
Pennsylvania Department of Education



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

Charter Annual Report **Monday, November 10, 2008**

Charter School: Bear Creek Community CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Bear Creek Community CS

Date of Local Chartering School Board/PDE Approval: August 31, 2004

Length of Charter: 5 Years **Opening Date:** September 29, 2004

Grade Level: K - 8 **Hours of Operation:** 7:45 a.m. - 3:45 p.m.

Percentage of Certified Staff: 97% **Total Instructional Staff:** 45

Student/ Teacher Ratio: 25:1 grs 1 - 8, 20:1 Kindergarten **Student Waiting List:** 112

Attendance Rate/Percentage: 92.92%

Enrollment: 373 **Per Pupil Subsidy:** \$12,174 annual average of 12 school districts, reg and special ed

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 2
Black (Non-Hispanic): 26
Hispanic: 7
White (Non-Hispanic): 338
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 30%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 26

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	185	185	185	0	185
Instructional Hours	0	0	6	6	6.25	0	6.25

SECTION I. EXECUTIVE SUMMARY

Organization Description

The 2007-2008 school year was Bear Creek's fourth year of operation. It continues to increase in student enrollment and add on grade levels meeting our charter requirements of grades Kindergarten through grade 8.

<i>August/School Year</i>	<i>Enrollment</i>	<i>Grades</i>
<i>2004 - 2005</i>	<i>96</i>	<i>K-6</i>
<i>2005 - 2006</i>	<i>252</i>	<i>K-7</i>
<i>2006 - 2007</i>	<i>344</i>	<i>K-8</i>
<i>2007 - 2008</i>	<i>373</i>	<i>K-8</i>

Bear Creek continues to draw from 12 sending school districts and 3 counties.

The features that make the charter school unique and innovative include: the integrated social studies curriculum, reading and math instruction at each student's instructional level, the focus on environmental education, use of effective teaching strategies, hands-on experiential learning, data-driven instruction, integrated use of technology, and the high level of parent involvement.

Core Purpose

Mission

The mission of the Bear Creek Community Charter School is to embrace a diverse student body and inspire student success through an innovative curriculum, the cultivation of environmental stewardship, and by holding students, family, school, and community accountable for results.

Vision

The vision of the Bear Creek Community Charter School is to prepare our students to become productive members of society through the embracement of diversity, environmental stewardship, and awareness of global interrelationships between species.

Shared Values

The following guiding principles support the mission of Bear Creek Community Charter School:

- Ø All children have the right to an education; any infringement on that right will not be tolerated.
- Ø A safe and nurturing environment is essential to student achievement.
- Ø Children should be inspired to achieve their best as individuals and be recognized as unique learners.

- ∅ **Setting rigorous standards of academic achievement while nurturing an appreciation for art, history, humanity, and knowledge will lead students to be thoughtful contributors to society.**
- ∅ **Children must be taught their inherent and necessary responsibility to coexist with the environment and encouraged to permeate humanity with this knowledge.**
- ∅ **Education is powerful when students, families, school, and the community are involved and held accountable; a reciprocal relationship will result in a lasting, global impact.**
- ∅ **Our children will develop a life-long enthusiasm for learning that will result from a daily exposure to content rich materials and programs derived from research-based teaching methods that engage children at all levels.**
- ∅ **Our students will rise to the challenges of academic excellence through the spirit of cooperation fostered in our daily environment, and they will build true self-esteem and exemplary character with the guidance of our leadership, faculty, administrators, and staff.**
- ∅ **We believe our teachers are the key to student achievement and as such, will be given ongoing professional development and support. The professional growth of teachers is fundamental to the continuous process of student achievement and school improvement.**

Academic Standards

The Bear Creek Community Charter School assesses student achievement towards proficiency in the Pennsylvania Academic Standards in Reading, Mathematics, Writing, and Science with the PSSA grades 3 - 8.

Additionally, all students grades k - 8 participate in a fall and spring Iowa Test of Basic Skills (ITBS).

Strengths and Challenges

Strengths of our program:

- ↵① **Reading, math, social studies, and science taught in extended time blocks to cultivate skills essential to academic growth**
- ↵① **Reading and math instruction at each student's instructional level in those subject areas**
- ↵① **Full-day kindergarten**
- ↵① **1:5 ratio of computers to students. Technology applications, including CD ROMS and Internet sites woven into the fabric of the curriculum, as well as offering explicit technology instruction for our middle school age students. Our classroom computers and strategic application of technology develop genuine computer literacy and allow students to experience the value of the computer as an integrated learning tool across the curriculum.**

↪① **Inter-disciplinary social studies programs, including social science, literature, philosophy, drama, music, art, science, history, math, and geography developed through the hands-on study of “great ideas” in world culture**

↪① **Bear Creek Nights held throughout school year with enthusiastic attendance by parents and community members**

↪① **Foreign language instruction for all students beginning in kindergarten**

↪① **Extended learning day and calendar**

↪① **Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects**

↪① **100% teachers certified in their assigned area of instruction**

↪① **Significant improvement in test results in PSSA and ITBS over the 2004-2005 start-up school year**

↪① **Active PTO and high level of parental involvement at home and at school**

Challenges:

↪① **Library officially open limited hours to the public this year with plans to expand community availability in the 2008 - 2009 school year**

↪① **Staffing challenges for Spanish were overcome with an emergency certified Spanish teacher**

↪① **Ever increasing student enrollment with significant space constraints**

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

To develop the School Improvement Plan of the BCCCS, the Leadership Team (composed of administrators, teachers, parents, and students) met in the fall 2006 and then shared the draft document at various meetings with the staff, parents, and school board. It was approved by the Board at its October 2006 monthly meeting. It included the following sections:

- **Mission Statement**
- **Vision**

- **Contents**
- **School Profile**
- **Climate**
- **Data: Where Are We Now?**
- **Design: Academics - Primary (K, 1, 2)**
- **Design: Academics - Intermediate (3, 4, 5)**
- **Design: Academics - Middle (6, 7, 8)**
- **Design: Personnel**
- **Delivery: Technology**
- **Delivery: Facility/Operations**
- **Delivery: Extra Curricular**
- **Parent, Community, Board Involvement**
- **Documentation: Assessments/Evaluations**

This strategic plan document was reviewed in the January 2008 by the Board of Trustees off-site planning sessions as well as the faculty in February 2008 and is used for planning our future charter reauthorization needs.

The goal analysis determined that the documentation was appropriately established and almost all goals were met. Goals not attained were woven back into the action plan for remediation in the upcoming 2008 - 2009 school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alexa Kalafut	Student	Other	Board
Amy Sadvary	Parent - Teacher Org.	Parent	Board
Sue Barry	Board Member	Community Representative	Board
Cindy Curry-Ancharski	School Counselor/Social Worker	Ed Specialist - School Counselor	Board
Dianne Figura	Middle School English Teacher	Middle School Teacher	Board

Jenna Lutchko	Student	Other	Board
Joan Richie	Kindergarten Teacher	Elementary School Teacher	Board
Margaret S. Foster	Chief Academic Officer/Principal	Administrator	Board
Richard Evans-Kapplan	Parent	Parent	Board
Susan Stoddard	Third Grade Teacher	Regular Education Teacher	Board
David Blazjewski	Board Member	Board Member	Board
Wendy Lutchko	Board Member	Community Representative	Board
Peter Austin	Board Member	Board Member	Board
Kim Pople	Board Member	Business Representative	Board
Scott Sherwood	Board Member	Business Representative	Board
Bob Hawkins	Board Member	Board Member	Board
Jim Smith	Chief Executive Officer	Administrator	Board

Goals, Strategies and Activities

Goal: Distinctive student achievement in mathematics

Description: 81% of our students will score proficient or advanced on the grade level appropriate PSSA.

Strategy: 81% of our students will score proficient or advanced on the grade level appropriate PSSA

Description:

Activities:

Activity	Description	
Align curriculum to PA Mathematics Assessment Anchors	The teachers will be provided the 2008 mathematics assessment anchors and the staff development time to align their curriculum maps to the anchors.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:9/1/2008 Finish: 1/5/2009	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	6	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BCCCS in-house staff development	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Mathematics assessment anchors in alignment with local curriculum	Big Ideas in Math instruction connects to the PA Assessment Anchors and eligible content. Connection of these instructional strategies to	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's

	<p>the local curriculum are critical to the achievement of this goal.</p>	<p><u>content knowledge</u> in the area of the educator's certification or assignment.</p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data 	

and/or peers	
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Activity	Description	
Implement curriculum based benchmarks to track student progress toward proficiency of PA Mathematics Standards	The teachers will be provided staff development time to implement curriculum based benchmarks and tracking system in excel format. All staff will report student progress toward attainment of benchmarks three times a year.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:10/3/2008 Finish: 5/1/2009	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The teachers will administer curriculum based assessments that accompany the mathematics series, then meet individually with the Principal to analyze the data and design instructional interventions to meet all students needs.	Best practices in differentiated instruction as well as data driven decision making support this activity.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and</u>

		<p>use appropriate data to inform decision-making.</p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 		<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA

Strategy: The average percentile rank on the ITBS will increase by five percentile points from the beginning to the end of the year

Description:

Activities:

Activity	Description	
Professional development in best practices in mathematics		
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:9/10/2008 Finish: 2/13/2009	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Performance Learning Systems	<ul style="list-style-type: none"> Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>Best practices and Big Ideas in mathematics instruction, including problem solving, use of mathematics vocabulary, numbers and number sense, geometric principles, and algebraic concepts.</p>	<p>The content of the staff development is directly connected to PDE's Big Ideas in Math.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
<p>Educator Groups Which Will Participate in this Activity</p>		
<p>Role</p>	<p>Grade Level</p>	<p>Subject Area</p>
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Mathematics
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey 	

Goal: Distinctive student achievement in reading

Description: 78% of the students at Bear Creek Community Charter School will score proficient or advanced on the grade level appropriate PSSA

Strategy: 78% of our students will score proficient or advanced on the grade level appropriate PSSA

Description:

Activities:

Activity	Description	
Align curriculum to PA Reading Assessment Anchors	The teachers will be provided the 2008 reading assessment anchors and the staff development time to align their curriculum maps to the anchors.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:9/2/2008 Finish: 11/2/2008	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house staff development	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Reading assessment anchors in alignment with local curriculum	Connections of the PA Assessment Anchors and eligible content are crucial to the development of reading skills and as well as to the local curriculum and are critical to the achievement of this goal.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership</i></p>

		<i>roles:</i> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data 	

Activity	Description	
Implement curriculum based benchmarks to track student progress toward proficiency of PA Reading Standards	The teachers will be provided staff development time to implement curriculum based benchmarks and tracking system in excel format. All staff will report student progress toward attainment of benchmarks three times a year.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$2,000.00

Strategy: The average percentile rank on the ITBS will increase by five percentile points from the beginning to the end of the year

Description:

Activities:

Activity	Description
Professional development in balanced literacy reading strategies	Training and implementation of Accelerated Reader as well as small group guided reading lessons grades K - 5.

Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:8/20/2008 Finish: 6/10/2009	\$1,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	6	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In house staff development	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use of the Accelerated Reader software, implementation of guided reading through in-house professional learning communities readings of Fountas and Pinell texts.	Best practices were determined from research by Fountas and Pinnell regarding best instructional practices to develop early literacy skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic

		standards.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Participant survey 	

Goal: Environmental Stewardship

Description: BCCCS will focus on environmental themes, with specific connections to local environmental issues.

Strategy: Community connections to support environmental stewardship

Description: BCCCS will research and provide our students with quality experiences in our local community that support and encourage environmental stewardship.

Activities:

Activity	Description	
Field trips to local environmental sites	Local sites may include: farms, Bear Creek Nature Camp, North Branch Land Trust, State and County Parks.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$3,400.00

Activity	Description	
Guest speakers in environmental concerns	Camp naturalists, Beekeepers, PEEC Env. Ed Center, and North Branch Land Trust naturalists.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$500.00

Strategy: Staff Development

Description:

Activities:

Activity	Description	
On-site Environmental Education Coordinator will train staff with integration strategies.		
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:9/8/2008 Finish: 5/3/2010	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	5	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
staff development sponsored by our on-site faculty environmental education coordinator	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Environment and Ecology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Participant survey Review of participant lesson plans

Strategy: The students will increase their awareness of environmental support strategies

Description: Through education, exploration, and hands-on activities, our students awareness and support of env. ed. initiatives will increase as measured by their participation in the following activities.

Activities:

Activity	Description	
Env. Ed. class will be presented weekly to all students K - 8 as a 45 - 50 minute special.	Fall 2007 a part-time teacher was hired as our Env. Ed. Coordinator. Her role will be expanded during the 2008 - 2009 school year to include staff development as well as scheduled classes in Env. Ed. for all students grades K - 8 as a special.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$12,000.00

Activity	Description	
Explore local natural resources	Our location is prime for the exploration of natural resources. We have on-site a small stream for study of macro invertebrates as well as connections with local nature camps and parks. Funding and time will be dedicated to providing these opportunities for our students.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Student created presentations on environmental awareness.	During our Science Bear Creek Night, students will demonstrate their awareness of environmental protection and renewable resources through projects, presentations, and demonstrations.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Goal: Parent Involvement

Description: Research has demonstrated that parents are essential partners in a student's success in school. Emphasis is placed on parental involvement in student learning and behavior monitoring.

Strategy: 90% attendance at Parent Teacher Conferences

Description:

Activities:

Activity	Description	
BCCCS will schedule two parent teacher conferences each school year	Conferences were scheduled November 2007 and February 2008. In order to receive their child's first report card, parents were required to attend the November 2007 conference.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Strategy: Parent Satisfaction Survey

Description: Each spring we conduct an independent survey of parental satisfaction with the educational processes and procedures of our school.

Activities:

Activity	Description	
BCCCS will survey parents annually	Overall parental satisfaction rating reported in the spring 2008 survey is 95.1% in the primary grades, 89.3% in middle school.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$1,600.00

Strategy: Parent Volunteerism

Description:

Activities:

Activity	Description	
Parents are required to volunteer at least 2 hours per month	Tracking of volunteer hours is completed by a parent committee and monitored semi-annually.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Volunteer training	In conjunction with the PTO, volunteer training will be conducted by the Principal, Assistant Principal, and the school guidance counselor.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$500.00

Goal: School Climate

Description: Bear Creek Community Charter School believes that a safe and nurturing environment is essential to student achievement.

Strategy: High expectations

Description:

Activities:

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Activity	Description	
Differentiated lessons in all subject areas	Staff have been trained in the strategy of differentiated instruction and continue to be observed and evaluated on the strategies successful implementation.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Extended time blocks scheduled for intensive reading and math instruction	Our daily teaching schedule supports extended time for intensive reading and math direct instruction as well as remediation and enrichment for all students.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Interventions intentionally designed to meet the needs of all learners	The use of DIBELS, and DRA reading assessments allows for immediate interventions for struggling as well as excelling students.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Personalized student achievement plans	BCCCS accomodates individual student learning styles through the use of Personalized Learning Plans that are monitored three times a year using curriculum based assessments as well as standized pre-post tests.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Strategy: Recognition of student success

Description:

Activities:

Activity	Description	
Publicly display and promote student contributions to the school and community	Student success is highlighted in our weekly newsletter titled "Monday's News" as well as local print media.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$500.00

Activity	Description	
Recognize positive behaviors	Through the support of a local businessman, a Kindness Program was implemented to recognize random acts of kindness. Students were recognized with individual kindness medals as well as display of their photo's.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$500.00

Strategy: School safety and security

Description:

Activities:

Activity	Description	
Positive discipline system	The school's School-wide Positive Behavior Support System and Code of Conduct supports positive, pro-social behavior and outlines clear expectations for student behavior.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Start:8/18/2008 Finish: 8/19/2008	\$500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6	2	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house staff development	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
All staff will be trained in consistent rules, expectations, language, and intervention techniques for the implementation of the school-wide positive behavior support system.	Best practices in Response to Intervention via PaTTAN were utilized to develop this training.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Arts & Humanities Civics and Government Health, Safety and Physical Education Family and Consumer Sciences
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 		<ul style="list-style-type: none"> Student PSSA data Participant survey Reduction of Discipl (Implementation of SWPBSS should result in a reduction of discipline referrals)

Activity	Description	
Safe and secure facility	Security camera's and exterior door buzzers secure exterior doors and restrict access. All visitors are required to report to the office, sign in and receive a visitor's pass prior to entering any classroom.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$4,000.00

Strategy: Student attendance

Description:

Activities:

Activity	Description	
Student attendance policy will be monitored and implemented fully	Student attendance is reported daily directly from the classroom into our integrated student information system. Individual student attendance rates are reported to the parents quarterly via report cards.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$0.00

Activity	Description	
Student attendance will meet or exceed 95%	2007 - 2008 student attendance rate is 93.8%. Use of incentives and positive recognitions for perfect attendance will be utilized to increase this rate to the goal.	
Person Responsible	Timeline for Implementation	Resources
Margaret Foster	Ongoing	\$500.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Some of the key pillars of Bear Creek Community Charter School's educational program include:

- Extended day and year
- Full-day Kindergarten
- Small school and small class size
- Rigorous morning curriculum devoted to basics
- Integrated Social Studies Curriculum
- No tracking by ability
- Extensive use and integration of technology
- Character Education
- High degree of accountability by staff and administration
- Extensive parent and community involvement
- Enriching after-school experience based on furthering academic and social development.

Overview of the Core Curriculum (Morning) and Paragon Curriculum (Afternoon)

In Bear Creek Community Charter School's elementary school program, we plan to use the following: *Open Court Reading, Phonics, Language Arts, and SRA Mathematics* curriculum published by SRA/McGraw-Hill; *Science Anytime* published by Harcourt Brace, and the Social studies/humanities curriculum supported by *Social Studies* published by Houghton Mifflin grades K - 5. . As the school grows to middle school, we propose to use: *Impact Mathematics* by Everyday Learning, Prentice Hall, and *Holt Science and Technology*, which is a continuation of the Harcourt Brace K-5 program. *History Alive* published by Teachers Curriculum Institute.

The above curricula and texts align with the nationally recognized ASCD Learning Standards and are also aligned with the Pennsylvania Content Standards. Please see Appendix (A) for alignment standards and Appendix (B) for the full Curriculum.

Core Curriculum Description

Reading: Bear Creek Community Charter School will offer content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn. The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, Bear Creek Community Charter School students will use a research-based spelling program that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The spelling program will develop phonetic awareness and will feature a CD-ROM extension to engage students further in spelling and proofreading practice.

The literature program will use the Socratic method as well as the multicultural reading selections that will be compatible with the afternoon social studies/humanities program. Both the reading program in the morning session and the humanities program in the afternoon will employ an integrated interpretive reading and discussion program that will cover all disciplines across the curriculum. Interpretive activities will enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the literature curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. Literary selections will often tie-in with the historical period featured in the afternoon program.

Phonics: Bear Creek Community Charter School will use a highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As Bear Creek Community Charter School students learn their letter formations, they simultaneously acquire the phonemic rules that govern

the spelling and pronunciation of the English language. Bear Creek Community Charter School is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Foreign language instruction at all levels will further enable students to understand parts of speech and other linguistic principles.

Writing: Students will write for a variety of purposes and projects. Some are daily writing assignments such as in journals; some are short-term assignments, involving very few drafts such as letter writing and project proposals. Still other writing assignments will be longer term and will be assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments will be either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Narrative material will be organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students will use elements of style unique to each genre as models for their own writing.

Mathematics: Bear Creek Community Charter School will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. A recent review of *SRA Math* by *Mathematically Correct* gave it the highest overall rating for elementary programs. *SRA* is fully aligned with State and National Content Standards. The varied applications of math will be integrated into the humanities program in the afternoon session for additional practice and application.

Science: Bear Creek Community Charter School's science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students will wonder, then plan how they will find answers to their questions. This will lead to conducting investigations, which may take form as activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries. We plan to use Harcourt Brace *Science Anytime* for our science texts and hands-on kits. Bear Creek Community Charter School's science program is completely aligned with state and national Standards

BCCCS will also focus on environmental themes, with specific concentrations on local environmental issues. For example, students will study the effects of the Coal Industry on our region ecologically and historically. We are rich in Anthracite Coal Mining history. Almost everyone in the district has a relative that could tell the story of working in the mines for 8 cents a day. Most of our homes were heated by coal through the 1970's.

Our community is part of what is known as the valley. The valley was created partly because of the mining industry and partly because it follows the Susquehanna River,

which meanders through the Wyoming Valley. The Susquehanna River empties into the Chesapeake Bay watershed. Rather than rely exclusively on textbooks and classroom activities, Bear Creek Community Charter School will have special field trips and nature studies of our community environment. Our students will visit museums, conduct field research, and visit research facilities. Working with naturalists and researchers will enhance the students' appreciation and respect for our ecosystem.

Additionally, Bear Creek Community Charter School is fortunate to be the steward of a public water supply. In accordance with the Department of Environmental Protection, monthly water testing is mandated. The students of Bear Creek Community Charter School will observe monthly testing and each class will receive a copy of the testing results. The results will be monitored in each classroom for ongoing projects.

The students will also be stewards to the Bear Creek Community Charter School Nature Trail. Students will build a "butterfly garden," participate in routine maintenance of the trail, and actively engage in ecological studies of insect and wildlife that use the trail as their natural habitat. Students will eventually participate in opening the trail to groups for field trips and will help to educate the community on the ecological system that is part of the Bear Creek Community Charter School grounds.

Foreign Language: Bear Creek Community Charter School will treat foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Foreign language instruction will start in kindergarten and build toward proficiency with each successive grade level. We will provide instruction in Spanish. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Multimedia resources (videos, CDs, CD-ROMs, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. Bear Creek Community Charter School will cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program. Students will learn the basic distinctions between alphabets, numbers and sounds of various languages.

For Spanish-speaking ELL and Bilingual students, Spanish instruction will reinforce their written and oral skills in their native language as well as augment their learning in English.

History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.

Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.

Technology provides increasingly easy access to databases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.

Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Social Studies curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Our curriculum's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Social Studies teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them. Our curriculum employs a constructivist, student-centered approach to hands-on learning.

Local History and Social Studies

The administration will provide ongoing pedagogical training and classroom support. In weekly grade group meetings, teachers will engage in collaborative planning with colleagues and tailor the curriculum to the specific needs of students, or local community and culture, and will draw effectively on the talents, passions and resources of teachers, parents and community members.

Character Education

Character education is implicitly built across all curriculum's. It is our goal to build character by "doing," rather than by "saying." Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring content together.

The Bear Creek Community Charter School Curriculum and learning standards and objectives, which align with the Pennsylvania Content Standards by grade for Language Arts, Math, Science and Social Studies, are attached as Appendix (A and B).

Rigorous Instructional Program - Attachment

- Teacher Induction Plan

English Language Learners

BCCCS will administer a Language Assessment Battery to all students who are not native English language speakers. Those students identified as LEP (Limited English Proficient), will encounter a focused first-year immersion program, building English vocabulary and cultivating understanding of U.S. customs and culture as a special extension of their morning core program. This program will utilize total immersion to help students speak in the target language in a meaningful, communicative way quickly, rather than relegating them to a group of non-native speakers with an alternative program. The younger students are, the greater their natural facility for foreign language acquisition—especially if that language serves their needs and is not an artificial pursuit. Using the target language for real communication as soon as possible in their educational formation is vital to their long-term success in achieving mastery in written and spoken English. Such students will participate fully in the hands-on, interdisciplinary afternoon sessions.

The immersion program will engage all students in the traditional core program in English. Non-English speaking and LEP students will be included in all curricular and extra-curricular activities regardless of their English proficiency. Bear Creek Community Charter School will make available special bilingual versions of the language arts curriculum to parents for supplementary work at home and for use in after-school tutorial programs. Parents with limited English proficiency will receive literature and notices translated in their dominant language. The Charter School will celebrate the linguistic and cultural diversity of its student body and will encourage families to keep alive their children's proficiency in their native language as they become fluent in English at school. Additional instruction using the *SuccessMaker* tutorial program will be an advantage for LEP and Bilingual students enrolled at Bear Creek Community Charter School. *SuccessMaker* contains an individualized instruction program designed for LEP and Bilingual students.

Fluency in a second language will be considered a strong asset when hiring teaching, professional, and support staff members. In addition, the Charter School will work with the local-school district, local Health and Human Services, and community and educational organizations to provide assistance to our LEP students and their families.

Bear Creek Community Charter School currently does not have an ELL program in operation since there are no ESL/bilingual students currently enrolled in the

school. However, if and when the school receives its first ESL student, the plan, as included in Attachment A, will be implemented.

Graduation Requirements

The Bear Creek Community Charter School operates a Kindergarten through eight grade program therefore graduation requirements do not apply.

Special Education

Bear Creek Community Charter School will follow all federal and state guidelines issued by the Pennsylvania Department of Education. When children enroll at Bear Creek Community Charter Schools with existing IEPs, an established process of evaluation and implementation will immediately follow. Existing IEPs will be implemented or revised based on new environment advantages at the school. IEPs will be developed, revised and implemented only in accordance with IDEA and Pennsylvania law and regulations. Child Find educational placement decisions will be initiated by the Special Needs staff at Bear Creek Community Charter School. Our process will ensure that parents are members of the decision-making team. All identified students will be educated in the least restrictive environment.

It is our goal to use an inclusion model for the location and program of each identified student. Two procedures will be utilized to address and meet the needs of special needs students. The first step, initial identification, will be facilitated through the formal application and a subsequent review of all incoming students by the school on-site Special Education Coordinator. Throughout the year, further identification will occur through the joint efforts of teachers, the parents, and the Student Assistance Team. We will utilize the contracted service of the IU to provide team services for identification, annuals, triennials, and assistance with all state required reports.

Bear Creek Community Charter School will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA), as follows:

1. Bear Creek Community Charter School is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. Bear Creek Community Charter School will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which is acceptable to the PA Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.

3. When a multidisciplinary team determines that a special education student requires specially designed instruction, Bear Creek Community Charter School will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
4. Bear Creek Community Charter School will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
5. Bear Creek Community Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
6. Bear Creek Community Charter School will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, Bear Creek Community Charter School is solely responsible for providing educational services during that period of exclusion from school.
7. Bear Creek Community Charter School will fully comply with the requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Wendy Vasey	1.0	Learning Support	BCCCS	15	8 part time learning support students, 16 Itinerant GIEP students
Sandra Nardone	1.0	Learning Support/Gifted	BCCCS	13	11 part time learning support students, 8 itinerant students

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
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Speech Therapist	BCCCS	0.4
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Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
LIU # 18	School Psychologist	2 hours
LIU # 18	Occupational Therapist	1 hour
LIU # 18	Physical Therapist	0.5 hour

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
ITBS - Iowa Test of Basic Skills	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
ITBS - Iowa Test of Basic Skills	Yes	Yes	Yes	No	No	No	No

Student Assessment

Bear Creek Community Charter School's pupil performance standards, including any standards related to graduation requirements, shall be at a minimum, those of Wilkes-Bane Area school District.

Evaluation and Progress Reporting

Our use of technology in class has the advantage of allowing frequent and convenient monitoring of individual student achievement, entire classes, and the school as a whole. Thus, our most frequent assessment will be the weekly reports of student performance generated by curriculum based assessments and quarterly benchmarking assessments. Bear Creek Community Charter School will use quarterly report cards and will host teacher-parent conferences at least twice per year.

Bear Creek Community Charter School will have a no social promotion policy. This means BCCCS will use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The various assessments include: the Iowa Test of Basic Skills (ITBS); SuccessMaker, the computer tutorial software program; performance assessments from the integrated humanities Paragon Curriculum; and the PSSA assessments. The SuccessMaker software will enable staff to custom-tailor curriculum materials to each student's needs, and to

monitor his or her progress. The program will generate instructional assignments to promote proficiency in areas of weakness.

Bear Creek Community Charter School will participate in the state-mandated PSSA assessments for all grades, as required. The BCCCS curricula are aligned to state assessments and state standards. Our goal is to achieve systematic improvement in PSSA assessments.

We also propose using the Iowa Test of Basic Skills (ITBS). The ITBS, a norm-referenced test based on a national sample of students, will be administered to all students within 45 days of entry into the school to establish a "base-line measurement" and then again within 45 days prior to the end of the school year ("end-of-year measurement"). Our goal is that the average performance will increase between the baseline and end-of-year measurements, or that the average percentile rankings for the students on the end-of-year assessment shall have increased from the base-line assessment. Student scores will be included in results as provided for in District guidelines.

Other assessments will include the following:

Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum. While norm-referenced tests ascertain the rank of students, criterion-referenced tests determine "...what test takers can do and what they know, not how they compare to others."

Authentic assessments using portfolios—print and videotape

Performance-based assessments—these activities may include science experiments, dramatic performances, and oral presentations.

Student Assessment - Attachments

- BCCCS pre-test scores ITBS
- BCCCS post-test scores ITBS

Teacher Evaluation

Bear Creek Community Charter School will adopt an instructional staff performance evaluation plan modeled after the PDE 426/428 format. The purpose of the performance appraisals is to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement

- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Validate reasons for merit increases, bonuses and other employment decisions
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

Instructional Staff performance evaluations will be conducted by BCCCS's administrators, namely the CAO. The following steps outline the process of staff performance evaluations:

1. Upon hiring, instructional staff will receive blank copies of the Instructional Staff Evaluation and Classroom Observation Record forms.
2. Prior to the beginning of each school year, instructional staff members and their supervisor will identify goals for the upcoming school year. Goals are based on at least two or more of the indicators outlined in the Instructional Staff Evaluation.
3. Throughout the year, supervisors will record observations in various instructional settings using informal observation notes and/or the Classroom Observation Record.
4. Staff supervisors will arrange a classroom observation and schedule a performance review on new hires as early as possible or within 90 days of their date of hire.
5. Instructional staff will be observed formally at least twice during the school year and have at least one formal Evaluation meeting scheduled per school year.
6. Supervisors will complete an Instructional Staff Evaluation form using data gathered throughout the evaluation period, including-prior performance appraisal documentation, informal observation notes, Classroom Observation Records, critical incident logs, work samples, portfolios, accident reports, disciplinary notices, parent correspondence, parent and student survey results, and attendance records.
7. Supervisors will schedule a final Evaluation meeting to review and assess the staff member's performance and develop future goals and/or action plans to help staff meet new objectives.

The administrators at Bear Creek Community Charter School will be evaluated by the school's Board of Trustees.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees replaced the position of Chief Academic Officer due to retirement. The new CAO began July 1, 2007 and brings a wealth of public school experience combined with activism at the state and national levels. The transition during the summer was accomplished with no gaps in service as the retiring CAO was retained as a consultant until November 2007.

Board of Trustees

Name of Trustee	Office (if any)
David M. Blazejewski	President
James F. Smith	Secretary (non-voting)
Susan H. Barry	member
Kimberly P. Popple	member
Wendy Lutchko	Vice President
Peter R. Austin	member
Robert Hawkins	Treasurer
Scott Sherwood	member

Professional Development (Governance)

The Board of Trustees continues to develop as volunteer members of the school's governing body. This includes in-depth dialogue on topics of importance that are interwoven into the Board's monthly meeting schedule. Each month, the Board conducts a separate public work session to focus on one or two areas that are mission critical to school operations. Using the school's solicitor, Chief Academic Officer, and third-party professionals as resources, the Board engages in comprehensive and meaningful dialogue as a means to develop their knowledge of topics of significant importance.

The Secretary of the Board of Trustees, in collaboration with the school's solicitor, ensures compliance with the Sunshine Law and the Public Officials Act. All meetings are published and open to the public as required by law. Agendas are prepared for each meeting and minutes bound and properly recorded.

Coordination of the Governance and Management of the School

The Chief Academic Officer and Chief Operating Officer hold the primary responsibilities associated with the daily operation of the school. Both individuals report directly to the

Board of Trustees. These individuals provide the Board of Trustees with weekly status reports via electronic mail. They also provide a comprehensive report to the Board of Trustees monthly, answering questions, receiving approvals, etc. The Board of Trustees maintain consistent and thorough oversight of school governance without being directly involved in the day-to-day operation of the school. The CAO and COO often collaborate with the school's solicitor on issues of importance, and meet regularly with various committees, which are chaired by members of the Board.

The Board of Trustees maintains an open relationship with the Superintendent of the Wilkes-Barre Area School District, the school's chartering entity. The President of the Board of Trustees and the Chief Academic Officer meet at least once each year with the Superintendent to discuss issues related to the operation of the charter school. The Wilkes-Barre Area School District has granted two separate amendments to the school's charter, as requested by the Board of Trustees. The district also cooperates with the school in regards to transportation and PIAA extra-curricular activities. The school administration collaborates with representatives of at least twelve surrounding school districts on a regular basis in the areas of enrollment & transfer, transportation, and tuition processing. The school administration has maintained a positive working relationship with the many divisions within the Pennsylvania Department of Education.

Coordination of the Governance and Management of the School - Attachments

- 06 - 07 Board Calendar
- 07 - 08 Board Calendar

Community and Parent Engagement

Bear Creek Community Charter School's strategies for promoting parental involvement includes:

- Conducting a parent/student orientation before the school opens. At that time, school personnel will distribute parent questionnaires and explain the school's policies (including the code of conduct), academic design, and parent and community involvement programs. Bear Creek Community Charter School will also organize additional parent workshops during the course of the school year on issues of interest.
- Scheduling at least 2 parent-teacher conferences over the course of the school year and more as needed on an individual basis. These conferences will provide parents with an opportunity to learn about their children's progress and new refinements in school design and curriculum. At conferences, teachers will also explore possibilities for parent participation in the educational program.
- Distributing a parent handbook, which will include: names and positions of all school staff; a description of the school's academic programs, attendance tracking procedures, and absenteeism policies; the code of conduct; and, a list of helpful local social services agencies.

- Offering parents seminars on a variety of parenting topics and computer instruction courses.
- Providing seminars to educate parents in the academic content that their children will experience and offering evening seminars for the community, called Bear Creek Nights. Parents, students, staff, and interested citizens are welcomed to experience what students learn, especially through hands-on, project based learning. It is important that parents communicate with their children about their schoolwork and that they feel qualified to assist them with homework.
- Encouraging broad parent participation in the school curriculum and conducting outreach to ensure good attendance at Bear Creek Nights. These activities lend themselves to parent involvement. Parents with diverse talents, skills or experience will be encouraged to participate in classroom activities and field trips.

BCCCS established a formal Volunteer Program with targeted recruitment of parents. The Volunteer Program will conduct the screening, training, and monitoring necessary to ensure that the school maximizes volunteer resources safely, efficiently and effectively. Bear Creek Community Charter School anticipates that parent volunteers will be involved in as many aspects of school operation as possible.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school's Parent Teacher Organization conducted the majority of fundraising activities during the past year in support of student activities such as field trips for each class, assemblies, and other educational programming.

BCCCS Parent Teacher Organization is responsible for all fund raising activities. Conducted during the 2007 - 2008 school year were the following.

- Book fair
- Travel excursion ticket raffle
- Christmas candy sale
- Easter candy sale
- Donut/Coffee sale

The Board of Trustees submitted various grant applications. The school was successful in receiving a \$30,000 grant from KaBOOM! through The Home Depot, to fund construction of a community playground at the school. This project provided enhanced physical fitness opportunities to students attending the school.

The school is preparing to undertake a capital campaign to fund construction of a new facility, which will serve as an addition to the current school building. This new facility will include classrooms, a multi-purpose room, indoor recreational facilities, and school/community library.

Fiscal Solvency Policies

The Board of Trustees has implemented numerous policies aimed at fiscal responsibility, including financial controls associated with procurement, cash control, and financial reporting. The school recently implemented a computerized point-of-sale system for use in the food service program, which provides for additional financial control and reporting. The Board continues to follow the conservative and fiscally-responsible investment strategy implemented last year that both ensures short-term cash flow as well as provides for fund growth through investments targeting facility modernization and enhanced educational programming.

Accounting System

Bear Creek Community Charter School has purchased the fund accounting software specific for Pennsylvania school operations through the Central Susquehanna Intermediate unit, and will utilize the software for general ledger, accounts payable, accounts receivable, issuance and tracking of purchase orders, and budget preparation. The staff has undergone initial training and is in the process of configuring the software for specific use at the Bear Creek Community Charter School. The CSIU system integrates with the standard Pennsylvania Chart of Accounts for Pennsylvania Public Schools and uses Generally Accepted Accounting Principles.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- June 30, 2008 Revenue, Expenditures and Fund Balance

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

The Bear Creek Community Charter School's Board of Trustees has engaged the audit firm The Gattuso Group to complete the school's independent financial audit for the 2004-2005 and 2005-2006 school years. Completion of the audit for the school's initial year of operation was not timely due to the delayed start in opening the school and many other factors associated with a new start-up.

The Gattuso Group has completed all on-site reviews associated with the 2005-2006 independent financial audit. We have made numerous requests to the firm's principal, James Gattuso, and have not yet received the final report. The school has involved its solicitor in attempting to obtain this final work product, and is currently soliciting proposals from other auditing firms to provide this service for the 2006-2007 school year.

The Gattuso Group did not identify any new findings or reportable conditions for the audit period ending June 30, 2006. The two findings reported the prior year were addressed by the school with resolution being confirmed by the audit firm.

Bear Creek Community Charter School's Board of Trustees has engaged the audit firm Murphy, Dougherty & Company to complete the school's independent financial audit for the 2006-2007 and 2007-2008 school years. Completion of the audit has been delayed due to unforeseen issues with the school's prior audit firm. The school's solicitor is engaged in facilitating resolution to allow the completion of both audits to move forward.

A copy of the most recent independent audit for period ending June 30, 2006, dated May 17, 2007 is being provided with this Annual Report.

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

- 2005 Audit Report

Citations and follow-up actions for any State Audit Report

The Department of Auditor General completed an audit of school years 2005 and 2006 school years in the fall of 2007. The official report has not yet been received however an audit review conference was held January 17, 2008 with the following two findings and BCCCS response.

1. Audit Finding: Possible certification irregularities:

Bear Creek Community Charter School's Response: The Pennsylvania Auditor General's office asserts that both Gamal Sharif and Kathy Bush were not properly state-certified during the 2004 - 2005 school year when they served as Interim School Principal. Both Mr. Sharif and Mrs. Bush were employees of Mosaica Education, Inc. when they were assigned to Bear Creek Community Charter School, and both served the school for a period less than six months. The Auditor General's office as alerted to a section of the Public School Code of 1949, 24 P.S. 11-1109(b), wherein it states:

Every principal appointed after August thirty-first, one thousand nine hundred fifty-three, employed in the public schools of this Commonwealth, who devoted one-half or more of his time to supervision and administration, shall be properly certificated by the Department of Public Instruction in accordance with such standards as the State Board of Education may establish.

However, it is the position of the Bear Creek Community Charter School that this statute is not applicable to the Bear Creek Community Charter School for two reasons. First, the actual controlling statutory for the certification of our principals is not the above statute, but it is 24 PS 17-1724-A, which sets forth, in pertinent part: *(a) The board of trustees shall determine the level of compensation and all terms and conditions of employment of the staff except as may otherwise be provided in this article. At lease seventy-five per centum of the professional staff members of a charter school shall hold appropriate State certification.* Because a principal is certainly a professional staff member of a charter school, we therefore, only need seventy-five percent of our total number of staff members holding State certification, and not each and every principal. Accordingly, having only two principals lack state certification for less than a six month period, does not contravene any applicable state statute. Secondly, the above statute cited by the Auditor General's office does not apply to Bear Creek pursuant to the plain language of the very Act they rely upon. The statute setting forth charter school requirements states as follow: *Except as otherwise provided in this article, a charter school is exempt from statutory requirements established in this act, from regulations of the State board and the standards of the secretary not specifically applicable to charter schools. Charter schools are not exempt from statutes applicable to public schools other than this act.*

PS 17-1715-A(1) Accordingly, the Act itself contains statutory language which indicates that charter schools are exempt from statutory requirements set forth in the Public School Code of 1949, e.g., requirements such as every principal appointed after August 31, 1953 shall be properly certified.

For these reasons, we respectfully disagree with this finding of the Auditor General's office.

2. Audit Finding: In violation of the public official and employee ethics act, two principals failed to file their statements of financial interest forms at some time during the audit period.

Bear Creek Community Charter School's Response: BCCCS agrees that two interim principals,

both employees of Mosaica Education, Inc. and not employees of the Bear Creek Community Charter School, did not file Statement of Financial Interests Forms for the school's first year of operation (2004 - 2005). Each individual served in this interim capacity for approximately six months, and the Board of Trustees was unaware such a requirement existed for individuals serving in the temporary role of Interim Principal at that time. All members of the board of Trustees have filed the required forms for the audit period, as well as the 2006 - 2007 and the 2007 - 2008 school years. The school's Chief Academic Officer/Principal and Chief Operating Officer have also completed the required forms for the 2005 - 2006, 2006 - 2007, and the 2007 - 2008 school years.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the fiscal year 2007-2008 the following hard assets were acquired:

Leased Modular Classrooms — 1

Laser Jet Printers — 27

Laptop Computers — 4

Filing Cabinets — 6

Bear Creek Community Charter School erected a new playground for students through primarily private funding from The Home Depot and KaBOOM! and volunteer labor being provided by parents and community volunteers.

Bear Creek Community Charter School also acquired real estate located at 1900 Bear Creek Boulevard, adjacent to the existing school property, to be incorporated into long range facility planning.

Future Facility Plans and Other Capital Needs

The school is preparing to undertake a capital campaign to fund construction of a new facility, which will serve as an addition to the current school building. This new facility will include classrooms, a multi-purpose room, indoor recreational facilities, and school/community library.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school conducts monthly fire evacuation drills as required by PA School Code as well as annual weather emergency drills in conjunction with Luzerne County Emergency Management Agency.

The school nurse is responsible for the maintenance of student health and immunization records and audits them annually.

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

- BCCCS Wellness Policy
- Reimbursement of School Health Svcs.

Current School Insurance Coverage Policies and Programs

Bear Creek Community Charter School maintains the following insurance:

General liability, educator's legal liability, property, business auto, and hired and non-owned auto insurance coverage through The Hartford Fire Insurance Company, along with an umbrella policy.

Workers' compensation insurance through Twin City Fire Insurance Company.

Student accident insurance through AIG Life Insurance Company.

Employee medical benefits are offered through Blue Cross of Northeastern Pennsylvania.

Employee dental benefits are offered through United Concordia.

Employee vision coverage is offered through David Vision.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Declarations Cover 2007 - 2008

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2007 - 2008 school year we had 32 professional teaching staff and 5 para professionals hired and supported through Title 1 funds. Two staff members left the school during the summer 2007 and were replaced with new hires, along with four people hired for newly created positions: first grade aide, part time instrumental music, middle school teacher, and science tutor/environmental education coordinator. The school nurse resigned in November 2007 and was replaced in December 2007. All of the professional staff members are certified in the instructional area to which they are assigned.

Quality of Teaching and Other Staff - Attachment

- PDE 414 - 2007 - 2008

Student Enrollment

Admissions Policy

Nondiscriminatory Admissions Criteria:

Bear Creek Community Charter School shall fully comply with the provisions of the PA Charter School law with regard to admission policies and procedures, as well as all other applicable state and federal provisions. Bear Creek Community Charter School will be nonsectarian in all respects. Bear Creek has an open enrollment policy. All students residing in the Commonwealth of Pennsylvania who are eligible for enrollment in grades K — 6 are qualified for admission at BCCCS. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Bear Creek Community Charter School will give admissions preference in the following order to these categories of students:

1. Returning students
2. Siblings of currently enrolled students
3. Students residing in the school district in which the charter school is located
4. Students residing outside the school district in which the charter school is located

Withdrawal

Students may withdraw from Bear Creek Community Charter School at any time. Administrators will request that parents complete a brief withdrawal form and a questionnaire about the reasons for the student's withdrawal. Upon receipt of a release of school records from the new school, the student's records will be sent to the child's new school. BCCCS will keep a copy of the release for school records request on file as documentation of the transfer of the student to his or her new school. Whenever possible, the CAO, or a designated staff person, will conduct an "exit interview" with the family.

Admissions Procedures & Application Process

Bear Creek Community Charter School's application procedures will be clearly written with our application policies and guidelines incorporated into the application form. Applications will also be available in Spanish. The application will describe the project based, environmental and technology foci, and highlight the school's parent involvement components. The deadline for submission of applications for enrollment will be April 9, 2008. Admission packets will require the following:

1. Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals, forms for transportation (if applicable) and all other information/forms required by the PA charter school law and requirements of the local school district
2. A deadline for submission of the application will be clearly stated

3. Applications will be closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

If more students submit applications by April 9, 2008 than can be accommodated by the school's enrollment capacity, a lottery will be held to enroll students.

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Lotteries

During the initial recruitment / enrollment phase, Bear Creek Community Charter School strove to achieve diversity in the potential lottery pool by creating a database to allow the school to continually monitor the demographics of the applicant pool and to highlight any racial, ethnic, or gender balance issues or problems early on. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented communities will help round out the pool prior to a lottery. Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will notify applicant families within one week of the close of enrollment as to whether their children have been accepted. The following regulations will guide BCCCS's lottery process:

If applications exceed the school's capacity a lottery is held

The admissions lottery policies and processes will be clearly written and reflect state laws regarding random selection

Admission lotteries will be witnessed and occur in a public setting

A neutral party will conduct the lottery on behalf of the school

When the name of one child is drawn, the remaining children from that family will also be admitted.

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.

Parents of suspended and expelled students would need to file an application for admissions, as all other parents of potential students would need to do. Suspended or

expelled students whose 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 State Board of Education regulations.

Waiting Lists

After all available spaces are filled; waiting lists will be maintained for each grade. There will be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position. If the space is declined, the next person on the list will be contacted.

Once the parent has accepted the position for their child:

The appropriate Request for Transfer form will be immediately sent to the school of origin.

A transportation request will be sent to the appropriate department, if applicable.

Qualifying parents will complete the application for free or reduced lunches.

The parent is given a copy of the BCCCS's Code of Conduct, and asked to return their signed verification and agreement before the student enters the school.

Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as other office procedures (i.e. visiting the school, drop off and pick up sites, classroom protocol, etc.).

Initial student enrollment 2004- 2005 - 96 students

2005 - 2006 - 256 students

2006 - 2007 - 350 students

2007 - 2008 - 390 students = 100 % capacity with a waiting list

projected 2008 - 2009 enrollment at 430 students = full capacity, two sections of all grades, Kindergarten through 8th grade.

Student Enrollment - Attachments

- Student Admission Policy 2007 - 2008
- Student Admission Policy 2006 - 2007

Transportation

Transportation for all students (including special education students) is provided in two forms:

1. The sending school district provides transportation if the school is within a 10 mile radius of the school district borders.

or

2. The parent transports the child if they live outside the 10 mile boundary radius.

Food Service Program

The school joined the Free and Reduced Lunch Program for the 2007 - 2008 school year. Student enrollment applications were mailed to all families July 2007. A Point of Sale software program purchase has been purchased and is set for full implementation for the beginning of the 2007 - 2008 school year to facilitate the implementation of this program.

Student Conduct

Bear Creek Community Charter School has adopted a comprehensive behavior management system and discipline plan. Creating a school culture and an environment conducive to learning is paramount to the Bear Creek Community Charter School. The *Code of Conduct* is a crucial tool in achieving the desired culture and environment at BCCCS. The *Code* delineates the rights and responsibilities of all the members of the school community—students, parents, teachers, administrators, and trustees—to ensure school integrity and to foster an environment conducive to learning.

The *Code of Conduct* is distributed to parents and students at the beginning of each school year. The parent, student, and teacher are required to sign the acknowledgment page, stating that the parent understands the *Code of Conduct*, including the consequences of unacceptable behavior by the student. The acknowledgment page also states that the parent has reviewed and discussed the *Code of Conduct* with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

Student Conduct - Attachments

- Discipline policy 2007 - 2008
- Discipline policy 2006 - 2007

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Bear Creek Community CS within Luzerne IU 18 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Margaret S. Foster

Title Chief Academic Officer

Phone (570) 820-4070

Fax (570) 270-6149

E-mail pfoster@bearcreekschool.com

Signature of the Chief Executive Officer and Date

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

Name David M. Blazejewski

Title President

Phone (570) 829-2920

Fax (570) 829-0060

E-mail dblaze@ptd.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Margaret S. Foster

Title Chief Academic Officer

Phone (570)820-4070

Fax (570) 270-6149

E-mail pfoster@bearcreekschool.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Annual Report Signature Page 2008