Pennsylvania Department of Education

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

Charter Annual Report

Monday, November 10, 2008

Charter School: Philadelphia Academy CS
Address: 11000 Roosevelt Blvd
Philadelphia, PA 19116
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Philadelphia Academy CS

Date of Local Chartering School Board/PDE Approval: 2-22-99 Renewal received June 2008

Length of Charter: 5 years **Opening Date:** 9-2-99

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

Percentage of Certified Staff: 91% **Total Instructional Staff:** 87

Student/ Teacher Ratio: 14:1 **Student Waiting List:** 500

Attendance Rate/Percentage: Grades K-6 96.7%; Grades 7-12 95.6%

Second Site Address, Phone Number and Site Director:
Philadelphia Academy Charter School High School
1700 Tomlinson Road
Philadelphia, PA 19116
215 673-3990
Larry Sperling

Enrollment: 1181 **Per Pupil Subsidy:** Regular Ed: $ 7,708 Special Ed. $ 16,676

Student Profile

American Indian/Alaskan Native:	5
Asian/Pacific Islander:	26
Black (Non-Hispanic):	61
Hispanic:	44
White (Non-Hispanic):	1041
Multicultural:	4

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: 346

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	181	181	181	724
Instructional Hours	0	0	1176.5	1176.5	1176.5	1070	4599.5

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Philadelphia Academy Charter School (PACS) began as a K-8 school in 1999-00. In 2003 PACS was approved for expansion through 12th grade. In June 2008 our charter was renewed with provisions for an additional five year period. For the 07-08 school year our total student population was 1181 and included students from kindergarten through 12th grades. The student body is drawn from neighborhoods surrounding the school.

Core Purpose

Mission

Our mission statement is as follows:

"We of the Philadelphia Academy Charter School believe that in order for all children (and adults as well) to function at their highest level of potential, to become life-long lovers of learning, to live and work and grow with integrity, self-discipline, compassion, and respect for themselves and others, they must learn and flourish in environments that honor their individuality and commonality. Experiences that broaden their world beyond the classroom and develop their critical skills necessary to make the difficult decisions as they grow to become truly productive and contributing citizens of the world are essential."

Vision

The Philadelphia Academy Charter School is committed to educate its students by providing a sound foundation for their future learning and achievement while empowering them with the skills needed to adapt to the ever-changing demands of our world. Our state of the art facility allows for innovative curriculum and utilization of ground breaking technology. This can only be achieved with a strong dedication to recruiting and retaining outstanding educators who will support the school's vision for the future.

Shared Values

PACS' mission statement and academic and extracurricular programs support the values of the school community to work and grow in an environment that encourages and supports students to utilize and hone their talents in many ways. PACS offers a variety of after school programs, which have included sports, mural art, dance, literary writing and more. In addition each year we produce musical performances which give all students the opportunity to perform on stage. These shows have proven invaluable in presenting opportunities for the children to highlight their talents. In addition, they also have created a medium for our more apprehensive students to take on another role with confidence. The plays also open up an avenue of interaction with the parents and community as many adults eagerly volunteer to create a wonderful program.

Academic Standards

PACS follows the Pennsylvania content standards at each grade level when developing curriculum. We use standardized testing results as well as actual classroom results to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning. Our regular education students continue to exceed state standards for proficiency in reading and math. In the fall of each school year we analyze local and state assessments as well as students' classroom performance to identify those students who need additional and/or individualized instruction. We also examine our data to determine specific areas of weakness in each content area. In this regard we make adjustments to our curriculum and

also offer tutoring sessions both during the school day and afterschool two times each week.

Our special education population's IEPs designate their individual goals by subject. These goals are achieved through specially designed instruction. Many of these students are mainstreamed and receive their services through our resource room in their actual homeroom. Resource room teachers team teach along side the classroom teacher and provide one on one support to those identified students. This has helped to boost student achievement while allowing students to remain with their class for all subjects.

The PSSA results by anchors has facilitated a specific view of areas of curriculum by grade that may require adjustment. It has also provided specifics for teachers to target for incoming class by anchor. Teachers are able to make timely adjustments to bolster weak areas that were identified through the PSSA anchor results. Additionally teachers can look at outgoing class results to see strengths and weaknesses concerning established curriculum for their grade.

Strengths and Challenges

The biggest challenge we are facing is the restructuring of the Board of Trustees and the leadership at the school. Our next biggest challenge is adopting a new Student Information system/email/web project and improving the technology infrastructure. One of our strengths is our commitment to continue to improve our service to students as a whole and particularly to those with special needs.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

PENNSYLVANIA DEPARTMENT OF EDUCATION

A Framework for Continuous School Improvement Planning

(Revised & updated September 2007)

“

GETTING RESULTS!”
2007 to 2008 Continuous School Improvement Plan

SCHOOL: The Philadelphia Academy Charter School	
DISTRICT: The Philadelphia Academy Charter School	
INTERMEDIATE UNIT (IU): Philadelphia	
PRINCIPAL: Larry Sperling	
ADDRESS: 11000 Roosevelt Blvd.	
PHONE: 215-676-8320	**FAX: 215-676-8340**
EMAIL:CSAdams812@aol.com	**DATE:11/14/07**
TITLE I SCHOOL? *(check one)*: _X_ Yes __ No	
READING FIRST SCHOOL? *(check one)*: __ Yes _X_ No	

Please indicate your school's most recent NCLB/AYP status:				
(__) Met AYP	(__) Warning (Yr 1)	(_x_) School Improvement II (Yr 3)	(__) Corrective Action II: First Yr (Yr 5)	
(__) Making Progress	(__) School Improvement I (Yr 2)	(__) Corrective Action I (Yr 4)	(__) Corrective Action II: Second Yr (Yr 6+)	

Commonwealth of Pennsylvania

Edward G. Rendell, Governor

Department of Education

Dr. Gerald L. Zahorchak, Secretary

Office of Elementary and Secondary Education

Diane Castelbuono, Deputy Secretary

Bureau of Assessment and Accountability

Shula Nedley, Director

Bureau of Teaching and Learning Support

Ed Vollbrecht, Director

Division of District and School Improvement

Sheri Rowe, Chief

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

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If you have any questions about this publication, please contact:

Department of Education

Bureau of Teaching and Learning Support

Division of District and School Improvement

333 Market Street, 8th Floor

Harrisburg, PA 17126-0333

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Complaints regarding discrimination in schools:

Human Relations Representative, Intake Division, PA Human Relations Commission

Harrisburg Regional Office (717) 787-9784

Pittsburgh Regional Office (412) 565-5395

Philadelphia Regional Office (215) 560-2496

Complaints against a Pennsylvania Department of Education employee:

Pennsylvania Department of Education, Equal Employment Opportunity Representative

Bureau of Human Resources

11th Floor, 333 Market Street

Harrisburg, PA 17126-0333

Voice Telephone: (717) 787-4417 Fax: (717) 783-9348 Text Telephone TTY: (717) 783-8445

Information on accommodations within the Department of Education for persons with disabilities:

Pennsylvania Department of Education, Americans with Disabilities Act Coordinator

Bureau of Human Resources

11th Floor, 333 Market Street

Harrisburg, PA 17126-0333

Voice Telephone: (717) 787-4417 Fax: (717) 783-9348 Text Telephone TTY: (717) 783-8445

General questions regarding educational law or issues:

Pennsylvania Department of Education

School Law, Regulations, and Policy Unit

5th Floor, 333 Market Street

Harrisburg, PA 17126-0333

Voice Telephone: (717) 783-3750 Fax: (717) 783-6802 Text Telephone TTY: (717) 783-8445

Plan Solution

action sequence…in 1-2-3-4-5 Steps!

nclb/ayp rEQUIREMENTS

Your plan must address each NCLB/AYP requirement. In the Design Phase, Step 2, you will indicate how elements of your planned solution address each of these indicators:

Â¨ Performance — Math

Â¨ Performance — Reading

Â¨ Participation — Math

Â¨ Participation — Reading

Â¨ Attendance — if applicable

Â¨ Graduation — if applicable

The Action Sequence is your tool for implementing the plan. It is designed to be action-driven.

Plan Solution

ACTION SEQUENCE … in 1-2-3-4-5 Steps!		**Step 1: DATA**
		"Where are we now?"

District/School Team:	Lead Person(s): :Rosemary DiLacqua, Board President	Date:
Philadelphia Academy Charter School		11/14/07

Student Achievement Improvement Goals: To have students in the IEP subgroup improve their skills to become proficient or advanced in grade level material.

Directions: Analyze the current state of student achievement data and educational practices.

TIP — EACH AREA OF STRENGTH or CONCERN MUST HAVE A CAUSE AND A STRATEGY.

HIGHEST-PRIORITY STUDENT ACHIEVEMENT AREAS OF STRENGTH and CONCERN *(from Worksheet 4)*	UNDERLYING CAUSES ("ROOT CAUSE") (from your reflection on the Guiding Questions In Worksheet 5, etc.)	RESEARCH-BASED or PROMISING STRATEGIES to address the Underlying CAUSES

Concern - Students in the iep subgroup have made progress in both the areas of reading and mathematics as demonstrated by assessments administered at their instructional reading and mathematics levels. These students do not, however, DEMONSTRATE significant progress on measures given at the students' chronological levels including the PSSA.	1. Students with IEP's are not permitted to use many of the tools that they have been taught because of the requirements of the PSSA,. For example, many of these students with disabilities in mathematics utilize the TouchMath system in which they are taught to use a small TouchMath numberline and become very successful using this tool. They are unable to use this support during the PSSA so they are unable to demonstrate the abilities they are using in everyday life.	1. The Philadelphia Academy Charter School will request that students with IEP's be allowed to utilize the instructional tools which they have been taught to use for mathematical calculations.
	2. Students are tested at their chronological rather than instructional grade level. These students are not eligible for the PASA but are unable to demonstrate skill development on the PSSA because of their significant academic delays. Students with significant disabilities such as mental retardation, dyslexia, autism and neurological impairments are often unable to perform calculations and, in an experiential situation, utilize these skills after extensive training. These abilities, which are necessary for their functioning in society, often do not translate into written mathematical abilities which are measured by traditional assessment tools. These students are unable to solve problems that are written or even read to them. They are unable to describe their process for solving the problem, even if they can find the correct answer. These students have demonstrated achievement on curriculum based assessments and on measures such as the Brigance Inventory but not on grade level assessments which require higher level thinking skills such as the PSSA. Although these students have significant disabilities, they do not qualify for the PASA.	2. The Philadelphia Academy Charter School will request that students with IEP's be tested as close to their instructional level as possible.
	Students with IEP's have made progress in reading and the school has made AYP through Safe Harbor. We need to continue to make progress in this area	The Philadelphia Academy Charter School has implemented state of the art, researched based interventions to increase student achievement. We utilize the Everyday Mathematics Curriculum as our core curriculum and supplement it with experiential academic instruction and multimodal instruction (such as the use of the TouchMath System). These efforts have resulted in skill development as measured by standardized assessment instruments (WRAT3, Brigance Inventory, Woodcock Johnson, WIAT, TerraNova Assessment) and by curriculum based assessments. Because of the significant academic and cognitive delays of our special education population, which comprises one third of our overall enrollment, the gains made are not represented by achievement scores on

Strength - Overall the students of the Philadelphia Academy charter school have achieved the targets established by Nclb for the school year 2006-2007 (as well as every other year of testing).	Root Causes — 1. State of the art programming in the areas of reading and mathematics. 2. Use of highly qualified teachers who continually improve their skills through professional development. 3. Use of technology to support skill development specifically — Fast Forward Programming, Kaplan Educational Program, Earobics, Keys2Work, Microsoft Office Training in technology lab). 4. Hiring of reading specialists for both regular and special education to improve service to children. 5. Implementation of DIBELS. 6. Use of Harcourt Brace Trophies Series, including intervention materials. 7. Provision of professional development opportunities for staff skill development. 8. Utilization of research based interventions utilizing the Harcourt Brace Trophies reading series, including intervention programming. 9. Hiring of additional certified special education teachers for resource room. 10. Employment of 3 reading specialists as part of the special education staff. 11. Provision of a wide range of programming options for students with IEP's school including 14 part time special education classes. 12. Continued implementation of the 21st Century Community Learning Grant Program to provide remediation services in reading, writing and mathematics through afterschool program. 13. Monthly special education trainings for staff and parents. 14. Partnership with Orton-	Continue with the strategies that have been successful. These strategies are listed under "root causes" because their implementation is the reason for the overall success of the school on the PSSA.

	16. Creation of a small business in the high school to be run by the special education students in conjunction with students in the general education population. 17. Utilization of an integrated model of therapeutic service delivery. 18. Provision of an extended school year program for students with most significant needs. 19. Provision of an experiential learning camp for students in the high school life skills program. 20. Provision of supplementary educational services to students.	
Strength - The participation rate for our students is 99.7% overall and 99.6% for the IEP subgroup.	The school works in partnership with parents to assist all families in providing an effective education for all students. This partnership along with parent support and training focuses on assisting all students to be successful and to participate in measures to determine their progress.	Continue to work in a partnership with parents to make sure that all families understand the importance of daily attendance and the necessity of participation in the PSSA.
Strength — The attendance rate for our students is 96.07%.	Our school places great emphasis on attendance and sets a strong policy of 10 days or less. We require doctor's note for absences of three days or more. We stay in constant contact with parents concerning student absences.	Continue to closely monitor and work with parents on attendance issues.

Plan Solution

ACTION SEQUENCE … in 1-2-3-4-5 Steps!		**Step 2: DESIGN**
		"Where do we want to go next?

District/School Team: Philadelphia Academy Charter School	**Lead Person(s): :Rosemary DiLacqua, Board President**	**Date: 11/14/07**

Student Achievement Improvement Goals: Increased achievement in reading and mathematics for the IEP subgroup.

-

Directions: Identify and describe below 2-to-4 research-based or promising strategies that you will implement. Emphasize strategies that enhance standards-aligned instructional practices; build capacity of teachers, staff and administration; and are within your power to accomplish successfully. Include strategies you have already begun to implement.

Remember to indicate which NCLB/AYP requirements are addressed by each research-based or promising strategy you will be implementing.

Check

All teachers will receive targeted professional development focusing on strategies to work on differentiating instruction for special education students.	Math Performance	X
	Reading Performance	X

	Math Participation	
	Reading Participation	
	Attendance	
	Graduation	

Check

Continue to use multimodal and experiential academic strategies in conjunction with the Everyday Math and TouchMath curriculums to improve mathematics skills for students with disabilities.	Math Performance	X
	Reading Performance	
	Math Participation	
	Reading Participation	
	Attendance	
	Graduation	

Check

Continue to provide supplementary educational programming before, during and afterschool and through Extended School Year programming to remediate mathematics and reading skills.	Math Performance	X
	Reading Performance	
	Math Participation	
	Reading Participation	
	Attendance	
	Graduation	
Purchase and utilize PSSA practice materials for students who are below level, specifically Coach and Jumpstart materials to increase skill development for use before, during and after school.	Math Performance	X
	Reading Performance	X
	Math Participation	
	Reading Participation	
	Attendance	
	Graduation	

Plan Solution

ACTION SEQUENCE … in 1-2-3-4-5 Steps!		**Step 3: DELIVERY**
		"How are we going to get there?

District/School Team: The Philadelphia Academy Charter School	**Lead Person(s): :Rosemary DiLacqua, Board President**	**Date: 11/14/07**

Student Achievement Improvement Goals: Increased achievement in reading and mathematics for students in the IEP subgrou

Directions: Complete the "What needs to be done" column for each promising strategy described in Step 2: Design. Next, complete the remaining columns for the strategy. To add additional rows, press the TAB key after entering information in the last row or cell provided.

What needs to be done?	**By When?**	**By Whom?**	**With What?**	**Evidence of Effectiveness?**	**Done? v**
Title 1 Schools — Provide written notice about school improvement identification to parents of each student enrolled in school. *(if you are not a Title 1 School — delete)*	October 10, 2007	The Philadelphia Academy Charter School	Letter to parents mailed to each family within the school.	Letter was approved by Amy Boyd of PDE. No letters were returned to the school asking for a change of school.	X
Teachers received professional development	Through-out the	Lead Teachers,	Funding provided by the	Use of teacher feedback tools,	Start-

What needs to be done?	By When?	By Whom?	With What?	Evidence of Effectiveness?	Done? v
for three days prior to the start of school. Professional development opportunities are ongoing during small community meetings, grade group meetings and staff meetings throughout the year. Additionally, staff members are encouraged to participate in outside trainings.	2007-08 school year.	Coordinators, Outside professional development providers	Philadelphia Academy Charter School, partially through Title I funds.	clinical supervision of teaching staff. Use of curriculum based assessment, standardized assessment to measure increased student performance as a result of teacher training.	ed Aug. 28, 2007
Students with disabilities in mathematics will participate in daily mathematics lessons supplemented by experiential and multimodal instruction.	Through-out the 2007-08 school year.	Special Education Teachers supervised by Special Education Coordinator	Funding to purchase materials provided by Philadelphia Academy Charter School; training in multimodal instruction provided by lead teachers, coordinators, PaTTAN and outside providers	Improved student achievement as demonstrated by Curriculum Based Monitoring utilizing Monitoring Basic Skill Progress (MBSP) by Fuchs, Hamlett and Fuchs, benchmark testing and standardized testing.	Start-ed Sept. 2007
Purchase and implementation of Coach and Jumpstart materials to increase skill development in line with assessment anchors.	Through-out the school year, before, during and after school	Teaching staff in coordination with assessment coordinator, special education coordinator	Materials are to be purchased with funds provided by the Philadelphia Academy Charter School.	Benchmark assessment, curriculum based assessment using MBSP, standardized test performance.	Start-ed Sept. 2007
Continued implementation of supplementary educational service through afterschool programming. This programming is specifically designed to provide remediation service for students who perform at basic and below basic levels on standardized testing.	Through-out the school year with program-ming to be started by October of 2007.	Teaching staff in conjunction with coordinators	Funding from the 21st Century Grant, Title I funds, school funding	Curriculum based assessment, performance on standardized testing.	Pro-gram start date 9/24/07

Plan Solution

ACTION SEQUENCE … in 1-2-3-4-5 Steps!		**Step 4: DEVELOPMENT OF PEO**
		"What additional skills/training/capacity-buildin

District/School Team: Philadelphia Academy Charter School	**Lead Person(s): :Rosemary DiLacqua, Board President**	**Date: 11/14/07**

Student Achievement Improvement Goals: Increased achievement in reading and mathematics for students in the IEP subgrou

Directions: Describe the professional development, etc. needed to successfully carry out the tasks outlined in Step 3. Align the focus of your professional development to the needs identified in your plan. Set aside and calendar the "sacred time" reserved explicitly for staff collaboration and evidence-based reflection on teaching practices and student learning.

Date/Time *When?*	**Participants** *For whom?*	**Topic/Focus/Purpose** *What? /Why?*	**Delivery Format** *How?*	**Facilitator/Provider** *By whom?*
Each Wednesday afternoon throughout the school year from 3:15-4:15	All teachers who have not yet achieved Instructional II Certification	Teacher Mentoring Program —*all schools must include in plan*	Weekly meetings with mentors, trainings	Community Coordinators, School Administration
Daily grade group meetings for 50 minutes per day.	All teachers participate in these daily meetings to coordinate programming, increase skill	Teacher Mentoring and Skill Development; Collaboration with peers and related service	Teachers meet and discuss ideas, plan together, observe other classrooms, collaborate	Community Coordinators, Lead Teachers; Administration provides 8 periods of planning time per week for teachers

Date/Time *When?*	**Participants** *For whom?*	**Topic/Focus/Purpose** *What? /Why?*	**Delivery Format** *How?*	**Facilitator/Provider** *By whom?*
	development, share best practices.		with therapists, special education staff, community coordinators, watch DVD's, share professional resources.	with scheduled common planning time per grade group and per small learning community.
Professional Development Activities provided monthly during school year.	All staff	Topics — Reading Strategies — Direct Instruction using Explicit Explanation; Mathematics Strategies — Multimodal Instructional Strategies; Curriculum Based Measurement; Differentiated Instruction for Special Education Students	Monthly professional development activities utilizing community coordinators, lead teacher, staff from LaSalle University.	Philadelphia Academy Charter School Staff, funding by operational budget and Title I funds. LaSalle University Staff

Plan Solution

ACTION SEQUENCE … in 1-2-3-4-5 Steps!		**Step 5: DOCUMENTATION**
		"How do we track our progress?

District/School Team:The Philadelphia Academy Charter School	**Lead Person(s):Rosemary DiLacqua, Board President**	**Date: 11/14/07**

Student Achievement Improvement Goals: Increased achievement in reading and mathematics for students in the IEP subgrou

Directions: Define the milestones of progress you will monitor at specific time-intervals. Identify milestones that relate to student learning and achievement, as well as milestones that track educational programs and professional practice. Each milestone must be defined up front.

Milestones of Student Learning & Achievement

(e.g., expected level of student progress on quarterly curriculum-embedded assessment)

What will be accomplished (Milestone)	By W
1. *Student Results Milestone*: **Request for students' to be permitted to use tools for mathematical calculation on PSSA will be submitted to the state.**	January 15
2. *Student Results Milestone*: **Request will be submitted to have students tested as close to instructional level as possible or to receive an accommodated version of the PSSA (not PASA).**	January 15
3. *Student Results Milestone*: **Students with IEP's will increase achievement in mathematics and reading as measured by curriculum based assessment and standardized testing instruments.**	June 2008

Milestones of Continuous Improvement of Educational Programs & Professional Practice

(e.g., extent of implementation of supplementary curriculum; effectiveness of professional development)

What will be accomplished (Milestone)…	By
1. *Educational Process Milestone*: **Daily grade group meetings and small learning community meetings will be held for professional development and collaboration.**	Ongoing thr 2007-2008
2. *Educational Process Milestone*: **Ongoing professional development opportunities will be provided on a monthly basis to all staff regarding differentiated instruction for special education students.**	Ongoing thr 2007-2008
3. *Educational Process Milestone*: **Teachers with Instructional I certification will complete weekly teacher induction program.**	June 2007

Quality Review Checklist

Directions: This checklist is a tool to ensure you have met all the requirements for School Improvement Plans. You must provide evidence and cite page numbers for each requirement.

The School Improvement Plan for this school includes the following	Evidence
1. Incorporates strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific issues that caused the school to be identified for school improvement	Harcourt Brace Trophies Series, Everyday Multimodal instruction, differentiated instruc academics.
2. Adopts policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficiency level of achievement	Participation in professional development c instruction, use of multimodal, experiential Trophies Series, Everyday Mathematics, T
3. Directly addresses the academic achievement problem that caused the school to be identified for school improvement	Students unable to use tools used in mathe students assessed at chronological instead
4. Establishes how funds will be used to remove schools from school improvement status	Use of school improvement funds, Title I fu budget for professional development, mate planning time.
5. Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students specified in Section 1111(b)(2)(C)(v) and enrolled in the school	IEP development, differentiated instruction collaboration with related service providers goals and objectives for student performan
6. Specifies the responsibilities of the school, local educational agency and the State educational agency serving the school under the plan	Provision of professional development acti part through Title I funding, purchase of ma funding and through operational budgeting.
7. Includes strategies to promote effective parental involvement in the school	Parental partnership a strength for the scho that partnership
8. Incorporates a teacher mentoring program	Professional development activities, schoo
9. Incorporates, as appropriate, activities before school, after school, during the summer, and during the extension of the school year	Supplementary remediation before, during extended school year program
Title I Schools must also include the following:	
10. Provides an assurance that the identified school will spend not less than 10% of the Title I funds made available to the school on professional development activities	Administration budgets Title I programming professional development activities as well for daily teacher collaboration time.
11. Describes how the school will provide written notice about the school improvement identification to parents of each student enrolled in the	Notification letters that were approved by th were sent home to each family.

The School Improvement Plan for this school includes the following	Evidence
school	

When a school improvement plan has met criteria, the Pennsylvania Department of Education will be informed in writing that the plan has been reviewed and approved.

Assurance of Quality & Accountability

We (the undersigned) hereby certify that the school improvement plan for _The Philadelphia Academy Charter School_(school name) in The Philadelphia Academy Charter School (school district name) has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and the Executive Director of our Intermediate Unit (IU__), and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby assure the Secretary of Education that the school improvement plan:

•Addresses all the required components prescribed by PDE;

•Reflects sound educational practices;

•Has local leadership at all levels to ensure successful implementation;

•Has a high probability of improving student performance and educational practices.

With this *Assurance of Quality & Accountability* declaration, we, therefore, recommend that the Secretary of Education and PDE grant formal approval of the school improvement plan for _The Philadelphia Academy Charter School, The Philadelphia Academy Charter School for 2007-2008 school-year.

_____ _____ _____

Superintendent of Schools President, District Board of Education
Executive Director, IU__

___Date_____ ___Date____
___Date_____

REFERENCE Materials

APPENDIX

REFERENCE MATERIALS & RESOURCES

This section contains reference materials and resources to support the development of your school improvement plan.

I. Useful websites

a. www.paayp.com

b. pssa.emetric.net

c. www.pde.state.pa.us/a_and_t (PVAAS link is in the left column)

d. www.pde.state.pa.us

e. www.cddre.org/Services/4Sight.cfm (4Sight link is in the left column)

f. www.pattan.k12.pa.us

II. What is a “root cause”?

III. Supplementary Guiding Questions for clarifying underlying causes of the current state of student achievement

a. Specific to the 6 Components of a Standards-aligned instructional system

b. Specific to content area (e.g., Mathematics, Reading)

c. Specific to a student subgroup (e.g., IEP, economically disadvantaged, ESL)

IV. NCLB 2004-2014 *Adequate Yearly Progress* improvement targets — Reading and Mathematics

V. What's Important & What Works: High-leverage Practices for PreK-12

VI. Guiding Questions for Clarifying Shared Values, Vision and Mission

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anna Marie Siegmann	Phila.Academy Charter School	Administrator	Larry Sperling
Bernice Wright	Phila.Academy Charter School	Elementary School Teacher	Larry Sperling
Cathy Adams	Phila.Academy Charter School	Special Education Representative	Larry Sperling
Janice McVann	Phila.Academy Charter School	Elementary School Teacher	Larry Sperling
Jeff Pagliaro	Phila.Academy Charter School	Middle School Teacher	Larry Sperling
Dee Myers	Phila.Academy Charter School	Special Education Teacher	Larry Sperling
Kristen Butler	Phila.Academy Charter School	Ed Specialist - School Psychologist	Larry Sperling
Larry Sperling	Phila.Academy Charter School	Ed Specialist - Instructional Technology	Larry Sperling
Margaret Dougherty	Phila.Academy Charter School	Elementary School Teacher	Larry Sperling
Megan Simmons	Phila. Academy Charter School	Administrator	Larry Sperling
Rita Brody	Phila.Academy Charter School	Middle School Teacher	Larry Sperling
Susan O'Brien	Phila.Academy Charter	Middle School Teacher	Larry

	School		Sperling
Tim Beaver	Phila.Academy Charter School	Middle School Teacher	Larry Sperling

Goals, Strategies and Activities

***Goal:* Student Achievement Improvement Target**
Description: Improve achievement of all students in Reading and Mathematics, with special emphasis on the performance of students with IEP's.

***Strategy:* Establish literacy stations**
Description: Set up and utilize literacy stations in grade 1 - 5 classrooms to allow students to tape and hear themselves reading.
Activities:

Activity	Description	
Students read and record a prescribed passage.	During small group instruction, individual student predicts fluency for selected passage. Student then reads and records passage and compares with initial prediction in order to build awareness of common errors and decrease errors in future readings.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Ongoing	$0.00

***Strategy:* Implement remediation program**
Description: Implement 21st Century Community Learning Grant program to provide remediation services.
Activities:

Activity	Description	
Invite students to afterschool tutoring program	At each grade level identify students performing below the proficient level. Invite students to attend afterschool program on a weekly basis for focused remediation.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Ongoing	$140,250.00

***Strategy:* Integrate resource room teachers into the classroom**
Description: Identify classes at each grade level for reading, language arts and math. Schedule resource room teachers to assist in team teaching and mentoring daily.
Activities:

Activity	Description	
Provide differentiated instruction	Coordinate planning time for general education and special education teachers to adapt and accommodate materials and to provide differentiated instruction.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Ongoing	$0.00

Goal: **STUDENT PARTICIPATION IN STATE ASSESSMENTS**
Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: **Math and Reading Participation Rate**
Description: Educate parents on the importance of students' participation in state assessments.
Activities:

Activity	Description	
Written communications sent to parents	Send written communications to parents prior to all testing in order to emphasis the importance of students' attendance and participation in state assessments.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Ongoing	$0.00

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance Signature Page

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PACS curriculum is textbook-series based, which follows the Pennsylvania content standards by grade. Our staff use standardized testing results as well as actual classroom results to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning.

K-5 uses Harcourt Trophies reading series, Everyday Math, and Scott Foresman Diamond Science series.
K-6 utilizes Harcourt Horizons Social Studies Series.
K-2 utilizes Harcourt Intervention Program supplemental materials.
3-8 uses Study Island and Harcourt Interventions Program supplemental materials.

The Philadelphia Academy Charter School provides a wide range of services and instructional strategies for meeting the needs of children who are performing significantly below standards. The school has a Comprehensive Student Assistance Program to meet the needs of all students. Students receive extra support by the regular education teacher who receives assistance from a multidisciplinary team of professionals. If students continue to have difficulty, they may be referred for an evaluation to determine their need for special education. The special education services offered by the school are very comprehensive. Students may receive support in the classroom from a special education teacher and / or receive support in the resource room setting. If these services are not adequate to meet a student's needs, the child may receive service in the part time special education class, integrating into the regular education classes for all specialty classes, such as art, music, gym, and for academic subjects when considered appropriate by the IEP team. If a child requires full time special education services, that service

is provided in the special education class and reverse inclusion techniques, in which regular education students come into the special education classroom to facilitate social skill and academic development, are implemented to insure that the child is integrated with regular education students for some part of the day. If the child is in need of an alternative placement, such as service from an approved private school, the IEP team locates an appropriate program and makes application to that program. The IEP team continues to participate in all educational decisions concerning the child's programming.

Instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and / or Physical Therapy within the classroom and / or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide that service. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP team, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and notetaking; provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21st Century Grant Program are made available to all students.

Students with significant academic needs are taught using an experiential academics curriculum. This program emphasizes acquisition of reading and mathematics skills and functional use of these skills in real life situations such as shopping, cooking and running a card shop within the school. Students also participate in the Wee Deliver program, sponsored by the United States Postal System, which establishes a school wide mail system. The organization and maintenance of this system is completed by the special education students in the Life Skills program.

The school utilizes an integrated model of therapeutic service delivery. Students participate in groups planned and implemented by the educational and therapeutic team. Hands on, multimodal activities serve as the basis for development of oral and written language skills, fine motor and visual motor skills and conceptual understanding.

Appropriate accommodations and support are provided so that all students can participate successfully in the school's extracurricular activities. The school community also participates in Special Olympics, providing athletic training, student participation, attendance at competitions by the Philadelphia Academy Charter School cheerleaders and student, staff and parent participation in the Special Olympic's Buddy Program. During the 2005-2006 school year, the school began a Best Buddies program which pairs regular education middle school students with peers with special needs to develop long term relationships, while giving the special needs students greater social opportunities. Additionally, the school conducts monthly special education committee meetings to provide parent information and to provide a forum for parent input.

During the 2005-2006 school year, the school expanded its gifted education program to establish classes for gifted education students which are housed at the Philadelphia Academy Charter High School. This program has enable the gifted education students to be integrated into high school level programs
Our campus also provides a variety of opportunities to encourage life skills amongst all of its citizens. An experiential kitchen allows students to practice their cooking while requiring that they demonstrate math skills, ability to follow directions, and ability to work with others. A classroom in the high school is fully equipped as an apartment thus allowing many opportunities to practice and develop life skills critical for success after graduation.

Our yearly musicals continue to be a wonderful tribute to the relationship between the faculty, students and parents. Each year our art and music departments partner with parents and community volunteers to put on first class performances. Our high school students demonstrated their skill and dedication in the production of “The Crucible.” Students in the 3 — 8 community worked together for four months. They practiced relentlessly after school and on Saturdays to guarantee a first class presentation of “Seussical.” Finally students in the K — 2 community worked equally hard in preparation for their show, “Melton The Warm-Hearted Snowman.” These musicals continue to provide a creative outlet for our students and a cooperative endeavor for our faculty and community volunteers.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Plan

English Language Learners

Philadelphia Academy Charter School has developed an English Language Learners (ELL) policy to ensure that students who have been identified as ELL have equitable access to educational opportunities so that they are well prepared to meet high academic standards which will in turn prepare them for higher education and employment. Initial identification of students occurs with the completion of the Home Language Survey upon enrollment. Where the primary spoken language is other than English, an assessment will be administered to determine level of proficiency and placement. Movement from level to level will be monitored to ensure timely interventions. Monitoring will continue for two years after exiting the program. The school's ELL Coordinator is responsible for the identification of all students in need of an ELL program and for the development and implementation of programming for individual students in need.

The ELL report is available as as attachment in this section.

English Language Learners - Attachment

- English Language Learners Policy

Graduation Requirements

High school graduation requirements are as follows:

4 years each in Social Studies, Science (including General Physical, Biology and Chemistry), English and Mathematics. Two years of a foreign language are required. Additionally, 1 year of Physical/Health Education is required as well as 5 credits of electives in the areas of technology, art, music, culinary, digital photography and carpentry. All students must complete a senior writing/research project as well as perform 20 hours of community service for at least two years. We continue to use the Kaplan Achievement Planner and will be implementing 4sight assessment as our local assessment in addition to the PSSA.

Special Education

Our instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and/or Physical Therapy within the classroom and/or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide the serve. If the child is in need of a personal care assistant, a staff member , who is trained by the appropriate members of the IEP, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and note taking; provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided student with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21st Century Grant Program are made available to all students.

Special Education - Attachment

- Special Education Policies And Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Patricia Felix	1.00	Multiple Disabilities Support	Phila. Academy Charter High	7	none
Rebecca Horrocks	1.00	Autistic Support	Phila. Academy Charter	8	none
Jacqueline Oldynski	1.00	Autistic Support	Phila. Academy Charter	6	none
Erica Williams	1.00	Learning Support	Phila. Academy Charter	12	none
Kristy Terry	1.00	Learning Support	Phila. Academy Charter	13	none
Chrystal Ladd	1.00	Learning Support	Phila. Academy Charter	13	none
Christine DeLisi	1.00	Learning Support	Phila. Academy Charter	12	none
Jennifer Hughes	1.00	Learning Support	Phila. Academy Charter	14	none
Jillian Calder	1.00	Learning Support	Phila. Academy Charter	12	none
Dee Myers	1.00	Resource Room	Phila. Academy	20	none

		Support	Charter		
Jennifer Amodei	1.00	Resource Room Support	Phila. Academy Charter	20	none
Danielle Vittitow	1.00	Resource Room Support	Phila. Academy Charter	20	none
Laura Jankowski	1.00	Resource Room Support	Phila. Academy Charter	20	none
Brittany Junod	1.00	Learning Support	Phila. Academy Charter	12	none
Jenn Cosgrove	.40	Resource Room Support	Phila. Academy Charter	10	none
Nicole Hoch	1.00	Resource Room Support	Phila. Academy Charter High School	20	none
Maria Colflesh	1.00	Resource Room Support	Phila. Academy Charter High School	20	none
Christina Ziccardi	1.00	Resource Room Support	Phila.Academy Charter School	20	none
Karen Richman	1.00	Learning Support	Phila.Academy Charter High School	12	none
Virginia March	1.00	Learning Support	Phila.Academy Charter High School	11	none
Katherine Brady Blitzstein	1.00	Learning Support	Phila.Academy Charter High School	12	none
Donna Steel	1.00	Life Skills	Phila.Academy Charter High	12	none
Jessica Gardiner	1.00	Learning Support	Phila.Academy Charter High School	12	none
Rae Ann Resta	0.40	Resource Room Support	Phila. Academy Charter School	10	none
Danielle Joscelyne	1.00	Resource Room Support	Phila. Academy Charter School	20	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Nothing to report	00	Not applicable	Not applicable	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Anne Jones-Occupational Therapist	Phila.Academy Charter	1.00
Karen Spock-Speech Therapist	Phila.Academy Charter	1.00
Megan Haycock-Speech Therapist	Phila.Academy Charter	.60

Lorette Cuff-Speech Therapy	Phila.Academy Charter and High School	.60
Dr. Thomas Latus-Behavior Specialist	Phila.Academy Charter and High School	.40
Allison Garofalo-Autism Specialist/Behavior Specialist	Phila.Academy Charter	.60
Kristen Butler-Certified School Psychologist	Phila.Academy Charter and High School	1.00
Dr. Samuel Beitchman- Certfied School Psyvhologist	Phila.Academy Charter	.80
Susan Shelby - Physical Therapist	Phila.Academy Charter School and High School	.10
Betsy Rowley - Hearing Therapist	Phila. Academy Charter	.10
Vicki Scott - Guidance Counselor	Phila.Academy Charter High School	1.00
Cathy Adams - Special Education Coordinatory	Phila. Academy Charter and High School	1.00
Mary Bogan - School Nurse	Phila. Academy Charter and High School	1.00
Greta Ludwig - School Nurse	Phila.Academy Charter School and High School	.40
Kay May Werner - Adapted Physical Education Instructor	Phila. Academy Charter	1.00
James Ryan - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Matthew Klinger - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Kent Davis - Adapted Physical Education Instructor	Phila.Academy High School	1.00
Devon Farmer - Instructionional Assistant	Phila. Academy Charter	1.00
Geraldine Hanna - Instructional Assistant	Phila.Academy Charter	1.00
Joanne Hartley - Personal Care Assistant	Phila.Academy Charter	1.00
Cathy Weldie - Instructional Assistant	Phila.Academy Charter	1.00
Mitchell Hartman - Instructional Assistant	Phila.Academy Charter	1.00
Christine Natcchionne - Personal Care Assistant	Phila.Academy Charter	1.00
Kathleen Brosnan - Instructional Assistant	Phila.Academy Charter	1.00
Yvonne Tresnan - Instructional Assistant	Phila.Academy Charter	1.00
Karen Hinton - Instructional Assistant	Phila.Academy Charter	1.00
Allison Gercyzk - Instructional Assistant	Phila. Academy Charter	1.00
Regina McCashin - Instructional Assistant	Phila. Academy Charter	1.00
Susan Hughes - Personal Care Assistant	Phila. Academy Charter	1.00
Tejinder Kaur - Instructional Assistant	Phila. Academy Charter High School	1.00
Jennifer Larson - Instructional Assistant	Phila. Academy Charter High	1.00
Susane Whitworth - Instructional Assistant	Phila. Academy Charter High School	1.00
Donna McElhatten - Instructional Assistant	Phila. Academy Charter High School	1.00

Amy Anderson - Instructional Assistant	Phila. Academy Charter High School	1.00
Joyce Mitchell-Podell - Special Education Secretary	Phila. Academy Charter and High School	1.00
Justin Palan - Instructional Assistant	Phila. Academy Charter	1.00
Deborah Spaulding	Occupational Therapist	0.40

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Occupational Therapy	2 hours per week
Therapy Source	Speech Therapy	10 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Writing	No	No	No	No	No	Yes
PSSA MATH AND READING	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
TERRA NOVA READING	No	Yes	Yes	No	No	No
TERRA NOVA MATH	No	No	Yes	No	No	No
PSSA SCIENCE FIELD TEST	No	No	No	No	Yes	No
NAEP READING AND MATH	No	No	No	No	Yes	No
DIBELS	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Kaplan Achievement Planner Reading/Mathematics	No	No	No	Yes	Yes	Yes	Yes
PSSA Writing	No	No	Yes	No	No	Yes	No
PSSA Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
PSSA Science Field Test	No	No	Yes	No	No	Yes	No

Student Assessment

As indicated in previous sections, The Philadelphia Academy Charter school fully participates in all local and state level testing. In the school year that began September 2007 and ended in June of 2008, we participated in the PSSA reading, math and writing assessments. Additionally, we completed the science PSSA in the spring of 2007. We also fulfilled our local obligation by completing the TerraNova testing for grades 1 and 2, the only grades that were tested by the School District of Philadelphia. Those special education students who were unable to complete the PSSA due to their particular diagnosis were administered the PASA.

The school receive the PSSA results in July of 2008. These results indicate that the school made

AYP, through Safe Harbor, given the confidence interval for our students with IEP's.

As in the past, we utilize PVAS data to assess student progress over time and to plan appropriate interventions. We have also utilized DIBELS testing in grades K-2 as a formative assessment to measure progress in reading. Kaplan testing has also been utilized for formative assessment of students in grades 9-12. In the upcoming school year, we will be utilizing 4sight assessment as a formative assessment measure for grades 3-11.

For students with special needs, we complete additional assessment utilizing tools such at the WIAT II, the Woodcock Johnson Tests of Achievement, the Brigance Inventories, Informal Reading Inventories and Curriculum Based Assessments such as running records. Additionally, we will be utilizing Curriculum Based Measurement for progress monitoring using tools such as AIMSWEB for students with IEP's.

As a 21st Century Grant program provider, we have established an extensive after school program that includes tutoring in both math and reading. Our initial invitations for the Fall of each school year are based on PSSA and TerraNova results. These results along with teacher input and student performance allow for effective after school planning. Parent request, as well as student request are also honored in our tutoring program. We welcome all students who are willing to go the extra mile to receive additional help. Our own grade level teachers are our after school program tutors and this really allows for good continuity from the school day to the after school program. We provide small group tutoring for specific areas of weakness, daily homework help and standardized test preparation.

Student Assessment - Attachment

- Aggregate Scores from Local Assessment Test Data

Teacher Evaluation

Our teacher evaluation plan is a three-fold process. It begins with a pre-observation form for the staff member to complete prior to the observation. The second part is the formal observation form for the evaluator to fill out. The post observation conference is the final piece and involves a conference between the staff member, the evaluator and the Principal.

The pre-observation form sets up the lesson and provides the necessary background for the evaluator. It is completed and returned to the evaluator within two days of the scheduled evaluation. The purpose is to provide the evaluator with the objective, pedagogical strategies, and instructional resources planned. In conclusion, specific accommodations and assessment plans are outlined. At this point in time, the teachers must set their yearly goals. These goals should focus on improving effectiveness within the classroom.

The formal classroom observation form is a detailed look at a teacher’s organization, communication, attitude and environment. It also details the accommodations, knowledge and assessment procedures utilized throughout the lesson. This observation is completed during the first marking period.

The informal observation form is setup to follow the same topic guidelines as the formal observation. However, prior notice is not given and a pre-observation form is not completed. As with the formal observation, a post-observation conference is held within ten days of the observation.

Finally, during the closing marking period a summative evaluation is completed by the Principal, evaluator and teacher. The general topics from the previous two observations remain the same, while the conclusion details the progress toward the teacher’s yearly goal.

The formal observation is completed by the appropriate community coordinator. As this is a two-part process, the teacher is responsible for the pre-observation form, while the coordinator completes the observation form. The informal observation is also the responsibility of the specific coordinator. The Principal, coordinator and teacher complete the summative evaluation.

The CEO, the principal and the coordinators are responsible for teacher and staff evaluations. Currently the CEO and principal have administrative certificates; one of the coordinators has met all of the administrative requirements and certification is in the processing stage. Another coordinator is beginning course work for certification in the fall of 2008.

Evaluators increase their knowledge and understanding in the areas of special education, and in particular regarding evidence based instruction, through interaction with the Department of Education Special Education Charter School Office and Pattan.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In June 2008, the Board of Trustees was disbanded as per the School District of Philadelphia with a mandate to restructure the Board. As of July 31, 2008, three parents were elected to the new board (Nancy McLaughlin, Patrick Milligan and Jack Junod) and one member of the business community was added (Edward Harding). There are currently three vacancies remaining on the board which we expect to fill with members from the community, colleges or other institutions.

In April 2008, Kevin O'Shea and Brien Gardiner were suspended from PACS. They were terminated in May of 2008. All members of the O'Shea and Gardiner families were terminated by June 30, 2008. Larry Sperling was appointed as CEO. Allyssa Schmitt was hired as principal. These administrative changes were brought about as a result of the suspensions based on alleged financial improprieties on the parts of Gardiner and O'Shea.

Board of Trustees

Name of Trustee	Office (if any)
Nancy McLaughlin	
Patrick Milligan	
Jack Junod	
Edward Harding	

Professional Development (Governance)

The law firm of Latsha, Davis, Yohe and McKenna will be providing comprehensive board training over the next two months. This firm represents a number of charter schools and is well versed in this professional development.

Coordination of the Governance and Management of the School

The Philadelphia Academy Charter School's Board has a working relationship with the individual school management team. Our Chief Executive Officer, Larry Sperling is the key liason between the actual school and board of directors. Monthly board meetings provide a formal setting for business to be conducted while sometimes daily communication between the executive board members and the Chief Executive Officer allow for a wonderful working repoire and open lines of communication between all parties. Although the daily operations of the school are conducted by the management team, the Board of Directors are kept abreast of all of the happenings.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule 2008/2009

Community and Parent Engagement

Our Board of Directors holds a monthly meeting open to all parents, faculty and staff. A school calendar as well as our on line system keeps parents abreast of all school functions. Additionally a weekly communication envelope is sent home to each family with timely reminders concerning, fund raisers and student activities. Our Home and School also provides a wonderful venue for parent involvement and communication. As our charter also requires four hours of family volunteer time per month we have a healthy number of daily volunteers in our building.. Finally committees are formed for individual school activities with a faculty or management representative to provide parents yet another opportunity to be involved in their school.

We are very involved in community as we fully support businesses through the use of their facilities and services. Our annual school musicals are an excellent example of parent, school and community representatives working hand in hand to put on a full scale school musical. The winter musical highlights the 3rd-8th grade community and the spring musical showcases the K-2 community. These productions involve parent costumers and carpenters along with faculty artisans and musicians and finally a community venue for the facility. Parent volunteers assist with musical practice sessions, back stage with dress rehearsals and eventually three nights of performances. Both of these programs are three month productions that involve countless hours of volunteer time by parents, teachers and staff. The community supports our playbook by purchasing ad space and providing a professional stage for the actual performances. Additionally the performances are open to the public as ad space is purchased in all of the surrounding community newspapers inviting community support.

Our high school students complete a service learning requirement each year and must complete 20 hours of community service as a requirement for graduation. Our students have participated in fundraisers for causes such as Cancer Awareness and Research and Toys for Tots. Our students have completed a variety of service projects within the community, working in nursing homes, homeless shelters, camps and programs for students with disabilities.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school conducts fundraising through a variety of activities. Similar fundraising is planned for the current school year.

Fiscal Solvency Policies

Describe the policies used to maintain fiscal solvency.

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The schools's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within the budget.

What accounting system does the charter school use?

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business adminstrators. A balance sheet, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

The school's auditing firm is Siegel & Drossner, PC. The last audit is dated January 8, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with three findings.

List citations and follow-up actions for any State Audit Report.

The school has completed its ninth year of operation and has not been audited by the State Comptrollers Office.

Accounting System

What accounting system does the charter school use?

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business adminstrators. A balance sheet, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

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List citations and follow-up actions for any State Audit Report.

The school has completed its ninth year of operation and has not been audited by the State Comptrollers Office.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues, Expenditures & Fund Balances for 2007 - 2008 School Year

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

The school's auditing firm is Siegel & Drossner, PC. The last audit is dated January 8, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with three findings.

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

- Independent Auditor's Report 2006 - 2007 School Year

Citations and follow-up actions for any State Audit Report

The school has completed its ninth year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

An addition with 8 classrooms and a gym was constructed during the 07-08 school year with an opening scheduled for September 2, 2008. Smartboards were ordered for all middle school classrooms. Classroom desks and chairs and gym equipment were ordered for the new addition.

THE FOLLOWING IS FROM LAST YEAR'S REPORT:
The school acquired through a rental agreement (2) two portables with two classrooms each (four classrooms at 700 square foot each for 2800 square feet). This is a short term response as we are in the process of building an addition. Classroom desks and students supplies were purchased for the trailer and replacements for regular wear and tear of fixtures and equipment. Thirty computers, six projectors and six white boards were also added.

Future Facility Plans and Other Capital Needs

There are no current plans in place for facilities acquisitions or renovations.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Philadelphia has a comprehensive safety plan which is required by our district. Part of that plan requires a fire drill reporting log which is maintained by our secretary. A minimum of ten drills per year with the Fire Department monitoring at least one per year is a component of this plan. All health and immunization records are kept in our school nursing office. These records are maintained by our nursing staff that includes both a register and licensed practical nurse. Evidence of submission for request for reimbursement and report of school health services is attached to this document.

A Wellness Policy committee was established to meet the new Federal Guidelines as well as the Chapter 12 requirements. The committee includes: luncheon staff, the school nurse, the health

teacher, a parent, an administrative coordinator, and two classroom teachers. The wellness policy has been submitted for approval to the Department of Education. However, many exciting changes have already occured as a result of this new committee.

We offer daily raw vegtables and fruit at all three lunch periods. We have also found several new choices of drinks for students to replace soda and more main lunch courses provide a healthier option to our students. Many of our new selections were discovered at the yearly food conventions hosted by US Foods in the fall and again in the spring. We sent employee representatives from both the elementary and high school. Their goal was to look for more nutritious snacks and drinks. Some items were purchased as a direct result of their visit to the convention and others were tested at the school prior to purchasing. Upon their return we had the new items available for a cross section of students to sample. The wellness committee used the student input to make descisions concerning these products.

A copy of our wellness plan has been included as an attachment.

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

- Evidence of Submission For Request for Reimbursement & Report of School Health Services
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Philadelphia Academy Charter School maintains medical, dental, long-term and short-term disablity, workman's compensation and life insurance coverages. Our general liability insurance is as follows:

Policy	Coverage Type	Policy Number	Insurance Provider
Package	Property	PHPK251317	Phila. Indemnity Insurance Co
Package	General Liablity	PHPK251317	Phila. Indemnity Insurance Co
Package	Boiler & Machinery	PHPK251317	Phila. Indemnity Insurance Co
Package	Business Income	PHPK183381	Phila. Indemnity Insurance Co
Worker's Compensation	Worker's Compensation	200700 6613905	PA Manufacturers Assoc. Ins
Automobile	Automobile	PHPK251317	Phila. Indemnity Insurance Co
Umbrella	Excess Liability	PHUB091578	Phila. Indemnity Insurance Co
Accident	Accidental Death & Dismemberment	DNH17072	American Sentinel Insurance
E&O	Errors & Omissions Liability for School Leaders	7445147	National Union Fire Insurance Company

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD certificate of liability insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Our total number of professional staff is 97. Of that total 91 are returning from the 2007 — 2008 school year, and 96 were with the school for the entire 2007-2008 school year. Most of our employees have been with the school for multiple years. The limited instances of turnover over the years can be attributed to retirement, career changes and securing alternative teaching

assignments. Two of the six employees are not returning due to the terms of our charter renewal.

Quality of Teaching and Other Staff - Attachments

- Evidence of Submission Personnel Report
- PDE-414 for 2007-2008 Annual Report

Student Enrollment

Children are admitted to PACS without prejudice on the basis of a lottery. Names are accepted continuously for September admissions. Parents call the school and provide the child's name, address, phone number and current grade. A lottery is held in April for open slots. The only students admitted outside of the lottery process are siblings of current students. When an opening occurs during the school year, we go back to our waiting list and randomly select a student. A student's admission age for kindergarten is 5 years old by September 1. In order to be admitted to the school parents must provide proof of age (birth certificate), proof of residency, immunization records and a copy of the student's report card from the previous school year.

Enrollment History for 2007-2008

GRADE	***INITIALLY ENROLLED***	***NUMBER DROPPED***	***NUMBER ADDED***
Kindergarten	71	4	0
1	67	2	4
2	73	0	2
3	79	5	2
4	71	3	4
5	78	3	2
6	73	2	12
7	87	5	7
8	98	1	2
9	63	8	74
10	119	16	12
11	105	5	10
12	120	2	2

1181 students completed the 2007-2008 school year. Currently 971 students are enrolled to return in September. 210 students left the school voluntarily. Please note that this number includes our 8th grade graduating students who have enrolled at another high school as well as all of our 12th grade graduates.

Most of the movement out of the school can be attributed to parents moving out of the city of Philadelphia. Of the eighth grade students who are not enrolled at our high school, most have chosen to attend a private school or have been accepted into a special-admit high school. Some parents have chosen to remove their children from our high school to enroll them in other schools because they disagreed with our discipline policy. No one was asked to leave our school involuntarily.

Transportation

PACS operates a fleet of 14 buses and 2 vans. All students in grades K-8 are provided transportation as well as 9th, 10th, 11th and 12th graders with transportation requirements on their

IEP. Students in grades 9 through 12 who do not have IEPs use public or private transportation. Specialized routes are available including a lift bus, a van, smaller vehicles and 8 bus attendants for special needs students. The program is running smoothly, and no changes are anticipated.

Food Service Program

We operate a full kitchen at both the elementary and high school which is licensed by the City of Philadelphia. Hot and cold lunches are served daily at a cost of $2.50. We do not participate in the FRL program, but we do provide free and reduced lunches for eligible students.

While our elementary school kitchen runs as a separate service within the building, our high school's program works in conjunction with their culinary arts program to provide a lunch program that is prepared by the students for their students and faculty. The Philadelphia Academy Charter High School's state of the art kitchen allows students to study culinary arts while providing a necessary service to their population.

Student Conduct

Our students are expected to respect the rights of others by following the rules governing discipline and conduct as they are written in the Code of Student Conduct. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified and respectful manner. Each family is given a copy of the Code of Conduct to read and understand. All students are then required to sign a compact stating that is their intention to live up to the provisions of the code of conduct.

In the elementary school 14 students were involved in 19 suspensions. In the high school 93 students have been suspended a total of 172 times. There were no expulsions.

Student Conduct - Attachment

- Philadelphia Academy Charter Disciplinary Policy

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Philadelphia Academy 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.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2008 - 2009 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 Larry Sperling
Title Chief Executive Officer
Phone 215 676 8320 **Fax** 215 676 8340
E-mail pacs2@hotmail.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Jack Junod
Title Secretary of the Board of Trustees
Phone 215 676 8320 **Fax** 215 676 8340
E-mail pacs2@hotmail.com

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

Identify the charter school's Special Education Contact Person.
Name Cathy Adams
Title Special Education Director
Phone 215 676 8320 **Fax** 215 676 8340
E-mail pacs2@hotmail.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Pages 2007 - 2008 Annual Report