
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report Tuesday, October 09, 2007

Charter School: Tidioute Community CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Tidioute Community Charter School

ORGANIZATIONAL DESCRIPTION OF THE TIDIOUTE COMMUNITY CHARTER SCHOOL:

The Tidioute Community Charter School, (TCCS) is a comprehensive K-12 rural charter school that served 275 students last year. Next year the school will service 300 students. A large group of concerned citizens met to discuss the educational needs of the students of Tidioute in light of the consolidation plans being implemented within the Warren County School District (WCSD). Dissatisfied with the current plan being offered by the WCSD, (concerns were with limited educational opportunities, dangerous transportation conditions, a severe drop in extra-curricular participation and a decline in academic performance) the group sought a unique and original approach to providing a holistic world-class education for the students of not only Tidioute but the surrounding school districts as well. Based on input from parents, community members and students, the founding members developed the TCCS as a unique and progressive charter school that unlike other charter schools:

1. Offers K-12 education in one school in a rural setting;
2. Utilizes the natural resources of the surrounding area for education;
3. Provides in-depth mentor opportunities for high school students;
4. Focuses on pragmatic expeditionary learning opportunities;
5. Provides for distance- learning opportunities;
6. Commits to individualized learning plans for every student;
7. Offers differentiated instruction (in line with the Multiple Intelligences).
8. Utilizes the parents, community members, and business owners in a progressive volunteer program (CAPTIVATE — Community and Parents Together Involved in Volunteering and Teaching Excellence).

Many of the activities that took place in classrooms or allowed these events to take place were unique. This list is not even half way exhaustive of the various projects and trips that were undertaken by our students and staff this year; among them were:

1. McKeever Earth keepers 3 Day trip (grades 4 and 5)
2. Mentorship opportunities (9-12)
3. Civil War reenactment (K-12).
4. Wireless Network
5. Expeditionary learning (9 school wide projects this year)
6. Learning from home
7. Credit for work experiences
8. Guest lecturers for shop projects

9. A plus certification
10. Participation in Kennywood's teaching and learning day (7-12)
11. Bridges Night (7-12)
12. Science Fair (7-12)
13. Professor of Psychology from Clarion University as a guest speaker (K-12)
14. Career Day field trips (7-12)
15. Visiting engineering professors from Penn State Behrend (7-12)
16. Mock Accident
17. Trip to Port Farm in Waterford (K-3)
18. Archeology digs in and around the county (7-12)
19. Seneca Indian museum trip (9-12)

The school also serves as a catalyst and a proving / testing ground for many unique educational incentives. Many of these have been utilized by the WCSD discretely. For example, the TCCS has always utilized the benefits of differentiated instruction. One of the Lead Teachers from the WCSD, Mark Lindberg was featured in a newspaper article published by the Warren Times Observer introducing the staff of the school district to the ideas of this research based instructional tool. Another non-academic example is the Sheffield Area High School having the students do simple maintenance to the building (sweeping, mopping, dusting) while at Saturday detention. This is a method that the TCCS has used since its inception. Once again this was a feature in the Warren Times Observer detailing the various discipline measures undertaken by the District. Perhaps the greatest area where the TCCS has served as an agent of change in the educational world in Warren County is the inception of an all day Kindergarten program throughout the County. This year will be the first year that the WCSD has offered full day Kindergarten, following in the footsteps of the TCCS, who has had this full day program for the past two years.

Core Purpose

Mission

MISSION OF TCCS

The mission of Tidioute Community Charter School is the development of the mind, soul, and physical well being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that will result in a world class education in a small town environment.

Vision

In order to create a vision of what the school will look like it is necessary to set forth a view of learning and the aim of education. Once these are established the curriculum, instructional approach, and assessment tools will follow. Curriculum, instruction, and assessment will flow from the view of learning and fulfill the aim of education. These reasoned connections would allow a balanced system to exist where assessment impacts instruction, and curriculum.

I. View of learning

The way that learning occurs is a blend of the two theories of cognitivism and constructivism. Learning is ultimately constructivist (personal discovery based on insight) not cognitive (the programming of a new rule for information processing). The focus is on problem solving that provides for an active, self-regulating, reflective learner who is grounded morally. The view combines with cognitivism under the concepts of goals, assessments and strategies.

The cognitive conception of the goal (predetermined goal driven statements of purpose) must be combined with that of the constructivist (each learner develops a contract - whether internally or externally - which specifies what their individual goal is in relation to the topic). The synthesis produces a goal that is predetermined (for the sake of appeasing the administration), negotiated (for the teachers sake), contains elements of personal goals (for the sake of the student), and goal driven activities (for the sake of gaining wisdom / learning).

II. Aim of education

A. Freedom

- 1. Economic (Skills) [body].**
- 2. Intellectual (knowledge) [mind].**
- 3. Spiritual (wisdom) [soul].**

The aim of education is freedom. Freedom thus conceived is triune in nature. This freedom is made manifest in an extremely pragmatic fashion through the three separate but equal spheres. The spheres will be tied with the nexus of our educational being (curriculum, instruction, and assessment). This will allow a balance, flexibility, and an epistemic ground to permeate the concepts of curriculum, assessment, and instruction.

Economic Freedom:

The first sphere of freedom is economic. This is the sphere that has impacted how we feel about the curriculum (the WHAT).

The curriculum cannot be divorced from personal, pragmatic, and necessary meaning.

In order to give meaning to the skills we need to teach the skills authentically. This way the students would not only learn the content and basic factual knowledge that they were required to. They would also learn how to think synthetically, comparatively, and evaluatively. Thus, the same knowledge that is required in order to ensure employment and grant economic freedom is attained via a curriculum that is grounded in the liberal arts.

The intellectual sphere of freedom is the second of the three spheres that make up the total aim of education. This second sphere of intellectual freedom is associated with the notion of assessment. Here is the education of the mind.

Assessment has to become 'authentic'. These new forms of assessment (outlined below) will spill over into cooperative learning activities as well as various types of individual authentic assessments that will spring from the curriculum and thus allow authentic learning to take place.

The third sphere of the ultimate aim of education is spiritual freedom. Roosevelt once said that to educate a man in mind and not in spirit is to create a menace to society and David Patterson is quick to point out that some of the brightest minds in Germany devised the "final solution" to the Jewish problem. Although some of this sphere is tainted with curriculum and assessment it all seems to culminate in the view of the teaching learning process. Here is meaning given, connections exposed, and wisdom gained.

III. Curriculum (instruction & assessment)

The instructional strategies of the cognitivist consist of cognitive mapping, chunking, advanced organizers, imagery, analogies, and visual imagery. The constructivist values argument, discussion, debate, collaboration, reflection, interpretation, construction, and generally any collaboratively made authentic task. Within this framework the multiple intelligences will be emphasized and instruction will be differentiated.

We are not so rash as to burn the bridge of behaviorialism and the content and knowledge levels that go hand in hand with it. Some of this is necessary. For example, one has to know the name of the character and what they did before one could write about him / her. However, assessment does not have to stop here. Why should we be content with the distribution and memorization of facts when we can get genuine synthetic and evaluative knowledge saturated with meaning?

In most cases the strategies of the cognitivist camp will have to be utilized before the student can function in the constructivist realm. For example the student may have to map before he / she can debate or he / she may need an advanced organizer before they are able to discuss.

The assessment style of the cognitivist consists of a diagnostic of mental representation and process (having the student generate visual representations of concepts and skills). The constructivist on the other hand values peer and self-evaluations through various types of anecdotal reports (portfolios and interactive notebooks). The emphasis of assessment must rest on both processes, output and peer / self-evaluations.

The expectations of the full implementation of this philosophy and mission are presented here in 7 curricular goals:

- 1. Fluent and Effective Communicators who listen, view, read and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing, speaking, listening, and communicate mathematically and artistically.**

- 2. Collaborative Individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.**
- 3. Critical Thinkers who understand and apply a core body of knowledge and skills to new tasks; who identify problems, use strategies to approach problems, and apply mathematical, logical and creative reasoning to solve problems and make appropriate decisions.**
- 4. Technological Practitioners who use advanced technologies, including but not limited to the computer, to create, access, integrate and use information to communicate, reason, make decisions and solve complex problems in a variety of contexts.**
- 5. Resourceful Learners who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.**
- 6. Quality Producers who create and appreciate intellectual, artistic, practical and physical products, which reflect originality, high standards, and the use of, advanced technology.**
- 7. Responsible Citizens who demonstrate the motivation and skills necessary to preserve and make wise decisions, which reflect healthful living, interdependence and ethical behavior, that contributes to society.**

Shared Values

SHARED VALUES OF TCCS

We will continue our development and growth as teachers, administrators, specialists and support staff.

We will work collaboratively at all times to solve problems.

We will hold ourselves to a high standard of professionalism in our interaction with students, parents, community and peers.

In partnership with parents, students and community, we will provide a safe, welcome, caring environment where education is valued.

We will strive for continuous improvement through an attitude of wholesome discontent with the status quo.

We will provide a world-class educational experience for our students, characterized by a rigorous curriculum, quality instruction, creativity, and continuous achievement.

We will establish high expectations and provide support for our students in their intellectual, physical, social, and emotional development.

We will promote and nurture pride in our school community while recognizing the individuality and spirit of our diverse population.

We will recognize and value each student for his or her unique combination of strengths and weaknesses and work within the context of our school's curriculum to prepare each student for high school and beyond.

We will conscientiously, consistently and professionally supervise students, model well-disciplined behavior and promote positive habits.

We will provide classrooms that are engaging, fun and relatable so that students and teachers feel capable to learn and teach.

We will allow teachers, students and parents to have a voice in the decisions made regarding the school community.

We will keep the TCCS community clean and attractive to reflect pride in our school and surrounding environment.

We will hold to a commitment that will inform, educate and support the shared values of our District.

We will display mutual respect and support of others.

Academic Standards

1. Annual Measurable Goal	2. Strategies/ Interventions	3. Performance Indicators	4. Results/ Progress
<i>For example:</i>	<i>This is what you did to move towards that goal.</i>	<i>This is what you used to measure your performance.</i>	<i>This is what happened.</i>
54 % of students will achieve at proficient or advanced on the 2006-2007 PSSA Reading assessment.	Students track individual reading strengths and weaknesses, participate in 4 Sight testing, and work individually on problem areas an extra 20 minutes 3 days a week.	Overall progress is monitored weekly via DIBELS and PLATO, the 4 Sight testing is every month, and the students are tested twice a week to determine progress.	56.6% of students were proficient or advanced on the 2005-2006 PSSA Reading assessment.
45 % of students will achieve at proficient or advanced on the 2006-2007 PSSA Math assessment.	Students create “Anchor Portfolios”, participate in 4 Sight testing, and work individually on problem areas an extra 20 minutes 3 days a week.	The portfolios are monitored weekly, the 4 Sight testing is every month, and the students are tested twice a week to determine progress.	59.8% of students were at proficient or advanced on the 2005-2006 PSSA Math assessment

TCCS will maintain an overall attendance rate of 90%.	Students are provided incentives every report card and an award at the end of the year.	Every nine weeks and yearly.	TCCS maintained an attendance rate of 93%.
TCCS will achieve a 90% graduation rate.	Each Senior is assigned a teacher advisor that will work with the student to meet all graduation requirements.	Weekly progress reports are generated and sent to the Guidance office.	TCCS achieved a 94.12 % graduation rate.
TCCS will achieve a 95% participation rate for the 2005-2006 PSSA.	Scheduled make-ups, clear communication with parents, and stressed importance of the test to the students.	Yearly, assessed after the PSSA.	TCCS achieved a 100% participation rate on the 2005-2006 PSSA.
TCCS will enhance relationships with parents, promote increased morale from the students and see a higher level of satisfaction and consequently motivation.	Increased involvement, communication, and combined efforts to work with parents.	Yearly, via the parent survey.	TCCS achieved an approval rating of 92% based on the parent surveys.
TCCS will secure a 50% volunteering rate from the parents of attending students.	Work bees, after hours and weekend events, opportunities during the day for volunteering, and captivate.	Sign-in sheets at the various events, volunteer sign-in/out sheets, and PTO Manager.	TCCS secured a 58% rate of volunteering from the parents of attending students.
By the end of the second	Authentic assessments,	Plato systems	91% of TCCS

year of operation 80% of the students will show improvement in grade level.	expeditionary learning projects, quality instruction.	placement test (Fall) and the Plato post test (Spring).	students showed improvement in grade level.
Maintain alignment of the curriculum to the PA State Standards.	Each teacher will chart the standards for each class and meet twice a year to map the curriculum in order to ensure the integrity of the curriculum.	Lesson Plans daily, Excel spreadsheets that chart the eligible content and the remediation..	Each teacher has taught the standards that they are responsible for and completed a map of their curriculum via the spreadsheet.
Ensure that 85% of at-risk and academically challenged students are making progress through the curriculum.	Each special education teacher completes a progress monitoring sheet, teachers fill out weekly progress reports, and these are analyzed in relation to the individual goals of the student.	Analysis of the Progress monitoring each 9 weeks, Grades each nine weeks, Weekly teacher reports, Local assessments yearly and bi-yearly, and Standardized tests yearly.	87% of the at-risk students are making progress through the curriculum.
Have each class score at national averages on the IOWA tests.	Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards.	Yearly	Each class in grades K-6 was at least at the national average on their IOWA tests.
Have each class at national averages on the SAT 10 tests.	Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards.	Yearly	Each class in grades 7-12 was at least at the national average on their SAT 10 tests.
Have 75% of our students at national average on the IOWA tests.	Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards.	Yearly	91% of TCCS students in grades K-6 were at the national average on the IOWA test.
Have 75% of our	Quality instruction,	Yearly	81% of TCCS

students at national average on the SAT 10 tests.	actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards.	students in grades 7-12 were at the national average on the SAT 10 test.
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Strengths and Challenges

Perceived strengths:

The TCCS has much strength in many areas that are all aimed at the increase of student achievement. Of the various strengths the staff is the cornerstone. With a 100% retention rate they will be able to develop the climate they introduced last year with little need for any type of transition or backtracking. The curriculum is itself strong, the parents are involved, and the administration is interested in shared leadership, flexible curriculum, and the attainment of the school's mission. Following are a list of strengths possessed by the educational program as a whole at the TCCS:

- Creation and implementation of Professional Learning Teams.
- Creation and implementation of Professional Leadership Teams.
- Across all levels the TCCS program as it currently exists is taught creatively.
- TCCS students experience early and consistent exposure to technology in the classroom.
- Teachers work collaboratively to meet the range of academic needs of a diverse student population.
- Teachers and specialists have been trained to administer standardized assessments and to effectively use the data to diagnose needs and design instructional strategies to meet those needs.
- Student remediation and support is provided in a variety of ways such as pull-out programs, and co-teaching practices.
- Trade books and classroom libraries leveled by SRA.
- Instructional strategies reflect use of small group focused instruction, independent reading, shared reading, guided reading, and direct teaching of comprehension.

- Developed school-wide testing agenda to document student achievement in reading and math.
- The program allows for teacher creativity and student choice.
- Differentiation in both curriculum delivery and reading and writing assessments is in evidence.
- Student content understanding is assessed using numerous measurement tools including formal essays, group presentations, comprehensive tests, and alternative/performance assessments.
- TCCS Reads program was put into place this year through teacher initiation.
- Curriculum is articulated and aligned to external standards (PA State) for each course of study.
- Curriculum focuses on process skills and is literature-based.
- Program of studies has been redesigned and modified to meet the special needs of identified students.
- A variety of assessment methods challenge students at various levels in all academic areas.
- Continuously working to identify ways to administer diagnostic tests efficiently with limited disruption to instructional time and in spaces designated for such purposes.
- Provide current and high quality professional development for all teachers and paraprofessionals.
- Address the issue of limited time and available staffing resources to continue on-going curricular and professional development initiatives.
- Design and conduct professional development activities which meet teacher and programmatic needs, and reflect best-effective practices, e.g. peer observation, book groups with dialog, data analysis, guided reading strategies.
- Develop a sequenced and aligned-to-standards curriculum using the “Understanding by Design” framework. The curriculum documents will stipulate achievement results desired, assessment evidence to be gathered, and a description of learning activities that will be reported on, as well as all remedial strategies for each student in each class, via an Excel spreadsheet.

- Acquire textbooks, instructional materials, and classroom/library resources to support the program's scope and sequence and meet the defined needs of the student population.
- Utilize standardized assessment results (Stanford, Iowa, PSSA) to evaluate the academic program and identify student needs and progress.
- Continuously identify and expand upon literary selections.
- Enhance the capacity of teachers to assess student performance, use data to identify student needs, and to provide a range of appropriate academic support and enrichment services.
- Promote collaboration between regular and special educators and provide for training in an effort to design and deliver instruction to meet the needs of identified students.
- Emphasis on merit verses time for promotion in the professional staff.
- Parental participation via the CAPTIVATE program.
- The creation of eligible content portfolios in the math program.
- Individualized tutoring before and after school.
- Small Class size and individual attention.

Perceived Weaknesses:

There are some major challenges before us for SY 2008 and beyond with the targets rising. Using the SY 2007 scores and comparing them against the new targets, it is apparent that we would make AYP in Math, but fall short in Reading. Goals and interventions for this year are to:

- Focus on making PSSA AYP in all categories without using CI or other statistical methods.

- Focus on attaining 80% proficiency in each grade for math and reading on the final 4 Sight assessments. Establish a remediation program for those students not making proficiency after each 4 Sight assessment. Reward those who are 80% proficient by allowing them a choice to take subsequent 4 Sight assessments
- Continue training for teachers in how to integrate Assessment Anchors and Eligible Content into the Academic Curriculum to insure we make the new targets for SY 2008 and beyond.
- Devise teacher made tests in both math and reading that continually reinforce already learned concepts so that they are not forgotten in future assessments. Continue to use Math and Reading for Today study guides.
- Train teachers across the curriculum on Reading Strategies that help students increase comprehension and then apply that in their writing. (Use Pattan-Pittsburgh)
- Train teachers across the curriculum on Math Strategies that help students read and understand math concepts and how to apply them to everyday life. (Use Pattan-Pittsburgh)
- Better analyze PSSA and 4 Sight data to continue to improve instruction. (Use Pattan-Pittsburgh)
- Refine Teacher Portfolio and observation process to better determine if academic material is being addressed and assessed appropriately.
- Offer some in-school tutoring to assist all students, but specifically targeted to help those students that were not proficient in this year's PSSA, those that are not proficient after each 4 Sight assessment, and those at-risk students.
- Provide more Professional Development for Teacher Learning Teams
- Continually monitor those at-risks students and provide them with assistance as needed to insure that they are successful in their academic pursuits.
- Establish Reading and Math Initiatives developed by a team of teachers to address problem areas in our math and reading programs.
- Increase the reading curriculum in the middle and high school.
- Continue to use Dibels assessments in K thru 2nd grade and increase progress monitoring for students not meeting proficiency.

- Put more emphasis on Guided Reading strategies in grades 3 thru 5.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Tidioute Community Charter School has just entered the strategic planning mode. The CEO along with the Board have started the process to be completed by the end of the school year in 2007-2008. The first step was to create a committee; a core committee that would see the process through from the beginning to the end. The Board held a public meeting to recruit from the businesses and the community. The committee consists of 11 members and represents all stakeholders. Using what the Board and CEO have learned from the National Charter Schools Institute and following the model propounded by Bossidy and Charan in their books, *Execution and Confronting reality*, we have divided the strategic plan into the following 12 parts:

1. Academic Service — curriculum, No

Child Left Behind, professional development,
special education, classroom equipment and
supplies, tutoring program, student assessment
and student performance tracking

2. Board Functions — state and federal

laws, authorizer role, school policies and
administrative guidelines, board member
orientation and training

3. Communications — school communication,

weekly team meetings and task tracking,
accountability, communication among and
between board and management

4. Discipline and Campus Safety — parent-

student handbook, school discipline plan, suspension and expulsion practices, school dress code, bus discipline, safe student pickup and drop-off system, fire, terrorism and disaster drill policy, visitor access control and student monitoring

5. Facilities Management — lease, mortgage, bond and land use, construction, engineering and environment, fire safety and health and safety standards

6. Financial — cash flow analysis, debt analysis, strategic business planning, short term borrowing, financial management software, budget analysis and business office staffing and development

7. Marketing — population analysis, student retention, student recruitment, teacher retention, teacher recruitment, parental involvement, community involvement and awareness and competition from other charter schools and traditional schools

8. Personnel — analysis of staffing needs, salaries and wages, recruitment and selection

of all personnel, employee benefits, employment contracts, staff evaluations and staff discipline protocol

9. School Improvement — mission statement, setting and tracking academic goals, accountability, and strategies to meet goals

10. Student Services — before and after school care, food service, transportation, health services, and social services

11. Technology — school wide technology for administration and teaching, hardware, software, communications technology, data retention, system security and technology personnel

12. Education Service Provider — contract provisions, financial and property

The core committee has drafted the shared values, imported the mission, and reaffirmed the vision of the school. The next step is the development of committees to represent all 12 facets of the plan. These committees will be headed by a member of the core team but will consist of other members of the community, business world, and school. Another meeting will be held by the core committee to recruit volunteers from the community, business world, parents, or members of the school community to serve on the various committees.

This is the planning process as far as it has gone to date. The plan in the future is to have each committee draft a one page synopsis of their particular area. These would be gone

over and accepted or sent back by the core committee. These pages would be combined into a viable, easily reviewed and revised, and helpful strategic plan that will be reviewed annually and completed by the end of the academic year. .

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Christina Craig	Parent	Parent	CEO / Board
Linda Shields	Parent / Business Owner	Business Representative	CEO / Board
Janet Anderson	Board	Board Member	CEO / Board
Tim McDowell	Teacher	Secondary School Teacher	CEO / Board
Doreen nQuinn	Teacher	Elementary School Teacher	CEO / Board
Melissa Mahaney	Teacher	Middle School Teacher	CEO / Board
Sue Lewis	Parent	Parent	CEO / Board
Vicky McCauley	Community	Community Representative	CEO / Board
Diane Morrison	Nurse	Ed Specialist - School Nurse	CEO / Board
Jesse Sabella	Guidance	Ed Specialist - School Counselor	CEO / Board
Kelley McKean	Teacher	Special Education Representative	CEO / Board
David Craig	School	Administrator	CEO / Board
Tom Brown	School	Administrator	CEO / Board
Wayne Wismar	School	Board Member	CEO / Board
Scott Kagle	Parent / Business Owner	Business Representative	CEO / Board
Dana Sites	Community	Community Representative	CEO / Board

Goals, Strategies and Activities

Goal: At - Risk

Description: Ensure that 85% of at-risk and academically challenged students are making progress through the curriculum.

Strategy: At - Risk

Description: Each special education teacher completes a progress monitoring sheet, teachers fill out weekly progress reports, and these are analyzed in relation to the individual goals of the student.

Activities:

Activity	Description	
At - Risk	Analysis of the Progress monitoring each 9 weeks, Grades each nine weeks, Weekly teacher reports, Local assessments yearly and bi-yearly, and Standardized tests yearly.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Curriculum Alignment

Description: Maintain alignment of the curriculum to the PA State Standards.

Strategy: Curriculum Alignment

Description: Each teacher will chart the standards for each class and meet twice a year to map the curriculum in order to ensure the integrity of the curriculum.

Activities:

Activity	Description	
Curriculum Alignment	Lesson Plans daily, Excel spreadsheets that chart the eligible content and the remediation	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Senior Teacher Advisor

Description: Each Senior is assigned a teacher advisor that will work with the student to meet all graduation requirements.

Activities:

Activity	Description	
Senior Teacher Advisor	This is monitored every nine weeks and yearly.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Grade Level Improvement

Description: By the end of the second year of operation 80% of the students will show improvement in grade level.

Strategy: Grade Level Improvement

Description: Authentic assessments, expeditionary learning projects, quality instruction.

Activities:

Activity	Description	
Grade Level Improvement	Plato systems placement test (Fall) and the Plato post test (Spring).	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Iowa - Individual

Description: Have 75% of our students at national average on the IOWA tests.

Strategy: Iowa - Individual

Description: Quality instruction, actively teaching study skills, differentiating instruction, using

authentic assessments, teaching the standards.

Activities:

Activity	Description	
Iowa - Individual	Measured annually with the return of the tests.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Iowa Class

Description: Have each class score at national averages on the IOWA tests.

Strategy: Iowa Class

Description:

Activities:

Activity	Description	
Iowa Class	Measured annually with the return of the test data.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Math Pssa

Description: Students create “Anchor Portfolios”, participate in 4 Sight testing, and work individually on problem areas an extra 20 minutes 3 days a week.

Activities:

Activity	Description	
Math Pssa	The portfolios are monitored weekly, the 4 Sight testing is every month, and the students are tested twice a week to determine progress.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Parental Relationships

Description: TCCS will enhance relationships with parents, promote increased morale from the students and see a higher level of satisfaction and consequently motivation.

Strategy: Parental Relationships

Description: Increased involvement, communication, and combined efforts to work with parents.

Activities:

Activity	Description	
Parental Relationships	Yearly, via the parent survey	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Reading PSSA

Description: Students track individual reading strengths and weaknesses, participate in 4 Sight testing, and work individually on problem areas an extra 20 minutes 3 days a week.

Activities:

Activity	Description	
Reading PSSA	Overall progress is monitored weekly via DIBELS and PLATO, the 4 Sight testing is every month, and the students are tested twice a week to determine progress.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Sat 10 - Class

Description: Have each class at national averages on the SAT 10 tests.

Strategy: Sat 10 - Class

Description: Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standard

Activities:

Activity	Description	
Sat 10 - Class	Measured annually with the return of the tests.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Sat 10 - Individual

Description: Have 75% of our students at national average on the SAT 10 tests.

Strategy: Sat 10 - Individual

Description: Quality instruction, actively teaching study skills, differentiating instruction, using authentic assessments, teaching the standards

Activities:

Activity	Description
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Sat 10 - Individual	Measured annually with the return of the tests.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Attendance

Description: Students are provided incentives every report card and an award at the end of the year.

Activities:

Activity	Description	
Attendance	This is monitored every nine weeks and yearly. It is also continuously monitored by our attendance officer on a daily basis.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Participation PSSA

Description: Scheduled make-ups, clear communication with parents, and stressed importance of the test to the students.

Activities:

Activity	Description	
PSSA Participation	Yearly, assessed after the PSSA	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Volunteering

Description: TCCS will secure a 50% volunteering rate from the parents of attending students.

Strategy: Volunteering

Description: Work bees, after hours and weekend events, opportunities during the day for volunteering, and captivate.

Activities:

Activity	Description	
Volunteering	Sign-in sheets at the various events, volunteer sign-in/out sheets, and PTO Manager.	
Person Responsible	Timeline for Implementation	Resources

Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00
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SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

QUALITY OF SCHOOL DESIGN

Description of Curriculum:

While TCCS's curriculum follows the Pennsylvania State content standards (Each teachers creates a map of their curriculum for the year via spreadsheets that are designed to track the eligible content taught, when it was taught, how it was taught, the students that received remediation, and what the remediation consisted of). There the teachers must list the standards and the anchors that were covered during each unit and frameworks, age appropriate material is modified to accommodate diverse learning styles. A multi-sensory approach within the small group setting enables students to master grade level material in spite of academic deficits. Recognizing diverse learning styles, TCCS's curriculum integrates the modalities of Howard Gardner and utilizes the differentiating of instruction to account for the diversity found in a classroom of students. TCCS carefully tailors its program to meet the needs of each student. Highly structured and appropriately paced materials provide students with ample opportunity to grasp, review and master concepts.

As TCCS's focus is academic, the majority of the day is spent on the development of reading, writing, spelling, and math skills. TCCS continues to work toward a curriculum that is expeditionary in its nature. We understand that each student's strengths and challenges as evidenced via a myriad of assessments best inform instruction. TCCS's reading curriculum is centered around a variety of approaches including direct instruction based on the SRA Program, including the Wilson Reading System and the Corrective reading Program. TCCS has chosen the Carnegie Learning Cognitive Tutor math program, along with other instructional materials that have a simple format and plenty of structure and review. In addition, History/Social Studies and Science are important parts of the curriculum and explicit instruction in organizational and study skills is integrated into all disciplines along with writing. History Alive is used for the K-12 Social Studies Program. It places emphasis on hands-on activities and does not focus on rote memorization and spitting out of facts on a test for its main pedagogical device. The Science department utilizes the natural surroundings for classes. The assessments are project based, set in the real world, and focus on what is meaningful to students. At all levels, TCCS students receive a quality education as well as intensive remediation.

There is much talk in the world of education these days regarding “rigor”. Rigor of curriculum, instruction, and assessment is something that is innate to the curriculum of the TCCS. When things need changed to challenge a student or a group of students the teachers at the TCCS make the change. This type of flexibility has all the hallmarks of rigor built right in. Our students are constantly challenged to become the best they are able to become regardless of academic, social, or economic level.

Elementary Program

At the elementary level, classes are self-contained. Spending most of the instructional day with their classroom teacher, students are able to address their academic goals with minimal distraction and transition. Students do however travel as a class to participate in physical education, art enrichment classes, computer class, and the music program. Progress is reported quarterly using a simple grading system and narrative reports.

Middle School Program

The middle school includes grades 7 and 8 at TCCS. The Middle School has a major responsibility in preparing young adolescents to be successful, productive, and contributing members of a changing global society. A curriculum that prepares students intellectually, physically, socially and emotionally for their diverse futures will include, but go well beyond traditional school subjects. Such a responsive curriculum will provide opportunities for students to develop strong communication skills, to work cooperatively with others, to apply problem solving and decision-making skills, to utilize technology in order to facilitate learning, to practice civic responsibility, and demonstrate wellness.

Secondary Program

The students who enter TCCS’s program for 9th to 12th graders experience a range of challenges in their language-based academic and social skills. In addition, they may need support to enhance their organizational and study skills. In contrast, their math skills may be at or above average. In order to meet this array of student needs, the teachers have been trained in the differentiating of instruction. The Math and Science departments both contain strands that adhere to the academic readiness of the student. Overall, the program, regardless of the strand, is designed to permit students to meet Pennsylvania Department of Education content standards and to lead to a high school diploma. In addition to the academic program, study skills, social skills, arts education and transition to adulthood are emphasized throughout the high school years. Grades are based upon performance.

Rigorous Instructional Program - Attachments

- Teacher Induction
- Prof. Dev. Plan
- Induction approval ltr.
- Professional dev. ltr.

English Language Learners

There were no ELL students at TCCS this year.

English Language Learners - Attachment

- ELL

Graduation Requirements

Graduation requirements

The graduation requirements are as follows:

4 Year College Sequence

Language Arts — 4

History — 4

Science — 4

Math — 3

Physical Education — 1

Health - .5

Media — 1

Art — 1

Family and Consumer Science- 1

Philosophy (Humanities)- 1

Technology Education - .25

Business- .5

Music- .5

Work — 1

Language — 4

Credits 26.75*

2 Year College/ Trade Sequence

Language Arts — 4

History — 4

Science — 4

Math — 3

Physical Education — 1

Health - .5

Media — 1

Art — 1

Family and Consumer Science- 1

Philosophy- (Humanities) 1

Technology Education - .25

Business- .5

Music- .5

Work — 1

Electives - 2

Credits 24.75*

A minimum of 24.75 credits is required for graduation.

a minimum of a 60% is required to earn credit in any class.

In addition to these credits each student must complete the graduation project, be proficient or advanced on the PSSA math and reading tests.

The graduation project consists of several cross curricular projects that are accomplished via expeditionary learning. Each student tracks these projects and keeps evidence of them in a binder that is stored at the school and travels with the student beginning in grade 7. The students that are not proficient on the PSSA are given the SAT 10 as an alternative assessment.

Special Education

SPECIAL EDUCATION PLAN

Current Program Strengths and Highlights

Overview

The Tidioute Community Charter School (TCCS) has employed a competent, dedicated and highly qualified staff who are committed to developing capable, self-directed and proficient learners. Special Education Teachers at TCCS make a daily effort to meet the high needs of a diverse population of students in creative and innovative ways. Various aides and supports are provided to students, such as, individual

aides or peer assistance, special transportation, assistive technology, audio recordings to insure participation students in English / Reading programs, teacher facilitation, and preparation for specific activities and events. TCCS maintains a full continuum of services that support a free appropriate public education for students with disabilities in the least restrictive environment. TCCS will continue to maximize its resources to provide these services efficiently.

Following our cyclical monitoring this year the TCCS was commended for

1. Attaining a 100% graduation rate
2. Attaining a 0% dropout rate
3. Implementing a research based reading program at the Elementary level
4. The inclusion practices of TCCS.

Reading

The reading program utilized by special education students is strength of the District. Special education

teachers have received training in a variety of reading programs including , Wilson Reading, and/or SRA Corrective Reading. Each program is based on a systematic, phonetic, multi-sensory methodology that is recognized in the current literature as being most effective in teaching reading to students with learning disabilities. Teachers attend trainings that are provided by the Intermediate Unit, PDE, and PATTAN in order to remain current in best reading practices. They also participate in PLT's that focus on best practices in the teaching of literacy. We use assessments such as 4Sight Benchmark, IOWA, SAT 10, DIBELS, and other local assessments.

Child Find: Annual Public Notice

The Annual Public Notice is a statement of how the School provides services to students with disabilities, how the school conducts activities to ensure students who are thought to have a disability are evaluated, who to contact with questions, and regulatory information. Publishing this information in a variety of locations and formats is an annual requirement under federal regulation. The school works in partnership with the IU in ensuring all required components are included. The Annual Public Notice has a permanent position on the school's website.

The Annual Notice is also sent home in the first mailing of the year, advertised in the local press, and on the local T.V. advertising / announcement channel,

Transition activities are planned with school staff when these children approach school age.

Central office Administrators, principals, teachers, psychologists and special education instructors are aware of the responsibility to provide this information to the general public.

Extracurricular Programs

Students with disabilities have equal opportunity to participate in extracurricular and non-academic programs. At TCCS, students with disabilities are members of band, chorus, and sports teams. Students in the high school Life Skills classes participate in drama, band and choral productions.

Survey Results

Program strengths identified by parents included: the diligence of teachers in completing required documents;

supportive teachers; the availability of after school tutoring; increased student confidence regarding academic performance as a result of the support they have received; strong communication with teachers and support staff; instructional strategies that are individualized for each student; study skills; small student-teacher ratio in resource classes; collaboration between regular and special education teachers; and inclusion settings which allow students to participate with general education peers while receiving necessary specially designed instruction.

ESY

An additional program strength includes operation of our own ESY program.

Strategies for Intervention

Direct instruction and progress monitoring in reading and math have provided a focus to improve instruction to students who fall below expected levels in basic reading and math skills. Program development that includes individual measures of student progress in reading and math fluency are being utilized to address student growth and continuous improvement. These students as well as all interventions are documented by each teacher in the school via an Excel spreadsheet.

Professional Development

The faculty participates in continuing professional development through monthly program meetings where current issues in Special Education are discussed. In addition, they have received training in the Progress Monitoring process, Wilson Reading, SRA Reading Mastery and the Corrective Reading programs. They also attend the annual PDE Conference in Hershey, PATTAN trainings in Pittsburgh and Harrisburg, and IU provided trainings in Edinboro.

Special Education - Attachments

- Special Education
- Penn Data

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kelley McKean	1	Learning Support	TCCS	19	N/A

Amanda Slattery	1	Learning Support	TCCS	22	N/A
Amanda Flatt	1	Learning Support	TCCS	18	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU # 5	25	Emotional Support	TCCS	7	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional (Aide)	TCCS	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU # 5	School Psychologist	1/2 Day
IU # 5	Special Education Supervisor	1/2 Day
IU # 5	Speech Therapy	2 Days
IU # 5	Occupational Therapy	1/2 Day
IU # 5	Physical Therapy	1/2 Day

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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Student Assessment

Tidioute Community Charter School (TCCS) was accountable for Overall Performance in Math and Reading, White students Performance in Math and Reading, Overall Participation in Math and Reading and White Participation in Math and Reading in its first year (SY2006) of operation. We made 6 of 8 categories and fell short of AYP in Overall and White Reading Performance. Although we made Math AYP, it was made through CI.

In this first year of operation the school had mostly new faculty not familiar with PSSA Assessment Anchors and Eligible Content. Math and Reading initiatives were instituted and significant training took place to familiarize

teachers with the content and strategies necessary to prepare our students to be proficient in Reading and Math. The 4 Sight Assessment program was integrated in January 2007 to give teachers data on how students were doing in preparing for the PSSA. Data from the SY 2006 Data Report indicated weakness in Open-Ended Question for Math and Reading plus Measurements and Geometry. These assessments gave our students practice in PSSA like questions, but it gave the students and teachers too much testing just prior to the PSSA. We believe this resulted in test burnout for the students. 4 Sight data indicated that, overall, our students were within the proficiency parameters of 54% Proficient in Reading and 45% Proficient in Math although not by a large margin. However, that information did not translate into PSSA Proficiency. The academic team determined that we may have tested too much in too short a time span, and that the open-ended questions may have had a natural bias because they were graded by the same teacher that taught the subject. Initiatives included improving open-ended questions in both math and reading. Teachers were trained on how to improve on scoring 4 Sight tests, and Scoring Teams were developed to give more reliable open-ended scores on the 4 Sight Assessments. Less emphasis was put on the 4 Sight tests and more on using the data to improve instruction and highlight areas in need of improvement. 4 Sight testing was integrated into academic instruction to cut down on test frustration and to allow the PSSA to be important to the students, not just another one of those tests. PSSA preparation books (Finishline) were used to supplement academic instruction and to assist students in preparing for the academic material required for the PSSA. Math and Reading for Today morning activities booklets were used to help reinforce already learned concepts. Besides individual attention by the teacher, Plato Learning Systems computer software was used to assist students in remediating information that needed readdressed. Finally, Pattan-Pittsburg was brought in early on to give us some input on how we were doing and to help us better analyze the 4 Sight data.

Data from the SY 2006 Data Report indicated weakness in Open-Ended Questions for both Math and Reading plus Measurements and Geometry. SY 2007 data indicates that there was improvement in these areas.

Teacher Portfolios were developed during SY 2007 and are continually in the process of refinement. For the first year, the teacher portfolios were well done, but need to focus more on using data to improve instruction. It was also observed that the Teacher Portfolio needs to be more aligned with our evaluation and observation program. We are in the process of developing a short informal observation (5 -15 minute) that will emphasize key areas at strategic times within the school year. This will assist those struggling teachers and laud those that are doing great. These informal observations will supplement the normal observations and evaluations.

In SY 2007 TCCS was accountable for all the same Participation and Performance indicators as SY 2006 plus Graduation Rate and Subgroup for Socially Economically Disadvantaged. Graduation, attendance, participation and performance indicators are all in line with AYP. Although we made AYP in Socially Economically Disadvantaged (SED) Reading Subgroup by CI, that is not satisfactory to us. The strategies and initiatives implemented at the beginning of SY 2007 helped us make significant improvement in the performance areas from last year as indicated by the chart below:

	2006	AYP	2007	AYP
Overall Math Performance	42.5 CI	Y	59.8	Y
Overall Reading Performance	43.8	N	56.6	Y
White Math Performance	41.7 CI	Y	59.5	Y
White Reading Performance	43.1	N	57	Y
Overall Math Participation	100	Y	100	Y
Overall Reading Participation	100	Y	100	Y
White Math Participation	100	Y	100	Y
White Reading Participation	100	Y	100	Y
Overall SED Math Performance	N/A	N/A	51.5	Y
Overall SED Reading Performance	N/A	N/A	47-CI	Y
SED Math Participation	N/A	N/A	100	Y
SED Reading Participation	N/A	N/A	100	Y
Graduation Rate	N/A	N/A	94.12	Y

However, there are some major challenges before us for SY 2008 and beyond with the targets rising. Using the SY 2007 scores and comparing them against the new targets, it is apparent that we would make AYP in Math, but fall short in Reading. Goals and interventions for this year are to:

- Focus on making PSSA AYP in all categories without using CI or other statistical methods.
- Focus on attaining 80% proficiency in each grade for math and reading on the final 4 Sight assessments. Establish a remediation program for those students not making proficiency after each 4 Sight assessment. Reward those who are 80% proficient by allowing them a choice to take subsequent 4 Sight assessments

- Continue training for teachers in how to integrate Assessment Anchors and Eligible Content into the Academic Curriculum to insure we make the new targets for SY 2008 and beyond.
- Devise teacher made tests in both math and reading that continually reinforce already learned concepts so that they are not forgotten in future assessments. Continue to use Math and Reading for Today study guides.
- Train teachers across the curriculum on Reading Strategies that help students increase comprehension and then apply that in their writing. (Use Pattan-Pittsburgh)
- Train teachers across the curriculum on Math Strategies that help students read and understand math concepts and how to apply them to everyday life. (Use Pattan-Pittsburgh)
- Better analyze PSSA and 4 Sight data to continue to improve instruction. (Use Pattan-Pittsburgh)
- Refine Teacher Portfolio and observation process to better determine if academic material is being addressed and assessed appropriately.
- Offer some in-school tutoring to assist all students, but specifically targeted to help those students that were not proficient in this year's PSSA, those that are not proficient after each 4 Sight assessment, and those at-risk students.
- Provide more Professional Development for Teacher Learning Teams
- Continually monitor those at-risks students and provide them with assistance as needed to insure that they are successful in their academic pursuits.
- Establish Reading and Math Initiatives developed by a team of teachers to address problem areas in our math and reading programs.
- Increase the reading curriculum in the middle and high school.
- Continue to use DIBELS assessments in K through 2nd grade and increase progress monitoring for students not meeting proficiency.
- Put more emphasis on Guided Reading strategies in grades 3 through 5.

Student Assessment - Attachments

- Local Test Data
- PSSA Test Data

Teacher Evaluation

Teacher Evaluation

The teachers at The Tidioute Community Charter School are observed and evaluated by the administration and observed by their peers and mentor teacher. The administrative observations are done according to a model that was adapted from Charlotte Danielson's work. The evaluations are done right on the appropriate PDE forms (426 (a), 428 (a)). Level I teachers are observed four times a year and evaluated twice. Level II teachers are observed twice a year and evaluated once. These observations / evaluations are only a part of the overall evaluation process. The teachers are also responsible for creating a portfolio that demonstrates proficiency in 14 categories. The overall evaluation plan is merit based and not based solely on time served. It shows a devotion to the craft not just the ability to spend time at one school. The portfolio and the various observations are used for artifacts that justify the teacher moving up to the next level. In order to be competitive with the local school districts the three levels of pay at TCCS are \$35,000 / yr. — Apprentice, \$45,000 / yr. — Journeyman, and \$55,000 / yr. — Master. The plan is included as an attachment.

David Craig, the school CEO, does all of the evaluations. Tom Brown, the Director of curriculum and instruction and professional development does half of the observations and David Craig does the other half. David Craig also evaluates all of the non-professional staff and the office staff.

The evaluators have over 40 years of combined experience. Each one is a certified school principal. They have both received training from Charlotte Danielson in her method of evaluations and observations. They have both received extensive training in the inclusion model and how to evaluate everything from a life skills classroom to an inclusion classroom. They are members of the ASCD, NAESSP, and stay very current in the field. TCCS provides training in the form of maintaining professional organizations, providing for classes, and sending these participants to conferences. The PCCS conference, the Special Education conference, and several workshops were attended by the administration this past year.

Teacher Evaluation - Attachments

- Teacher evaluation - promotion
- Level I obs
- Level II obs

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board is made up of three founding members; one of which is a parent, a business owner; insurance sales and a ranch, and three members of the community; two of these three are also parents. There is also a student representative and a faculty representative. Neither of these two positions have the power to vote. The Board holds monthly meetings. They also hold monthly meetings for each of the committees they

have formed. This allows the governance and management of the school to proceed smoothly.

The Board has changed membership one time throughout the course of the year. We had a Board Member resign. He was replaced by the Board. Ronnie Weller became the new Vice-President. There have been no administrative changes as far as the school leadership is concerned.

Board of Trustees

Name of Trustee	Office (if any)
Al Haney	President
Ronnie Weller	Vice-President
Wayne Wismar	Treasurer
Janet Anderson	Secretary
Rob Burris	N/A
Sandy Ringel	N/A
Harvey Weaver	N/A

Professional Development (Governance)

The Board has engaged in many professional development activities. They have attended the PCCS conferences for the past four years. They have also had training in the Sunshine Law, the lottery process, committees and their functions, and their legal obligations via the CEO. With little turnover there is not much need for training in the routine things any longer.

Coordination of the Governance and Management of the School

The Board of TCCS makes every effort to maintain strong amicable ties to the WCSD Board. They have joined forces to address parent issues, work on personnel issues, and maintain strict attendance rules. The WCSD has also provided the TCCS with a liaison.

Coordination of the Governance and Management of the School - Attachment

- Board Scxhedule

Community and Parent Engagement

The Board is very transparent when it does business. This is the main facet that pleases the local community. The Board and the CEO take the input of parents very seriously. They are encouraged to work with the administration to iron out problems. If the parents are not satisfied the Board will encourage them to speak at the next meeting. TCCS also has a very aggressive volunteer program, which allows community members to volunteer in the school in a myriad of ways. It is called the CAPTIVATE Program (C- community, A — and, P — parents, T — together, I — involved in, V- volunteering, A — and, T — teaching, E — excellence). There have been as many as 150 volunteers in the school for

a single event. The volunteers have done everything from dishes and cleaning to doing presentations and chaperoning on field trips and at dances.

The parents are extended the same invitation and are encouraged to come into the school and get involved in almost any capacity that they are comfortable with or can afford to do. The school is open to the adult population in the evenings for use of the gym and the equipment. There is a constant striving to continue to move toward to ideal concept of a community school and to bring in the community as a whole on a regular basis.

There is also the SAC committee (student activities committee). This is akin to a PTO/PTA organization. This committee does fundraising for the school as a whole, provides special evenings at the school, and coordinates all of the elementary field trips among numerous other things. This is yet another way that the parents have to get involved in the school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school as a whole did not do any fundraising. The various organizations within the school did many fundraisers for the things that they wanted or needed. There are several organizations within the school that do fundraising; from the Endowment Fund to the 7th Grade Class.

Fiscal Solvency Policies

There were several policies that added to fiscal solvency for TCCS in 2006-2007. The Board and Administration were both very careful the first year because of the continual warnings that finances was an area that could signify failure quickly. That same cautiousness has carried over into and through year two. The school had been tremendously efficient in all aspects of the operation. The fiscal integrity of the TCCS is beyond reproach. Some of the policies involved a capitalization policy in addition to the policies that were created last year; budget planning, preparation, and adoption, the investment of funds, payroll, payment of bills, and policies directing the various funds as well as the audit were all well implemented and placed policies that helped TCCS achieve a high level of fiscal responsibility.

Accounting System

ACCOUNTING SYSTEM

TCCS USES THE CSIU FUND ACCOUNTING APPLICATION FOR ALL OF OUR ACCOUNTING NEEDS.

General Overview of Features ;

The CSIU Fund Accounting application is a comprehensive package offering tools for all-inclusive tracking, storing, and reporting of fund accounting data, accounts receivable and payable, purchase orders, and budget preparation. Major features and characteristics include:

Comprehensive Record Keeping

- Adopts standard PA account code format.
- Provides compatibility with generally accepted accounting principles (GAAP) and the requirements of *Handbook II* including full accrual accounting.
- Allows line-item budgeting.
- Allows access to multiple years of financial data and provides work-ahead capabilities.
- Supports unlimited fund and checking accounts.
- Allows data entry by account code or cross reference number.

Data Manipulation Tools

- Provides controls for encumbrance and invoice payment activity.
- Enables automatic updating of receipt and expenditure accounts from other financial, tax and personnel applications.
- Provides transfer functions to assist with the beginning of new fiscal year.
- Includes budget transfer and check reconciliation capabilities.
- Allows optional encumbrance when entering a PO.
- Provides PO security by building and account codes. Provides multi-level approval of POs.

Assorted Reports

- User-defined "flex reports."
- Checks and accompanying reports for multiple checking accounts.
- Detailed and summary reports of transaction history.
- Purchase orders, encumbrance activity, and transaction entry proof reports.
- 1099 forms and multiple vendor activity reports and labels.
- Final expenditure reports by program.
- Annual financial merge and annual budget merge with PDE database format.
- "Your Schools Your Money" PDE reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues

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

The audit firm used by TCCS:
Root, Spitznas, & Smiley

900 State Street
Suite One
Erie, PA
16501
814-453-7731

The date of the last audit was June 30, 2006.

There were no formal recommendations, violations, or other matters where TCCS was found to be deficient.

A copy of this audit was forwarded by the auditors to the PDE.

The audit for this past academic year will take place on October 1, 2007.

A copy of this audit will also be forwarded to the PDE by the auditors.

Citations and follow-up actions for any State Audit Report

The TCCS has never had a citation from any state audit report.

SECTION VII. FACILITY RESPONSIBILITIES

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

FACILITY RESPONSIBILITIES

The Tidioute Community Charter School is housed in the Hunter building and its attachments. The Hunter building was transferred to the Tidioute Community Charter School by the Warren County School District. The WCSD obtained a mandate waiver in regard to 24 PS 7-707, which was approved on 5/4/05.

The plan that was put into place last year was implemented this year. Following are the list of acquisitions and improvements that were made to the building:

Three rooms were carpeted.

Plans were drawn up for construction of two additional classrooms.

Windows were replaced.

The building was painted on the inside.

16 Smart Boards were purchased.

An additional 50 Laptop computers were purchased.

Several different books, supplies, and supplementary items were purchased for the staff.

Water fountains were replaced.

30 desks and chairs were added to the elementary wing and the secondary wing.

The gymnasium was painted, the walls re-matted, and a new sound system installed.

A portable PA was added to the music wing.

The elementary music lab was furnished with new chairs and tables for the keyboards.

The sidewalk in the rear of the school was replaced.

The playground underwent a facelift that included painting, new backboards, nets, and swings.

Future Facility Plans and Other Capital Needs

FACILITY RESPONSIBILITIES

The five year plan was put together by the facilities committee last year went into effect this year. Next year has the addition of more technology, furniture, and more outside building plans. Some of the specific activities planned are the repaving of the two parking lots and the playground, the carpeting of the office area, the replacement of the patio in the front entrance, the replacement of floor tiles, the replacement of the sidewalk out front, and the addition of two rooms under the library.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

HEALTH AND SAFETY RESPONSIBILITIES

Sections 1517 and 1732-A of the Public School Code of 1949 requires all schools to conduct **fire drills** not less than once a month. In addition, those schools using or contracting for school buses for the transportation of school children are required to conduct on school grounds two emergency **school bus evacuation drills** during each school year, the first to be conducted during the first week of the first school term and the second during the month of March, and at such other times as the chief school administrator may require. Each such drill shall include the practice and instruction concerning the location, use and operation of emergency exit doors and fire extinguishers and the proper evacuation of schools and/or buses in the event of fires or accidents. On or before the tenth day of April each year, each district superintendent and each charter school chief administrator shall certify to the Department of Education that the emergency evacuation drills herein required have been held.

The Tidioute Community Charter School has complied with the above and has sent a PDE- PDE-4101 (CERTIFICATION OF FULFILLMENT OF FIRE DRILL AND SCHOOL BUS EMERGENCY EVACUATION DRILL REQUIREMENTS) to the PDE as evidence. The following are the dates that the various drills were conducted:

Fire Drills:

August 31st

September 12th

October 20th

November 17th

December 14th

January 8th

February 6th

March 17th

April 12th

May 22nd

June 4th

Bus Evacuation Drills:

September 5th

September 20th

March 29th

Severe Weather drills:

September 15th

March 27th

Every member of the staff received CPR/AED First Aid training this year as part of the professional development plan. This training will be offered each year via the Tidioute Fire Department. New teachers or who ever missed the sessions will be required to take it the subsequent year. Each participant leaves the session with a certification card for CPR/AED and First Aid.

The medical records of the students of TCCS have been maintained by the school nurse, Diane Morrison. She has also submitted all of the paperwork required for the reimbursements. They are attached here as evidence.

The TCCS has also developed a CIP along with a checklist, a Care of the sick and injured plan, established a BRT, and created an emergency operations plan . We have coordinated our responses with the local fire department and the local Chief of Police as well as the Borough.

The wellness policy has already been through three drafts. It is complete. It is included as an attachment.

The chapter 12 regulations are vast and varied. TCCS had already began addressing many of the components. The SAP program is in place and has helped many students at the school this year. The Ophelia / CASS training is complete and functioned very well throughout the school year. Policies and Procedures for Emergency Care and Administration of Medicine and Treatment have been created and are included in the CIP here attached. The guidance department is currently working on inter agency cooperation across the tri-county area Developmental Services, Diagnostic, Intervention and Referral Services, Consultation and Coordination Services, Coordination with Community Agencies and Licensed or

Certified Providers. TCCS has completed a chapter 12 plan and it is attached in the individual plans section.

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

- Health
- Wellness

Current School Insurance Coverage Policies and Programs

The List of insurance policies that the TCCS has is as follows:

1. Property and Inland Marine Limits through Peerless Insurance Company
2. Liability Limits through Peerless Insurance Company
3. Educators Legal Liability Through AIG (National Union)
4. 2,000,000.00 Umbrella through General Star
5. Workers Compensation through PICS
6. Medical / Health through Davic (Highmark Blue Cross/ Shield)
7. Accidental Death and dismemberment through Davic

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Staff

The teaching staff at TCCS this year numbered 28. The entire staff has chosen to return for next year. We lost one teacher throughout the year to an illness. She was replaced. We will be adding a second class of 1st grade this next year, another reading specialist, and another history teacher.

The great step to level out our pay scale and become competitive with the local school districts has helped us along with other incentives to retain our staff. We have raised our starting pay to \$35,000/yr. This is just above the two local districts that would attract our teachers. This will help to keep us from becoming a training ground for teachers who will eventually go the districts to work.

The staff is happy, upbeat, and excited. They are all glad to be working where they are. They share decision making, create curriculum, and have academic

freedom. The staff of TCCS are consummate professionals and they are treated as such. A majority of them will be with us at TCCS until the end of TCCS. We have successfully created a positive, happy, common climate in the relationships between the staff members. It has gone a long way to improving morale all around.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- ESPP Status Page

Student Enrollment

Student Enrollment

The Registration letter and the grades served / admissions policy from the charter are included as attachments that explain the enrollment process, the lottery, age requirements, and the connections to state law.

The enrollment history for the year as is follows:

Beginning of Year		End of Year	
K	25	K	26
1	17	1	16
2	19	2	19
3	17	3	17
4	14	4	14
5	23	5	25
6	21	6	20
7	13	7	9
8	33	8	33
9	29	9	26
10	31	10	30

11 18

11 17

12 21

12 20

A Centerpoint report from the first day and the last day of school was used to collect this data.

TCCS lost 13 students this year. Two were required to leave due to expulsion. Of the remaining 11 a majority of them are attending various schools within the District. Of the students that completed the year, all are enrolled to return save three. The first is going to cyber school and the other two are moving out of State.

Enrollment tended to level out this year as compared to last year. The turnover was not as great and most of the students left due to distance involved in getting to the school and the dangerous road conditions that are consistent throughout the County. Geography plays a large part in many enrollment decisions.

Student Enrollment - Attachments

- Admission and grades served
- parent letter - enrollment
- enrollment notification form
- letter of interest
- Enrollment agreement form

Transportation

Transportation

The charter school coordinates transportation with three districts and four independent carriers. All of the transportation to and from the school is provided by the school districts. The majority of the transportation is provided by the WCSD via Suppa Transportation, Suppa also provided TCCS with transportation to and from extra curricular activities. The busing has gone smoothly all year. The relationship between the districts, TCCS, and the transportation providers is positive and pragmatic. There

have always been accommodations to special education students regardless of the cost. The districts have always been sensitive to these types of needs. WCSD deserves a special commendation in this area for the help provided this year via Mark Rondenelli, the transportation director. He helped us through a difficult winter and was invaluable in regard to cancellations and delays and all of the coordination that goes along with these.

Food Service Program

Food Service Program

The food service program at TCCS is a member of the NSLP. TCCS participates in the FRL. The service is a partnership with the WCSD. TCCS is under the umbrella of the district in order to have access to Aramark, the food service provider for the district for a monthly fee of \$1,000.00. The program is headed by Maureen McAfoose, a fully certified PA state food service manager. All of the inspections were positive and there were no violations handed out all year from the Department of Health.

Student Conduct

Student Conduct

The discipline policy is attached. It contains the expectations of TCCS as relates to student behavior and the philosophy of discipline. There is also an attachment from the charter that explains the relationship to Chapter 12. The procedures for due process are also contained in the discipline policy.

26 students were involved in 26 suspensions and 2 students were expelled.

Student Conduct - Attachments

- Student Conduct
- expulsion - charter

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Tidioute Community CS

Date of Local Chartering School Board/PDE Approval: February 14, 2005

Length of Charter: 5 Years **Opening Date:** August 29, 2005

Grade Level: K-12 **Hours of Operation:** 8:00 AM - 3:11 PM

Percentage of Certified Staff: 93 **Total Instructional Staff:** 29

Student/ Teacher Ratio: 1:10 **Student Waiting List:** Yes

Attendance Rate/Percentage: 93%

Enrollment: 275 **Per Pupil Subsidy:** 7372

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 1

Hispanic: 0

White (Non-Hispanic): 99

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 53

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 59

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	176	176	176	176	176
Instructional Hours	0	0	1012	1012	1100	1100	1012/1100

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Tidioute Community CS within Northwest Tri-County IU 5 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

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 David L. Craig

Title CEO

Phone 814-484-3550

Fax 814-484-2977

E-mail davidleecraig@verizon.net

Signature of the Chief Executive Officer and Date

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

Name Albert Haney

Title President

Phone 814-484-3550

Fax 814-484-3977

E-mail hane@westpa.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name David L. Craig

Title CEO

Phone 814-484-3550

Fax 814-484-3977

E-mail davidleecraig@verizon.net

Signature of the Special Education Contact Person and Date