
Pennsylvania Department of Education



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

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

Charter School: Pennsylvania Leadership Charter School
Address: 1332 Enterprise Dr
West Chester, PA 19380
Phone: (610) 701-3333
Contact Name: James Hanak

SECTION I. EXECUTIVE SUMMARY

Organization Description

The legal name of the school is **The Pennsylvania Leadership Charter School**. The address of the school is 1332 Enterprise Drive, West Chester, PA 19380 (previous address was 17 Ravine Road, Frazer, PA 19355). The Federal Employee Identification Number is 35-2225538 (AUN Number 1-24-15-000-4). The Pennsylvania Leadership Charter School is part of **Chester County Intermediate Unit #24**. The school was granted a charter by the Pennsylvania Department of Education in January 2004, in accordance with Act 22 of the 1997 Charter School Law, and the school opened on **September 13, 2004**. A charter renewal application was submitted to the PDE in October 2006, and the charter renewal was granted in July 2007 for a period of five years.

The Pennsylvania Leadership Charter School serves students in **Kindergarten through Grade 12**. Kindergarten students must be age five by October 31st of the year they are entering school. The age limit (ceiling) for high school students is 21, the legal age of majority. Special education students are able to attend until the age of 23.

The Pennsylvania Leadership Charter School is governed by a **Board of Trustees** comprised of business and community leaders as well as educators. Members of the Board are elected by majority vote of the current membership. Board members serve for one-year terms but are eligible for re-election. The Board of Trustees has fiduciary responsibility for the school as well as responsibility for hiring and monitoring the CEO, approving all school policy, and adhering to the requirements of all state and federal law in addition to regulations set by the Pennsylvania Department of Education. The Pennsylvania Leadership Charter School is responsible to the Pennsylvania Department of Education for all compliance measures, including the preparation of an annual report, participation in site visits, and the chartering/re-chartering process.

Core Purpose

Mission

The PA Leadership Charter School's purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each child's

needs. PALCS will combine the benefits of a classical basics oriented education with the latest Internet / computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multi-cultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

Vision

The vision of Pennsylvania Leadership Charter School is to provide parents with an option for public education that tailors the educational experience to the unique needs of their child and allows them to receive that experience via the World Wide Web. The PALCS curriculum incorporates different learning styles within a strong academic environment. PALCS teachers are encouraged to develop a flexible curriculum that incorporates state-of-the-art resources to ensure that each student can utilize a learning style that is most effective for him/her.

Each student in grades K-8 receives instruction in music, art and technology as well as basic core requirements to ensure a well-rounded education. Students in grades 9-12 receive instruction in core courses; additionally, high school students are offered the option to participate in music, art, technology and foreign language courses.

Unique and innovative aspects of the school's vision include:

- An Individualized Program of Instruction (IPI) for each student that creates a partnership between the student, parent, and school to provide the best possible learning environment that takes into account the student's unique characteristics
- Live teachers providing instruction in online classrooms that allow students to attend class and do curriculum work wherever they can connect with the World Wide Web
- Fully interactive technology that allows for live classroom instruction, live chat rooms and live individual instruction as well as timely responses to submitted assignments
- Periodic conferences for students to allow them to excel in an area or discipline
- Instruction that provides an opportunity for gifted or highly motivated students to accelerate their learning and allows for special education students to work at a pace conducive to their needs

- Continuous grading of assignments that allows teachers, students, parents and/or Home Facilitators to see an online progress report that tracks individual student progress
- A curriculum that meets or exceeds requirements of the Pennsylvania Academic Standards

Shared Values

The core beliefs and values of the school community are typified by an overarching educational goal to prepare students to be creative, intuitive and analytical leaders with a firm understanding of the forces, leaders and thinking that have shaped world cultures. The curriculum will prepare students to be problem solvers both individually and collaboratively.

The goal of PALCS is to nurture the natural curiosity of children, to instill the joy of learning, and to motivate students to a lifelong fascination with their potential and their world.

Life is education. Aspects of the school are teacher-student-parent driven, where all parties learn together. Life experiences, broad perspective, creativity, discovery and exploration are nurtured and valued.

We believe we must

- Challenge and expand traditional public school education to provide a place for underserved students
- Provide all students the opportunity to learn in the home in a safe and caring environment
- Meet children where they are, and accelerate, not remediate them
- Communicate that the Internet, integral to everyday life, is a positive, valuable resource to our students and their education
- Create tomorrow's leaders
- Deliver standards-based curriculum through teacher-designed, interactive, quality lessons
- Grow and adapt to changes in the educational field, using the newest technologies and best practices

Academic Standards

All courses designed to meet eligible content are provided with Pennsylvania State Academic Standards that correspond to content areas. Lesson material must meet relevant Pennsylvania State Academic Standards. Professional development training for all faculty in Assessment Anchors assists the teaching staff to further align the course content to relevant standards. Curriculum materials are under constant review by department coordinators to ensure that standards are met.

Academic Standards are measured through assessments that are provided within each course in a combination of free response, multiple-choice and short answer tests, project assignments, and classroom participation. Quarterly assessments are also built into curriculum are as such as Reading. Proficiency is assessed through PSSA testing in Grades 3 through 8 and Grade 11 for Math, Reading, Writing (Grades 5, 8, and 11), and Science (Grades 4, 8, and 11). Other assessments include Star Reading and Star Math, Compass Test, Prompt and New Prompt, Word Examiner List, and DIBELS Assessment for Benchmark and Progress Monitoring.

Students must receive a minimum of 60 percent to be considered as “passing” a mid- or end-of-year assessment. In order for students to be promoted to the next grade, they cannot fail more than two core courses (math, science, social studies, reading/language arts).

In order to be promoted to the next grade, high school freshman must have at least 5 credits, high school sophomores must have at least 10 credits, and high school juniors must have at least 15 credits. In order to graduate from PALCS, students must have earned at least 20.25 credits.

The following chart shows current courses offered at PALCS, and which standards each course meets.

Arts and Humanities	Career Education and Work	Civics and Government	Economics	Environment and Ecology
<ul style="list-style-type: none"> • Art and Music K • Art and Music 1 • Art and Music 2 • Art and Music 3 • Introducing Art 4 • Introducing Art 5 • Introducing Art 	<ul style="list-style-type: none"> • Career Awareness (8) • Young Leaders Program (11/12) • Leaders in Action (9-12) 	<ul style="list-style-type: none"> • Social Studies Grade 1 • Social Studies Grade 2 • Social Studies Grade 3 • Social Studies Grade 4 • Social Studies Grade 5 • Social Studies Grade 6 • United States 	<ul style="list-style-type: none"> • Social Studies Grade 1 • Social Studies Grade 2 • Social Studies Grade 3 • Social Studies Grade 4 • Social 	<ul style="list-style-type: none"> • Science Grade 1 • Science Grade 2 • Science Grade 3 • Science Grade 4 • Science Grade 5 • Science Grade 6 • Life

<p>6</p> <ul style="list-style-type: none"> • Introducing Music 4 • Introducing Music 5 • Introducing Music 6 • Exploring Art 7 • Exploring Art 8 • Exploring Music 7 • Exploring Music 8 • American Artists (9-12) • World Artists (9-12) • Arts and Culture I (9-12) • Arts and Culture II (9-12) • Creating an Art Portfolio I (11/12) • Creating an Art Portfolio II (11/12) • Music Appreciation I (9-12) • Music Theory I (9-12) • Music Appreciation II (9-12) • Music Theory II (9-12) 		<p>Government (9)</p> <ul style="list-style-type: none"> • Criminal Justice (9-12) • Psychology (9-12) • Sociology (9-12) 	<p>Studies Grade 5</p> <ul style="list-style-type: none"> • Social Studies Grade 6 • World Studies (7) • American Nation (8) 	<p>Science (7)</p> <ul style="list-style-type: none"> • General Science Middle (8)
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Family and Consumer Sciences	Geography	Health, Safety and Physical Education	History	Mathematics	Science and Technology
<ul style="list-style-type: none"> • Food Science (9- 	<ul style="list-style-type: none"> • Social Studies Grade 	<ul style="list-style-type: none"> • Health, Safety and PE 	<ul style="list-style-type: none"> • Social Studies Grade 	<ul style="list-style-type: none"> • Math Grade 1 • Math Grade 2 • Math 	<ul style="list-style-type: none"> • Science Grade 1 • Science Grade 2 • Science

<ul style="list-style-type: none"> 12) Child Development (9-12) 	<ul style="list-style-type: none"> 1 Social Studies Grade 2 2 Social Studies Grade 3 3 Social Studies Grade 4 4 Social Studies Grade 5 5 Social Studies Grade 6 6 World Geography (9-12) 	<ul style="list-style-type: none"> K Health, Safety and PE 1 1 Health, Safety and PE 2 2 Health, Safety and PE 3 3 Health, Safety and PE 4 4 Health, Safety and PE 5 5 Health, Safety and PE 6 6 Health, Safety and PE 7 7 Health, Safety and PE 8 8 Health, Safety and PE 	<ul style="list-style-type: none"> 1 Social Studies Grade 2 2 Social Studies Grade 3 3 Social Studies Grade 4 4 Social Studies Grade 5 5 Social Studies Grade 6 6 Great American Conflicts (9-12) 7 US History (10) 8 World History 	<ul style="list-style-type: none"> Grade 3 Math Grade 4 Math Grade 5 Math Grade 6 Math Middle School Math 2 (7/8) Middle School Math 2 Advanced (7/8) Middle School Math 3 (7/8) Middle School Math 3 Advanced (7/8) Pre-Algebra (7/8) Pre-Algebra (9) Algebra 1 (9-12) Algebra 1 Advanced (9) Algebra 1B (9) Geometry (9-12) Geometry Advanced (10/11) Synchronous Algebra 2 (11/12) Algebra 2 (9-12) Algebra 3 (11/12) Survey of Modern Math 	<ul style="list-style-type: none"> Grade 3 Science Grade 4 Science Grade 5 Science Grade 6 Science Exploring Technology 7 Exploring Technology 8 Fundamentals of Science (9-12) Physical Science (9) Biology (9-12) Environmental Science (10-12) Earth and Space Science (10-12) Chemistry (10-12) Honors Chemistry (10-12) AP Chemistry (11/12) Conceptual Physics (11/12) Physics (11/12) Human Anatomy and Physiology (11/12) Zoology (11/12) Botany (11/12) Radio Broadcast
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		9-12	(11)	<ul style="list-style-type: none"> • (11/12) Pre-Calculus (10-12) • Honors Calculus (10-12) • Probability (11/12) • Statistics (11/12) • Fundamentals of Math (9-12) • SAT Prep (11/12) • Business Accounting (9-12) 	<ul style="list-style-type: none"> • ting (9-12) Technology Education (9-12) • Advanced Technology Education (9-12)
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Strengths and Challenges

Program strengths include:

- Redefining the cyber school model by focusing on the relational characteristics of current technology, including: incorporating instant, online access, one-on-one instruction and interactive, multi-media classrooms
- The ability for students to work at a time and place convenient to their lifestyles
- The ability to maximize student time by eliminating non-instructional time wasters such as waiting in line for the cafeteria, switching classes and transportation to and from school
- The ability for students to take a subject of particular interest and use inquiry based learning because they are not regulated by inflexible class "periods"
- The ability for students to work at an accelerated pace
- Continuous grading via a web portal that allows students, teachers, and parents to have instant access to the child's academic progress
- Options for students to participate in web-based and regional extra-curricular activities, such as:
 - Participation in the production of the school radio show, "The Beak"
 - Participation in the production of the school newspaper, *The Talon*
 - Participation in Teen Age Parents (TAP) Club, including a 6-week pilot program in conjunction with the Life Choices program, addressing pre- and post-natal care
 - Student Government

- Participation in the National Word Challenge sponsored by *Reader's Digest*, simulcast in both Pittsburgh and Philadelphia
- National Honor Society, National Junior Honor Society, Quill and Scroll International Honor Society for High School Journalists
- Participation in on-site components of the school, including the Performing and Fine Arts and the University Scholars Advanced Ideas Center.
- Participation in interactive learning activities, including numerous multi-day retreats through the PALCS Young Leaders Program
- Participation in travel opportunities, including to Mississippi to rebuild the Gulf Coast after Hurricane Katrina, to Florida for Marine Life Study and to Alaska for a Glacier Study with the University Scholars Advanced Ideas Center, to Quebec for a French-Language Immersion trip and to Panama for a Service Learning trip with the PALCS Young Leaders Program
- Participation in After School Reading Program (Pittsburgh)
- Participation in Back-to-School Celebrations (all six regions)
- Participation in End-of-the-Year Picnic Celebration (all six regions)
- Participation in numerous, state-wide field trips, including
 - Pittsburgh Zoo and Aquarium
 - SciTech Spectacular — Carnegie Science Center
 - Children's Museum of Pittsburgh
 - Charlotte's Web
 - Carnegie Museum of Art and Natural History
 - Star's on Ice (Philadelphia & Pittsburgh)
 - King Tut Exhibit
 - Hershey Park Physics Day
 - Kennywood Physics Day
 - Personal Safety Days
 - Waveboarding
 - Regional Activity Coordinated events in the northwestern, southwestern, north central, south central, northeastern, and southeastern regions:

(Northwest)

- Great Pocono Pumpkin Fest
- Crayola Factory Tour
- Holiday Shopping/Movie Trip
- Snow Tubing at Camelback
- Pocono Candle Factory Tour
- Martin Guitar Museum & Factory Tour
- Bushkill Falls & Nature Trail

(Southwest — additional trips planned in-house for this region)

- Indianhead Hallowbo
- Korean War Footlocker presentation
- Overly's
- Ice and roller skating

(North central)

- Penn's Cave
- Gardner's Candle Factory
- State College Spikes Fan Fest
- Animals in Winter
- Skating party
- T&D Cats of the World Tour
- Amusement Park trip

(Northwestern)

- Clinton E. Wilder Museum
- Battles Museum
- Amusement Park trip

(Southeastern — additional trips planned in-house for this region)

- Philadelphia Zoo
- Philadelphia Walking Tour
- Shady Brook Farm
- Grossology Exhibit
- Fox Chase Farms
- Mummery Museum
- Movie Trip — Night at the Museum
- Live Studio Audience NBC 10
- Adventure Aquarium
- Philadelphia 76ers vs. L.A. Lakers basketball game
- Canine Partners for Life
- Strasburg Railroad Museum
- Act Play Festival, Temple University
- 5K Run/Walk for the Cure (Niemann Pick's Disease)
- Coaster Quest @ Dorney Park
- (South central — coordinator moved in 2/07, not replaced)
- Old Bedford Village, Bedford
- A Dickens of a Christmas" Play, Cornwall
- Hershey Museum and Chocolate World
- North Museum of Natural History and Science, Lancaster
- 100th Anniversary of Hershey/Stamp Collecting Celebration
- Skating Party, Olympic Skating Center, Enola

Key areas that have been identified as needing improvement and have been addressed in the school improvement plan include:

- Ensuring that all stakeholders in the school understand and are committed to the school's mission and vision
- Implementing an intensive, focused professional development plan
- Aligning the school curriculum to state standards, focusing on Assessment Anchors and Eligible Content

- Aligning classroom assessments to the Assessment Anchors and Eligible Content
- Collecting formative and summative data to inform our decisions with regard to our curriculum and its impact on our students' proficiency levels, and with particular emphasis on at-risk students and their unique needs
- Raising students' proficiency levels in both Reading and Math
- Integration of Special Education department and initiatives into whole-school initiatives
- Enrollment and Retention plans for students
- Developing Collaborative Leadership initiatives

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Annual Report to the PDE for 2005-2006 listed Annual Measurable Goals for PSSA participation and proficiency, student attendance, identification of at-risk students, graduation rates, and professional development.

Section V of the Charter Renewal Application submitted in 2006 listed PLANS FOR THE FUTURE, including (1) Proposed School Design For The Next Five Years; (2) Measurable Outcomes To Be Achieved Over The Next Five Years; (3) Enhanced Stakeholder Involvement Over The Next Five Years; (4) Enrollment Plans For The Next Five Years; (5) Teacher Recruitment and Retention Plans For The Next Five Years; and (6) Facility Plans For The Next Five Years.

These goals and plans were determined throughout 2006 as these documents were prepared, including a Pennsylvania System of Cyber Charter Review (PSCCR). Also during 2006, the Student Services department of Pennsylvania Leadership Charter School conducted an internal strategic planning process to identify needs and strengthen delivery of services to students and families.

In July 2007, members of the PALCS Strategic Planning Committee attended the Governor's Institute For Getting Results and drafted a School Improvement Plan to address areas of needed attention.

The above-mentioned work sessions and reporting processes formed a multi-pronged approach to Strategic Planning for the Pennsylvania Leadership Charter School. Moving forward, the Strategic Planning Committee will focus energies on (a) articulating the vision and shared values of the school; and, (b) strategies to build proficiency levels of student achievement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By

Amy Murphy	Special Education Director	Administrator	CEO
Chip Harper	Lead Teacher	Administrator	CEO
Chris McGowan	Student Services Representative		CEO
Donald Reiher	IT Director	Ed Specialist - Instructional Technology	CEO
Eileen Rothrock	Business Manager		CEO
Erin Keefe	Director Student Programs	Secondary School Teacher	CEO
Frances Brewka	School Board Relations		CEO
James Hanak	CEO	Administrator	CEO
John Wingerter	Chief Academic Advisor	Administrator	CEO
Kandi Conner	Nurse	Ed Specialist - School Nurse	CEO
Lisabeth Daniels	University Scholars Program	Administrator	CEO
Lynn Rodden	Parent Liaison	Parent	CEO
Mark Allen	Performing Arts	Administrator	CEO
Mary Beirle	Assistant to CAA		CEO
Michael Whisman	Accountant	Community Representative	CEO
Patty Tully	School Nurse	Ed Specialist - School Nurse	CEO
Regina Murray	School Improvement Team	Secondary School Teacher	CEO
Steve Rockelman	Federal Programs Director	Administrator	CEO
Twila Smoker	Student Services Director	Administrator	CEO

Goals, Strategies and Activities

Statement of Quality Assurance - Attachment

- STATEMENT OF QUALITY ASSURANCE

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

SECTION IV. QUALITY OF SCHOOL DESIGN

1. Rigorous Instructional Program

Pennsylvania Leadership Charter School has developed a **rigorous instructional program** that utilizes more than a 35 different **curriculum** companies with a combination of textbook and online components.

The Pennsylvania Leadership Charter School is committed to an educational design that meets or exceeds statewide content standards. **These standards are used not only to develop curriculum** that follows a scope and sequence, but also to measure the success of the curriculum in meeting state standards. Curriculum was chosen based on whether or not it was aligned with Pennsylvania state standards.

During the 2006-2007 school year, teachers used the curriculum mapping software program Performance Tracker to not only track that all standards were met, but also to what degree, and if and how each was assessed. In addition, all teachers worked on continually meeting Assessment Anchors and Eligible Content and were involved in the Adopt-an-Anchor program. Departments utilized Study Island to adopt assessment anchors from other departments within their subject areas.

Curriculum Mapping and Development

Background

Techpaths is a web-based curriculum mapping program which allows teachers to organize their curriculum by aligning content, lessons, and assessments to Pennsylvania State Standards and assessment anchors. The use of this program allowed teachers to focus on the requirements of their own class while investigating the role which their class plays in the scope and sequence of their department. Techpaths provided a number of reporting options, which allowed the teachers and departments to evaluate the effectiveness of various aspects of the mapped curriculum. In addition, it allowed us to evaluate the needs of our curriculum and determine where improvements were necessary, ensuring that our curriculum would be mapped in accordance to state standards and Assessment Anchors. Curriculum mapping in Techpaths has further allowed us to improve instructional strategies and the quality of our instructional methods, tools, and resources.

Our goal of curriculum mapping is to produce measurable student improvement, in conjunction with constructing standardized scope and sequence across all grades and subject matter, reflective of state standards and Assessment Anchors. The objective is to develop a curriculum based on the rigor indicative, and exceeding, that of state requirements while still preserving the integrity and creativity among our instructional staff. Developed and orchestrated by teachers, curriculum mapping is designed to create a meaningful tool to share among colleagues and reflect personalized curriculum.

Process

The process of curriculum mapping began when subject area coordinators were trained in the process of curriculum mapping with Techpaths in January 2007. A

power point tutorial was provided, which illustrated and walked teachers through the proper process of using the software. The subject area coordinators were given a week to practice using the software and address any questions in regards the content. Subject area coordinators were asked to become familiar with the software, and train their departments the following week. The tutorial was available for all teachers to access. As a school, six teacher in-service days (a total of 12 hours) were designated for curriculum mapping on Thursdays from noon to 2 p.m.

After teachers completed the curriculum mapping process, teachers met in small groups within their department, and conducted peer reviews. During peer reviews, teachers discussed and analyzed various aspects of each others maps such as objectives, assessments and standards. Teachers also critically analyzed the individualized sequence within the class to begin to determine continuity within the class. Areas in need for improvement were evaluated and noted. The purpose of peer review is for teachers to become exposed to other's work and learn from reading and reviewing their colleagues' curriculum maps. Maps were reviewed with intent of evaluating clear connections between content, lesson objectives and assessments. They were further reviewed for gaps within content and skills across grade levels. Peer reviews produced the data necessary to examine the department curricular needs. Upon completion of peer reviews, each department conducted a round table department review, where the focus was placed on how each class made its contribution to the scope and sequence to the department.

Results

The following data is information which Techpaths as helped each department discover and begin to work toward solutions. There are three main categories of results: Lesson Design and Instructional Implementation, Assessments, and Standards and Curriculum Alignment.

Lesson Design and Instructional Implementation

Distribution of Lesson Levels:

Distribution of lesson levels are based on 4 categories: Introducing Content/Skills, Developing Content/Skills, Reinforcing Content/Skills, Challenging Content/Skills.

Lesson Levels are self-designated by teachers, based on their presumed assumption of lesson level. All teachers were instructed and had a common understanding of each lesson level as to assure accuracy during the process of self- designating lesson levels.

The following results are indicative of grades K-12, including all subject area:

Introducing Content/Skills:	30%
Developing Content/Skills:	37%
Reinforcing Content/Skills:	25%
Challenging Content/Skills:	8%

Objectives and Lesson Design:

Techpaths highlighted areas in need of improvement and professional development in regards to lesson development. These areas were seen in teacher education skills such objective writing. Conducting peer reviews has helped to discover that well-developed objectives need to be used more often and all objectives need to be presented in a measurable format.

Objectives and lessons should also be designed to reflect higher levels of learning, and scaffolding should be present when applicable.

Other instructional areas in need of improvement include the use of pacing plans and prioritized standards-based content.

Assessments

Assessment Types

As a school, we discovered that we use 66 different types of assessments, ranging from multiple choice assessments to various essays and written assessments such as reflective, personal, analytical, persuasive, position, or descriptive. Assessment types also range from (but are not limited to) case studies to interactive notebooks.

The most commonly used assessment types (used 55% of the time) used school wide are:

Applied Problem Solving

Multiple Choice

Brief Response

Standards and Curriculum Alignment

This section illustrates areas within specific subject areas where gaps or deficiencies within the curriculum may lay. Generalizations indicate areas of concern regarding grades K-12 unless otherwise indicated.

Electives:

The process has shown that art and music curriculum and instruction is weak, inconsistent, and in some places absent for elementary grades.

The process has shown a need for improved coverage of the Kindergarten health, safety, and Physical Education Standards.

English and Language Arts:

The process has shown that there is a need for more systemic writing curriculum, with focus on elementary grades.

This process has shown a need for improved coverage of the Kindergarten reading, writing, listening, and speaking standards.

This process has shown that focus needs to be placed on assuring coverage for assessment anchors within grades 3-7 and some indiscriminate content standards.

This process has shown that the grades 8-12 covered standards and assessment anchors frequently and consistently.

Math:

The process has shown that a large part of time is spent on review at the beginning of each grade level transition. (Saxon Curriculum)

Basic fact mastery is weak among students.

Material required for PSSA testing is not being presented until after the test date, primarily in the elementary grades.

This process has shown that focus needs to be placed on assuring coverage for content standards in grades 5 and 8 as well as assessment anchors for grades 4-7

This process has shown that grades 8-12 covered standards and assessment anchors frequently and consistently with exception of select arbitrary standards and/or assessment anchors.

Science:

This process has emphasized the lack of K-3 science curriculum available.

Focusing only on Earth Science in 6th grade did not prove enough time for science foundation building.

This process has identified a need for improved coverage of the Kindergarten standards.

This process has shown the focus needs to be placed on assuring coverage for content standards and assessment anchors for grades.

This process has shown that grades 7-12 covered standards and assessment anchors frequently and consistently with exception of select indiscriminate standards and/or assessment anchors.

Social Studies:

This process has shown that many curriculum areas/standards are not being addressed directly through existing curriculum, predominantly civics, economics, government, and PA history.

This process has demonstrated weak, sequential presentation of events throughout time and leads to misinterpretation of timeline in history particularly in the elementary levels. There is the presence of global presentation without connectivity.

This process as demonstrated that focus needs to be placed on assuring coverage of economic standards throughout all grades.

Focus needs to also be placed on assuring coverage on grades 3 and 6 Civics and Government Standards.

Analysis

Techpaths has allowed us to take a multi-dimensional approach to assuring that our curriculum is appropriately aligned to state standards. Techpaths' system was the first step in a line of many in assuring that Pennsylvania Leadership Charter School has an irrefutable curriculum, exceeding the minimum expectations of the state requirements, and achieving its own expectations of excellence. The data received as a result of Techpaths has allowed us to move in multiple directions including (but not limited to): the purchase of new curriculum in the subject areas of Math and Elementary, the purchase and transition to a new curriculum management software program, the development

of scope and sequences, and the identification of professional development components.

New Curriculum

The need for new curriculum was critically identified through out the process of curriculum mapping. Reoccurring challenges in regards to the lack of consistency among the current curriculum identified themselves through out the curriculum mapping process and posed problems within subject matter. New curriculum was in high demand and welcomed by math and elementary teachers alike.

Math

All Saxon curricula (K-Advanced Math-Algebra 2) are being replaced by Holt Rinehart Winston. (K-6 will be using Harcourt which is the Elementary division of Holt Rinehart Winston)

Pre-Calculus will be replacing their curriculum (Houghton Mifflin) with Holt Rinehart Winston.

Calculus will be replacing their curriculum (Houghton Mifflin) with Holt Rinehart Winston.

The math department will also be offering Probability and Statistics, as well as a new “survey” course which will address many areas of math that students would expect to see in college as a math major.

Elementary

The elementary department has done a complete re-evaluation of their curriculum from all subject areas, choosing to adopt all new resources.

The elementary department will be replacing their language arts and math curriculum with Harcourt math and language arts K-6.

The social studies curriculum will be replaced with Harcourt for grades 1-6 and Scott-Foresman for Kindergarten.

The science curriculum will be replaced with Scott-Foresman for grades 1-6 and will be replaced with Houghton-Mifflin for Kindergarten.

New Curriculum Management Software

Techpaths is a tool which has allowed us to map content, lessons, assessments, and standards which we are currently teaching. Curriculum mapped within

Techpaths is based on existing curriculum and resources. Throughout the process of mapping, Techpaths has enlightened areas of improvements and has indicated notable areas of concern. Some of these noteworthy areas include new curriculum choices, scope and sequence development and professional development. These improvements drive the need for a new curriculum management system. Pennsylvania Leadership Charter School has chosen to work with Learning Focused Schools, a Virginia based group, directed towards forward mapping, and prioritizing curriculum based on state standards. Learning Focused has assisted over 100 school districts in Pennsylvania, focusing their curriculum and assuring that it is properly aligned to state standards. Learning Focused will assist PALCS in the next stages of curriculum development. Workshops are already scheduled to begin in the summer of 2007, organizing and prioritizing the new curriculum for mathematics and language arts.

Development of Scope and Sequence

The use of Techpaths has led each department to begin to develop their scope and sequence. Some departments are further along than others; however, the introduction of Learning Focused will help tremendously with this process.

Within the social studies department, focus is being placed on the development of a scope and sequence for each core course within the department in order to ensure that we are providing a sound, standards based education. The Techpaths curriculum mapping process has opened the door to collaborate as a department in order to develop a scope and sequence for each social studies core course, and to ensure the standards are sufficiently addressed, and gaps within curriculum are eliminated. Furthermore, the development of scope and sequence will provide a smooth transition for teachers in their preparation to educate students.

Techpaths has led to developments within the science department at all grade levels. Mapping upper level science has allowed us to evaluate a new 6th grade curriculum. Standards and content can be considered and evaluate how a new 6th grade curriculum will fit in with the scope and sequence. Techpaths has guided the science department to develop physical and biological science teams, focused on curriculum organization and development. These teams have reflected what has been taught within individual classes, as well as correlating classes, identified gaps within the curriculum, and have made steps in correlation to improve these deficiencies. Identifying the gaps has allowed the science department to develop a more comprehensive scope and sequence between the physical sciences and biological sciences to better address the state standards and to assure exactitude among content taught through a student's progression through PALCS' science department.

Identification of Professional Development Components

Techpaths has helped identify areas for continuing teacher education. These ideas have been brought to the professional development committee with intent to allot time in the upcoming school year to incorporate professional development and training to improve these areas. Time has been arranged throughout the school year for workshops, preparation, and instructional time. These areas of professional development include (but are not limited to):

Designing effective assessments

Developing objectives and essential questions

Lesson plan development

Strategies for successful learning

Multi-modal lesson plan design

Effective communication with parents and families

Teaching and Incorporating test taking skills in daily lessons

Creating multi-disciplinary lessons

Differentiating instruction

Incorporating test-taking strategies within daily lessons

Techpaths has helped us as a school to begin to develop scope and sequences among courses. Curriculum mapping helps teachers focus their attention on how their class fit into the bigger picture. Teachers begin to look at how standards are reinforced and evaluate how standards are addressed within each lesson. Techpaths also allows teachers to take a closer look at the pieces of their individual lesson and teaching style. Mapping their classes forces teachers to examine the pieces that come together within the lesson and curriculum. It allows the teachers to look at what they are teaching and the sequence at which they have chosen to teach it. By compartmentalizing each of the pieces of the curriculum, the teachers truly evaluate the lesson and may determine areas in need of improvement. The teacher also needs to look at how the lessons and content is being taught and to which level. Teachers must consider if there is a scaffolding process in place, and may need to evaluate the need for one. Due to the fact that teachers have access to share curriculum, this lends itself to incorporate more interdisciplinary lessons and align such lessons to appropriate standards. Overall Techpaths has presented positive results in regards to our curriculum, while spotlighting areas of needed improvement. Pennsylvania

Leadership Charter School is on the path towards developing an exemplary curriculum.

Curriculum materials were selected that were easy to use at home and that enabled students to work at an accelerated pace or to embark on an independent study. Several curriculum units had a proven track record of success with home schooling groups and were therefore easily adaptable to the cyber model.

Middle and high school teachers selected as many materials as possible that included a strong interactive online component, in order to keep older students engaged.

PALCS partners more than 20 professional online curriculum companies to create an educational program for students that is dynamic, flexible, and designed to meet the needs of different learning styles. The curriculum utilized during the 2006-2007 academic year included:

Book Publishers

Pearson Education

Prentice Hall

Pearson Learning

Scott Foresman

AGS Globe

McDougal Littell

Houghton Mifflin

Powerglide

McGraw Hill

Glencoe

Saxon

Hampton Brown

Holt

Thomson Learning

Wiley and Sons

DK Publishing

William Sadlier-Oxford

Publisher's Group West

Online Providers

Adobe - *Adobe Connect*

ALEKS

Animation Factory

Learning Pages

BrainPop

Compass Learning

Facts on File

Holt

EasyTech - *Learning.com*

NetLibrary

MyAccess!

Performance Pathways -

TechPaths

PLATO

Prentice Hall

Study Island

TumbleBooks

Turnitin

Typing Master

Teacher Created Materials

UnitedStreaming

The Pennsylvania Leadership Charter School promotes **in-depth and inquiry based learning** by allowing students to spend more time working in content areas or projects of particular interest. This is accomplished through extension exercises as well as the built-in design that allows students to work at an accelerated pace.

Strategies used to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills included:

1. Implementation of Title I Program:

Description of Title I Program

PALCS - Pennsylvania Leadership Charter School

PALCS has developed a Title I program that is a component of the PALCS Improvement Plan. The overriding goal at PALCS is to provide scientifically based instructional strategies and challenging academic content that improves the academic achievement of all students.

Program Goals:

Use effective research based instructional strategies that supplement the regular education program.

Employ “highly qualified” teachers, paraprofessionals, and administrators and provide high quality professional development.

Implement multiple assessments that are aligned with state academic content and achievement standards and assess higher-order thinking skills.

Develop parent communication procedures to ensure information about the progress of student academic achievement goals is disseminated in a timely fashion.

Identification of Students:

Students in grades K-2 will be identified for Title I services using developmentally appropriate assessments.

Students in grades 3-6 will be identified for Title I services using PSSA achievement data and other appropriate measures.

Program Components:

Supplemental web based and text based curriculum has been purchased and implemented for Title I students.

Highly qualified teachers have been hired to teach supplemental remedial

reading and math classes for Title I students and to help Title I students with regular classroom work.

Formative and summative assessments will be used to monitor each student's academic achievement and to drive instruction.

Professional development will continue to be provided for teachers, paraprofessionals, and administrators which addresses academic achievement goals in reading and math for Title I students.

Communication with parents will continue to be facilitated via web based communication methods, phone calls, letters, and meetings.

Assessment of all incoming students

Identification and assessment of students performing poorly on graded work in English and Math

Placement of students on academic probation to underscore the seriousness of academic expectations

Movement of academic probation students who were still struggling to Intensive Academic Assistance

Remedial tutoring offered individually by subject teachers as well as through referral to key websites that offered pre- and post- testing plus specialized lesson plans. In addition, we provide online math tutoring to students needing extra help

2. Implementation of Student Academic Assistance Program:

Monitoring of students at mid-quarter and end of quarter through progress reports and report cards

Notification of parents when students were underperforming

Placement of students on academic probation to underscore the seriousness of academic expectation

Movement of academic probation students who were still struggling to Intensive Academic Assistance

3. Remedial tutoring offered individually by subject teachers as well as through referral to key websites that offered pre- and post- testing plus specialized lesson plans. In addition, we provide online math tutoring to students needing extra help

4. Assessment of all incoming students

Rigorous Instructional Program - Attachments

- Professional Development Plan Letter of Approval
- Induction Plan Letter of Approval

English Language Learners

English Language Learners



Children whose first language is something other than English are identified using the Home Language Survey. The HLS is sent to each family for each child enrolled in PALCS. Students whose preferred home language is one other than English are placed on a Preferred Home Language Other Than English or PHLOTE list. These students are then scheduled for the IDEA-IPT assessment. The ESL teacher or ESL program director travel to a location that is convenient to the student/family being assessed. Usually, the assessment is administered at a public library within a short distance from the home. A description of the ESL program at PALCS follows:

English as a Second Language Program Description --Pennsylvania Leadership Charter School

Definition of English Language Learners:

A student whose native language is other than English and/or comes from an environment where a language other than English is dominant

A student whose English language proficiency in listening, speaking, reading, and writing causes difficulties that hinder the opportunity to learn successfully in the courses where English language is the dominant mode of communication

Goals of the Program:

Create a well-defined sequential ESL program for English language learners that will encourage and facilitate the language acquisition necessary for them to achieve success and meet or exceed the Pennsylvania academic standards for reading, writing, speaking, and listening.

Assist all students in content areas while they are learning English, so these students can remain at grade level or make progress towards grade level competency in content areas.

Mainstream students into regular curricula as soon as they can successfully learn like native English speakers.

Periodically evaluate ELLs through assessments, teacher feedback, and classroom performance to gauge the progress of current ELLs.

Monitor the progress of ELL students after exiting the ESL program to determine if additional alternative language instruction is needed to provide content area remediation when necessary.

Student Identification:

TIER I — Home Language Survey

For those students whose primary language is other than English (PHLOTE), PALCS will determine the student' s English language proficiency.

TIER II — Language Proficiency Assessment

IDEA Language Proficiency Test (IPT) given to determine level of English proficiency in listening comprehension, speaking, reading, and writing.

TIER III — Level of Service

According to the language proficiency needs, students will receive ESL instruction, support services, or will be monitored for academic difficulties.

Assessment of English Language Growth

Summative assessments include PSSA, Access for ELLs© and local assessments.

Formative assessments include formal and informal classroom assessments such as DIBELS, Baseline Reading/Math Assessment, and writing samples. These are given only when it is appropriate to do so based upon a student's English language proficiency.

Exit Criteria

Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA)

Score of PROFICIENT on the Pennsylvania Language Proficiency Standards for English Language Learners in the areas of Listening, Speaking, Reading and

Writing on the annual state-required WIDA Access for ESLs© . The PROFICIENT or BRIDGING score is based on the total results of all the language skills.

Curriculum and Instruction

ELLs assessed at Level 1 (Entering), Level 2 (Beginning) and Level 3 (Developing) English language proficiencies will receive ESL instruction to replace their language arts/English instruction. Each student will be enrolled in a full-year course focusing on oral language development (listening and speaking) and on literacy development (reading and writing).

ELLs assessed at Level 4 (Expanding) English language proficiencies will be enrolled in a full-year course per year integrating oral language and literacy development instruction. The ELLs will also receive ESL support services in the form of topic-specific chat rooms, support homerooms. This course will focus on concepts and skills that are essential for increased proficiency in the English language and retention of skills already learned.

ELLs assessed at Level 5 (Bridging) English language proficiency will be monitored for progress and academic success for two years post identification. Difficulties will be discussed by the PALCS ESL Committee.

Communication with Parents

PALCS makes every effort to communicate with the parents of ELLs in their preferred home language. Spanish is the native language of the majority of our ELLs. TransAct and Iverson translation services are currently in use for translating written correspondence. AT&T Language Links provides on-demand over the phone interpreting services. The enrollment packet, NCLB notification letters, and other important documents have been translated into Spanish and are used when appropriate. Several bilingual staff members serve as interpreters for meetings and phone calls. They also help to translate documents as needed.

Staffing and Professional Development

Teachers with proper PA Instructional and ESL certification teach the ESL instruction, assist with monitoring ELLs, and collaborate with regular classroom teachers. Training in aspects of the ESL program and working with ELLs and families are provided during the year for all faculty and staff.

The Report from the LEP System used to submit ELL data to the PDE Bureau of Teaching and Learning Support would normally be included as **Attachment A**.

English Language Learners - Attachment

- ESL 5-Year Plan

Graduation Requirements

The Pennsylvania Leadership Charter School requires all students to successfully complete the following:

4 credits of English

3 credits of Mathematics

3 credits of Science

3 credits of Social Studies

1 credit of Health/Safety/Physical Education

1 credit of Technology

1 full credit of Arts and Humanities Electives (.5 must be Arts and Culture 1 or Arts and Culture 2)

4 credits of additional electives* (can be core courses)

Successful completion of Senior Seminar or equivalent (.25 credit)

Total minimum required credits for graduation: 20.25

All course assessments are aligned to state standards. The Senior Seminar fulfills the Culminating Project requirement.

Special Education

Pennsylvania Leadership Charter School employs a certified, Master's level Special Education Supervisor. PALCS adheres to all PDE guidelines and legal requirements concerning special education services.

Improvements in the department 2006-2007:

PALCS has and will continue to improve their special education department to ensure compliance with state and federal regulations. For the past 2006-2007 school year, PALCS has hired six additional special education teachers allowing each teacher to have a caseload of 20-25 students. This has allowed each teacher to work more closely with each of their students to ensure academic success. This number is down from about 40-45 students per caseload in the 2005-2006 school year. The special education department has improved in all areas across the board as a result of the Compliance Monitoring System that took place in February, 2007. We are currently working on areas that require corrective action while strengthening areas that did not require corrective action, but that PALCS felt could be stronger.

Additions in the department 2006-2007:

Six additional special education teachers equaling a total of 10 teachers

- A Transition Coordinator and a Related Service Coordinator
- Additional Remedial Courses. Remedial English, Remedial Life Science, Practical Math 2, and Study Skills have been added in the 2006-2007 school year
- More detailed process of completing special education paperwork to ensure compliance is maintained

Areas of the department that need improvement:

Transition Program

- Senior Projects
- Staff training
- Paperwork

Plans for 2007-2008:

- Adding two Transition courses. One will be informational and all students ages 14+ will have access to the information. This course will offer resources available in all counties of Pennsylvania and who the contact persons will be in each county. The second Transition course will be entitled "Life After High School" and all students ages 14+ will have the opportunity to participate in this course and receive .50 credits. This class will help students apply to college, apply for financial aid, fill out an employment application, write a check, balance a checkbook, search for different job opportunities, research different majors offered by colleges, etc. It will basically cover the life skills type of things all students will need in order to be prepared for their transition from High School to the adult world
- Hiring 5-6 new additional special education teachers to maintain a caseload of 20-25 students per special education teacher caseload
- Creating additional remedial courses to offer our special education students. These new remedial classes will include Remedial English 2, Remedial General Science, Practical Math 3, Remedial Social Studies, Life After High School, Senior Project, Transition Information Center

- Completing corrective action plan given to us as a result of the Compliance Monitoring System
- Implementing a set of special education Policies and Procedures
- Updating process of completing special education paperwork to ensure compliance with the state of Pennsylvania
- Creating a more detailed and informative Transition Program

A copy of all Special Education policies and procedures (incl. identification and provision of services), as well as instructional strategies for educating special education students and the PALCS referral form for Special Education services, is included as Attachment D.

The Penn Data Student Report is included as **Attachment E.**

Special Education - Attachments

- SPECIAL EDUCATION
- SPECIAL EDUCATION

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tara Adams	.75	Administration	Cyber	0	none
Amy Pancher-Murphy	1.0	Administration	Cyber	0	none
Lisa Krystofolski	.10	Learning Support	Cyber	3	none
Ellen Laurelli	1.0	Learning Support	Cyber	25	none
Heather Wertley	1.0	Learning Support	Cyber	25	none
Jean Lori	1.0	Learning Support	Cyber	25	none
Maureen Hourigan	1.0	Learning Support	Cyber	25	none
Jennifer Danbach	1.0	Learning Support	Cyber	25	none
Caroline Collet	1.0	Learning Support	Cyber	25	none
Jennifer Whitehead	1.0	Learning Support	Cyber	25	none
Debra Berbaum	1.0	Learning Support	Cyber	25	none
Deborah Kulp	1.0	Learning Support	Cyber	25	none
Daniel Gruber	1.0	Learning Support	Cyber	25	none
Mary Fran Frankenheimer	.25	Administrative Assistant	Cyber	0	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator — Amy Pancher-Murphy	PALCS- Main Building	1.0
Related Service Coordinator — Tara Adams	PALCS- Main Building	.75
Special Education Teacher - Lisa Krystofolski	PALCS- Main Building	.15
Special Education Teacher - Ellen Laurelli	PALCS- Main Building	1.0
Special Education Teacher - Heather Wertley	PALCS- Main Building	1.0
Special Education Teacher - Jean Lori	PALCS- Main Building	1.0
Special Education Teacher — Maureen Hourigan	PALCS- Main Building	1.0
Special Education Teacher- Jennifer Danbach	PALCS- Main Building	1.0
Special Education Teacher- Jennifer Whitehead	PALCS- Main Building	1.0
Special Education Teacher- Caroline Collet	PALCS- Main Building	1.0
Special Education Teacher- Debra Berbaum	PALCS- Main Building	1.0
Special Education Teacher- Deborah Kulp	PALCS- Main Building	1.0
Special Education Teacher- Daniel Gruber	PALCS- Main Building	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Alice Labarre: Easter Seals	Occupational Therapy	.05
Mary Cimino: Easter Seals	Speech	.05
Anthony Diorisio: Therapy Source	PT	.05
LeeAnne Fura: Carol Walck and Associates	Speech	.08
Frank Farrell: Therapy Source	Occupational Therapy	.05
SueEllen Foster: Individual	Occupational Therapy	.05
Barb Potter: Pediatric Therapy Assoc.	PT	.05
Deb Rudel: Therapy Source	Speech	.05
Fran Erway: Therapy Source	Occupational Therapy	.05
Huntingdon Learning Center	Tutoring	.10
Megan Lafferty: Therapy Source	Occupational Therapy	.05
Dan Fitzgerald: Therapy Source	PT	.10
Ellen Micklin: Therapy Source	Speech	.05

Cindy McGahuey: Individual	Speech/Language Therapy	.07
Deb Edwards	Speech	.10
Jen Tanzola: Ped. Theray Assoc.	Occupational Therapy	.05
Katie Hartman: Children's Institute (Pittsburgh)	Speech	.10
Patricia Stewart: Therapy Source	Speech/Language Therapy	.05
Sandy Marlin: Children's Institute (Pittsburgh)	Occupational Therapy	.05
Mariette Smith: Therapy Source	Occupational Therapy	.05
Kim Martin: Pediatric Rehab. Center	Occupational Therapy	.05
Krista DiPaolo: Therapy Source	Occupational Therapy	.05
Mariette Smith: Therapy Source	Occupational Therapy	.05
Barbara Einhorn: Tutoring Referral Services	Tutoring	.10
Susanna Varga	Tutoring	.20
Nancy Blasius- Manayunk Academy	Tutoring	.10
Tracey Velickoff: Uniontown Hospital	Speech	.15
Andrea McKiernan: Ped. Therapy Assoc.	Speech	.10
Deedee Souders: Ped. Therapy Assoc.	Speech	.10
Lori Merkel: Ped. Therapy Assoc.	Speech	.10
Sue Schechtman: Schechtman Develop.	Tutoring	.10
Shalonne Sipes: CAMCO	Occupational Therapy	.05
Carol Walck: Carol Walck and Associates	Speech	.20
Anita Elsberry	Occupational Therapy	.10
Nicole Hunsicker: Cindy Miles Assoc.	PT	.10
Aimee Dantos: NHS Autism School	Speech	.20
Mary Beth Baish: NHS Autism School	Occupational Therapy	.10
Connie Heights	Tutoring	.25
Ann Gvimond	Speech	.10
Karen Thomsen: Schreiber Ped. Rehab. Center	Speech	.10
Tim Hazenstab: Jameson Health	Speech	.10
Bill Dean: Jameson Health	PT	.10
Dana McKinney: Jameson Health	Speech	.10
Tammy Hanak: Therapy Source	Speech	.10
Danielle Bayard: Therapy Source	Speech	.10
George Kelly: Therapy Source	Speech	.10
Deona Schmittel: Invo Health Care	Speech	.25

Sandy Tomarello: Total Learning Center	Speech	.10
Melissa Scholick	Occupational Therapy	.20
Jessica Hallack: Pediatric & Adult Vision Care	Vision Therapy	.10
Brian Wertz: Therapy Source	Occupational Therapy	.10
Natalie Klocksinn: A Total Approach	Occupational Therapy	.10
Jennifer Volk: Avid Learning Center	Occupational Therapy	.10
Erin Walters: Therapy Source	PT	.10
Robyn Zdilla	Occupational Therapy	.15
Shannon Romano: Therapy Source	Occupational Therapy	.10

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No

Student Assessment

A. Pennsylvania Leadership Charter School uses statewide assessments and results of standardized testing to determine progress toward meeting state standards, as well as to **guide the development of annual measurable goals**. The goals and procedures outlined in the School Improvement Plan are based on the PSSA results. Instructional revisions will be based on these results. Teaching methodologies will be reviewed to ensure that individual learners are provided with instruction that will help them succeed. Since the mission and goals of the school center on student growth and achievement, student performance will be measured by setting attainable goals for improvement.

Locally developed tests were used during the 2006-2007 school year in the form of curriculum benchmark (end-of-unit) testing. Each teacher developed regular assessment tools to measure student progress and evaluate the success of teaching methods as well as curriculum. These assessments included the unit tests developed by the curriculum companies as well as student participation in online discussions, submission of essays and project work. In most cases, the final exam for a course was considered the post- test.

Formal assessments were regularly offered in the form of free response testing, multiple-choice testing, essay writing, PowerPoint presentations and discussion boards.

ESL - A Home Language Survey was administered to all students. The IDEA Proficiency assessment was given to any student that indicated a first language other than English on the Home Language Survey. Students were placed in the ESL program based upon the results of this assessment. Their initial placement level was also determined using this assessment. Formative assessments were used during the year to determine progress toward English language proficiency and progress on instructional goals. At the end of the year ELL achievement was assessed using the ACCESS for ELL test developed by the WIDA consortium and approved by the PDE.

Title I — A variety of assessments were used to determine eligibility for the Title I program. These assessment options were drawn from the local assessments already being used. The following assessments were used to determine eligibility for the Title I program. Assessments varied by grade level.

- PSSA
- Baseline Reading Assessment — developed using Compass Learning Odyssey
- Baseline Math Assessment — developed using Compass Learning Odyssey
- Writing Sample given according to state guidelines
- Stephen Gentry — *Monster Spelling Test*
- A to Z web-based phonics program
- Classroom test grades
- Recommendations from teachers

Title I assessments and criteria for entry into the program have been revised for the 2007-2008 school year. A rank order placement system will also be implemented in an effort to make the process fair and equitable.

Assessment of students is an ongoing process at PALCS. A baseline was established during the enrollment process with pre-tests that were administered and with the development of an Individualized Program of Instruction (IPI). Once students were placed in a skill-level course that was appropriate to their current academic development, adjustments could be made in a timely manner, since

grades were posted instantly and continuously. Extra help was offered when students were identified as at-risk, and enrichment activities were offered to students who had mastered an area of learning.

Placement testing included the Botel Word Recognition Placement Test, the QR13 Reading Inventory Read Aloud Placement Test and Saxon Math Placement.

Informal assessments to measure student progress were offered in the form of interactive real-time classroom discussions, posted discussion boards, live chat room discussions, teacher-moderated discussions, phone conferences and student-teacher email.

Students were frequently directed to specialized websites for extra help, including *Study Island*, *Learning.com*, *Brainpop*, *Unitedstreaming*, *Compasslearningodyssey*, *Englishgrammar101*, *Enchantedlearning*, and *Math Lab* tutoring.

For the 2007-2008 school year, however, PALCS will focus on local, standardized benchmark assessments. Currently the school is planning to use the PLATO Edutest for reading and math to all students in grades 2-12. These benchmark assessments will be given at the beginning of the year and at the end of every quarter to assess where students are improving and where they need additional instruction.

PALCS will also begin using PVAAS data to inform instruction and to assess student growth during the 2007-2008 school year.

B. In order to help support students who are at-risk of failure, or those who are not making reasonable progress, PALCS has instituted the Student Academic Tracking Program.

PURPOSE

The purpose of the Student Academic Tracking Program (SATP) is:

1. To identify and track students who are failing at PALCS because they are not working and
2. Identify why they are not working and give them tools to succeed and
3. To motivate those students to succeed at PALCS and
4. If they unresponsive to our interventions and measures, withdraw them so they get the education that they are entitled to in an environment that is better suited to their needs

PROCESS

1. Students are identified at Mid-Quarter and End of Quarter reporting periods

2. Students are identified through a program all teachers run on their grade book data
3. The Gradebook program identifies students who are failing for having 50% or more late, missing or assignments of a “1” — which means an unacceptable or superfluous answer
4. Students must be failing two or more courses for not working in order to be placed on SATP
5. Students receive a postal mail notifying them of their placement in an SATP program
6. Students are enrolled in the Academic Probation course or the Intensive Academic Assistance course
7. Students identified with an (A) are Academic Probation, and students identified with an (I) are IAA

PEOPLE INVOLVED

- *Erin Keefe* - Director of Student Programs, signs letters, deals with angry parents, main facilitator of SATP program, answers any questions about this program, directs Stephanie Scibek and the Academic Advisors in dealing with the SATP
- *Stephanie Scibek* — administrates program, maintains database, makes any withdrawals/additions of students to SATP, receives logs from students and Academic Advisors, maintains the Academic Probation and IAA courses, calls IAA students when they are close to 10 absences, sets up meetings for IAA students in West Chester office
- *Carol Eichner* — works in the Pittsburgh office with SATP students who need to come in for meetings about remaining at PALCS
- *Academic Advisors* — every teacher at PALCS has a caseload of 30 students who are “advisees.” Students range in age, and Academic Advisors watch their progress to make sure they are not falling too far behind. They submit weekly reports about students in their advisory load who are on IAA to Stephanie

STEPS

ACADEMIC PROBATION

1. The first step is Academic Probation. Students who are placed on Academic Probation must submit a time log of their work each week to Stephanie Scibek, who keeps the records for the SATP programs
2. Students remain on Academic Probation until the next reporting period (either Mid-Quarter or End of Quarter)
3. During this time period, their teachers and Academic Advisors are encouraged to communicate more frequently with these students to see what their issues are
4. Students who have submitted time logs and who have improved their failing grades during their time on Academic Probation are removed from SATP.
5. Students who have not submitted time logs and who have not improved their failing grades during their time on Academic Probation are moved to Intensive Academic Assistance

INTENSIVE ACADEMIC ASSISTANCE

1. Students are only placed on this program if they have previously been on Academic Probation and were unsuccessful
2. On this program, students must:
 - Be online every day for at least 3 hours
 - Not have any late or missing assignments
 - Submit a time log each week
3. IAA students are tracked each week by their Academic Advisors, who count up the number of late, missing or “1” assignments from the previous week and submit it to Stephanie Scibek
4. IAA absences are:
 - Unexcused absence
 - Missing time log
 - Each late, missing or “1” assignment
5. IAA students are only allowed 10 absences and then they are sent a withdrawal notice by certified mail. (We can be lenient with this, and we are, if students are in contact with us and are making an effort)

6. When students receive a withdrawal notice, they have 48 hours to respond by phone. They must make an appointment to either come into the Pittsburgh or West Chester office to talk about what they must do to remain in the school
7. If they do not respond, they are withdrawn
8. If they are withdrawn and wish to return, they must resubmit all of the paperwork and go through a new orientation, just as any other new student would
9. If they finish a reporting period and have been successful on IAA, they are moved to Monitoring, where they still submit a time log, but they do not have the other constraints of IAA
10. If they are not successful on Monitoring, they go back to IAA
11. If they are successful on Monitoring, they are exited from the SATP

RESOURCES

- Students are encouraged to contact the teachers of the courses they are having trouble in. They can do this by SchoolMail or phone
- Students are encouraged to go to scheduled chats and/or office hours
- Students are encouraged to contact their Academic Advisors with general questions or questions they don't feel comfortable approaching their class teachers about
- SATP students are encouraged to contact Stephanie Scibek or Erin Keefe about SATP questions
- SATP students have been given this website <http://tinyurl.com/2cbckf> for tools to help them manage their time and workload, including tips for maintaining a time log

Sample Time Log (Complete)



Student Assessment - Attachments

- STUDENT ASSESSMENT
- STUDENT ASSESSMENT

Teacher Evaluation

A) **The main features of Pennsylvania Leadership Charter School's Teacher Evaluation Plan** included evaluating teachers on an ongoing basis informally and formally by the Subject Area Coordinators and the Head Teacher.

Teachers at PALCS were vetted through an extensive interview process that was directed by the Head Teacher but includes a number of administrative team members (CEO, head of Student Services, Business Manager, etc.).

Teachers were monitored via a computerized record of number of hours that they were logged into the school web system. A detailed log of activities performed online was kept for each teacher. Additionally, the Head Teacher and Subject Area Coordinators had the ability to view online instruction in process. This was done if a concern about instruction came up during the year. The Head Teacher had the ability to go into the classes and see all of the teacher's communication with students and parents, as well as grading, comments, and lessons.

The Subject Area Coordinators met regularly with individual teachers, the vast majority of whom were headquartered in the same office space as the administrative staff and team leadership.

At the end of the school year, the Subject Area Coordinators conducted a one-on-one evaluation with each faculty member, communicating and results of those evaluations to the Head Teacher and the CEO for final approval. As a part of this process, the Subject Area Coordinators also filled out an evaluation form that ranked each teachers in the areas of Planning and Preparation, Instruction, Learning Environment, Parent Interactions, Contributions to the School, and Professional Growth. A second form, the PAVCS Teacher Responsibility Checklist, certified whether each teacher had met 10 basic professional expectations.

A considerable amount of research, discussion, and preliminary writing went into creating a completely new teacher development and evaluation process, a process that will be piloted in the 2007-08 school year. A new tool for evaluation adapted the Charlotte Danielson model for teacher evaluation (as found in PDE Forms 426, 427, and 428) in order to match the demands of teaching in the cyber environment in general and at PALCS in particular. In this tool, the art of teaching is viewed through four domains, each broken out into three components, to create an overarching framework for thinking about virtual teaching:

- Domain 1: Planning and Preparation
- Domain 2: The Virtual Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The tool also includes additional helps for the evaluator, such as a weighting system to indicate the relative importance of various components; “positive indicators” to help evaluators to know what specific teacher behaviors to look for; and designated traits, skills, and strategies needed for success in each domain. This tool is designed to integrate the best features of the two forms used thus far, combining basic required minimum outcomes with broader and more holistic goals for professional growth.

B) A number of people are responsible for teacher and staff evaluation. The Head Teacher is directly responsible for evaluation of all teachers. The Director of Student Services is responsible for evaluation of Student Services staff, and the CEO is responsible for evaluation of all administrative staff. Performance-based, end-of-year bonuses of up to 10% of a teacher’s salary are included in the evaluation process.

C) Professional development for evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school, included PDE seminars at the charter school conference, networking with other charter schools, special training provided for the Special Education Coordinator, and professional development offered by a consultant to PALCS who is a former superintendent of schools for two Pennsylvania districts.

New teachers were required to complete an exhaustive three-day orientation, during which time the educational practices were thoroughly examined as well as the grading and student accountability system. New teachers were given training on the educational portal, the use of online resources, the use of necessary software, policies and procedures, as well as methods to make instruction effective in the online environment.

Teachers then received professional development on a weekly basis and participated in in-service trainings four times per year.

Teacher Evaluation - Attachment

- TEACHER EVALUATION

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no leadership changes pertaining to the Board of Trustees this year.

On February 7, 2007, the following officers were re-elected to serve on the Board of Trustees at the PALCS Annual Reorganization Meeting:

Bill Middleton — President

Donald L. Drain - Treasurer / Secretary

Peter Caso — Board Member

Terence Farrell — Board Member

Shannon Royer — Board Member

Board of Trustees

Name of Trustee	Office (if any)
Bill Middleton	President
Donald L. Drain	Treasurer/Secretary
Terence Farrell	member
Pete Caso	member
Shannon E. Royer	member

Professional Development (Governance)

Professional development for the governing body of the school included ongoing training by former Board President and former School District Superintendent John Wingerter, as well as ongoing consultation with Pennsylvania Coalition of Charter Schools head Timothy Daniels and PALCS solicitor Andrew Lehr, Esq. In the 2007-2008 school year, the Board plans to continue toward formalizing Board training and utilize resources from the National Center for Nonprofit Boards..

The governing body of Pennsylvania Leadership Charter School follows all provisions of the Pennsylvania Sunshine Act 65, as well as the Public Officials Act.

Coordination of the Governance and Management of the School

During Board meetings, a comprehensive financial report was presented by the business administration consultant. Program reports were presented for each department or program, and student enrollment information was updated.

The Board of Trustees maintains a relationship with the Pennsylvania Department of Education (the granting body) through yearly reports including an Annual Report, ESPP and ESPE reports, graduate reports, drop-out reports, low income reports, a PDE361 — Supplemental Charter School Enrollment Report, PDE4062 — Certification of Average Daily Membership, LEP Report, and a Weapons and School Violence Report. PALCS has begun to upload student data to the PA Secure ID. Board members have attended regional conferences and have met with PDE representatives during a site visit.

Coordination of the Governance and Management of the School - Attachment

- COORDINATION OF THE GOVERNANCE AND MANAGEMENT OF THE SCHOOL

Community and Parent Engagement

During 2006-2007, the Board of Directors **promoted opportunities for community and parent engagement in school activities** through a highly visible website (www.palcs.org) and the Digital Schooling portal.

The organization has on staff a parent liaison to serve as a tangible link between parents and families and the school. Six Regional Area Community Coordinators were added this year, under the direction of the parent liaison, to run activities for families across the state.

A virtual Back to School night was held in September 2007 to introduce parents to the teachers and goals for the year.

Numerous chats were held in the evening for parents. Parents were encouraged to ask questions, air concerns, and interact with each other informally.

The Title I department held face-to-face meetings with parents in Pittsburgh and West Chester to provide information regarding the Title I department and the ESL program. Title I teachers and the ESL teacher held regular chats with students several times a week. These chats were held for small groups of students and individual students. The teachers also called their students on a regular basis to assess their progress on assignments, offer assistance, and encourage the children

to continue working toward academic and personal success. The ESL department held several evening Family Nights at the public library; these events were held one time per month. Parents and students came to participate in a teacher led lesson/activity, ask questions, and fellowship with one another on an informal basis. Each week the ESL teacher travel to a satellite location to work with ESL students face-to-face. These sessions generally consisted of the students working on ESL and regular classroom assignments with the assistance of the teacher. The teachers and the federal programs coordinator made a consistent effort to return every phone call within 24 hours. In a sincerely humble fashion these staff members listened to parent concerns and made an attempt to bring a satisfactory resolution to each situation.

In May, we solicited volunteers from our parent population to participate in a newly formed Parent Involvement Committee. We involved the parents from the beginning of the formation of the group, including the policy-writing process. We submitted the policy for approval by the PALCS Board of Trustees. Once the policy was approved, the committee set up a schedule of meetings. We met twice, in the multi-media chatroom, and discussed various suggestions for improvements to the school. The committee recommended more opportunities for social/academic gatherings. The committee suggested that we survey families to determine interest. As a result of the survey findings, we will be piloting their program this fall. Two members of the PIC have students who graduated this year, and will no longer be involved in our group. We will solicit replacements for them and will commence meeting at the start of school.

Other activities included a murder mystery dinner theatre, Chamber of Commerce breakfasts and school wide picnics.

The 2007 Graduation Ceremony was a well-attended affair with 1100 guests and over 70 staff and faculty and 2 board members present. It was held in the Performing Arts Center at Lancaster Mennonite School in Lancaster, PA. A reception followed the ceremony.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities for the school-at-large for school year 2006-2007. The Department of Development was disbanded early in the school year, replaced by grant-writing activities by departments at the school.

Fund-raising for individual trips for 2006-2007 and activities were few, but included:

- Tupperware sale (Hurricane Katrina Relief Trip)
- Coffee sale (Panama Trip)
- T-shirt sale (Senior Class Trip)

There are no major fund-raising activities planned for the 2007-2008 school year at this time.

Fiscal Solvency Policies

PALCS budgets for emergencies, shortfalls, or delays in receiving state or federal monies by keeping billing to school districts current, communicating to vendors that there may be delays in payment due to funding delays and by leasing computers and office equipment. **PALCS has developed a policy to protect fiscal solvency by setting aside funds for unexpected expenditures.** This policy includes maintaining enough money in school bank accounts to cover payroll for two months and maintaining a line of credit with Commerce Bank.

Each month, an independent accountant (Charter School Choice) presents a 10 page financial report to the Board of Directors that details our current financial status and a graph of finances that tracks the entire school year. The CEO, Business Manager, and independent accountant meet twice a month to evaluate the financial status and to make adjustments to ensure solvency. The independent accountant (Mike Whisman, of Charter School Choice) is available daily to provide advice to the school as needed.

Accounting System

The school uses the QuickBooks Accounting System. It follows these guidelines in the practices of accounting:



Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

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

The accounting firm of Siegal and Drossner, PC conducted an Independent Audit from June 30 to August 22, 2006.



The audit team has been in and is working on a draft of an audit for school year 06-07, and will be complete in the fall. Preliminary statements of financial information can be found in the Preliminary Statements of Revenues, Expenditures & Fund Balances sheet.

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

- AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT

Citations and follow-up actions for any State Audit Report

We have not had a state audit, so there are no citations and follow-up actions.

SECTION VII. FACILITY RESPONSIBILITIES

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

Regarding acquisition of facilities, furniture, fixtures, and equipment, PALCS made plans to acquire 1332 Enterprise Drive, which is being leased for the school's headquarters.

Furniture was purchased for the Enterprise Drive location. Several pieces of equipment (copiers, faxes, etc.) were acquired via leases. Student computers were leased. Student curriculum was purchased.

Future Facility Plans and Other Capital Needs

In 2007, Pennsylvania Leadership Charter School completed the purchase of a headquarters facility at 1332 Enterprise Drive, West Chester, PA 19380. This facility houses the cyber teaching faculty who are onsite for a minimum of eight hours each day in order to facilitate live chats and interactive whiteboard sessions with students, as well as collaborate with inter-departmental programs and resources.

The school also maintains a facility in Western Pennsylvania in the suburban Pittsburgh area. This facility serves as a visible presence and walk-in resource for families who are unable to travel to the eastern part of the state. This includes information sessions, orientation and portal training, and community outreach programs.

Two additional facilities close to the school's headquarters in West Chester serve to spearhead the school's performing arts and gifted academics programs.

The school has organized a long-range building plan committee made up of ten staff members, a realtor, solicitor, banker, and Board members to evaluate and determine our long-term building needs. We are currently looking at five different sites to either lease, purchase, or lease with an option to purchase. It is anticipated that this committee will have a preliminary plan in place by the end of the 2007-2008 year.

Long-term capital needs include an expanded technology infrastructure, enhancements to facilitate the cyber instructional delivery, webcasting opportunities, and opportunities for community outreach.

These long-term needs are part of the strategic planning process; members of the long-range building plan committee sit on the strategic planning committee and vice versa.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Pennsylvania Leadership Charter School complied with health and safety requirements by hiring a Certified School Nurse to oversee health records and fulfill mandates for the Pennsylvania Department of Health. In addition to a second Certified School Nurse, one full-time and one part-time Health Room Assistant have been hired to assist with health data monitoring and collection. School districts continue to be notified when new students enroll at PALCS with requests for their complete medical record files. State mandated health screenings are routinely performed at enrollment orientations or scheduled appointments so that data may be recorded and referrals can be made accordingly. Complete immunization records, physical and dental exams are required for school enrollment.

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

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

Current School Insurance Coverage Policies and Programs

The following is a summary of school insurance policies with The Hartford Company, AIG, and Inland Marine:

- Commercial Property Insurance
- Commercial General Liability Insurance
- Computers Away from Premises Insurance
- Excess Liability Insurance
- Directors and Officers/Educator's Legal Liability
- Worker's Compensation
- Commercial Auto (Hired and Non-owned Only)

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total professional staff for Pennsylvania Leadership Charter School for school year 2006-2007 was 104, an increase from 2005-2006 of 36 professional staff members.

Of the 36 new professional staff members, 29 were with the school the whole year.

Of the 104 staff members who finished the year with Pennsylvania Leadership Charter School, all are planning to return for the 2007-2008 school year. Staff turnover remains very low due the positive, collaborative and supportive work environment created at the school.

Quality of Teaching and Other Staff - Attachments

- QUALITY OF TEACHING AND OTHER STAFF ESPP Report
- QUALITY OF TEACHING AND OTHER STAFF PDE 414

Student Enrollment

A) **Student Enrollment policies and procedures** follow all applicable PDE requirements and state law. The Pennsylvania Leadership Charter School board recognizes that all resident children in Pennsylvania qualify for admission to Pennsylvania Leadership Charter School as follows:

As a charter school, Pennsylvania Leadership Charter School shall not discriminate in its admission policies or practices on the basis of intellectual ability, or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.

As a charter school, Pennsylvania Leadership Charter School may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science or the arts.

As a charter school, Pennsylvania Leadership Charter School may establish reasonable criteria to evaluate prospective students as outlined in the school's charter.

If more students apply to Pennsylvania Leadership Charter School than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school. However, Pennsylvania Leadership Charter School may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. First preference shall be given to students who reside in the chartering school districts.

The Board of Trustees of PALCS authorizes the Pennsylvania Leadership Charter School as follows:

Pennsylvania Leadership Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to Pennsylvania Leadership Charter School.

Applications for student slots must be submitted by a deadline that will be established and made known by Pennsylvania Leadership Charter School.

Kindergarten is offered. Students who wish to enroll must turn 5 years old by October 31 of their enrollment year.

If more students submit applications than can be accommodated by the school's capacity -class, grade, or building - a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.

All students whose enrollment forms were filed by the enrollment deadline will be separated by grade and entered into a lottery. A drawing of names will then be held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the chartering school districts.

A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose application is received after the deadline will be placed on the waiting list in the order that their applications are received. Preference will be given first to students who reside in the chartering school districts.

Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at an admitting school. The district of residence will be notified by the school when a student withdraws.

No tests will be administered to students in order to determine eligibility for admission.

Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.



B) Looking at our enrollment numbers during 2006-2007, we can see that enrollment was stagnant during this school year. Although we had a projected enrollment of 2300 at the end of the school year, we ended the year with close to 800 fewer students than that number.

Analyzing this data, we see that we enrolled significantly less students during this school year, at the same time having almost double the amount of students withdraw this year than in the previous year.

For 2006-2007, grades 3, 4, 5 and 8 had enrollment numbers that were significantly below where enrollment was projected for those years.

Of the students who left the school, only 11.4% were withdrawn due to academic truancy. The remaining 88.6% students chose to leave of their own accord. Reasons for leaving are varied. The following chart shows the reasons why they indicated they were leaving:



Student Enrollment - Attachments

- STUDENT ENROLLMENT
- STUDENT ENROLLMENT
- STUDENT ENROLLMENT

Transportation

Since PALCS is a cyber charter school, no **transportation** is provided.

Food Service Program

As a cyber charter school, Pennsylvania Leadership Charter School does not have a food service program.

Student Conduct

A) Pennsylvania Leadership Charter School's **expectations for student behavior and discipline are comprehensive**. These policies include an Honor Code and Students Rights and Responsibilities, Disciplinary Records, Special Education Students and Acceptable Use of Technology. In addition, the school has definite Rules of Conduct, a

description of Level I and Level II Offenses, and Approved Corrective Action for those offenses. PALCS' Discipline Policy was reviewed this year to ensure it complies with Chapter 12 of the Public School Code.

A copy of the discipline policy for students at Pennsylvania Leadership Charter School is included as **Attachment M**.

B) The **number of students suspended this year was 0 and there were no expulsions**.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Pennsylvania Leadership Charter School

Date of Local Chartering School Board/PDE Approval: Renewed July 2007

Length of Charter: 5 Years **Opening Date:** September 2004

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

Percentage of Certified Staff: 90.38% **Total Instructional Staff:** 104

Student/ Teacher Ratio: 1/15 **Student Waiting List:** 329

Attendance Rate/Percentage: 94.72%

Enrollment: 1521 **Per Pupil Subsidy:** \$8137.22

Student Profile

American Indian/Alaskan Native: 12
Asian/Pacific Islander: 18
Black (Non-Hispanic): 209
Hispanic: 90
White (Non-Hispanic): 1131
Multicultural: 23

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 230

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	1440	1440	1440	1440	1440

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Pennsylvania Leadership Charter School within Chester County IU 24 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Dr. James Hanak

Title CEO

Phone 610.701.3333 ext. 103

Fax 610.701.3393

E-mail jakank@palcs.org

Signature of the Chief Executive Officer and Date

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

Name Bill Middleton

Title President of Board of Trustees

Phone 610.430.3497

Fax 0

E-mail bmiddle623@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Amy Pancher-Murphy

Title Special Education Coordinator

Phone 610.701.3333 ext. 105

Fax 610.701.3339

E-mail amurphy@palcs.org

Signature of the Special Education Contact Person and Date