Pennsylvania Department of Education

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

Charter Annual Report
Tuesday, October 09, 2007

Charter School: PA Learners Online Regional Cyber CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

PA Learners Online Regional Cyber Charter School (PALO) is a public, non-profit, online, web-based charter school managed by the Allegheny Intermediate Unit 3 located in Homestead,

Pennsylvania. PALO serves residents of the state of Pennsylvania by providing education to students in grades kindergarten through 12th. Any student between the ages of 5 and 21 may apply for enrollment at the school.

Founded in 2001, PALO continues to be a premier provider of cyber education in the state of Pennsylvania. All courses are created using the PA Standards and all teachers hold a teaching certification. Students enrolled in PALO work from their home using computer equipment issued by the school. Because coursework is offered via the internet, students are able to access their courses any time.

Core Purpose

Mission

The mission of the PA LEARNERS Online Regional Cyber Charter School is to provide depth and breadth of subject matter to all learners through a continuum of lifelong educational options by employing technological applications.

The mission will be accomplished through partnerships with families, schools, and communities in technology rich learning environments that will focus on problem-solving, critical and analytical thinking, team building, collaborative learning skills, and respect for all learners.

Vision

The students, families, and teachers will all be equal, collaborative partners in facilitating the development of lifelong learning skills through a content rich curriculum that is delivered using technology as the tool. This community of learners at PALO will be personally connected via current multimedia. The daily utilization of technology provides educational opportunities previously unavailable. Students graduating from PALO will be prepared to enter the 21st Century workforce or collegiate setting with a skill-set second to none. Students of every learning style and learning rate will be challenged to meet high expectations. The teachers will use innovative methods to ensure the successful assimilation of knowledge for all students.

Shared Values

We believe:

· All students want to learn, are capable of learning, and should share the responsibility for their education within the cyber environment.

· Recognizing and respecting the diversity of all people prepares students for competition within a global society.

· Educators must be knowledgeable and current in their profession, discipline, and pedagogy.

· Learning and technology are cyclical processes that students need to be engaged in throughout their entire lifetime.

· Schools of excellence have effective educational leaders.

· Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

Academic Standards

All courses are aligned with PA Academic Standards according to section 4.12 of 22 Pa. Code. Courses were designed with the PA standards as a framework. In 2004-2005 teachers created curriculum maps which placed the standards into context, in 2005-2006 teachers' lesson plans indicated the timelines for addressing the standards. Course outlines document when the individual standards and anchors are taught.

This narrative is expanded in the curriculum section of this report.

Strengths and Challenges

Strengths:	**Challenges:**
- · Brand equity —management by AIU3 gives the school credibility · Admissions and Orientation Process — streamlined to reduce costs · Instruction - a proven curriculum and instructional team of PA certified teachers; real-time learning with Centra allows for teacher/student interaction synchronous instruction · Flexibility —allows students to login 24/7 to coursework · Portability — each student is issued a laptop computer that is wireless ready · Potential to do research and development in the area of technology and curriculum resources · Elementary program and curriculum development	- · Space constraints — is an obstacle for scheduling student meetings, teacher trainings, and work space for new hires · Lack of extra-curricular activities for students and parents · Curriculum tailored to an alternative student population · Accelerated courses are outsourced due to small enrollment · Lesser known school due to market saturation by various cyber schools · Server housing facility.
Opportunities:	**Threats:**
- · Communication — building upon the AIU3's communications and web departments to engage in marketing · Capitalizing on the curriculum and teaching staff to build a larger student body · Using technology resources to improve flexibility and	- · Adjunct teachers proportionally outnumber full time teachers which leads to difficulties in communication, training, and instruction consistency. · Flexibility leading to at-risk student populations which tend to

portability — ex. Wireless internet for all students · Using the AIU3 to branch out and foster relationships with local school districts · To be able to stay on the cutting edge of educational technology for student success · To move towards online professional development to create a community of learners at a level that maximizes school and individual effectiveness · Collaborative efforts with AIU e-CADEMY	perform poorly on standardized tests · Legislative mandates impacting funding or cost of services.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The PA LEARNERS Online strategic planning process:

- Involves representative stakeholders from the school system's community.
- Includes an analysis of student and stakeholder needs demographics, and current performance levels.
- Identifies a challenging set of goals and measures that focus on enhanced learning for all students.
- Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated.
- Facilitates alignment of school level and strategic improvement plans.
- Provides an assessment system designed to document student performance and growth on student performance goals and operational goals in the system strategic plan.

PALO has formed this committee to provide structure to the entire Strategic process. This group will oversee the
actions of all other committees and will be responsible for reporting the final results of the process to the School Board.

The Strategic Plan Implementation criteria examine the degree to which the system converts the strategic plan into appropriate action plans for implementation. Also examined are how the action plans relate to the key system performance measures, how the training plan has been adjusted to support the action plans, and how the actions plans support the teaching-learning process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cheryl Fogarty	PALO	Board Member	Dr. Martin
Danielle Franc	PALO	Elementary School Teacher	Dr. Martin
David Martin	PALO	Administrator	Dr. Martin
Edward Mandell	PALO	Administrator	Dr. Martin
Jamie Desrochers	PALO	Special Education Representative	Dr. Martin

Jennifer Beagan	AIU #3	Community Representative	Dr. Martin
John Sovich	PALO	Administrator	Dr. Martin
Katherine Fazio	PALO	Secondary School Teacher	Dr. Martin
Kelly Sherbondy	PALO	Administrator	Dr. Martin
Kevin Rump	AIU # 3	Community Representative	Dr. Martin
Leslie Wright	PALO	Middle School Teacher	Dr. Martin
Roger Wolbert	PALO	Secondary School Teacher	Dr. Martin
Ruth Campett	PALO	Special Education Representative	Dr. Martin

Goals, Strategies and Activities

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PA LEARNERS Online utilizes a standards-based curriculum that was developed locally by teachers and administrators of the school. The curriculum was developed to ensure that students attain knowledge and skills in Reading, Writing, Speaking, Listening and Mathematics.The core curriculum at PALO focuses on reading, writing, language arts, science, social studies, and math. Electives are integrated into the program to provide a complete educational experience, emphasizing problem solving, critical thinking, team building, collaborative learning, and respect.All courses are aligned with and were created using the PA Standards and Anchors to help move students toward proficiency as identified on the PSSA assessments. PALO uses a variety of programs to meet curriculum needs, including online textbooks, ALEKS program, Compass Learning Odyssey, Centra, Academy of Reading, Study Island, Learning.com, and Explorelearning.com. The curriculum is organized through series of planned instruction and assessment tied to the state standards.PALO has utilized Curriculum Designer software to map the curriculum to clearly document Chapter 4 standards. PALO uses PA content standards as benchmarks to measure electronic curriculum. Gaps are identified within the program and additional curriculum is sought to fill the gaps. Through the use of differentiated instruction the developmental and academic needs of students are met. Remediation programs/courses have also been developed to assist students who are struggling with the content to get the help they need. PALO also uses a system to report underperformimg students to online mentor teachers who can increase the one on one assistance to meet students academic needs. PA LEARNERS Online has promoted in-depth and inquiry based teaching and learning by engaging our teachers in professional development opportunities around those areas. For the last two years PALO has been involved in the MATH-SCIENCE Collaborative through the Allegheny Intermediate Unit, where our math and science teachers are provided professional development to become teacher leaders to build and promote professional learning communities within the school with a focus on inquiry based learning. The teaching staff use many different teaching strategies to engage the students; from direct instruction, small group work, project-based learning, collaborative learning, and learning contracts. Each of which are used to meet the individual academic needs of the student and engage them in the learning process.

Elementary (Grades K-5)

Kindergarten: (450 instructional hours) Students work with teachers using a combination of textbooks and online lessons and assignments. Student curriculum focuses on reading (spelling, vocabulary, and printing), math, science, and social studies (history, geography).

Grades 1-3: (900 instructional hours) Students work with teachers using a combination of textbooks and online lessons and assignments. Student curriculum focuses on language arts (reading, phonics, printing/handwriting instruction, mechanics, and grammar), math, science, and social studies (history, geography). PALO students in grades K-3 work in their daily lessons using Calvert, a series of courses conveniently packaged with textbooks, workbooks, supplies, and lesson manuals. The curriculum engages many different learners and provides enrichment to support both accelerated and remediation students.

Grades 4-5: (900 instructional hours) Students work as a combined class using a combination of online curriculum, real live learning sessions, and offline activities. Assignments and lessons are posted weekly and must be completed within the time limit guidelines. Because the curriculum is available 24/7, it is possible for students to work at their own pace within the time requirements.

PALO Specials for Grade 1-5: Students in grades 1-5 are required to participate in art, music, and physical education classes as mandated by the state of Pennsylvania. These courses are presented using a combination of online and offline activities. Students are required to work in these courses a minimum of one hour weekly.

PALO students in these grades utilize CompassLearningOdyssey, a standards-based curriculum. The core curriculum of reading, language arts, math, science, and social studies helps students develop a strong foundation across core content areas using various learning and instructional strategies.

Centra is real-time, interactive online learning where teachers and students work in highly interactive virtual classes. Centra helps assemble various learning components of online curriculum, textbooks, and offline assignments into one cohesive learning experience.

Middle School (Grades 6-8)

The middle school at PALO exposes students to four main subject areas: language arts, mathematics, science, and social studies. Students are expected to work one hour per school day in each of these four main subjects. Students also have elective courses in art, music, and physical education. Students are required to work approximately one to two hours per week in each of these elective areas. Students enhance their learning through Blackboard, online textbooks, Centra, Microsoft Office products, and computer programs such as Learning.Com, and ALEKS.

Assignments are posted for the week with due dates. Since the assignments are available 24 hours per day, students may set up their daily and weekly schedule as they wish and work at their own pace with the given time requirements.

Language Arts - Students will use the Holt, Rinehart, and Winston online textbook to develop their knowledge in:

- reading, analyzing, and interpreting short stories, essays, and poetry from different genres in the online textbook
- writing different types of paragraphs and essays; such as narrative, persuasive, and informative developing comprehension skills and grammar skills
- vocabulary development
- learning about literary devices and applying the devices to their own writing
- discussion with peers via use of the discussion board (asynchronous learning)
- discussion with peers via Centra (synchronous learning)
- novel studies

Math - Students will use the Holt, Rinehart, and Winston online textbook to develop their knowledge in:

- Whole Numbers and Decimals
- Fractions and Mixed Numbers
- Ratio, Proportion, and Percents
- Estimation
- Integers
- Rational and Real Numbers
- Exponents
- Problem Solving
- Estimation
- Geometry
- Graphing
- Algebraic Equations

Science - Students use the Holt, Rinehart, and Winston online textbook to develop their knowledge in:

- Weather Patterns and Climate
- Structure and Function of Cells and Organ Systems
- Properties of Matter
- Heredity
- Energy Transfer
- Force and Motion
- Light and Sound
- Composition and Structure of the Universe
- Structure, Processes, and History of the Earth
- Atomic Matter of Nature

Social Studies - Students will use the Holt, Rinehart, and Winston online textbook to develop their knowledge in:

- Learning About Our World
- Continents, Countries, and their Customs, Traditions, History
- Different Worlds Meet
- Colonial Settlement and Times
- Creating a Nation
- Civil War and Reconstruction
- The Birth of Modern America
- Imperialism and Progressivism
- Boom and Bust
- Global Struggles
- A Changing Society

Art - Students will use website exploration, hands-on activities, and discussion with peers (via discussion board) to explore:

- Elements of Design
- Principles of Design
- Art Criticism

- Art History
- Aesthetics

A gallery of student work is on display in the course's discussion board.

Music - Students will use website exploration, hands-on activities, and discussion with peers (via discussion board) to explore:

- The Language of Music
- Basic Elements of Music
- Instruments in the Orchestra
- Great Composers and Their Music
- The Six Periods of Music History
- Musical Theater in the 20th Century
- Popular Music Today
- Music of the World

Physical Education - Students will complete activities including recording and analyzing their experiences and results, researching various sports and writing outlines describing each sport, learning physical education vocabulary, and researching the major muscles in the human body.

High School (Grades 9-12)

All PALO students must complete 23 credits to graduate, which includes four credits in each of the main content areas: Math, Science, English, and Social Studies. In addition, students must earn one-half credit in health and two credits (.5 credit in each of 4 years) in physical education. Seniors are required to complete a senior project to earn graduate status. The remaining credits will be composed of elective courses. Students need to complete approximately six credits per year by working approximately 5½ to 6 hours daily, 5 days per week. PALO provides students with 24/7 access to Blackboard, Aleks, and online textbooks. In addition, PALO uses Centra to provide real-time learning situations, enabling teachers and students to interact, assists in the tutoring of students, and allows for further explanation of concepts and ideas presented in the course material.

Curriculum Options

Whether a student wishes to pursue college, trade school, or full time employment after high school, it is the responsibility of the student and parent to work collaboratively with the student placement facilitator for their specific grade level to decide upon the right course of study to take at PALO.

Juniors may request enrollment at the Vocational Technical School serving their area, but application must be made through PA Learners Online. Student selection will be determined by criteria approved by the PALO Board of trustees.Advanced Placement courses are available for qualifying juniors and seniors. Advanced placement courses are college-level classes. Students who enroll in these classes will have the opportunity to take an advanced Placement Examination. The AP Testing Service **recommends** a QPA of 3.5 for students electing AP courses. Students who score 3, 4 or 5 on the AP Exam may apply for reimbursement of the exam fee.

The following are one-credit, year-long major courses in each of the content areas:

Math

- Integrated I & II
- Business Math
- Modified Algebra A&B
- Algebra I
- Algebra II
- Geometry
- Pre-Calculus
- Calculus

Science

- Biology
- Chemistry
- Earth Science
- Environmental Science
- Physical Science
- Physics

English

- English I
- English II
- American Literature
- World Literature

Social Studies

- Civics
- American History
- World Civilizations
- Geography

The following are one-half credit, semester-length electives in each of the content areas:

English

- Study Skills
- Creative Writing

Science

- Science Inquiry
- Astronomy

Social Studies

- Psychology
- PA History
- Career Planning
- Sociology

Required Electives

- Health
- Physical Education

Additional Electives

- Art Exploration
- Art Appreciation
- Music
- Spanish I, II & III
- French I, II & III
- HTML Web Design
- Computer Programming
- Personal and Family Living
- Introduction to Technology

Math

- Math Strategies
- Men in Math
- Women in Math
- Senior Math
- Accounting

AP courses are also offered in a number of subjects —offerings depends on student request or need

Rigorous Instructional Program - Attachment

- Quality of School Design

English Language Learners

PA LEARNERS Online currently does not have any ELL students. However, we are prepared to accept ELL students and have relationships established with the Allegheny Intermediate Unit in order to provide any services which are outside of our current capabilities. PA LEARNERS Online provides an equal educational opportunity for all students, as described in Attachment A, our 3044 narrative.

If PA LEARNERS Online should recieve ELL students, the following protocol will be followed:

1. The ESL program at PA LEARNERS Online was developed to insure equal educational opportunities for all students in a culturally integrated online learning environment. The program's goal is to develop a competency of the basic skills: reading, writing, speaking and listening. Students will be provided educational experiences that will help prepare them to pursue higher education and/or the world of work.

2. Mandatory orientation sessions are held prior to enrollment. This includes completion of the Home Language Survey and an individual interview with each parent to assess the child's and the parent's needs.

3. PA LEARNERS Online (PALO) screen ESL students at the elementary level through registration, referrals, home Language Surveys, and reviews of student records. Secondary students are screened through registration, office involvement including review of student records and teacher referrals. The referral is forwarded to the Coordinator of Special Services and an assessment is completed to determine the student's specific needs. The ESL teacher, the regular education teacher, parents and others as needed are familiarized with this information and develop strategies that are individually appropriate for that specific child to make meaningful progress in his/her program. The percentage of time for instruction is based on the recommendations given through the assessment process and the team.

4. The English as a Second Language Program provides the students with English instruction as designated through the assessment process. The program type is designed to meet the needs of the student through asynchronous or synchronous individual or small group online learning opportunities including discussion boards, online chats, and voice-streamed lessons.

5. Extra curricular activities are encouraged and available through the child's district of residence.

6. The ESL teacher reports progress to the parents and supervisor on a regular basis and makes adjustments as needed on the appropriateness of the program for the student. All students are eligible to participate and utilize pupil personnel services including counseling. All students must meet education requirements as established by State and Federal mandates to receive special education services.

7. The ESL teacher collaborates with the student's classroom teachers to provide support and give suggestions on modifications, adaptations or strategies that may help the student with assignments and tests. Staff will receive staff development as per the ACT 48 plan.

8. A parent advisory group is being created to involve parents in program planning and procedures for resolving complaints. The forum will be an online town meeting for the 20+ parents who have volunteered for this activity.

9. The program is evaluated by reviewing the student's progress, language proficiency, and increased independence in the academic areas provided in the regular classroom. The appropriateness of the program is then reviewed by all participants and adjusted accordingly.

English Language Learners - Attachment

- Quality of School Design

Graduation Requirements

PALO requires 4 credits each in English, Science, Social Studies and Math, two credits in physical education, and one credit in health. Students can choose among electives to reach the 23 credits required for graduation. Our graduation requirements include a culminating project and exceed the requirements of Chapter 4.

A student, who is an eligible special education student, may graduate by meeting the individual requirements as defined in his or her Individualized Education Program. In each such case, the IEP team will determine if a student has met the graduation requirements, as defined in that individual's IEP.

Special Education

Special Education Services at PA LEARNERS Online Regional Cyber Charter School.

PALO provides a continuum of Special Education services to our students. When a student enters PALO with an IEP, we meet with the parents to determine how the student's goals can be addressed and how specially designed instruction will be provided in a "cyber" setting.

We have the ability to provide related services through licensed, approved providers for speech, OT/PT and hearing services.

We follow child-find guidelines and screen students that are referred through their parents or teachers for the possibility of an educational disability. Depending on the outcome of the screening meeting, we can offer research-based instruction to students to determine educational benefit, or we may decide to have the student assessed formally by a school psychologist to determine whether an educational disability is present and whether specially designed instruction is needed.

Special Education - Attachments

- CONDUCTING A SCREENING MEETING
- IST MEETING PROCEDURE
- PROCEDURE FOR SCREENING
- CONDUCTING AN MDE MEETING
- PROGRESS MONITORING AND REPORTING
- WRITING AN IEP
- RESPONDING TO STUDENTS AT RISK FOR DROPPING OUT
- SERVICES
- TRANSITION PROGRAM PROCEDURES
- TRANSITION PROCESS
- TRUANCY AND FOLLOW UP PROCEDURES
- SPECIAL NEEDS INFORMATION
- Penn Data December 2006
- Penn Data July 2007

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jessica Licht-Baumgardner	1.00	High School Learning, Emotional and Gifted Support	PA Learners Online	17	Each student is supported by a full-time special education teacher and a part-time special education teacher
Angela Denham	1.00	High School Learning, Emotional and Gifted Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Lynn Doychak	1.00	High School Learning, Emotional and Gifted Support	PA Learners Online	37	Each student is supported by a full-time special education teacher and a part-time

					special education teacher
Lynn Sieger	1.00	K-8 Learning, Emotional and Gifted Support	PA Learners Online	36	Each student is supported by a full-time special education teacher and a part-time special education teacher
Laura Aber	1.00	High School Learning, Emotional and Gifted Support	PA Learners Online	19	Each student is supported by a full-time special education teacher and a part-time special education teacher
Ruth Campet	.20	Middle/High School Learning, Emotional and Gifted Support	PA Learners Online	5	Each student is supported by a full-time special education teacher and a part-time special education teacher
Tina Beer-Tolkacevic	.25	High School Math - Learning, Emotional and Gifted Support	PA Learners Online	12	Each student is supported by a full-time special education teacher and a part-time special education teacher
Michelle Rust	.25	High School Social Studies - Learning, Emotional and Gifted Support	PA Learners Online	35	Each student is supported by a full-time special education teacher and a part-time special education teacher
Deborah Schaeffer	.25	Elementary Math - Learning, Emotional and Gifted Support	PA Learners Online	12	Each student is supported by a full-time special education teacher and a part-time special education teacher
Deborah Anderson	.50	High School Social Studies - Learning, Emotional and Gifted Support	PA Learners Online	28	Each student is supported by a full-time special education teacher and a part-time special education teacher
Jodi Vollero	.80	High School English -	PA Learners Online	30	Each student is supported by a

		Learning, Emotional and Gifted Support			full-time special education teacher and a part-time special education teacher
Erika Holmes	.50	High School Science - Learning, Emotional and Gifted Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Sara Weinheimer	.50	High School Social Studies - Learning, Emotional and Gifted Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Emily Bowser	.75	High School Learning, Emotional and Gifted Support	PA Learners Online	20	Each student is supported by a full-time special education teacher and a part-time special education teacher
Jennifer Johns	.40	High School Science - Learning, Emotional and Gifted Support	PA Learners Online	45	Each student is supported by a full-time special education teacher and a part-time special education teacher
Sarah Wingate	.40	High School Math - Learning, Emotional and Gifted Support	PA Learners Online	8	Each student is supported by a full-time special education teacher and a part-time special education teacher
Liz McIntyre	.40	Middle School Learning, Emotional and Gifted Support	PA Learners Online	8	Each student is supported by a full-time special education teacher and a part-time special education teacher
Barbara Harvey	.80	High School Math - Learning, Emotional and Gifted Support	PA Learners Online	35	Each student is supported by a full-time special education teacher and a part-time special education

					teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Stingray Consulting & Management Services, Inc.	As Needed	Speech/Language Support	Student's Home	8	Speech/Language Support as needed
Crossroads Speech & Hearing, Inc.	As Needed	Speech/Language Support	Student's Home	1	Speech/Language Support as needed
Pediatric Therapy Specialists, Inc.	As Needed	Speech/Language, OT & PT Support	Student's Home	0	Speech/Language, OT & PT Support as needed
Therapy Source, Inc.	As Needed	Speech/Language Support	Student's Home	6	Speech/Language Support as needed
Therapeutic Specialists	As Needed	Speech/Language Support	Student's Home	1	Speech/Language Support as needed

Special Education Program Profile - Chart III

Title	Location	FTE
Lisa Kellick Special Education Supervisor	PA LEARNERS Online	1.0
Sharon Rice School Nurse	PALO Central Office	.20
Maria Korn School Social Worker	PALO Central Office	.20

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit #3	School Psychologist	As Needed
Allegheny Intermediate Unit #3	Assisted Technology Support	As Needed
Allegheny Intermediate Unit #3	Physical Therapy	As Needed
Allegheny Intermediate Unit #3	Speech/Language Therapy	As Needed
Allegheny Intermediate Unit #3	Social Work Services	As Needed
Allegheny Intermediate Unit #3	Functional Visual Assessment	As Needed
Intermediate Unit #5	School Psychologist	As Needed
Intermediate Unit #9	School Psychologist	As Needed
Northeastern Educational Intermediate Unit #19	Hearing Support	90 min./week
Northeastern Educational Intermediate Unit #19	School Psychologist	As Needed
Intermediate Unit #28	Physical Therapy	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math/Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
Performance Series Assessment (Local)	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA-Math/Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
Performance Series Assessment(Local)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

PALO students made gains in reading and mathematics. The programs and interventions started this year in order to help struggling learners are expected to reflect significant improvement in performance in the future. Dr. Mandell and Dr. Martin both attended the CDA Leadership Academy and Mrs. Sherbondy is attending the training for the new School Year. A combination of assessment, intervention, and instruction was instituted using the Academy of Reading in conjunction with the creation of Reading Labs to provide individualized assistance. The data available from the months that it was in use indicate that we should see significant progress with a full-year implementation. Our new annual goals have a more focused approach on the use of assessment data to guide instruction, and to provide professional development and ongoing support to teachers to use formative assessments to guide instruction. The Performance Series is the local assessment which provides this data. A goal for the coming year is to develop quarterly assessments to be able to triangulate our data. Teacher evaluation became more focused in the past year and an assessment tool was developed and implemented based on the Danielson model.

Students who are at-risk, which is about two-thirds of our school's population based on the initial assessments in Performance Series, show encouraging growth when the student remains in our program for extended periods of time. Interventions include Reading Labs, The Academy of Reading, online mentors, 1:1 tutoring, the ability to replay recorded lessons, an IST process, procedures to encourage participation, and a team which focuses on attendance. At graduation, we had the opportunity to mark the success of 88 graduates, and all indicators suggest we will continue to improve our school each year.

Student Assessment - Attachment

- LOCAL ASSESSMENT

Teacher Evaluation

PALO's Teacher Evaluation Plan uses the PDE 426 and 428 PDE forms. Data collection centers around a sources of evidence document which informs the evaluation. Teachers' input into the evaluation is sought by the accumulation of evidence in a portfolio/folder for discussion with the administrators who also collect data from the courses electronically. A new evaluation form for part-time staff was developed using the 426 and the work of Charlotte Danielson as the framework.

Dr. Mandell, Mrs. Sherbondy, and Mr. Sovich are AIU administrators assigned full-time to PALO, and they complete the teacher observation. They consult with Dr. Martin who signs of as the chief administrator.

Professional development is offered regularly at the AIU, and all PALO administrators completed training called Lead to Succeed, a workshop for evaluation and progressive improvement planning. Special Education workshops are offered and regularly attended at the AIU, PALO has a representative who attend the Special Education updates offered regularly at the AIU.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Only one change occurred on the Board of Trustees with Dr. John Wilkinson being designated for Dr. Lucille Abellonio who took a position in non-founding school district.

Mrs. Nancy Williamson, Director of Admissions, retired and Mr. John Sovich was hired.

The AIU assigned Mrs. Lisa Kellick as the Special Education Supervisor.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Cheryl Fogarty	President/Chair
Dr. Gabrielle Ziccarelli	Member
Dr. Donna K. Milanovich	Member
Dr. Thomas Knight	Member
Dr. Anthony Skender	Member
Mr. Mark W. King	Secretary
Dr. Alexander Meta	Member
Dr. Donald A. Lee	Vice Chair
Dr. Elaine Brown	Member
Dr. John DiSanti	Member
Dr. Roslynne Wilson	Member

Professional Development (Governance)

In 2006, a three (3) hour workshop was provided by the CEO, Assistant Treasurer and Solicitor covering mission/vision, governance documents, Act 22, Sunshine Laws, the Public Officials Act, business practices and Board ethics. Dr. Martin shared the materials with the one new trustee, Dr. Wilkinson. The Solicitor attends the PALO Board meetings and shares updates as he deems appropriate.

Coordination of the Governance and Management of the School

The Board maintains a working relationship with PDE by following the updates that are also available to them as school superintendents. The Board supports Dr. Martin and other PALO Administrators in attending updates and training sessions at PDE, PATTAN, and the AIU.

Coordination of the Governance and Management of the School - Attachment

- TRUSTEE MEETING CALENDAR 2006-2007

Community and Parent Engagement

The PALO administration and the Board is open to direct communication from families and community members. Parents have contacted Board members directly upon occasion and regularly speak with administrators, teachers, and staff. PALO also has orientations and open house sessions, in addition to email, on-site meetings, and phone communications in order to keep parents engaged. PALO invites parents to attend class with their children and to monitor their children's work in real-time to support their children. Over 600 family members attended the 2007 PALO graduation ceremony.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fund-raising activities were performed this year and no major fund-raising activities are planned in the next school year.

Fiscal Solvency Policies

The PALO School Board will be approving budgeted reserve accounts this school year for unforeseen emergencies, shortfalls, and/or delays in receiving monies. Dollar amounts are to be determined based upon the financial history of the school's operating expenditures.

The projected unreserved fund balance is estimated to be approximately $2,350,000. At this time, the PALO School Board is reviewing policies in order to maintain fiscal solvency.

Accounting System

The PALO charter school follows the PA State Chart of Accounts for PA Public Schools and PDE reports utilizing GAAP for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PRELIMINARY REPORT OF REVENUES EXPENDITURES FUND BALANCE 06 30 07

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

Maher Duessel, Certified Public Accountants

Three Gateway Center-Six West

Pittsburgh, PA 15222

Audit Report Completed: October 26, 2006

At this time, the 2006-2007 audit has not been completed. The 2005-2006 audit is attached for review.

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

- AUDITOR'S REPORT

Citations and follow-up actions for any State Audit Report

The Auditor General's Office recently completed an audit of the charter school. An exit interview was held, and some observations were shared. No findings were indicated. The PALO administration had not received the final report at the time of the Annual Report submission.

SECTION VII. FACILITY RESPONSIBILITIES

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

PALO purchased 200 laptop computers in July 2006 and an additional 100 laptop computers in April 2007. Both were purchased through Dell Computers according to the PEPPM contract. No facilities, furniture, or fixtures were acquired during the fiscal year.

Future Facility Plans and Other Capital Needs

The strategic plan indicated looking within the AIU for additional space, considering other properties controlled by the AIU, and then looking outside for additional space. At this point the facilities are being reviewed for lease within the AIU.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

PALO has a representative on the AIU Safety Committee which plans events to promote safety, completes emergency drills for staff, and creates plans, policies, and procedures. A school nurse maintains health and immunization records.

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

- School Health Report
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Keystone HMO

VSP Vision

Blue Shield Dental

Student Accident Insurance Coverage Fedele Insurance Company

Employment Practices Liability Insurance-Markel Insurance Company

Property and Liability Coverages-Philadelphia Insurance Company

State Worker's Compensation Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The professional staff of PA LEARNERS Online consists of 98 professional employees. This includes 23 full-time teachers, 73 part-time adjunct faculty, 3 guidance counselors, 1 attendance officer, and a part-time social worker and school nurse. There are 4 administrators that guide the program. There were 19 full-time teachers and 72 adjunt teachers that were employed by September and returned to work from the previous school year. PA LEARNERS Online has retained 92 professional employees at the close of the 2006-2007 school year. Teachers who have chosen not to return were part-time teachers who found full-time opportunities in the educational field.

Quality of Teaching and Other Staff - Attachments

- Evidence of Submission for Elementary and Secondary Professional Personnel Report
- PDE- 414

Student Enrollment

The PA LEARNERS Online enrollment procedures and policies are as follows. The enrollment process consists of four phases: Investigation, Consultation, Application, and Orientation. Steps one and three require the student to have a live Internet access and submit forms electronically via the main website. Students who do not own a personal computer may access our site at their local public library or even from a friend or family members home computer system. The student must compete all phases of the enrollment process to be considered officially enrolled in PA LEARNERS Online. All policies and procedures reflect compliance with state law. We now have an open enrollment process that affords all students that chance to attend our cyber school. We do not place ceilings or caps on enrollment and students may apply for enrollment at any point in the academic school year.

The age requirement for kindergarten students is that they must have reached age 5 by September 1st in reference to the start of the new school year.

2006-2007	**K-1 Enrollment**
Kindergarten	**5**
First Grade	**8**
Total	**13**
Population Percentage	**1%**

Enrollment history for the 2006-2007 school year is as follows;

YEAR	MONTH	TOTAL	K-8	9-12
2006-2007				
2006	SEPTEMBER	594	133	461
2006	OCTOBER	83	20	63
2006	NOVEMBER	64	20	44
2006	DECEMBER	63	14	49
2007	JANUARY	73	11	62
2007	FEBRUARY	43	11	32
2007	MARCH	72	21	51
2007	APRIL	48	11	37
2007	MAY	4	2	2
	TOTALS	**1044**	**243**	**801**

The enrollment trend for PALO has reflected an ascending trend. Currently, 454 students have indicated that they will be enrolling in PALO for the 2007-2008 school year. We completed the 2006-2007 school year with 680 students. We enrolled a total of 1044 students and processed 420 withdraws. Out of the 420 withdraws 358 students returned to a public school district. PALO had 38 students enroll in a different charter or cyber school. There were 8 students who went to a home school environment. We had 0 expulsions and our current retention data indicates that we have a 76% retention rate for the upcoming school year. The school is within the enrollment criteria and estimated enrollment as determined by the charter.

Transportation

The school has no transportation program and has contracted with a private company through the Allegheny Intermediate Unit for special education student transportation when needed.

Food Service Program

As a cyber school, no food service program is offered.

Student Conduct

PA LEARNERS Online's discipline code of conduct and student expectations of behavior are published on our website. It outlines the general and specific guidelines of student expectations. Parents and students sign the PALO Code of Conduct, stating that they have read and intend to follow all guidelines. Our discipline code of conduct and student expectations of behavior were recently updated and comply with Chapters 12 and 13. The due process procedures are also discussed in Attachment.

Student Conduct - Attachment

- Student Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: PA Learners Online Regional Cyber CS

Date of Local Chartering School Board/PDE Approval: September 14, 2006

Length of Charter: 5 years **Opening Date:** September 4, 2001

Grade Level: K - 12 **Hours of Operation:** 8:00 a.m. - 4:00 p.m.

Percentage of Certified Staff: 100 **Total Instructional Staff:** 103

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 96
Enrollment: 582 **Per Pupil Subsidy:** $7,805.46

Student Profile

American Indian/Alaskan Native:	8
Asian/Pacific Islander:	1
Black (Non-Hispanic):	75
Hispanic:	8
White (Non-Hispanic):	490
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 59.6

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 94

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	180	180	180
Instructional Hours	0	0	900	900	990	990	3780

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

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

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name David Martin
Title CEO, Principal
Phone 412-394-5796 **Fax** 412-394-4604
E-mail david.martin@aiu3.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Cheryl Fogarty
Title Board President
Phone 412-394-5779 **Fax** 412-394-4604
E-mail cheryl.fogarty@aiu3.net

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

Identify the charter school's Special Education Contact Person.
Name Lisa Kellick
Title Special Education Supervisor
Phone 412-394-5875 **Fax** 412-394-4604
E-mail lisa.kellick@aiu3.net

_____ _____
Signature of the Special Education Contact Person and Date