
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: Chester Community CS
Address: 302 East 5th St
Chester, PA 19013
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Chester Community CS

Date of Local Chartering School Board/PDE Approval: April 23, 1998

Length of Charter: Five Years: 2007-2012 **Opening Date:** September 9, 1998

Grade Level: Grades K-8 **Hours of Operation:** Elementary: 9:00 a.m. to 4:00 p.m. and Middle: 8:30 a.m. to 4:00 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 133

Student/ Teacher Ratio: 15.8 students to 1 teacher **Student Waiting List:** 372

Attendance Rate/Percentage: K = 86.530; Grades 1-5 = 90.820; Ungraded Elementary = 90.967; Grades 6-8 = 89.556; Ungraded Secondary = 80.349

Enrollment: 2103 **Per Pupil Subsidy:** Regular education = \$6,812.55; Special education = \$21,840.03

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 1923
Hispanic: 133
White (Non-Hispanic): 30
Multicultural: 17

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 90%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 592

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	174	176	176	0	526
Instructional Hours	0	0	1073	1085	1173	0	3331

SECTION I. EXECUTIVE SUMMARY

Organization Description

The school and the students that the school serves: Students' academic growth and parent and student satisfaction have contributed to Chester Community Charter School's steady growth

from 97 students in grades K-4 in 1998 to its current enrollment of 2,103 in grades K-8. Facilities have improved and expanded from humble beginnings in conference rooms at the Howard Johnson Inn, to temporary trailers, to bright new construction that has been unveiled each year since 2001. Facilities now include the East Campus with three classroom buildings, a gymnasium, and an administration building, and the West Campus with three classroom buildings, a gymnasium, and a Head Start building.

- Chester Community Charter School prides itself on its:
 - Enthusiastic staff
 - High adult-child ratio
 - Modern facilities
 - Inclusive environment
 - Classroom computers (3-5 per room)
 - Five (5) computer labs
 - Exemplary Reading First Program
 - Six cafeterias
 - Large outdoor play areas
 - Video-security system
 - Before and after school childcare
 - Afterschool tutoring
 - Music and art for grades K-2
 - A gifted program for grades 1-8
 - Afterschool activities in art, dance, drama, history, science, etc.
 - Intrascholastic sports
- The school is located in a small city (population 38,762) that has been in decline over the last thirty years. The City's crime and poverty rates are among the highest in the state. Among the adult population, 31% have not completed high school and 12% are unemployed. The city has no supermarket, movie-theater, or bookstore.
- The School's student population is 91.4% African American, 6.3% Hispanic, 1.4% White, and 0.8% multicultural. Half live in lone parent families and 90% in low-income families.
- At Chester Community Charter School the climate of violence in the city is offset by one of safety, security and caring. The school buildings are secured by video surveillance and intercom systems with camera and door strike.
- Based on the high percent of low-income students, the Chester Community Charter School has a Title I School-Wide Program.

The aspects that make the charter school unique and innovative

In keeping with the mission, teachers, teaching assistants, and administrative staff are committed to continual development of the learning community in order to impact favorably on students' academic and social performance. Each grade level has a grade director who meets weekly with: (1) the CEO, Senior Director of Testing and Research, principal and other grade level leaders; and (2) her/his same grade level teachers. These meetings serve as an opportunity for teachers and administrators to continually monitor student progress toward achievement of the state standards, develop the curriculum in response to student needs, as well as to plan professional development for any teachers who may need it.

CCCS employs three web-based software packages. *Benchmark Tracker* monitors students' progress toward achievement of the state standards while helping to prepare students for standardized testing. *Achieve 3000* provides differentiated literacy instruction program. *Fast ForWord* prepares children to become proficient readers and more attentive learners.

In fall 2007, the school piloted a "Team Approach to Academic Success" for students with need for extra behavioral health supports. The school follows a code of conduct that includes no

tolerance for violence or disrespect among members of the school community. In addition, CCCS is housed in brand new facilities that are safe, clean, and conducive to learning.

Core Purpose

Mission

- The Chester Community Charter School is dedicated to empowering students as learners through the development of a learning community. To accomplish this, the Chester Community Charter School:
 - Establishes a partnership with parents
 - Encourages students to become partners
 - Focuses on how to ask probing questions and where to find answers rather than memorizing and repeating facts
- By the time they leave the school students will:
 - Have a solid foundation to be self-sufficient learners for the rest of their lives
 - Be able to communicate confidently and well in the electronic world at large
 - Be proficient in reading, mathematics, and language as defined by state standards
- The mission of our school technology plan is to empower students as learners, who are proficient in the Pennsylvania Academic Standards and are ready for the world of work in the 21st century, by providing them with up-to-date technology based instruction and readily available access to electronic and web-based based instruction and readily available access to electronic and web-based information.

Vision

Our vision is to help students develop the necessary academic, social, and emotional skill sets and knowledge upon exiting the eighth grade to become successful high school students and beyond.

Our vision includes creation of a dynamic learning community in which students' innate curiosity and desire to succeed are enhanced by their academic achievement, ready access to the most current technology-based information, and expanded global awareness through their electronic interactions with adults and peers throughout the world. Teachers and administrators would be able to monitor each student's progress on the Pennsylvania Academic Standards to maximize each student's opportunity for academic development and personal success. Technology would also allow for dynamic interaction of school personnel with the students' parents and guardians who would thus become more effective partners in their children's formal schooling.

Shared Values

- We believe learning is a defining characteristic of all human beings.
- We believe learning needs to be nurtured, supported, and guided toward independence.
- Our mission of empowering children as learners is powered by a philosophy that proposes:

- Active learning
- Attention to individual learning styles
- Learning that integrates the senses
- Learning that is student-centered and eventually student-driven

Academic Standards

The Chester Community Charter School curriculum was selected based on its proven success both in the research-based literature and as observed directly by our curriculum development committee made up of principals, grade level directors, teachers, and parents and with Board of Trustees approval. The curriculum is aligned to the school’s mission of *empowering students as learners* via its focus on independent learning. The selected curricula have gone through extensive field trials to assure an unbiased representation regarding inner city populations in general and differences in ethnicity, gender, sexual orientation, religion and ability in particular.

The curriculum is a PA standards based curriculum that supports student achievement. The instructional leadership team has developed the specific grade-by-grade and subject-by-subject curriculum maps for grades K through 8. Daily lesson plans in core subjects, i.e., language arts, math, science, and social studies, are designed to maximize student progress on the PA standards.

Strengths and Challenges

- Standardized assessments indicate steady increases in students’ academic proficiencies:

Grade 5 PSSA: Percent Proficient and Above, 2001 to 2007								
	2001	2002	2003	2004	2005	2006	2007	Increase
Mathematics	5.0	25.0	13.7	43.3	44.5	60.0	61.1	56.1
Reading	10.0	20.0	27.5	53.7	40.7	55.0	56.0	46.0

- The school implemented a Reading First Program in spring 2004; significant student growth is evident as a result of this program. State and federal program monitors have given the school exemplary ratings for the CCCS program design and implementation.
- The school works closely with the *Benchmark Tracker* test maker to continually improve test reliability and predictive validity. BT provides teachers an opportunity to individualize instruction based on each student’s academic strengths and weaknesses.
- We continue to provide additional support in the form of tutoring and extended day services to students performing below proficient.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

- In summer 2006, the school developed a Strategic Planning Team for the purpose of improving student achievement in order to meet the requirement of NCLB.
- The Team organized and reviewed all assessment data derived from the PSSA, Terra Nova, DIBELS, and our web-based Benchmark Tracker system.
- The Team then analyzed the data in an attempt to identify our strengths and weaknesses as related to student performance.
- The Team then met with Dr. O'Neill of the DCIU to share our findings and solicit her expertise
- The Team then planned strategies to address student deficiencies.
- We then did a curriculum mapping using the state standards as measured by the PSSA.
- The plan has been closely monitored, adjusted and evaluated on an on-going basis.
- In fall 2007 the planning team attended a school improvement workshop at IU 25 and then updated our plan using the same process as described above

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allan Hart	Chester Community Charter School	Administrator	Steven E. Lee
Andrea Simpson	Chester Community Charter School	Ed Specialist - School Counselor	Steven E. Lee
Bettina Baker	Chester Community Charter School	Community Representative	Steven E. Lee
Bruce Crawley	Millennium 3 Management Company	Business Representative	Steven E. Lee
Caryn Penczer	Chester Community Charter School	Middle School Teacher	Steven E. Lee
Christine Matijasich	Chester Community Charter School	Other	Steven E. Lee
Darnell Medley	Chester Community Charter School	Administrator	Steven E. Lee
David Clark	Chester Community Charter School	Special Education Representative	Steven E. Lee
Donald Odom	Chester Community Charter School	Administrator	Steven E. Lee
Gigi Andrszewski	Chester Community Charter School	Other	Steven E. Lee
Kyle Houlihan	Chester Community Charter School	Ed Specialist - School Psychologist	Steven E. Lee
Lisa Ruskay	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Louise Vitiello	Rotary Club of Chester	Business Representative	Steven E. Lee
Melvyn Burroughs	Chester Community Charter School	Administrator	Steven E. Lee
Nicole DeRitis	Chester Community Charter School	Elementary School Teacher	Steven E. Lee

Nicole Epperson	Chester Community Charter School	Parent	Steven E. Lee
Nicole Goodson	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Nicole Lemons	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Pat Sciamanna	Chester Community Charter School	Middle School Teacher	Steven E. Lee
Penny Burrall	Chester Community Charter School	Other	Steven E. Lee
Peter M. Idstein	Chester Community Charter School	Board Member	Steven E. Lee
Sharon Beah	Chester Community Charter School	Parent	Steven E. Lee
Sharon Pringle	Chester Community Charter School	Parent	Steven E. Lee
Spencer Seaton	District Court 32-1-22	Community Representative	Steven E. Lee

Goals, Strategies and Activities

Goal: CURRICULUM

Description: All core curriculum are aligned with Pennsylvania academic standards

Strategy: Standards based instruction in core curriculum

Description: Develop standards-based curriculum maps in reading, math, science, and social studies

Activities:

Activity	Description	
Align curriculum with standards		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$0.00

Activity	Description	
Teacher Mentoring Program	Grade Directors assign mentor to each new teacher, oversee completion of mentoring activities, and lead grade level teachers in curriculum mapping aligned with standards	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:8/25/2008 Finish: 6/3/2009	\$11,520.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	12	40
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ol style="list-style-type: none"> Standards-based curriculum mapping Best instructional practices Classroom management 	<p>The school's Mentoring Program stresses the importance of the state standards and the use of students' IEPs as means to improve students' academic proficiencies. Standards-based reform efforts, together with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97), provide important tools and strategies for improving the quality of education and increasing academic expectations and achievement for students with disabilities. The mentoring program also is invaluable in expediting new teachers' skills in the classroom.</p>	<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. Empowers educators to work effectively with <u>parents and community partners</u>.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<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) 	
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"> 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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans 	

<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	
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Goal: LEARNING ENVIRONMENT

Description: The school environment is conducive to learning

Strategy: Classroom Management

Description: Implement positive discipline in classrooms

Activities:

Activity	Description	
A Framework for Understanding Poverty	Teachers working in Chester need to understand the challenges and resources inherent in the students' culture, a culture of poverty.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/24/2008 Finish: 9/24/2008	\$10,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Appreciation of challenges faced by families living in poverty 2. Understanding of importance of relationships for children in poverty 3. Skill in helping children learn the norms needed to succeed in school	Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty. AHA! Process, Inc., 1995. This book describes the differences between situational and generational poverty, includes poignant scenarios, and identifies resources that can be used to help the individuals in the scenarios. The book also helps readers understand the "language" used by those living in poverty, the shared characteristics of poverty, and the actions that are a result of those	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other</i>

	characteristics. It also describes the importance of role models and support systems. (205 pages)	<i>educators seeking leadership roles:</i> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 		
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Participant survey 	

Activity	Description	
Games We Should Play in School Training	Teachers and assistants learn to effectively lead Frank Aycox's "Social Play" sessions in the classroom.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/16/2008 Finish: 5/28/2009	\$16,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	20	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community College with Frank Aycox, Associates	<ul style="list-style-type: none"> School Entity Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand the behavioral dynamics of children in the contemporary classroom.	Research has shown that this method of improving social skills actually increases test scores by	<i>For classroom teachers, school counselors and education specialists:</i>

<p>Learn to lead interactive, enjoyable social games in the classroom.</p>	<p>30%, because students become less antagonistic, more cooperative and more capable of increased attentiveness.</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.
<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 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"> Health, Safety and Physical Education
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<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. Classroom student assessment data Participant survey 	

Activity	Description
Positive Approaches Model	Reward students for appropriate classroom behaviors

Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$16,800.00

Activity	Description	
Positive Approaches Training		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:10/8/2008 Finish: 10/8/2008	\$19,600.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - with Elwyn, Inc.	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Positive behavioral classroom management strategies	<p>A great deal of empirical evidence suggest that Positive Approaches are effective in urban settings and with school-aged children and adolescents (McCurdy, B.L., 2003; Bohanon, H.2006; Luiselli, J.K., 2005; Lucille, E., 2002; Vallerand, R.J. (1997). Some of the benefits of this model include: reductions in discipline problems and suspensions (McCurdy, 2003; Bohanon, et.al., 2006; Luiselli, et. al. 2005; Lucille, E., 2002); reductions in student assaults (McCurdy, 2003); reduction in the number of students requiring secondary and tertiary supports (Bohanon, et.al., 2006); and improved academic performance (Luiselli, et.al., 2005).</p> <p>Outcomes based on Elwyn's Technical Assistance programs in six public schools in Delaware County, one Philadelphia Charter School, and Elwyn's three Educational programs demonstrate: improved attendance; decreased disciplinary problems including suspensions and expulsions; improved graduation rates; decreased need for students to attend outside placements; reduction in suicide attempts; and improved emotional</p>	<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.

	climate.	
Educator Groups Which Will Participate in this Activity		
Role		
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 		
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 	

Activity	Description	
Social Skills Development	Character education and social skills development	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:7/21/2008 Finish: N/A	\$810.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

<p>Chester Community Charter School - with Professor Daniel Swartz, PhD</p>	<ul style="list-style-type: none"> School Entity 	<p>Approved</p>
<p>Knowledge and Skills</p>	<p>Research and Best Practices</p>	<p>Designed to Accomplish</p>
<p>Social forces in the classroom Character education and physical activity How to engage students in positive social games</p>	<p>Physical activity contributes positively to student health, self-confidence, academic improvement, and peer relations. (Fair Play in the Gymnasium: Improving Social Skills among Elementary School Students, Gloria B. Solomon, http://www.questia.com/googleScholar.qst;jsessionid=LH1fy5tbJ8TLn1wSqSFkL9c5nPBJMbGwc0X8CTNGpqFpzGL2gQyZ!-1746032657?docId=5002238412).</p> <p>Studies suggest a connection between physical activity and increased levels of alertness, mental function and learning. http://www.californiaprojectlean.org/Assets/1019/files/Nutrition%20%20Physical%20Activity%20and%20Academic%20Achievement_Healthy%20Food%20Policy%20Resource%20Guide.pdf</p>	<p>For classroom teachers, school counselors and education specialists:</p> <ul style="list-style-type: none"> Empowered educators to work effectively

		<p>ti v e l y w it h p a r e n t s a n d c o m m u n i t y p a r t n e r s .</p> <p><i>For school and district administr ators, and other educator s seeking leadershi p roles:</i></p> <ul style="list-style-type: none">• E m p
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		with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • 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"> • Health, Safety and Physical

<p>p a l s / a s s t. p r i n c i p a l s</p> <ul style="list-style-type: none">• S c h o o l c o u n s e l o r s• O t h e r e d u c a t i o n a l s p e c i a		<p>I E d u c a t i o n</p>
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<p>l i s t s</p>		
<p>Follow-up Activitie s</p>	<p>Evaluation Methods</p>	
<p>• T e a m d e v e l o p m e n t a n d s h a r i n g o f c o n t e n t - a r e a l e s s o n i</p>	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 	

m p l e m e n t a t i o n o u t c o m e s , w i t h i n v o l v e m e n t o f a d m i n i s t r a t o r a n d / o	
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<ul style="list-style-type: none">• r p e e r s P e e r - t o - p e e r l e s s o n d i s c u s s i o n s• L e s s o n m o d e l i n g w i t h m e n t	
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Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Align curriculum with standards

Description:

Activities:

Activity	Description	
Instructional materials	Using test prep materials provided by the state and Harcourt Measurement, focus instruction on the areas of greatest weakness.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/8/2008 Finish: 6/5/2009	\$0.00

Activity	Description	
Math Curriculum Mapping	Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:7/22/2008 Finish: N/A	\$0.00

Strategy: Best Practices

Description: Use proven instructional strategies

Activities:

Activity	Description	
Differentiated instruction	Differentiated instruction will allow teachers to provide students with different performance levels appropriate learning materials.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:7/18/2008 Finish: N/A	\$1,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	80
Organization or	Type of Provider	Provider's

Institution Name		Department of Education Approval Status
Chester Community Charter School - with Achieve 3000, Inc.	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Use of web-based software to differentiate math instruction</p> <p>How to align software with state math standards</p>	<p>Differentiated Instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs.</p> <p>http://www.aacompcenter.org/cs/wested/view/e/1332</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. 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. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and</i></p>

		<p><i>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. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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 on outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student 	<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

learning styles <ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	
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Activity	Description	
Digi Blocks training	Teachers will use hands-on approach to supplement math instruction for students who lack math proficiency	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:8/25/2008 Finish: 6/3/2009	\$1,440.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	10	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School in partnership with Widener University	<ul style="list-style-type: none"> • School Entity • College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Supplemental instruction with math manipulatives	Manipulatives are multisensory tools that help students learn more by experiencing hands-on situations: building and creating, taking apart, combining shapes, sorting and classifying. They also provide students another form of communication, allowing them to build a model or represent their ideas concretely. http://teams.lacoe.edu/documentation/classrooms/amy/algebra/3-4/teacher/guide/manip.html	<i>For classroom teachers, school counselors and education specialists:</i> <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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling 	<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

with mentoring	
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Activity	Description	
Direct Instruction	Training for new K-2 and special education teachers	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:8/30/2007 Finish: 8/25/2011	\$1,296.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Connect Math Concepts with Direct Instruction	<p>Research-tested Curriculum: In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Each lesson sequence is extensively field-tested to determine the most effective and efficient way to lead students to mastery. For example, the first reading and language arts lessons focus on phonemic awareness, which are followed by increasingly complex phonics and decoding lessons, which are followed by lessons that focus on comprehension and analysis of content, etc. With each lesson building on previously mastered skills and understandings, teachers are able to dramatically accelerate the pace of learning, even for the most disadvantaged students. New material is usually introduced through teacher presentations to the whole class or small groups, followed by guided practice and frequent checks for individual student mastery. Once the skill has been learned to the point of automaticity, cognitive studies show that it is transferred from short-term to long-term memory, thus freeing children to apply their learning, attend to content, and move on to progressively more difficult and</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. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills

	<p>higher-order skills. Some have criticized the curriculum, particularly reading and language arts in the later grades, for not containing a broad or challenging enough selection of children's literature. The program is easily supplemented, however, especially after students have been helped to master basic decoding skills. http://people.uncw.edu/kozloffm/aftdi.html</p>	<p>needed to <u>analyze and use data</u> in instructional decision-making.</p> <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. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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"> • Kindergarten Early Learning Standards • 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 • Creating lessons to meet 	<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

varied student learning styles <ul style="list-style-type: none"> Lesson modeling with mentoring 	
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Activity	Description	
Supplemental instruction	Provide supplemental instruction for students with greatest academic needs. Use Digiblocks, hands-on learning activities.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$0.00

Strategy: Monitor each student’s progress

Description:

Activities:

Activity	Description	
Learnia training	Teachers will learn to use this web-based student monitoring program	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:8/25/2008 Finish: 8/25/2008	\$43,200.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use web-based assessment software to monitor student proficiency in state standards in math and reading	Progress monitoring—a set of techniques for assessing student performance on a regular and frequent basis—can be an essential and integral part of an inclusive standards-based assessment and accountability system. In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year	<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

	<p>so they can determine what needs to be done to accelerate student progress toward the proficiency standards. Progress monitoring techniques can provide that information.</p> <p>Quenemoen, R., Thurlow, M., Moen, R., Thompson, S. & Morse, A. B. (2003).</p>	<p>struggling students.</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. 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"> 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. 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 Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity

Activity	Description	
Web-based assessment of student proficiency on state standards	Using web-based Learnia program, benchmark student progress in Math on a monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that month.	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$0.00

Activity	Description	
WIAT Pre- and Post-Testing	Wechsler Individual Achievement Testing will be administered to determine students' proficiency levels before and after instructional intervention	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: 7/21/2008 Finish: N/A	\$4,320.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1. Test administration of the WIAT</p> <p>2. Use/interpretation of WIAT as a pre- and post-test for instructional interventions</p>	<p>The WIAT will be used as formative assessment for identification of students' instructional needs for differentiated instruction. The WIAT is appropriate as a pre- and post-measure of students' progress in math. We will be using it for students given supplemental instruction with the Digi-Blocks.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></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 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	
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA 	

Strategy: Provide incentives

Description:

Activities:

Activity	Description
Provide incentives to individual students and to the whole class when they meet targeted benchmarks.	

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Strategy: Target students for improvement

Description:

Activities:

Activity	Description	
Identify students in the Basic and Below Basic categories using last year's PSSA data.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Activity	Description	
PSSA Preparation	Workshops for teachers in preparing students for math PSSA	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: 11/12/2008 Finish: 11/12/2008	\$4,320.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Math testing anchors 2. PSSA question format	Standards based education and related assessments	<p><i>For classroom teachers, school counselors and education specialists:</i></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</i></p>

		<i>seeking leadership roles:</i> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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"> 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description	
PSSA Testing Directives	Proper PSSA testing administration	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:3/11/2009 Finish: 3/11/2009	\$1,440.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn appropriate procedures for PSSA test administration	Importance of proper, consistent testing conditions and testing accommodations where needed.	<i>For classroom teachers, school counselors and education specialists:</i> <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.
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"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data 	

Activity	Description	
Special Education Goals Achievement	Focus on needs of IEP students	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/3/2008 Finish: 9/3/2008	\$4,050.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use IEP to plan appropriate instruction for students	The Individuals with Disabilities Education Act (IDEA) is a United States federal law that governs how states and public agencies provide	<i>For classroom teachers, school counselors and education specialists:</i>

	<p>early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to the age of 21.</p> <p>The act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under the both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student.</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. <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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> 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"> Reading, Writing, Speaking & Listening 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 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans 	

<ul style="list-style-type: none"> and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	
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Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Align curriculum with standards

Description:

Activities:

Activity	Description	
Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Activity	Description	
Using test prep materials provided by the state and Harcourt Measurement, focus instruction on the areas of greatest weakness.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Strategy: Best Instructional Practices

Description:

Activities:

Activity	Description	
Differentiated Instruction	Web-based supplemental instruction	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/2/2008 Finish: 9/2/2008	\$3,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - with Achieve 3000, Inc.	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1. Use web-based software to differentiate instruction in core curriculum</p> <p>2. Select lessons related to state standards</p> <p>3. Assess student progress</p>	<p>Achieve3000 offers web-based DIFFERENTIATED READING instruction, based on research of R.C. Anderson, National Writing Commission, National Reading Panel, Carol Anne Tomlinson & Linda Kucan. Research indicates that students learn better when content is differentiated based on their individual needs; & any effective solution to improve student performance must also motivate student. Achieve3000 solutions motivate students by developing intrinsic interest in literacy & true love of learning.</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. 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. 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"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

		<ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics History Geography
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"> 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 Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description	
Direct Instruction	Training for new K-2 and special education teachers	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: 8/27/2007 Finish: 8/27/2007	\$2,118.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	7	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Language for learning 2. Reasoning in writing 3. Decoding	DI is a research-tested Curriculum that has shown to be effective with low-income,	<i>For classroom teachers, school counselors and education specialists:</i>

<p>4. Spelling 5. Reading mastery 6. Comprehension</p>	<p>urban children, such as those at our school.</p> <p>In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Direct Instruction in these skills was recommended by the National Reading Panel Report (2000).</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. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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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) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and 	

<p>content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<p>standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity
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Activity		Description	
Direct Instruction Travel		National DI Conference, Oregon, for 6 staff	
Person Responsible	Timeline for Implementation	Resources	
Louise Vitiello	Start: 7/22/2008 Finish: N/A	\$11,600.00	
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
30	1	6	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
Association for Direct Instruction	<ul style="list-style-type: none"> • Association 	Not approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
<ol style="list-style-type: none"> 1. Language for learning 2. Reasoning in writing 3. Decoding 4. Spelling 5. Reading mastery 6. Comprehension 		<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 	

		<p>students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • 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 • Other educational specialists 	<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 • 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 		<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 • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity

Activity	Description	
Reading Interventions		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:7/22/2008 Finish: N/A	\$1,890.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	3	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School with Dr. Bettina Baker	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Reading intervention 2. Reading and vocabulary instruction 3. Corrective reading decoding 4. Reading comprehension	The National Reading Panel Report (2000) indicated that these skills are required components of instruction for reading proficiency.	<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. 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.
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) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards
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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity 	

Activity	Description	
Wordly Wise	Vocabulary instruction	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/10/2008 Finish: 9/10/2008	\$14,400.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - Reading Specialists	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Vocabulary development	The National Reading Panel Report (2000) indicated that vocabulary development is a required component of instruction for reading proficiency.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the

		<p>educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</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. <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.
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"> 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity 	

mentoring	
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Strategy: Monitor each student's progress

Description:

Activities:

Activity	Description	
DIBELS	Training in the administration of DIBELS	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:10/15/2008 Finish: 10/15/2008	\$630.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Test administration 2. Test interpretation 3. Student placement 4. Application of results to lesson planning for individual students	DIBELS is part of the school's Reading First Program and, as such, is an invaluable means of diagnosing students' reading needs and also measuring their progress over time. Assessment, such as the DIBELS, is key within the Context of State Accountability in that it can provide a vivid, public report of reading outcomes; can inform instruction to help schools, teachers, and children achieve important reading outcomes; and is crucial to the educational agenda. Most importantly, for young children in the early grades, the purpose of assessment is to identify difficulties early so as to provide additional instructional intervention to achieve grade level reading outcomes. At Grade Level: Students on track to achieve reading outcomes with an effective comprehensive reading program. Needs Additional Intervention: Students who need some additional instructional intervention above and beyond an effective comprehensive reading program to	<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</u>

	achieve grade level outcomes. Needs Substantial Intervention: Students who need substantial additional instructional intervention to achieve grade level outcomes. - Reading First Academy Assessment Committee, Team Leader Edward J. Kame'enui, University of Oregon	<p><u>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.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • 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 • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<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. • Standardized student assessment data other than the PSSA • Classroom student assessment data 	

Activity	Description	
Learnia web-based tracker	Web-based tracking of student progress on reading standards	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$6,480.00

Activity	Description
Using PSSA Practice tests, measure students'™ progress on	

Reading standards on a bi-monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that period.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Strategy: Provide incentives

Description:

Activities:

Activity	Description	
Provide incentives to individual students and to the whole class when they meet targeted benchmarks.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Strategy: Target students for improvement

Description:

Activities:

Activity	Description	
Identify students in the Basic and Below Basic categories using last year's PSSA data.		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$0.00

Activity	Description	
PSSA Preparation - Reading	Workshop for teachers	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: 11/12/2008 Finish: 11/12/2008	\$4,320.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>1. Reading test anchors 2. PSSA test question format</p>	<p>PDE recommends aligning instruction for struggling readers to the reading test anchors using a PSSA test question format (PDE 2007).</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></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.
<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 Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
<p>Follow-up Activities</p>	<p>Evaluation Methods</p>	
	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans 	

Activity	Description
PSSA Preparation - Writing	Workshop in how to prepare students for the PSSA Writing tests

Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:11/5/2008 Finish: 11/5/2008	\$1,200.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
PSSA writing test anchors PSSA writing test question format and scoring grid	PDE recommends aligning instruction for struggling writers to the writing test anchors using a PSSA test question format (PDE 2007).	<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 leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

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"> 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 Creating lessons to meet varied student learning styles 	<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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans 	

Activity	Description	
Special Education Topics	Assisting students with speech IEP	
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start:9/10/2008 Finish: 9/10/2008	\$2,160.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School with Therapy Source, Inc.	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Recognizing characteristics of children with communication disorders (CD) and signs of language disorders vs.	A certified speech therapist references www.asha.org for identification of full range of communication disorders and benefits of specific types of	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the

<p>cultural and environmental influences</p> <p>2. Understanding educational implications of CD, e.g., articulation problems, disfluency, voice disorders, and language issues with semantics and/or syntax</p> <p>3. Learning the school's referral procedures</p> <p>4. Learning appropriate classroom interventions</p>	<p>treatments. Related information is available at www.kidsource.com</p> <p>Speech-language pathologists, sometimes called speech therapists, assess, diagnose, treat, and help to prevent disorders related to speech, language, cognitive-communication, voice, swallowing, and fluency.</p> <p>Speech-language pathologists work with people who cannot produce speech sounds or cannot produce them clearly; those with speech rhythm and fluency problems, such as stuttering; people with voice disorders, such as inappropriate pitch or harsh voice; those with problems understanding and producing language; those who wish to improve their communication skills by modifying an accent; and those with cognitive communication impairments, such as attention, memory, and problem solving disorders. They also work with people who have swallowing difficulties.</p>	<p>educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</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. <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.
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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"> Reading, Writing, Speaking & Listening 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 Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Review of written reports summarizing instructional activity Referrals (Proper identification and referral of students with speech disorders) Accommodations (Appropriate classroom accommodations for students with speech disorders)

<ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	
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Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: Incentive Program

Description:

Activities:

Activity	Description	
Monthly student attendance competition		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Participation Checklist

Description:

Activities:

Activity	Description	
Appropriate testing accommodations as needed		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

The charter school took part in a "School Improvement" workshop led by Dr. O'Neill at the Delaware County IU#25 on September 18, 2007.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- ***What curriculum does your charter school utilize?*** Our curriculum is mapped to the Pennsylvania content standards and to the Harcourt Measurement test objectives during annual review with our entire faculty. This takes place during a one-week staff development/curriculum development activity at the end of each school year and a follow-up week just before school starts in September.
- ***Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?*** Harcourt Brace curriculum materials meet the PA state curriculum standards and are scientifically research based. Documentation is reflected in the Harcourt scope and sequence.
- ***How is the curriculum organized to meet the developmental and academic needs of students?*** The curriculum is organized to meet the developmental and academic needs of our students by a student-by-student tracking process that looks at each child's progress as measured by assessments linked directly to the standards mentioned above. This information is both aggregated to get school-wide data on our progress and disaggregated to get classroom and student group level information to guide teacher planning.
- ***How does the charter school promote in-depth and inquiry-based teaching and learning?*** Our school's mission is to empower students as learners and one of the ways that we implement this mission is through the inquiry-based methodology. We accomplish this by utilizing methods such as multiple-intelligences, cooperative and collaborative learning and meeting the state standards by ensuring that they are incorporated early in planning lessons and guiding students toward questions that will help them learn the required materials.
- ***What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?*** To accelerate academic skill development for students who demonstrate the potential, we move them to higher-grade level classrooms in the subject areas in which they excel. For students who excel in all areas, we skip them to the next grade level altogether. Our use of Direct Instruction also facilitates the advancement of these students as well as addressing the needs of students who come to us performing significantly below standards in literacy and mathematics skills.
- ***What types of teaching strategies are used to actively engage students in the learning process?*** To achieve all of the above we have a dual methodological focus. In our lower school we use Direct Instruction to make certain that all of our children become proficient in the basic skills that they will need to be successful in our upper school where we use a thematic approach to curriculum that is spiraled to foster in depth learning while maintaining the overall growth that is expected to meet grade level state standards.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

- The School's ELL Program includes: (a) identification and appropriate placement of potential ELL students through administration and analysis of the Home Language Survey and the Stanford English Language Proficiency Test; (b) orientation for students and parents in which, with the aid of an interpreter, they are introduced to the child's teacher, interviewed for the student's background information, and given a tour of the school; (c) instructional support appropriate to the student's English level, primarily

- regular classroom inclusion with daily pullout of instruction in ESL and tutorial assistance; and (d) counseling for adjustment to the school.
- A certified ELL teacher provides these services.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

This is not applicable to Chester Community Charter School, which serves students in grades K through 8.

Special Education

Chester Community Charter School (CCCS) has a comprehensive special education program for students with Individual Educational Programs (IEPs) as defined in [34 CFR 300]. Chester Community Charter School serves students with disabilities in a variety of ways according to their disability.

Chester Community Charter School has an extensive referral and screening process before students are considered for being identified as a student with a disability. The CCCS program screens incoming kindergarteners by using research-based assessment to determine if a child may be at risk of having a disability. If the results from the screening reveal that a child is suspected of having a disability, with parent approval a comprehensive evaluation is completed on the child suspected of having a disability. If the results of the evaluation indicate the child has a disability, CCCS will develop an IEP for the student designed to address their individual needs.

In addition to the aforementioned screening process, CCCS receives referrals from parents, teachers, and outside social agencies. When this occurs, a student suspected of having a disability must first be given instructional or behavioral interventions to determine if an evaluation for possible placement into the special education program is necessary. If the interventions do not work, students are then given a comprehensive evaluation. If the results of the evaluation indicate that a child has a disability the same process as indicated in the previous paragraph is followed.

Once children enter the CCCS special education program, their individual needs are met in several ways as required by the IEP. CCCS has available for students with disabilities the following in-house services:

- Counseling services from state licensed and school certified counselors
- One-to-one instruction for educational as well as behavioral needs
- Speech, physical, and occupational therapy
- State certified teachers
- Resource room placement
- Itinerant services
- Emotional disturbance classrooms
- Research-based curriculum provided for instruction
- Periodic assessments using valid and reliable instruments to follow student progress
- Parent support groups
- Sophisticated web-based system for compliance, tracking and developing IEPs

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.00	Learning Support	CCCS	14	n/a
Teacher B	1.00	Learning Support	CCCS	13	n/a
Teacher C	1.00	Learning Support	CCCS	15	n/a
Teacher D	1.00	Learning Support	CCCS	14	n/a
Teacher E	1.00	Learning Support	CCCS	15	n/a
Teacher F	1.00	Learning Support	CCCS	15	n/a
Teacher G	1.00	Learning Support	CCCS	16	n/a
Teacher H	1.00	Learning Support	CCCS	15	n/a
Teacher I	1.00	Learning Support	CCCS	14	n/a
Teacher J	1.00	Learning Support	CCCS	15	n/a
Teacher K	1.00	Learning Support	CCCS	14	n/a
Teacher L	1.00	Learning Support	CCCS	15	n/a
Teacher M	1.00	Learning Support	CCCS	13	n/a
Teacher N	1.00	Learning Support	CCCS	14	n/a
Teacher O	1.00	Itinerant	CCCS	43	n/a
Teacher P	1.00	Itinerant	CCCS	39	n/a
Teacher Q	1.00	Itinerant	CCCS	40	n/a
Teacher R	1.00	Emotional Disturbance	CCCS	12	n/a
Teacher S	1.00	Emotional Disturbance	CCCS	10	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.40	School Psychologist	CCCS	62	n/a
Therapy Source	1.00	Speech Therapy	CCCS	37	n/a
Therapy Source	1.00	Speech Therapy	CCCS	41	n/a
Therapy Source	1.00	Speech Therapy	CCCS	40	n/a
Therapy Source	1.00	Speech Therapy	CCCS	38	n/a
Therapy Source	1.00	Speech Therapy	CCCS	39	n/a
Therapy Source	.50	Speech Therapy	CCCS	21	n/a
Therapy Source	.40	Speech Therapy	CCCS	16	n/a
Therapy Source	.40	Speech Therapy	CCCS	17	n/a
Therapy Source	.40	Speech Therapy	CCCS	18	n/a
Therapy Source	.20	Speech Therapy	CCCS	12	n/a
Therapy Source	.20	Speech Therapy	CCCS	10	n/a
Therapy Source	.80	OccupationalTherapy	CCCS	44	n/a
Therapy Play	.20	Physical Therapy	CCCS	8	n/a
Peggy Twigg	.60	OccupationalTherapy	CCCS	35	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	CCCS	1.00
One-to-one	CCCS	1.00
Guidance Counselor	CCCS	1.00
Guidance Counselor	CCCS	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Elwyn, Inc	Life Skills	7 hours
Elwyn, Inc	Counseling	7 hours
Elwyn, Inc	Counseling	40 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	Yes	No	No
DIBELS	Yes	Yes	Yes	Yes	No	No
Benchmark Tracker in Math	No	No	Yes	Yes	Yes	Yes
PSSA Practics Tests in Reading	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No
Benchmark Tracker in Math	Yes	Yes	Yes	No	No	No	No
PSSA Practice Tests in Reading	Yes	Yes	Yes	No	No	No	No

Student Assessment

Growth in Student Achievement by Grade Level on the PSSA Reading Tests During the 2006-2007 School Year

NOTE: At the time of this writing the official 2007-08 PSSA/AYP results were not available.

The general student population improved on state reading tests during the 2006-2007 school year compared with the previous year. The percentage of students reading at proficient levels on the PSSA Reading test rose from 48 percent in 2006 to 57 percent in 2007. This represents an overall increase of 8 percent of all students in grades 3 to 8 that reached proficient or advanced levels in reading.

The school made Adequate Yearly Progress in reading for the general population, which provided a unique challenge since scores for grades 4, 6, and 7 were included in the overall calculations, and twenty-five percent of the student body is classified as special education. However, the IEP sub group did not make AYP in reading, since less than 10 percent of this population increased proficiency levels to proficient or advanced. Twenty percent of the students in the IEP sub group reached proficient/advanced levels in reading during the 2006-07 school year. Ninety-five percent of the students in the IEP sub group were classified as reading disabled on their IEPs. Growth was flat in this area from the previous year, where 19 percent of the students scored at proficient/advanced levels in reading in 2006. Measurable goals have been established to address this population's needs in the 2007-08 school year.

The Development of Measurable Goals and Targets for Reading Instruction for the Special Education Sub Group

Six measurable goals for reading instruction for students in the IEP sub group include:

Goal #1: Testing all students in the IEP population with standardized reading sub skill measures of a) decoding, b) word identification, c) passage comprehension, and d) fluency to determine their individual needs for instruction.

Goal #2: Special education students scoring below proficient levels in reading will be homogenously grouped to provide intervention in small groups that target the individual needs based on period reading sub skill testing.

Goal #3: Special education student progress will be monitored through a series of reading sub skill tests implemented 3 times throughout the year, and instruction will be targeted for each child accordingly.

Goal #4: Itinerant and resource room teachers will be given greater professional development in several categories over the course of the 2008-09 school year. The Elwyn Institute will provide training in: understanding IEPs; differentiated instruction; monitoring small group instruction; implementing reading intervention programs; implementing behavioral interventions; and others programs to be selected and provided in the second semester.

Goal #5: Weekly meetings with special education teachers, the director of special education, and grade level directors will take place to ensure greater communication between regular education teachers and the special services department staff to increase monitoring of the implementation of intervention and teaching strategies for special education students in regular education classrooms.

Goal #6: Using the database management system that is in place, the special services staff will monitor and predict student achievement and share information on a weekly basis with teachers regarding individual student's learning needs.

The Development of Measurable Goals and Targets for Reading Instruction for the General Population of Students

Ten measurable goals have been established for those students who scored below proficient levels on state tests of reading. The goals include:

Goal #1: Testing all students who score at basic and below basic levels in reading on standardized reading sub skill measures of a) decoding, b) word identification, c) passage comprehension, and d) fluency to determine their individual needs for instruction.

Goal #2: All students scoring will be homogenously grouped to provide intervention in small groups that targets the individual needs based on period reading sub skill testing.

Goal #3: Student progress will be monitored through a series of reading sub skill tests implemented 3 times throughout the year, and instruction will be targeted for each child accordingly.

Goal #4: Vocabulary instruction using the Worldly Wise program will be implemented in grades 1 through 8.

Goal #5: Harcourt Brace social studies textbooks and decodable readers will be implemented in grades K through 8 in order to increase background knowledge and reading comprehension.

Goal #6: Instructional materials and professional development using the Science! It's Elementary program in grades K through 6, should increase background knowledge and reading comprehension as well.

Goal #7: Professional development programs have been selected and will be implemented in the first semester in teaching vocabulary effectively, managing multiple reading level groups, differentiating instruction, teaching writing, and managing behavior and discipline. These programs were selected based on teacher input and requests, and additional sessions will be made available to teachers based on further need in the second semester.

Goal #8: A database management system is in place whereby the special services staff can monitor and predict student achievement and share information on a weekly basis with teachers on individual student's learning needs.

Goal #9: Grade directors will meet weekly with the director of testing to develop and implement instructional plans based on the monitoring of student achievement.

Goal #10: Grade directors will meet weekly both individually and as a group with teachers to support instruction and address individual needs of staff and students, and to increase achievement.

A List of Measures Used to Monitor Student Achievement and Target Instructional Practices in Reading

For both special education and general education students not reaching proficient levels in reading, the following reading sub skill measures are used in grades 2 through 8: 1) the Test of Word Reading Efficiency (TOWRE) phonemic decoding sub-test; 2) the Test of Word Reading Efficiency (TOWRE) word identification sub-test; 3) PSSA practice tests in reading comprehension; and 4) DIBELS or Harcourt Brace fluency measures. For the special education sub group, the WIAT tests are being implemented to obtain a baseline measure to further inform teachers on students' performance on a variety of skills and concepts in reading and mathematics.

Aggregate Test Scores and Database Management Using Local Measures

Aggregate and individual student test scores on the PSSA practice tests in reading were shared with teachers, principals and grade directors in order to determine overall and individualized growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

Growth in Student Achievement by Grade Level on the PSSA Math Tests During the 2006-2007 School Year

NOTE: At the time of this writing the official 2007-08 PSSA/AYP results were not available.

The school made adequate yearly progress in mathematics during the 2006-07 school year. Sixty percent of the general population, including the special education group in the calculations, scored at proficient/advanced levels in mathematics. Students in the 2005-06 school year had the exact same proficiency level: 60 percent scoring at proficient or advanced levels. The IEP sub group made adequate yearly progress through a calculation of PPI, or past performance indicators, administered by the Commonwealth of Pennsylvania.

The Development of Measurable Goals and Targets for Math Instruction for the General Student Population and the Special Education Sub Group

Four measurable goals have been established for both the general population and the special education sub group. They are:

Goal #1: A close review of and alignment to the math curricula used to the PA State Assessment Anchors will be conducted by directors, and units found in the school's math curriculum materials will be taught in the order the assessment anchors require.

Goal #2: The Benchmark Tracker software program will be used to assess students on the concepts and skills set forth in the PA State Assessment Anchors. This software program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. The tests will be administered at the end of every instructional unit in the curriculum materials used by the school, and individual student reports are sent to classroom teachers to inform instruction and re-teach concepts not mastered as needed. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principles and school administrators, who in turn provide this information to teachers.

Goal #3: Periodic testing on the PSSA practice math assessments will be given to track overall performance of students on what is expected to be mastered by the time of the administration of the 2008-09 state assessments. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year.

Goal #4: Using the database management system that is in place, each grade level will collect data, monitor individual student progress, and address any required changes in instructional practices.

Measures Used to Monitor Student Achievement and Target Instructional Practices in Mathematics

Three main assessments will be used to monitor student performance in mathematics: 1) end of unit tests in commercial instructional materials; 2) the web-based Benchmark Tracker program; and 3) PSSA mathematics practice tests.

Aggregate Test Scores and Database Management Using Local Measures

Aggregate and individual student test scores on the PSSA practice tests in math were shared with teachers, principals and grade directors in order to determine overall and individualized

growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

a) Teachers are evaluated based on their implementation of Effective Teaching Strategies as developed by Madeline Hunter and advanced by Ron Edmunds. These strategies directly support our mission by guiding the student through a series of steps leading to independent learning. Principals follow the state procedures and utilize the appropriate forms to evaluate all teachers.

b) The following individuals were responsible for teacher and staff evaluation during the 2007-08 school year: Steven E. Lee, CEO; David Clark, Executive Director of Student Services; Melvyn Burroughs, Principal; Candace Crosse, Principal; Donald Odom, Principal; Allan Hart, Principal; and Darnell Medley, Principal.

c) The Professional Development of these evaluators follows:

- **Our CEO, Mr. Steven E. Lee**, completed both his BS in Elementary Education and MA in Curriculum in Curriculum and Instruction at Delaware State University. He is certified as an Elementary School Administrator, Supervisor of Student Services, and Teacher for grades 1-8. His training includes staff development in team leadership/consensus building, crisis management/school security, school law, Parent Involvement Program "I Care," writing and math rubrics, seven habits of highly effective leaders, elementary and middle school standards-based mathematics, writing meaningful school improvement plans, balanced literacy, and emergency management administration.
- **Dr. David Clark, Executive Director of Student Services**, completed his doctorate in Educational Innovation and Leadership at Wilmington College; his Teacher Certification in Special Education and Master of Instruction at the University of Delaware; and his bachelor's degree in Human Services at Antioch University. He has Pennsylvania Principal Certification. During his 20+ years as an educator, Dr. Clark has held positions of special education coordinator, teacher, assistant principal, and charter school chief administrative officer. His broad experience in student services and in urban environments enhances his working relationships with parents and community agencies. His expertise includes: specialized needs of at-risk youth, multi-cultural counseling, prevention programming, cognitive development, and school-family communication.
- **Dr. Melvyn Burroughs, School Principal**, has been a principal for a total of 17 years, first at an alternative high school in Massachusetts, and subsequently at elementary level charter schools in Chester and Philadelphia. In addition to his extensive experience, he has a doctorate in Educational Administration from the University of Massachusetts and a Masters in Urban Education from Springfield College through the Teacher Corps, a program that aimed to link the school with the community. His studies included teacher evaluation, special education, and instructional techniques consistent to the mission of Chester Community Charter School.
- **Ms. Candace Crosse, School Principal**, was employed for 13 years at the Brandywine School District in Claymont, Delaware, where she served as an elementary school assistant principal, principal, and instructional supervisor. She holds a bachelor's degree in Elementary Education, Education/Special Education for Cheyney University and a Master of Education degree in School Administration from Wilmington College, in Delaware.
- **Mr. Donald Odom, School Principal**, earned both a BS in Distributive Education and an MA in Education at Delaware State College. During his 30+ year career in education, Mr.

Odom has worked in progressively higher levels of responsibility from Career Guidance and Placement Counselor, to lead teacher, assistant principal, and to Principal in the Red Clay School District in Delaware.

- **Dr. Alan Hart, School Principal**, has an Ed. D. in Educational Leadership from Widener University, an M. Ed. in Applied Psychology from Teachers College Columbia, an MS in Physical Education from Morgan State University, and a BS in Elementary Education from Livingston College. He also has graduate credits in education from West Chester State College and the University of Delaware. He is certified as a principal and an elementary school teacher, as well as a physical education teacher.
- **Ms. Darnell Medley, School Principal**, has a Masters in Educational Administration from Temple University and was trained as a coach in the school's instructional approach through the National Institute for Direct Instruction. She also completed Coach's Training through the state's Reading First Initiative at the Governor's Institute.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

- The school added one new principal for the 2007-08 school year to provide support and leadership for the increase in student enrollment and in number of teachers and staff. The school also replaced one principal who left at the end of the 2006-07 school year.
- There were no changes on the Board.

Board of Trustees

Name of Trustee	Office (if any)
Richard Englert, PhD	None
Sean Finnegan	Treasurer
Mr. Joseph T. Kelly, Jr.	None
Peter M. Idstein, PhD	Secretary
William Murray	None
The Honorable Spencer B. Seaton, Jr.	Chair

Professional Development (Governance)

When a new member joins the Board, the CEO and Executive Vice President/Legal Counsel orient that individual to the laws and regulations that apply to Pennsylvania charter schools, including the Sunshine Law.

Coordination of the Governance and Management of the School

- The Board of Trustees coordinates the governance and management of the school through a detailed management agreement with Charter School Management, Inc. The management group reports to the Board for all operational, financial, and personnel responsibilities.
- The Board attempts to maintain a working relationship with the school district's Empowerment Board through the principal and the management team. The

superintendent, school representatives, and elected Board members have often been invited to the school.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

There have been significant efforts to engage parents and the community in school activities through a series of open houses, Parent Award Dinner, the PTO, parent training sessions, and a Parent Report Card Program.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We had no major fund-raising activities this year and none are planned for next year.

Fiscal Solvency Policies

- An annual budget is prepared and submitted to the Board of Trustees for their review and approval. Upon adoption of the budget by the Board of Trustees, it is filed with the PA Department of Education in accordance with the Charter School Law. Actual results are compared with budgeted amounts on a monthly basis in order to maintain fiscal solvency.
- Also, cash accounts are reconciled on a monthly basis to insure fiscal solvency.

Accounting System

Chester Community Charter School uses "Quick Books Accounting Software" to record receipts and cash disbursements on a monthly basis. Monthly Cash Basis Financial reports are generated from the system. Conversion from cash to modified accrual basis to accrual basis of accounting is done at year-end for filing the Annual Financial Report, Form PDE-2057. Annual financial reports are prepared in accordance with financial reporting requirements established by Government Accounting Standards Board Statement 34, "Basic Financial Statements — and Management's Discussion and Analysis for State and Local Governments."

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

- Touey & Co., LLP is the Chester Community Charter School's independent audit firm.
- The last audit was dated March 25, 2008 for Fiscal Year ending June 30, 2007 (school year 2006-07).
- Touey & Co., LLP issued an unqualified opinion on the financial statements of the Chester Community Charter School for the fiscal year ended June 30, 2007. In addition, there were no findings or questioned costs pertaining to the single audit of our federal programs.
- Our independent auditors are not expected to complete their audit fieldwork for the 2007-08 until December 2008 and issue their audit report until January 2009.

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

- Audit

Citations and follow-up actions for any State Audit Report

Not applicable. The last State Audits of Chester Community Charter School reviewed the 1998-99 and 1999-2000 fiscal years.

SECTION VII. FACILITY RESPONSIBILITIES

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

- We acquired our furniture and equipment through our capital program in the budget.
- We lease our facilities.

Future Facility Plans and Other Capital Needs

- We anticipate adding two additional school buildings, one in 2008-09 and another in 2009-10. These plans fit in perfectly with our 5-year strategic plan that envisions two campuses (East and West sides of town) devoted to supporting learning and community development.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- The Chester Community Charter School takes health and safety issues very seriously. During the 2007-08 school year, we had five classroom buildings, the oldest of which is six years old. All of our buildings are equipped with a sprinkler system as well as the double protection of fire extinguishers.
- We hold a fire drill every month during which time we hold back a student unbeknownst to the teacher so that we can check to make sure that attendance is being taken.
- We also review every child's individual health folder to make sure that Physicals, Shot Records, and Dental Health Records are up to date. We formally notify parents of any missing records and we exclude children from attending school in compliance with state law.
- Our CFO is currently (July 22, 2008) working on the health reimbursement for the 2007-08 school year. We prepared and submitted the health reimbursement for the 2006-2007 school year also at this time last year and received the reimbursement in January 2008.

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

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

Current School Insurance Coverage Policies and Programs

The school currently has the following insurance coverage with Philadelphia Insurance Companies:

- Worker's Compensation Policy
- Umbrella (Property and Casualty) Policy - \$10 Million
- General Liability Policy
- Builders Risk Policy
- Directors and Officers Policy - \$10 Million
- Student Accident Policy
- Fidelity Bond (401k Plan)

In addition, we offer the following is insurance coverage for our employees:

- Keystone Health Plan East (HMO)
- Independence Blue Cross (Personal Choice)
- Rayant Healthcare (Dental)
- Fort Dearborn Life Ins Co (S-T Disability, L-T Disability and Life Ins)

Current School Insurance Coverage Policies and Programs - Attachment

- Current School Insurance Coverage Policies and Programs

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

CCCS professional staff:

- Total number of professional positions in 2007-2008 = 133
- Total number of professional personnel = 145
- Number returning from the 2006-2007 school year = 88
- Number with us for entire 2007-2008 school year = 123

Discuss staff turnover and retention patterns and possible reasons for each.

- During the 2007-2008 school year, 92.5% of the 133 professional staff who started in September 2007, stayed the entire school year.
- Of the 125 professional staff (positions) employed at the school during the 2006-2007 school year, 70.4% returned for the 2007-2008 school year.
- Reasons for turnover reflect the youthful status of the majority of our professional staff; this characteristic results in personal mobility (e.g., marriage, pregnancy, or return to college for an advanced degree) or lack of "fit" in our urban setting. To address the latter issue, we have been proactive recruiting professional staff from urban education programs; additionally, we provide extensive professional development in issues relating to urban education.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

a) Student enrollment procedures and policies:

- Everyone may enroll his/her child in the Chester Community Charter School if space is available. Siblings of students currently enrolled are given first preference. The next preference goes to Chester Upland residents. As openings occur, these openings are filled by lottery in keeping with Act 22. If we do not have space available in our school, potential students are placed on a waiting list. When an opening occurs we draw from the waiting list by lottery, using a table of random numbers. The preference by lottery is siblings first, then Chester residents, and finally the full list.
- To enroll in kindergarten at our school, a child must be at least five years old by September 30th. To enroll in first grade at our school, a child must be at least six years old by September 30th of that school year.
- To enroll in kindergarten at our school, a child must be at least five years old by September 30th. To enroll in first grade at our school, a child must be at least six years old by September 30th of that school year.

b) Enrollment trends:

• **Student Enrollment History: 2007-2008**

Grade	Initial Enrollment	Dropped Voluntarily	Added
K	336	59	32
1	335	60	18
2	310	36	19
3	322	34	22
4	240	20	15
5	230	22	21
6	179	28	11
7	124	18	12
8	82	15	13
Total	2158	292	163

- Number of students who completed this school year who are currently enrolled to return in September = 1966
- Expulsions = 0
- Trends: 99% of student transfers are due to relocation outside of our district. Although, as a charter, we do accept out of district students, the students who move and leave, chose to leave due to transportation issues.

Student Enrollment - Attachment

- Student Enrollment

Transportation

- Our students are transported by the Chester Upland School District.
- None of our special education students have required special transportation, however, appropriate transportation would be arranged if it were required to meet the needs of any student(s).

Food Service Program

We contract with the Archdiocese of Philadelphia to supply breakfast and lunch. The Archdiocese provides us with free and reduced lunch program and they process the necessary paperwork. In addition we employ a full time Food Services Manager to coordinate the ordering of food and serving breakfast, lunch, and snacks.

Student Conduct

a) The school's expectations for student behavior and discipline:

- The Chester Community Charter School is committed to providing a safe, secure learning environment for all of our students. To this end we have established a dress code and a code of conduct along with consequences for violations. In addition, we have school counselors who counsel children in anger management and conflict resolution.
- The parents of a child who has been suspended or expelled from school may request a hearing with the Principal; if not satisfied they may then request a hearing with the Superintendent; finally, if still not satisfied, they may request a hearing with the Board of Trustees.

b) Two hundred sixty-four (264) offenders and 182 victims were involved in 278 suspension incidents, resulting in 362 out-of-school suspensions, 7 in-school suspensions, and 0 expulsions.

Student Conduct - Attachment

- [Chester Community CS - Charter Annual Report Section: Student Conduct View Back](#)

Status: In Progress

Assigned To: Louise Vitiello Show History

Actions: [Select Action](#) [Save](#) [Complete](#) [Do Action](#)

Comment:

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

Attach: [Discipline Policies](#)

Main Toolbar

Normal

Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Chester Community CS within Delaware County IU 25 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 Steven E. Lee

Title CEO

Phone 610-447-0400

Fax 610-447-8546

E-mail slee@chestercommunitycharter.org

Signature of the Chief Executive Officer and Date

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

Name Spencer Seaton

Title Honorable

Phone 610-447-0400

Fax 610-447-8546

E-mail none

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name David Clark

Title Executive Director of Student Services

Phone 610-447-0400

Fax 610-447-8546

E-mail dclark@chestercommunitycharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page