Students reading below grade level participate in the Corrective Reading Program. This is in addition to the two and half-hours of Literacy Block each day. The evidence demonstrating that these strategies are effective can be found in the data included in this report.

The Waterford Early Reading Program (directed at primary students) is also used to help intermediate level students catch up and fill in literacy gaps that are interfering with their academic performance.

### Student Assessment - Attachment

- Student Assessment

### Teacher Evaluation

## Teacher Evaluation

Research shows that the only factor that consistently impacts students' learning is the teacher. Propel's system for evaluation (and for professional development) takes teachers from where they are to where they want to be. The Teacher Evaluation Plan is built around (1) **Reflection - narrowing the focus to specific objectives, discussing the skills listed in the checklist, and an in-depth discussion of the PDE evaluation form.** This occurs in the pre-conference for each evaluation — one each trimester. **(2) Data Collection - establishing ways the observation/evaluation will reflect on those teaching skills that are mutually understood and agreed upon, and those made known to the teacher at the pre-conference.** At the post-conference the observer/evaluator describes what occurred during the lesson in terms of these skills and shares the written evaluation, checklist scored by a rubric, and the evaluation form provided by PDE.

Teachers are observed formally each trimester. Administrators are in each classroom daily taking multiple snapshots of teaching and learning and providing regular feedback to teachers. All administrators teach lessons throughout the year, modeling strategies and creating reference points for supervision and evaluation.

The PDE Form 426 is the official form used for teacher evaluation two times during the school year.

The administrators are responsible for teacher, coach, and staff (instructional aides and AmeriCorps Members) evaluations. The Literacy Coach is responsible for supervision and evaluation of the Literacy Program. The Math Coach is responsible for supervision and evaluation of the Math Program. The individuals who evaluate teachers and staff are: Dr. Carol Wooten, Chief Academic Officer (PA certified superintendent); Mark McClinchie Principal (PA certified); and Tina Chekan, Assistant Principal (PA certified);

Propel McKeesport and all Propel Schools have an expansive Professional Development Program. Teachers receive 30% more PD than in traditional public schools. They work 220 days a year, and have 10 days of PD at the start of the school year, 10 days of In-Service during the school year, 5 days of PD at the end of the school year, and are responsible for 5 individual days of PD during the time between school years. Teachers are provided in-house training by the highly skilled literacy and math coaches, administrators, and the Coordinator of Pupil Services. Teachers, coaches, and administrators attend conferences and workshops at local colleges and universities, PATTAN, the AIU, PDE, and at state and national conferences such as the NCTM conferences. Many teachers are enrolled in graduate level courses, and all teachers are trained in the ASSET Science model.

The Chief Academic Officer has received five years of training from the University of Pittsburgh's Learning Research and Development Center. The instructional techniques that are embedded in the mission of propel come from LRDC's Institute for Learning's "Principles of Learning." She is also in the Forum for Western PA Superintendents, where she receives ongoing professional development. Principals participate in the Principals Academy through the University of Pittsburgh. The AIU, PATTAN, and the Annual School Law Symposium at the University of Pittsburgh provide training and workshops in the area of Special Education. This is in addition to local experts who present seminars on differentiated instruction and full inclusion. The Coordinator of Pupil Services is currently enrolled in a doctoral program in special education at the University of Pittsburgh and holds a master's degree in special education from Duquesne University

### Teacher Evaluation - Attachment

- Teacher Evaluation

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Trustee David D'Appolonia passed away in November 2006. There were no other changes in board membership or leadership or in the school administration.

### Board of Trustees

| Name of Trustee | Office (if any) |
|---|---|
| Paul Anselmo | Secretary |
| William Axtman | N/A |
| Thomas Canfield | N/A |
| Bernard Carter | Vice-Secretary |
| Karris Jackson | N/A |
| Tom Joseph | N/A |
| Karl Krieger | Treasurer |
| Kathleen McCauley | N/A |
| Karen McIntyre | N/A |

| | |
|---|---|
| Sean Moran | N/A |
| Ronald Porter | President |
| Gregory Spencer | Vice-President |
| Frank C. Walker, III | N/A |
| Michelle Jackson-Washington | N/A |

## Professional Development (Governance)

The trustees have many years of experience serving on governing board of non-profits. The board has retained the firm of Strassburger, McKenna, Gutnick and Potter as legal counsel. Counsel has advised the Board of what it means to serve as a public official—including the requirements of the Sunshine Law. Counsel is present at each voting meeting.

## Coordination of the Governance and Management of the School

The Board of Trustees exercises its governanace responsibilities and empowers the school administration to manage the school. The board meets monthly where it reviews the school's current financial position, student results as they become available, and future plans for the school; the board also approves hires and departures and contracts and leases as necessary. The board is involved in developing an annual budget, evaluating the executive director, creating a long range plan for the school, and supporting fundraising efforts. The Board has a finance committee, a nominating committee, an executive committee, and various ad hoc committees from time to time. Directors serve four year terms, and officers (President, Vice President, Secreatry and Treasurer) are elected in June.

## Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Managment of the School

## Community and Parent Engagement

### Community and Parent Engagement

The Board of Trustees is very supportive of all events and activities that occur at Propel McKeesport. Propel Schools has instituted a parent tracker to document the attendance of parents throughout the school year. This becomes part of the student’s profile on the student management system. The Board of Trustees has supported community and parent engagement in school activities by providing adequate funding in the budget and often by their own attendance at school events and performances. Propel McKeesport has offered Literacy and Math Nights for parents of children at all grade levels K — 6 several times throughout the school year. Community members are also welcome. These nights include a meal and training on how to assist children in academic achievement activities. They receive materials to take home to use in working with their children.

Propel McKeesport has an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel McKeesport is unique in its cultural arts program that is strongly supported by the Board of Trustees. This program provides Artists in Residence all day every day for six weeks at a time (this is in addition to the school’s music and art teachers.) At the end of each six week artist module there is a Celebration of Learning which includes a student performance and exhibitions of academic content work and music and art work from that six week period. Artist groups include Civic Light Opera, Irish and Classical Theater, Pittsburgh Dance Ensemble, Attack Theater, Spoken Word, and the YMCA. Parents, family and community members attend events every six weeks. These are held at the school, a local library or church.

Community members and parents also participate in a School Council that meets every six weeks to discuss school activities. There is always a discussion of ways to expand opportunities for their engagement. This could involve volunteering for book fairs, literacy and math tutoring and programs, facilitating extra curricular activities, or speaking in the classroom, etc.

# SECTION VI. FINANCIAL RESPONSIBILITIES

## Major fund-raising activities

The school did not undertake major fundraising during the previous year. It does not expect to undertake major fundraising in the next fiscal year.

## Fiscal Solvency Policies

The school incorporates a comprehensive budget process that encourages the participation of all levels of management. The involvement of all management in the budget process helps to identify any possible shortfalls and allows for corrections during the process. The school also strives to start the school year with an available fund balance. When cash flow becomes tight due to delays in receiving tuition payments from school districts, the school has available a line of credit with Bank of America.

The school also has a monthly and quarterly financial reporting process that provides senior management with the current financial information.

## Accounting System

The school uses the CSIU Technology group accounting system for all budgeting, accounting and reporting. The accounting system is fully integrated with the Pennsylvania State Chart of Accounts and Generally Accepted Accounting Principles.

## Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures and Fund Balances

## Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The school's audit firm is Hosack, Specht, Muetzel & Wood LLP. The last audit was June 30, 2006 and a clean opinion was issued by the auditor. The 2006-2007 school year audit is scheduled to be completed during September 2007.

## Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting from the Audit

## Citations and follow-up actions for any State Audit Report

None.

# SECTION VII. FACILITY RESPONSIBILITIES

## Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The School continued to operate in leased space at the former St. Nicholas school. The school replaces furnishing and equipment as necessary to accommodate the growth in students.

## Future Facility Plans and Other Capital Needs

The school will move to a permanent facility at Versailles and Soles at the beginning of the 2007-2008 school year. The school has a long term lease for that space which is being factored into financial planning that the school is doing. The school also expects to purchase additional equipment and furnishings as it grows to its full size over the next 3 years.

# SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

### Compliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students

Propel Charter School McKeesport has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills, and bus evacuation drills), and provides appropriate evidence of maintaining health and immunizations records for students. The Request for Reimbursement and Report of School Health .Services has been submitted to PDE. An emergency plan has been developed.

Occupancy of the building as a school was approved by both McKeesport and state L & I officials. Firefighters visited with children to discuss fire prevention, and fire drills were held through the year. Escape routes are posted in each classroom and reviewed with children. The school has a certified school nurse to ensure that all required health and immunization records are up to date and stored in a locked and fireproof cabinet. Reports were filed with the Allegheny County Health Department and with the PA Department of Health.

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

- Comnpliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students
- Compliance With Health and Safety Requirements and Maintenance of Health and Immunization Records for Students

## Current School Insurance Coverage Policies and Programs

School Insurance Coverage:

Philadelphia Insurance Company
Property, Crime, Inland Marine, General Liability,
Educators Professional Liability, Employee Benefits liability
Philadelphia Insurance Company
Directors & Officers Liability
State Workers Insurance Fund

Workers Compensation Insurance
Highmark-Blue Shield
Group Medical
MetLife
Group Dental
Group Life and Group ST/LT disability
Vision Benefit of America
Group Vision

# SECTION IX. ADMINISTRATIVE NEEDS

## Quality of Teaching and Other Staff

**Quality of Teaching and Other Staff**

**Propel McKeesport**

The principal and assistant principal for 0506 returned and completed the 0607 school year. Both are PA certified Principals.

All teachers are PA certified and Highly Qualified.

There were 18 positions (teachers, instructional aides, and a behavior coach) for the 0506 school year. Of those positions, 14 members of the educational staff returned for the start of the 0607 school year. Two (2) teachers accepted positions with other districts, one (1) teacher transferred to Propel Homestead. The behavior coach completed his contract, but did not return for the 0607 school year. A third grade teacher left two months after the 0506 school year began (a personal decision.) Propel McKeesport hired an experienced teacher to fill her position. As fifth grade was added (fourth graders moving up) for the 0607 school year, two (2) regular education teachers were hired. In addition, shortly after the year began an additional half-time special education teacher was hired. Approximately half way through the year, it was decided that Propel East needed a full time special education teacher and she was transferred there for the remainder of the year. A new behavior coach was hired for the 0607 school year.

18 positions for 0506 school year; 21 positions for the 0607 school year

78% returned to Propel McKeesport for the start of the 0607 school year

95% employed with Propel McKeesport at the start of the 0607 school year remained for the entire year.

All paraprofessionals meet the PA requirements.

Three (3) paraprofessionals returned from the 0506 school year to complete the 0607 school year. One (3) additional paraprofessional was hired in January 07.

## Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

## Student Enrollment

Families choose to enroll their children because they believe our school is right for their child, and children are welcomed regardless of ability or disability, race, religion or national origin. A simple process, described below, ensures that all applicants are treated fairly. Children residing in the school district and children with a sibling already enrolled receive preference provided their applications are completed in a timely manner.

A lottery is held in December for spaces that may be open in the following year. At the lottery, an ordered list is created. Applications received after the lottery deadline are placed at the end of the list in the order received.

When space becomes available, an offer of admission will be made. In order to accept the offer, families must: 1) visit the school and talk with school staff so that the family can make an informed decision that this is the right place for the child; 2) complete an enrollment form; 3) provide a transcript of grades showing that the child has completed the previous grade or, in the case of Kindergarten, provide a birth certificate showing the child is old enough to enter school; 4) provide evidence of required immunizations; 5) complete a record release form (except for Kindergarten); and 6) provide proof of age (for Kindergarten).

Procedures:

1. We encourage families to visit the school and talk with designated staff to make sure the school is right for their child.

2. Complete a one page application form. A separate application must be completed for each child who is applying for admission.

3. Deliver the completed application. Applications will be accepted beginning October 1 for the following school year.

4. In order to receive sibling preference and in order to be eligible for the lottery, applications must be received by November 30. You will receive a receipt with a number for the lottery. Each family will receive only one number so that sibling applicants are drawn together.

5. In mid-December, we will conduct a lottery. <u>Only applications submitted by the November 30 deadline will be eligible for the December 15th lottery.</u>

6. At the lottery, siblings of current students will be drawn first. Then applications from families residing in the chartering school district(s) will be drawn. Finally, other eligible applications will then be drawn. An ordered list will be created at each grade level.

7. When we are sure that a space will be available in a particular grade, offers of admission will be made from the ordered list. Parents will have two weeks from the offer of admission to complete the enrollment process or forfeit their space.

8. Applications received after the lottery deadline are placed on the appropriate grade's list in the order received.

The school offers a full day Kindergarten program. Children must be five years old on September 1 to enter Kindergarten. Children must have completed Kindergarten or be six years old on September 1 to enter First grade.

Enrollment during the school year was remarkably stable. The following table summarizes enrollment during the year:

| Grade | Enrollment 8/21/2006 | Withdraws | Enrolled | Enrollment 6/15/2007 |
|---|---|---|---|---|
| K | 38 | 1 | 3 | 40 |
| 1 | 40 | 3 | 4 | 41 |
| 2 | 39 | 3 | 3 | 39 |
| 3 | 38 | 2 | 3 | 39 |
| 4 | 41 | 1 | 0 | 40 |
| 5 | 35 | 5 | 7 | 37 |
| **Total** | 231 | 15 | 20 | 236 |

Of those who did leave, 9 withdrew when families moved to communities too far away to allow attendance, 4 withdrew because they were not satisfied. 2 withdrew because of transportation issues beyond the school's control., 3 transferred to another Propel school and 2 were dropped when they stopped attending . Propel did not expel any children; all withdrawals were voluntary. We expect at least 95% of those who finished the year to continue next year.

## Transportation

### Transportation

Propel Charter School McKeesport does not arrange transportation to and from school. Transportation is provided by the home districts that provide bussing, and they have been cooperative in arranging transportation, including to the school's ESY Program.

## Food Service Program

The school does participate in the National School Breakfast and Lunch Program. 90% of children qualify for free or reduced priced meals. The school contracts with the Pittsburgh Public Schools to provide meals.

## Student Conduct

Discipline is an integral part of teaching and learning. Children must develop good work habits and attitudes if they are to be successful students and become successful members of the larger community.

A complete Student Handbook, including a Code of Student Conduct is attached. A positive school-wide behavior support plan is used so that expectations are clear and so that minor issues are handled consistently and fairly. Because one of the goals of the school is to promote constructive and respectful behavior, the procedures and consequences described in this Code of Conduct are designed to modify unacceptable behavior, not to punish.

The principal of the school has the responsibility for investigating serious or repetitive behavior incidents. Following the investigation, the principal has the authority to assign a variety of consequences including both in-school and out of school suspensions. Before assigning an out-of-school suspension longer than three days, the principal will conduct an informal hearing to which the parent and student will be invited. After such an informal hearing, a student may be suspended from school for up to ten days.

If the principal believes an exclusion from school of greater than ten days is warranted, the matter will be referred to the board of Trustees. Following a formal hearing in front of a committee of the Board or a Hearing Officer, the Trustees will make a final adjudication. There were no students referred to the board for expulsion hearings during the 2006-2007 school year.

Incidents involving students with disabilities will be handled in accordance with Federal law and regulations. According to the Individuals with Disabilities Act (IDEA 2005), exclusions of more than 10 consecutive school days or of more than 15 days in a school year when they constitute a “pattern” are changes of placement and require an IEP team meeting before the exclusion can occur. Any exclusion of a child with mental retardation is considered a change in placement. Where behavior triggers a change in placement, a “manifestation determination” will be conducted to determine if the child’s behavior is caused by a disability. Children with disabilities will not be disciplined for behaviors that are manifestations of their disabilities. All polices conform to Chapter 12 regulations.

25 students were involved in 39 out of school suspension incidents. There were no expulsions.

## Student Conduct - Attachment

- Student Conduct

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report
## Summary Data
## 2007 - 2008

**Name of School:** Propel CS-McKeesport

**Date of Local Chartering School Board/PDE Approval:** 4/28/2004

**Length of Charter:** 5 years **Opening Date:** 8/22/2005

**Grade Level:** K-5 **Hours of Operation:** 8:30am - 3:30pm

**Percentage of Certified Staff:** 100% **Total Instructional Staff:** 15

**Student/ Teacher Ratio:** 16:1 **Student Waiting List:** 146 (as of July 1)

**Attendance Rate/Percentage:** 94%
**Enrollment:** 236 **Per Pupil Subsidy:** $9307.00

**Student Profile**

| | |
|---|---|
| **American Indian/Alaskan Native:** | 0 |
| **Asian/Pacific Islander:** | 1 |
| **Black (Non-Hispanic):** | 155 |
| **Hispanic:** | 3 |
| **White (Non-Hispanic):** | 59 |
| **Multicultural:** | 18 |

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 90%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 37

| Number of: | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|---|---|---|---|---|---|---|---|
| Instructional Days | 0 | 0 | 188 | 188 | 0 | 0 | 188 |
| Instructional Hours | 0 | 0 | 1128 | 1128 | 0 | 0 | 1128 |

# ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

**School Year: 2007**

The Propel CS-McKeesport within Allegheny IU 3 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

_____ _____

**Board President** **Date**

_____ _____

**Chief Executive Officer** **Date**



**Verify that all DATA reports to PDE are complete** **YES** _____ **NO** _____

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*
**Name** Jeremy Resnick
**Title** Executive Director
**Phone** 412-325-7305 **Fax** 412-325-7309
**E-mail** jresnick@propelschools.org

_____ _____
*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*
**Name** Ron Porter
**Title** President
**Phone** 412-325-7305 **Fax** 412-325-7309
**E-mail** porter@consultrdp.com

_____ _____
*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*
**Name** Mandi Davis
**Title** Pupil Services Coordinator
**Phone** 412-325-7305 **Fax** 412-325-7309
**E-mail** mdavis@propelschools.org

_____ _____
*Signature of the Special Education Contact Person and Date*