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# Pennsylvania Department of Education

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

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

**Charter School:** Leadership Learning Partners CS  
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## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

The Walter D. Palmer Leadership Learning Partners Charter School, "WDPLLPCS" is an urban charter school intended for students in grades PreK-8. Located within the ever-developing Northern Liberties section of Philadelphia, Pennsylvania, the school adamantly strives towards

engaging children in a rigorous, stimulating, and focused curriculum which places leadership, self-development, and social justice at the center of all student instruction. Through developing and maintaining a structured learning environment, the objective of the school is to create a model learning environment where children, school and community members, board members, administrators, teachers, social workers, and volunteers are committed to becoming socially responsible learning partners. As a collective, the Walter D. Palmer Leadership Learning Partners Charter School community has dedicated its knowledge and strength towards the empowerment of children, their families, and community by reinforcing key principals that seek to eliminate the gap between that which is learned in home and school. The Walter D. Palmer Leadership Learning Partners School community intends to provide its students with both powerful and meaningful learning opportunities that result in improved student academic and social growth and performance.

While all new students are required to enroll in our school through a structured, guideline-specific lottery system, the effectiveness of our school standards, administrative school-wide policies, and instructional practices is evident based upon our high student and staff retention rate; and the results of the 2006-07 Parent Satisfaction Survey Report that indicated an **8.73%** (10 point scale) satisfaction rate in relation to a families' "Overall Satisfaction with Child's Experience at school." The significance of such a rating was further extended in several areas that included an **8.43%** satisfaction with the "Quality of the Educational Program" and a **9.14%** satisfaction rate as it related to "Feeling of Safe Learning Environment." The strong focus on leadership, teaching, learning, structure, safety, and academic rigor at the forefront of our educational platform resulted in the school maintaining a student and staff population that continues to make academic strides both small and large.

## **Core Purpose**

### **Mission**

The mission of the Leadership Curriculum is to develop a comprehensive program based upon leadership character principles, social education, and the dynamic nature of the real-world. Through providing our instructors with carefully paced, scripted, and standard-based lesson plans for all students in grades PreK-12 taking such actions, has and continues to allow our students to encounter and engage within an educational program that focus on community and societal needs, problems and more importantly methods of generating effective long-term solutions.

The sustaining principles of the leadership curriculum are integrated throughout the day as students submerge themselves within Pennsylvania standard-based core courses such as Reading, English Language Arts (R.E.L.A), Math, Science, Social Studies, Music, Art, Drama, Dance and Technology (driven respectively within our school by Open Court Reading, Saxon Mathematics, Harcourt Science, SRA Reading Labs, Holt Math, Letter People, and SMART technology). By establishing a connection between the core content areas and the leadership curriculum our students are taught problem solving and peer mentoring skills which when practiced daily within our program establish life long significance.

### **Vision**

#### **Leadership Vision: A World Perspective on Education:**

· Where the world is seen as a laboratory and exploration, investigation, research, critical thinking, writing, and problem solving is encouraged and fostered.

- Where societies are built in peace, fairness, equity, justice, respect, dignity, humility, and humanity.
- Where communities practice cooperation and intergenerational living from birth to death; Thereby assuring a legacy of the past and present histories of successful and unsuccessful community living.
- Where families provide organization, structure, dependability, security, loving, caring, sharing and nurturing of all family members as well as extended family members.
- Where the individual is taught the value of honor, honesty, trustworthiness, integrity, discipline, responsibility, accountability as well as self-help, self-reliance, self-determination; the essential ingredients for self-confidence and self-esteem.
- Where the school is seen as a creation and extension of the community to serve the individual, parent, family and community by gathering and warehousing histories, principles and skills necessary to help parents, students and teachers to transform individuals, families and communities in a healthy and affirming way.
- Where the classroom is a model (microcosm) of the living laboratory established to help parents, students and teachers model the best practices of the worldview.
- Where the teacher is a learning partner with students, parents, and other teachers for peer learning. The teacher who is conscious of his/her own creativity and is inspirational, motivational and practices understanding (empathy) with parents, students and other teachers.
- Where the school and teachers are socially conscious and socially responsible and understand the primary responsibility of education is to use the core subjects of reading, writing, math, and science; along with history, social studies, and computer science; to identify and critique social problems that individuals, families and communities face everyday and help create (identity) solutions for these problems.
- Where the school and teachers understand that learning for survival is primary and essential in order for parents and students to make a full commitment to learning for advance education, intellectual curiosity, jobs/work or professions.
- Where the school and teachers collaborate with students, families and community to create a school environment that is void of suspicion, fear, innuendo, gossip, threats, intimidation, pettiness, lying, cheating, stealing, deceit, distrust, disrespect, conspiracy, bias, discrimination, prejudice and bigotry.
- Where the school is an academy for training teacher and student leaders with skills and tools for fighting and overcoming social oppression such as racism, poverty, unemployment, hunger, homelessness, gender bias, war and illiteracy.
- Where the school and teachers are sensitive to the fact that many students, parents, families and communities suffer from the ravages of abuse to children, women, elderly, mentally ill, disabled, chemical substance, crime and violence. It's imperative that schools and teachers have the courage to face this reality already realized in many students, parents and families, and make a commitment to making a difference.
- Where the school and teachers are committed to leadership, character, social education, and academics for shaping the individual family, community and society.

## Shared Values

**Assumptions:** Assumptions provide the basis for teaching the value of life and creativity over materialism in a market driven society.

The primary assumption for all children achieving their full human potential is that all animals, particularly humans, learn first and best in a home environment which lays the foundation for all learning outside the home (i.e., extended families and community) and provides the affirmation for newly acquired skills learned in schools.

The security and diminished violence that the school system desires in order for all children to achieve, can only be achieved by creating a learning environment at home and a safe and secure community before children come to school and then, requiring children to adhere to those principles when coming to school, while in school and returning home from school.

**Rationale:** Since most children and adults live in a six to eight block radius most of their lives, we made a conscious decision in the 1950's to expose all learning partners from two years old to adult to diverse populations, cultures, religious and languages in an effort broaden their socialization, acceptance and celebration of difference.

All students, parents and teachers need to learn about diversity in America i.e., cultural, ethnic, racial, religious, gender.

This school provides the opportunity for our young people to learn about differences and not only become tolerant of difference but, to accept and celebrate the difference, because it is different.

## Academic Standards

The Walter D. Palmer Leadership Learning Partners Charter School realizes success at the end of the day, week, month, marking period and year by:

- Aligning core curriculum with Pennsylvania academic standards and anchors; and requirement of student attainment in grade-specific skills.
- Ensuring inclusion of peer mentoring, peer learning, and peer teaching throughout school community and activities.
- Maintaining over a 90% attendance rate in order to ensure students have consistent instructional learning opportunities.
- Increasing parental participation in volunteer services, meetings and student academic and social support.
- Decreasing student discipline referrals and suspensions (25% reduction from our previous year) through the use of our leadership based school-wide code of conduct methods and strategies.
- Implementing a viable structured, thematic academic approach that scaffolds leadership principles in all grades, activities and leadership components which include:
  - Reading Comprehension
  - Math
  - Writing
  - Leadership Skill Development
  - Character Development
  - Social Education
  - Social Justice Awareness
  - Technology

- Science Explorations
  - Behavior Modification
  - Social Studies
  - Technology
  - Music, Art, Science, Dance
- Scripted, Pennsylvania standard based, aligned lessons
  - Utilization of effective, child-centered rubrics in all subject areas in order to establish a systematic approach towards assessing student skills in the areas of reading, writing, math, science, social justice, and self-development.
  - Maintaining between an 90-95% retention rate of both faculty members and students; by providing an academically rigorous learning culture; with continuous innovative instructional approaches and methods to improve student performance.
  - Establishing and reinforcing expectations for staff, students, parents, board members, and community partners that is reflected in our daily operations, school programs and projects.
  - On-going professional development in instructional techniques, classroom management, technology integration and parent involvement

#### *Strategies to achieve academic Success*

The Walter D. Palmer Leadership Learning Partners Charter School has developed the following action plan to improve curriculum alignment to Pennsylvania Standards and Anchors for instructional delivery and student achievement; that include, increased professional development, smaller class sizes, content rich curriculum, innovative, structured lessons; weekly assessments, small group skill drills and remediation, curriculum integration with technology, and increased tutoring and monitoring programs.

- School-wide Pennsylvania Academic Standards driven instruction and planning policies
- Providing Inclusion Training for all staff and parents in order to meet the needs of our complete student population
- Adequate observation, modeling, coaching, and prompt corrective feedback for both new and returning teachers
- Increased accountability of faculty members through use of a structured chain-of-command
- Ongoing professional development dedicated to the improvement of standards-based instruction (see approved ACT 48 / TEACHER INDUCTION plan); to maintain a greater level of support for new teachers, minimizing teacher turnover on a yearly basis
- Implementation of weekly, standards- based grade level assessments.
- The implementation of a improved after-school intensive tutoring program targeting children struggling in the areas of reading and mathematics. This program is run in conjunction with our school's 21<sup>st</sup> Century Grant funded after school program.
- Monthly NTA, IA, and Teacher Support Group Meetings/Discussion and Training
- Weekly SLC Meetings
- Weekly Grade-level Meetings for ongoing and reflective planning/mapping
- Weekly CSAP Tier I Meetings to monitor student progress or needs

Implementation and roll-out of the school's strategic academic action plan will over the long-term result in anticipated academic growth in Reading and Math as required per Pennsylvania state academic thresholds; presenting an increase in the number of students performing at or above grade level.

To date, LLPCS has not met the expected growth targets; however, implementation of the aligned, scripted curriculum; along with student data collection and analysis to drive improved

instruction; growth target realization is anticipated. Small group skill remediation, focused differentiated instruction and acquisition of subject rich resources will produce a steady increase in student growth and performance; with an outcome of attainment of NCLB requirements for students in Grades 3 - 8 by the year 2014.

During the 2006 - 2007 School Year, the instructional methods and strategies were carefully aligned to meet state academic goals and in accordance with our modified strategic academic action plan. The strategic academic action plan lays out the required steps necessary to more aggressively move students to the required quartiles of proficient and advanced. A structured, systematic approach is in place to improve student performance therefore providing a progressive platform for yearly academic growth. The yearly growth required by the state testing thresholds is not yet reflected in our student achievement, however, successful implementation of our improved strategic academic action plan will reflect expected outcomes by 2014 in both reading and math.

In comparing our current academic status for 2006-2007 with the state threshold, we identified the following:

- Target Reading Goal - 49% Advanced and Proficient
  - Current Achievement Level - 23.9% Advanced and Proficient
- Target Math Goal - 43% Advanced and Proficient
  - Current Achievement Level - 30.1% Advanced and Proficient

In 2006-2007, 23.9% of the students tested in the Advanced and Proficient categories for Reading, leaving a gap of 25.1% between the actual scores and anticipated goals. Additionally, 30.1% of the students tested in the Advanced and Proficient categories for Math, leaving a gap of 12.9 % between the actual scores and anticipated goals. Increased focus on the modified strategic academic action plan; along with improved monitoring, feedback, and differentiated instructional techniques will allow bridging of the deficient gaps over the next two years; resulting in an outcome of 100% Academic Goal attainment in both Reading and Math by the year 2014.

State Threshold Growth Targets: By the year 2014, 100% of the students in **Grades 3 - 8** will be proficient in Reading

Year	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Growth	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5
Target	23.5%	32%	40.5%	49%	57.5%	66%	74.5%	83%	91.5%	100%

State Threshold Growth Targets: By the year 2014, 100% of the students in **Grades 3 - 8** will be proficient in Mathematics.

School year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Growth	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5
Target	14.5%	24%	33.5%	43%	52.5%	62%	71.5%	81	90.5	100

## Strengths and Challenges

### Strengths and Challenges

The 2006-07 school year was highlighted by several changes directed towards improving student learning and achievement throughout all grade levels. When challenges and obstacles were encountered, immediate corrective actions and policies were implemented in order to ensure adherence to the schools visions, mission, and philosophy; which would result in improved student academic performance and achievement. The strengths and challenges realized during the 2006-07 school year included:

Reorganization of the administration team to provide new and returning teachers greater opportunities for coaching, modeling, and feedback as determined by instructional best practices for student achievement.

Implementation of weekly academic assessments in Reading, Writing and Math provided administration, teachers, and families with a latitudinal description of student skills and weaknesses; allowing focused differentiated instruction for basic, grade-specific skill building.

Utilization of pre and post assessments that demonstrated academic growth and progress towards the attainment of required grade-specific skills.

Increased parental support allowing a stronger partnership relationship with joint interest in student overall performance.

Improved student, parent, teacher buy-in of academic performance indicators and required supportive methods to improve academic achievement.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The strategic planning process began last year through the organization of the School Based Management Team. The members of the team met on bi-monthly with several goals that included a thorough analysis of the schools: administration, academics, parental involvement, climate and culture. While the process was lengthy in nature, it afforded the entire school team the ability to step back and examine the school community, unbiased and with a different pair of eyes.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Yancy Bright	CEO	Administrator	Board
Jaclyn Longyard	Lead Program Facilitator	Elementary School Teacher	Board
Daira Hinson	COO	Administrator	Board
Rashaan Reid	Program Facilitator	Elementary School Teacher	Board
Georgina Harris	Program Facilitator	Elementary School Teacher	Board
Kathryn Fennelly	4th Grade Teacher	Elementary School Teacher	Board
Karen Downs	Small Learning Community Coordinator	Elementary School Teacher	Board
Joyce Bostic	Parent	Parent	Board

Danielle Founds	Instructional Assistant	Other	Board
Walter D. Palmer	Board of Trustees and Founder	Board Member	Board
Trevor Risk	Dean of Students	Elementary School Teacher	Board
Machumu Freeman	Science Teacher	Middle School Teacher	Board

## Goals, Strategies and Activities

### Statement of Quality Assurance - Attachment

- Assurances

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

The School utilizes a variety of programs to work towards ensuring that students obtain the skills needed to meet the state standards. Currently, the school is undergoing a transition in its lesson planning and instructional delivery. Members of the school's leadership team are "mapping" out the instruction for the school year to ensure that all students in grades Pre-K through 8 obtain the grade specific skills necessary for them to achieve on their grade level and thus meet the mandates of NCLB. The addition of Pennsylvania standards based grade level subject materials and assessments to each grade group will ensure that students are immersed in a literacy rich environment. The creation of the literacy-based Profiles of Courage Portraits and Social Justice Murals provide a cultural integration that complements the academic program. This complement provides an engaging integration to motivate students read and comprehend at higher levels; and to communicate, oral and written, their comprehension effectively. Last year, the Reading Program for grades 2 — 5 was upgraded; along with increasing our anthology use in grades 6 — 8. Also an increase in instructional time per subject was implemented allowing a more focused instructional and subject reinforcement initiative. Instructional professional development for the teaching staff was also increased with a concentration on cooperative learning, peer mentoring, classroom management, standards based alignment, and parent support.

The continuance of Saxon Math in grades 1 through 5 with upgrades to the latest program versions was implemented to ensure increased opportunities for student learning at the highest degree. Students in grades 6 through 8 engaged in Holt, Reinhart, and Winston's Math in Context (Levels 1-3) which engages students in situational, real-world based mathematic explorations. Students entering grade nine will utilize Holt Geometry which includes opportunities for students to engage in technology based math lessons, lesson differentiation, and self-assessment. While our Science program will remain the same, (Grades 1 — 6 — Harcourt, Grades 7 & 8 — Holt.) the school will enhance students learning and hands-on exploration through participation in the Pennsylvania Governor Rendell's "Science: Its Elementary!" initiative. The Social Studies program utilized within our school is being reconstructed to include increased instruction in Philadelphia and Pennsylvania history, government, U.S. History, World History; along with the Social Justice component will allow increased opportunity for students to improve reading comprehension and writing skills as well as reinforce required grade specific skills.

The members of the instructional staff are actively engaged in learning new strategies to implement diverse learning styles and intelligence types. Staff members are encouraged to differentiate their classroom instruction to ensure that the individual needs of all students are met. One of the key components of the program is our organization into Small Learning

Communities (SLC). Each SLC contains a configuration of all students in grades K or 1 through 8. This allows the students to develop a sense of self and pride in their surroundings, as well as, getting to know their teachers in a more substantive manner.

One of the benefits of the SLC arrangement is that older students can be paired with their younger peers to assist them in developing the skills necessary to be future leaders. The peer mentoring model is one that allows students to engage in meaningful learning opportunities across grade levels. This model provides students with a “real world” learning experience that they can use in future endeavors and that allows them to develop the leadership skills that are needed to survive in today’s society.

A key components of the Leadership Curriculum is a problem posing — problem solving model. Throughout the day, students are engaged in learning societal problems that exist today and that existed in the past. In addition to learning about the problems, they are led through problem solving exercises, presenting realistic solutions. Students are not allowed to simply allow a problem to exist; they are actively engaged in creating logical solutions that they are encouraged to take back to their home and community to become active social reformers. The activities encourage students to use their highest level thinking in order to analyze the problem and create a solution; therefore, building stronger critical thinking and analytical skills.

In addition to teacher led instruction, students are encouraged to become leaders, instructing their peers on subject content, serving as peer mentors and peer role models. This Peer Learning Model is one of the key components of the Leadership Philosophy allowing students the opportunity to build and share subject knowledge. Students are also encouraged to take responsibility in the “non-academic” areas: hallways, cafeteria, bathrooms, etc. This allows students another opportunity to display their leadership skills and encourages them to take responsibility for their actions.

Integrated Learning Systems are used for students in grades K through 8, including on-line supplemental programs that compliment the core curriculum, and basic skill building. Also, the Pennsylvania aligned on-line Study Island program will be implemented to reinforce required skills, and better prepare students for standardized test preparation. These interactive Integrated Learning Systems will allow students the opportunity to self assess their skills and develop the skills that they need based on an individual learning program that is outlined by the system to determine a student’s strengths and weaknesses. Students will be immersed in skill building and skill challenges; as well as informational collection and research.

Students in grades Pre-K through 8 will also participate in computer technology programs that better familiarize them with hardware, software, the internet, and other electronic tools. Students will engage in keyboarding instruction to ensure adequate skills as required by state and national standards.

Teachers will work collaboratively with students and parents to develop a Personalized Student Achievement Plan. This plan helps stakeholders develop strategies that are effective to develop the skills required for grade-level mastery.

### **Rigorous Instructional Program - Attachments**

- Act 48
- Teacher Induction

### **English Language Learners**

LLPCS has a limited number of students that fall within the subgroup ELL. Students identified as ELL are supported through the use of in-house interpreters (staff, teachers, social workers), one-on-one instructional support, and supplemental resources such as LeapFrog Schoolhouse,

Rosetta Stone.

The students are also supported by members of the Special Education staff in order to ensure that the student's individual academic needs are being met.

As the enrollment of additional ELL students increases a more formal instructional support plan will be implemented, including the hiring of an English Language Learner teacher or support staff.

### **English Language Learners - Attachment**

- ELL Report

### **Graduation Requirements**

The Walter D. Palmer Leadership Learning Partners Charter School does not currently have a high school. A 9th grade class is proposed for the 2007- 2008 school year. Plans are currently underway to define and outline the specifics of the high school curriculum and the graduation requirements. The focus of the high school will be on service learning and leadership skill development. The graduation requirements will be aligned with state requirements regarding academic achievement and the requirements federally mandated by No Child Left Behind.

### **Special Education**

The Walter D. Palmer Leadership Learning Partners Charter School provides special education services utilizing a full inclusion model. Two highly qualified teachers and two highly qualified instructional support assistants are responsible for ensuring the attainment of student's academic goals, as outlined by their IEP. Itinerant level services are conducted outside of the classroom to address individual academic remediation in basic skills to improve student's potential for academic growth and performance. Itinerant services allow seamless integration of student's regular curriculum; while also affording individualized instruction in a smaller classroom setting.

Basic special education services are provided by in house staff teachers and instructional assistants. The following services are contracted: Psychological Testing, Occupational Therapy, Physical Therapy, and Speech. We also plan to utilize an integrated learning system from Essential Learning Institute(ELI) that measures student's ability levels and generates individualized reading intervention strategies and support.

### **Special Education - Attachment**

- SPED Policies and Procedures

### **Special Education Program Profile - Chart I**

<b>Teacher</b>	<b>FTE</b>	<b>Type of class or support</b>	<b>Location</b>	<b># of Students</b>	<b>Other Information</b>
Mahalath Crooks	.75	SPED / LS Inclusion	Main	25	Coordinator who also teaches and manages all SPED Cases in the school.
Marsha Hough	1.0	SPED / LS Inclusion	Main	30	Teacher responsible for inclusion instruction

### **Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Resources for Change	1.0	Emotional Support	Main Building	4	Contracted provider - provides emotional support as per student's IEP.
PTS	.5	PT / OT / Speech	Main Building	30	Contracted provider for all of our speech, PT and OT services.

### Special Education Program Profile - Chart III

Title	Location	FTE
Melissa Fauntleroy	Instructional Assistant	1.0
LaFay Johnson	Instrucitonal Assistant	1.0
Vanessa Andrews	Technology Support - ELI	1.0

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Resources for Change	Psychological Testing	7-10 Hours Per week
Essential Learning Institute	Software System	2-3 Hours per Week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
ITBS	Yes	Yes	Yes	Yes	Yes	Yes
PSSA	No	No	No	Yes	Yes	Yes
Letter People K - 1/Standardized Based Weekly Assessments 2 - 8	Yes	Yes	Yes	Yes	Yes	Yes
TerraNova	No	Yes	Yes	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
ITBS	Yes	Yes	Yes	No	No	No	No
School Assembled Standards Based Assessment	Yes	Yes	Yes	No	No	No	No

### Student Assessment

Grades 2 through 8 participated in an intensive, basic- skill remediation program that included scripted, Pennsylvania standards aligned lessons, and assessments. Pre, post, and weekly assessments were conducted to measure students performance in required grade specific skills per the Pennsylvania academic standards and anchors. Grade 8 data analysis indicated a progressive growth of students basic reading and math skills which is indicative across grade levels K-7 as well.

Students also participated in rigorous quizzes, oral and written exams, and standardized-test preparation activities utilizing the PSSA Buckledown Test preparation materials. Also, students were assessed at the beginning of the school year and upon the conclusion of the school year using the PSSA Buckledown Practice Assessment Tools A and B.

Data from the pre-assessment was used to measure student performance and provide corrective differentiated instruction in grade-specific skill deficiencies. Additionally, students who did not show adequate year long growth in basic skills were required to attend an mandatory, intensive academic summer school program which concentrated on individualized skill weaknesses. Instructional tools included Scholastic Summer Success Reading and Math, SRA Reading Laboratory, PSSA Finish Line Reading and Math Test Preparation and Vocabulary for Success materials.

Students were also required to purchase grade level specific Summer Bridge Activity Books for completion over the summer term. Students in grades K-8 are required to return the completed Summer Bridge book to school for teacher review and analysis for initial differentiated instruction.

A summer reading program was also implemented that required students in grades PreK-8 to read two grade-level books and prepare a structured book report for submission at the beginning of the school year.

Kindergarten and first grade students utilized the letter people program which required daily and weekly assessments in phonemic awareness, oral language, alphabetic knowledge and numeracy, concept of print/ acquisition language skill activity, cognitive and social skills, gross and fine-motor skill development and reading readiness. These students were pre-assessed at the beginning of the school year in order to determine their readiness levels. The post test included a short books that measured reading skills such as phonemic accuracy, fluency, and comprehension. The results of the pre and post-test enabled comparison and measurement of student performance and provided a clear expectation of a students future performance. Ongoing observation was also conducted which allowed maintenance of daily anecdotal records of literacy progress. The results of the program showed significant academic and social growth of all students.

## **Teacher Evaluation**

a.)The school's teacher evaluation plan outlines the format and frequency of teacher observations. The goal of the teacher evaluation plan is two-fold in that it aims towards improvement of instructional practice and increased student achievement. Through identifying teacher weaknesses, the teacher evaluation plan seeks to foster the skills and proficiency levels within instructors until they are able to demonstrate the sound, rigorous, structured and professional practices characterized by "master" teachers. In order to accomplish this goal, teachers are coached on a variety of instructional strategies and teaching techniques prior to, during, and after the identification of needs in order to ensure constant improvement in daily practices. By implementing these support structures, the overall goal of the evaluation plan seeks to develop facilitators of learning.

b.) Primary responsibility for teacher and staff evaluation rests with the CEO and COO. Informal observations are completed by the Program Facilitators who know the teacher evaluation plan,

that are trained in best practice and therefore can guide the teachers towards effective implementation of these practices in order to meet teacher needs while improving student learning.

c.) Evaluators are continually trained in best practice through professional development, instructional material review, mentoring, modeling and coaching as well. Through review and synthesis of the content prior to teacher arrival, the lead teaching staff and administrative team member is able to provide new and returning staff one, sound, supporting voice as it relates to the instructional practices and philosophies of the school.

The following Leadership learning Partners Charter School Individuals are part of the teacher/staff evaluation/coaching team:

- ∅ **CEO (Chief Executive Officer)**— Mr. Yancy Bright (Evaluation, Coaching, Modeling, Corrective Action)
- ∅ **COO (Chief Operational Officer)** — Ms. Daira Hinson (Evaluation, Coaching, Modeling)
- ∅ **Program Facilitator:** Mrs. Jaclyn Longyard (Instructional Coaching/Modeling)
- ∅ **Program Facilitator:** Ms. Georgina Harris (Instructional Coaching/Modeling)
- ∅ **Program Facilitator:** Mr. Rashaan Reid (Instructional Coaching/Modeling)
- ∅ **Program Facilitator:** Ms. Ebonee Deas (Coaching/Modeling)
- ∅ **Leadership Specialist:** Mrs. Felicia Wynder (Coaching/Modeling)
- ∅ **Support Specialist:** Ms. Dorothy Gibbons (Coaching)
- ∅ **After School Director:** Mr. David Henry (Coaching)

### **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There have been no major leadership changes within the past year on the Board of Trustees or in the school administration. The school implemented a reorganizational plan that created clear roles and responsibilities for the administrative team and instructional staff. The reorganizational plan resulted in higher levels of task ownership and accountability that will result in improved teacher instructional delivery and student academic performance. .

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Walter D. Palmer	Founder / President
Gerald T. Davis	Vice-President / Treasurer
Linda Washington	Secretary

Chad Lassiter	N/A
Joseph Littlejohn	N/A
Paulette Whitfield	N/A
Rodney B. Drafts	N/A
Sean Paul Coleman	N/A

### **Professional Development (Governance)**

Training and support for the Board of Trustees is spearheaded by the founder and president of the Board of Trustees. Board of Trustee professional development includes partnerships with educational and managerial consultants. The founder and president of the Board of Trustees also creates ongoing opportunities for exposure to innovative strategies and techniques in education, school management and board governance. On-going updates on local, state and federal laws, policies and procedures are communicated to all Board of Trustees members continually. Assistance in interpreting the implications for charter schools is provided by the school's law firm, Latsha, Davis, Yohe and McKenna. The firm regularly updates and advises the Board and administration on state mandates, changes to school related laws, etc. Monthly periodicals, and newsletters are also provided to Board of Trustees members to ensure up-to-date awareness of educational programs and managerial requirements and methods.

### **Coordination of the Governance and Management of the School**

The Board of Trustees works cooperatively with the school administration to build, manage, maintain and coordinate the governance and management of the school. A viable, cooperative working relationship exists to ensure compliance, professional development, and ongoing communication and awareness of policies and requirements of both the School District of Philadelphia and the State of Pennsylvania.

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

- 2007 - 2008 Board of Trustees Meeting Schedule

### **Community and Parent Engagement**

The Board of Trustees is committed to providing opportunities for community members and parents to be an active part of the school community; thus promoting a shared ownership for the overall success of all students. Parents of enrolled students are automatically members of the LLPCS Parent Council. Parents also serve in the role of Classroom Ambassadors, and Parent Council Officers; partnering with the school Board of Trustees and staff to support student activities.

The Parent Council also supports the fundraising efforts of the school; and provides volunteer hours in the classroom, cafeteria, hallways, field trips, office, school yard, and community and government events. A key component of our Parent involvement is our Parent Ambassador's program. 3 - 5 parents from each class become the "armor bearers" for that class providing another communication and resource vehicle for the teachers and administrators. Parent partnerships are essential to the successful functioning of the school.

Parent Volunteer hours has steadily increased over the years, with the 2006-2007 school year culminating in over 2,500 volunteer hours.

In addition to our parental support, The Walter D. Palmer Leadership Learning Partners Charter School has cooperative relationships with the following organizations that provide mentoring and role modeling opportunities, speaking, service learning, educational workshops, and financial and academic support.

1. American Cities Foundation
2. House of Umoja
3. Philadelphia Health Department
4. Philadelphia Health Center II
5. West Philadelphia Mental Health Consortium
6. Temple University
7. Drexel University
8. University of Penn
9. The Palmer Foundation
10. Institute of American Racism and Social Justice
11. Pennsylvania Coalition of Charter Schools
12. IBM
13. SAP
14. Kaboom
15. Journey Home
16. Asian Americans United
17. Philadelphia Alliance of Black Social Workers
18. Bridging the Gaps, University of Pennsylvania
19. Philadelphia African American Museum
20. Freedom Theatre
21. Art Sanctuary
22. Mural Arts Program of Philadelphia
23. Reach Alliance
24. Pennsylvania Black Legislative Caucus
25. Philadelphia City Council Education Committee
26. Philadelphia Folklore Project
27. Black Alliance for Educational Options
28. Resources for Change
29. University of Pennsylvania Black Men at Penn

These relationships involve resource sharing, providing additional educational opportunities and supporting the overall operation of the school.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

In addition to monitoring the new school facility, this year the school held its largest fundraiser which was the official Ribbon Cutting Ceremony. Aimed towards celebrating the opening of our new facility, proceeds from this affair provided the seed money for the Literacy through Leadership Portrait and Mural Project.

The sustaining of the Literacy through Leadership Portrait and Murals project and addition of a school library will be one of the major focus areas for this year's fundraising efforts. The goal is to raise at least \$1,000,000.00 with a goal of \$500,000.00 specifically for this project. The other projects are:

- Student Instructional Media Center
- Classroom Reading Libraries/Center for each classroom
- Bleachers for outside basketball courts
- Soundproofing the gymnasium
- Increased Saturday programming for basic skill remediation
- increased After school programming for basic skill remediation and increased enrichment and parent workshops

- Increased Technology throughout the building
- Further development of Smart Technology to include Smart Boards in each classroom
- Purchase of school bus for small group/sponsoring trips.

These funds will be raised through a variety of methods with support from the entire school community. The Administration, Staff, Teachers, Parents and students will work cooperatively on efforts such as:

- traditional candy sales
- silent auctions
- raffles
- events such as a charter school fair and fundraising formal.

The goal is to increase the financial standing of the school and increase the school's ability to provide quality educational programming to its students.

## **Fiscal Solvency Policies**

LLLPCS uses sound, generally accepted policies and procedures to maintain its fiscal solvency. These include, but are not limited to:

- Strong, active administration and board oversight.
- Experienced and dedicated personnel assigned to the business office.
- Proper segregation of duties, particularly in the area of cash and disbursements.
- Well defined procurement and disbursement approval processes.
- Comprehensive monthly reporting. This includes a Management Discussion & Analysis, Balance Sheet, Statement of Activities, and Grant Tracking. Reporting includes monthly and YTD variance analysis compared to budget.
- Quarterly Financial Statement submissions to our bond Trustee that also includes cash flow information.
- Annual audit conducted by a public accounting firm with education expertise.

## **Accounting System**

Accounting services are provided by our Education Service Provider, Mosaica Education, Inc. The system used is MAS500, a well established top line accounting system is used for LLLPCS. This robust system includes several modules such as Cash Management and Accounts Payable, in addition to a linked report writer. The Pennsylvania Chart of Accounts is used, and financials are prepared consistent with state and GAAP requirements.

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

- Fiscal Template

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

St. Clair CPA Solutions is the audit firm utilized for the 2005-06 school year, and is retained to perform the 2006-07 audit as well. The audit report for 2005-06 has been issued. This was an Unqualified Opinion with no material weaknesses and no reportable findings to report under OMB Circular A-133.

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

- 2006 Audit Report

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

There have been no citations regarding LLPCS.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Despite the move into a new building, there was a minimal amount of new furniture, etc. purchased during this school year. The school always looks for the most competitive pricing and where possible used discount dealers, etc. Regarding other types of equipment, the largest purchase was the increase facilities equipment. Moving the facilities staff "in-house" created the need to all new facilities equipment including buffers, strippers, power washers, etc. This equipment is now a part of our school and constitutes a one time cost. There were several other one time costs that were large purchases but were necessary for the school's effective operation - stage, painting, etc.

### **Future Facility Plans and Other Capital Needs**

There is currently a plan to expand to a high school. The creation of the high school in combination with the school's receipt of the Pre-K counts grant which affords us 150 Pre-kindergarten student spaces, has created a need for more space. The board is looking to create a new learning center which ultimately houses our High School Program (grades 9 through 12.) This learning center would become state of the art, allowing our students to engage in learning opportunities such as: broadcasting, distance learning, computer assisted drafting, photography, etc.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

The school complies with all health and safety requirements as outlined by the state of Pennsylvania and the City of Philadelphia. General student files are maintained in a secure location in the school office. Health records are maintained separately in the nurse's office to ensure the appropriate confidentiality. The school also contracts with the Mid-Atlantic Consortium of Charter Schools (MACCS) to assist us in providing the appropriate health services and maintaining compliance with state requirements.

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

- Evidence of Submission of Health Reimbursement
- Wellness Policy

## **Current School Insurance Coverage Policies and Programs**

Aetna Personal Choice / Aetna HMO - Health, Prescription and Vision

Delta Dental - Dental

Reliance Standard - Short / Long Term Disability, Life Insurance

State Workers Insurance Fund - Workmen's compensation insurance

Great American Insurance Group - Commercial Property, Commercial General Liability, Commercial Boiler and Machinery

Great American Alliance Insurance Company - Commercial Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

The professional staff includes our Program Facilitators and Teaching staff. The 2006 — 2007 teaching staff contained approximately 75% of the teachers who were here during the (2005 — 2006) school year. There were 30 of the 31 teachers who were with us for the entire school year. This year we did not have any challenges ensuring that the middle school remained appropriately staffed. . During the 2006- 2007 school year there was an extensive interview process that involved multiple interviews with various levels of staff and the board of trustees. Teachers who were hired and appeared to be struggling are provided additional support to ensure that they and their students meet with academic and social success, therefore we do not have a high turnover rate.

For the upcoming school year we continued to maintain an approximate 85% staff retention rate. Some teachers were asked not to return due to excessive absences, tardies, etc. We continue to strive towards balancing compliance with policies and procedures to insure that all staff members are treated in an equitable fashion in order to create an effective and efficient work environment.

### **Quality of Teaching and Other Staff - Attachments**

- ESPP Report Copy
- PDE 414

### **Student Enrollment**

Based on the Policy set forth by the School District of Philadelphia, all students entering Kindergarten must be 5 by September 1, of their year of enrollment. First grade students are accepted at either 5 or 6 based on their attendance in an approved Kindergarten program or their attaining the age of six if parents decided not to send the student to a kindergarten program.

Listed below is a chart of the number of students who were enrolled for the 2006 -2007 School year, the number who re-enrolled, number of slots that were filled and the number of students who still have pending applications therefore creating our waiting list.

<b>2006-2007 Grade Level</b>	<b>2006-2007 Current Enrollment</b>	<b>Percentage of re-enrolled students</b>	<b>% Re-Enrolled</b>	<b>2007-2008 Grade Level</b>	<b>2007-2008 Expected Enrollment</b>	<b>#New Students on Waiting List</b>
Pre-K	47	44	93.6%		150	223

K	70	68	97.14%	K	75	149
1	100	97	97.00%	1	75	192
2	87	84	96.55%	2	100	74
3	78	50	64.10%	3	75	80
4	80	77	96.25%	4	50	65
5	84	82	97.62%	5	77	71
6	74	68	91.89%	6	82	54
7	78	61	78.21%	7	68	54
8	37	34	91.89%	8	61	40
9				9	37	25
<b>Totals</b>	<b>688</b>	<b>621</b>	<b>90.26%</b>	<b>Totals</b>	<b>700</b>	<b>804</b>

Statistics do not include Pre-K numbers

**The Registration/Admissions Procedures are outlined in the Parent/Student Handbook. Please see the Parent/Student Handbook attachment for detailed information.**

Due to the high re-enrollment numbers and grade reconfigurations, a lottery was not required for most grades. Students were placed on the waiting list based on their application dates and times. This procedure was officiated by an officer of the Board of Trustees. Students that were placed on the waiting list were advised of their placement via U.S. Mail. As openings became available, students from the waiting list are invited to fill the open slot. Once notified, parents can opt to take the open slot or it is given to the next student on the waiting list.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

LLPSC did not experience any negative enrollment trends. Student retention is over 90% allowing maintenance of over 675 enrolled students throughout the school year. The LLPCS charter requires maintenance of 675 enrolled students. The only withdrawal reasons experiences are transportation, distance from home or moving.

LLPCS moved into a new facility in September 2006. The new facility provided additional space for the current student population but limited space growth opportunities.

### **Student Enrollment - Attachment**

- Handbook - See p.19 for enrollment information

### **Transportation**

Transportation is provided to the school through the School District of Pennsylvania. We work in conjunction with the School District of Philadelphia to ensure that parents receive support in acquiring the appropriate bus stops and addressing any issues regarding pick up / drop off and school bus performance.

Currently, the contract rests with one provider - Durham School Services. We have developed a process to work cooperatively with Durham to provide the best services possible for all of our students.

There has been a need expressed for busing and / or free tokens for all of our students. One of

our fundraising goals is to raise money to obtain a school bus for use on trips, sporting events, etc.

### **Food Service Program**

The school's lunch program is provided by the Archdiocese of Philadelphia, Nutritional Development Services. They are responsible for determining students Free and Reduced Lunch Status. The staff members who work in the program are employees of the school and ensure a congenial, cooperative relationship exists between the school and NDS. Lunch is served to all students based on their economic status as approved by the Archdiocese of Philadelphia. As the school grows and expands, we are beginning to explore other options for nutritious and healthy prepared food for all students, particularly the older students who often do not eat the lunches provided by the school.

### **Student Conduct**

While the faculty and administration of the school recognizes that students need opportunities to learn from their mistakes and thus foster the leadership skills that exist within them, Leadership Learning Partner Charter School holds its students to high standards of conduct. The Student Handbook provides families and staff members with clear descriptions of how to address challenges presented within the school and the avenues through which student discipline should be channeled. This year, we revised the handbook and developed a tiered demerit system that equated behaviors with a specific number of demerits, ensured parent notification at every level and involved student input and response.

In addition to these clearly defined processes, the handbook also clearly outlines the discipline process for parents in order to ensure proper protocol is followed regarding all disciplinary decisions; final action resting with the Board of Trustees. Parents are strongly encouraged to follow this process in order to ensure that every measure has been utilized prior to a formal or in formal hearing with the board of trustees.

Through implementing our clear, structured, non-negotiable discipline process, our school was able to end the year with a total of zero expulsions and a decreased number of suspensions. There were a total of 97 suspensions incidents involving 22 students. Data supports the positive impact instruction in self-development reinforced by social justice instruction and a strong student, parent and school connection is making an impact on the number of students who are suspended and the number of repeat offenders.

### **Student Conduct - Attachment**

- Student and PARENT Handbook

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Leadership Learning Partners CS

**Date of Local Chartering School Board/PDE Approval:** March 29, 2005 renewal

**Length of Charter:** 5 Years    **Opening Date:** September, 2000

**Grade Level:** Pre-kindergarten through 8    **Hours of Operation:** 7:30 - 3:30

**Percentage of Certified Staff:** 75%    **Total Instructional Staff:** 32

**Student/ Teacher Ratio:** 23:1    **Student Waiting List:** 804

**Attendance Rate/Percentage:** 93.03

**Enrollment:** 737 including Pre-K, 688 excluding Pre-K    **Per Pupil Subsidy:** \$7708.33

### Student Profile

**American Indian/Alaskan Native:** 0

**Asian/Pacific Islander:** 5

**Black (Non-Hispanic):** 592

**Hispanic:** 140

**White (Non-Hispanic):** 0

**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 90.26

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 47

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	178	182	182	0	542
Instructional Hours	0	0	1102	1128	1128	0	3358

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Leadership Learning Partners CS within Philadelphia IU 26 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.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Yancy D. Bright

**Title** CEO

**Phone** 215-627-7434x107

**Fax** 215-627-9375

**E-mail** ybright@wdpllpcs.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name** Walter D. Palmer

**Title** Founder, President Board of Trustees

**Phone** 215-301-2622

**Fax** 215-627-9375

**E-mail** founder1776@comcast.net

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

*Identify the charter school's Special Education Contact Person.*

**Name** Mahalath Crooks

**Title** Special Education Coordinator

**Phone** 215-627-7434

**Fax** 215-627-9375

**E-mail** mcrooks@wdpllpcs.org

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*Signature of the Special Education Contact Person and Date*