
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: Academy CS
Address: 900 Agnew Rd
Pittsburgh, PA 15227
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Academy CS

Date of Local Chartering School Board/PDE Approval: 02/23/2005

Length of Charter: 5 years **Opening Date:** 8/29/2005

Grade Level: 8th-12th **Hours of Operation:** 8 am- 3pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 20

Student/ Teacher Ratio: 8-1 **Student Waiting List:** 0

Attendance Rate/Percentage: 77%

Enrollment: 140 **Per Pupil Subsidy:** 10,000 tuition

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 133
Hispanic: 0
White (Non-Hispanic): 7
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 0

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

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Academy Charter School, located in Pittsburgh, Pennsylvania, had an enrollment of 140 students in the 2007-2008 school year. The focus of the school is to provide a quality education to students who are currently on Probation and involved in the Juvenile Justice System. These students all have a common bond in the areas of chronic truancy and behavior problems in their

schools of residence. This school serves grades 8 through 12 with a school calendar year of 180 days of 990 hours of instruction.

The mission of the school is to fulfill a need that the Allegheny County Juvenile Court Judges and Probation Department have long expressed — the offering of an alternative school setting that would address the special needs of youth who are active in the Juvenile Justice System. This school is providing an alternative to institutionalization for these students resulting from their disruptive school behavior and frequent suspensions. In addition to providing this alternative setting, the school also provides to those who may be on the path of dropping out of school because of negative school experiences.

Our school offers a uniqueness that begins with school transportation. Every student enrolled in The Academy Charter School is picked up at their door and dropped off at their door on a daily basis. The individual operating the van is either a counselor or teacher at The Academy Charter School. This service provides an immediate relationship between school personnel and student along with providing the student a safe environment. The student's day begins with a full breakfast, followed by a school day which includes 6 periods. Our classes are structured in for a 20 student class maximum.

During the past couple of years, it has become very evident through conversations with both parents and Probation Officers that the school's concept is working. The school attendance saw an increase for most students of 30% from the last year. On graduation day, 33 students received their diploma. Students who graduate from The Academy Charter School are also entitled to a \$2,000 scholarship to use at a college or a trade school.

All of our students can now identify with a school. They and their parents now see a positive in education. The parents see a safe and structured environment, which provides a quality education in a unique setting. Most importantly, the students finally see an opportunity to achieve academic success in a high school setting.

Core Purpose

Mission

The Academy Charter School's mission is to provide specialized educational services to delinquent youth. The mission of The Academy Charter School is to engage each student in a variety of educational experiences needed to achieve his or her maximum potential as a positive, contributing citizen of a diverse and changing society.

Vision

The Academy Charter School is a unique school for a unique population of students. The goal is to create a structured, safe, beneficial, and positive school environment to injured learning

youth which will result in an increase in school retention and a decrease in institutionalization and recidivism.

Rooted in a tradition of excellence, The Academy Charter School envisions a dynamic learning community that values academics and outstanding performance as a priority. This positive, professional, and safe community of learners, through its programs, inspires and nurtures a passion and excitement for learning in all of its members. It is committed to the high standards of knowledge, skills and understanding.

The Academy Charter School provides comprehensive curricula and integrated instruction, supported by technology that energizes and promotes learning. All learning focuses on meaningful and active engagement of students. Educational opportunities connect school learning to real life and life beyond school. Staff and students are distinguished by their ability to think critically and use problem-solving processes. They exhibit tolerance, empathy, and respect for others. They desire to not only better themselves, but also their community. They are in touch with a changing world and recognize the importance of embracing lifelong learning.

Shared Values

The Academy Charter School is a unique institution that is successful because of the cooperation between all parties involved. The goal of The Academy Charter School is to give young people one last chance to succeed in a normal school setting. The staff at The Academy Charter School are constantly communicating with parents, probation officers, and communities, enabling the students an opportunity to succeed.

The staff is able to develop relationships with the students due to the uniqueness of the school. Many students have been committed to The Academy Charter School for truancy issues, so by having the teachers transport the students to the school, parents and the students understand that this is a team effort. Probation officers of the students are also an essential part of the programs success. During the week, probation officers visit the school on a regular basis to meet with their child to discuss school behavior, academics, and home behavior. The students also have the opportunity to earn additional community service hours throughout the year. The students are taken by school personel to certain communities where they perform such duties as planting gardens, picking up trash, and removing graffiti.

The Academy Charter School is able to give these young people one last chance to succeed in the community and adolescence. Through the efforts of The Academy, the student is also able to see other ways to live. The experiences that are had at The Academy are ones that can be built on as the young person becomes an adult.

Academic Standards

Our goal is for our students to show academic progress. We have incorporated a PSSA remedial class for those students not scoring proficient on the PSSA test. We have developed a daily class working out of the PSSA Coach books to enhance performance on the PSSA test. We have also incorporated PSSA "Bell Ringers" at the beginning of every academic period. During this time each teacher implements an activity that is formated to the PSSA standards. Each teacher is required to not only incorporate the PA State Standards into their daily lesson plans, but also identify the standards on their classroom boards.

Strengths and Challenges

The Academy Charter School is unique in many ways. First and foremost, the school provides door-to-door van transportation for all students. This has been critical in helping students attend school, which is crucial to their learning. The Academy also offers full complimentary breakfast and lunch, which has been greeted with extreme satisfaction by the students. Equally

instrumental has been their use of family counselors that visit each home twice a month to keep the family involved with the child's progress.

In addition to the innovative programmatic features for students, our teachers have increased their awareness of innovative techniques for student engagement through our partnership with Duquesne University. The teachers have learned that a positive school environment will increase learning and school attendance. It is clear that students who are consistently given positive encouragement perform better. Accordingly, we have implemented several positive reinforcement programs including Student of the Month, Honors Luncheon, and School-Wide Positive Behavior Support.

Furthermore, teachers develop professionally by attending Therapeutic Crisis Intervention training, certified through Cornell University. The training focuses on: preventing crisis from occurring, de-escalating potential crises, effectively managing crises phases, learning constructive ways to handle stressful situations and developing this learning cycle throughout the school. Teachers also attend extensive training sessions in Strategies for Systems Change, Gangs, Classroom Management and Guided Group Interaction prior to teaching in the classroom. Each teacher is required to attend training through Allegheny Intermediate Unit 3, which offers a teacher induction program.

The school maintains another innovative program, the Perfect Attendance Program, for staff and students alike. This is a true indication of the desire of these individuals to work with this unique population and the teachers' commitment to lead by example.

Two career-related innovative programs at the school are the Career Development Training Center and the \$2,000 Scholarship Program. All students receive career counseling and are encouraged to continue with post-secondary schooling. The Academy Charter School supports students financially by providing a \$2,000 scholarship to all graduating students that continue their schooling at institutions of higher learning. Many students have declared their acceptance at schools such as Community College of Allegheny County, Kaplan Career Institute, the Pittsburgh Culinary Institute, Western School of Health and Business, and Triangle Tech. Eleven of the graduates have also qualified for the Pittsburgh Promise scholarship, which has just recently included The Academy Charter School among its list of participating Pittsburgh Schools. In order to qualify for the Promise scholarship, students must earn a cumulative GPA of 2.0 or higher; have lived in Pittsburgh and attended a Pittsburgh Public School for at least 2 years; and attend a program that is at least 24 months in length. Depending upon how long students have been in the Pittsburgh Public school system, they can earn as much as \$5,000 per year to pursue their career aspirations.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Academy Charter School is proud to present its comprehensive Strategic Plan that will direct the work of its schools for the next seven years. The Pennsylvania Department of Education requires that public and charter school districts engage in strategic planning to help their schools identify and accomplish specific goals. The Academy Charter School took the planning process to heart, and created practical and responsive plans that will maintain and extend its achievements as a standards-driven school district.

The plan is the result of diligence and hard work put forth by the charter school's many stakeholders: students, teachers, parents, counselors, administrators, support staff, school district officials, and community members. Two separate committees met throughout 2005 to create the components of this Strategic Plan, with the finished plan representing a synthesis of broad and

varied perspectives. Eleven action plans have been developed for the following areas: Operational and Organizational Structure, Student Achievement, Curriculum and Assessment, Instruction, Graduation Requirements, Professional Development, Financial Resources, Student Services, Time, Community and Parent (Relations), and Technology. The plan was completed by the Strategic Planning Steering Committee.

Beliefs

A statement of the fundamental convictions, values, and character of the The Academy Charter School.

- We believe that this community has a fundamental commitment to its children.
- We believe that the community has a responsibility to promote the education and welfare of its members.
- We believe that students, teachers, and the community are part of an ongoing accountability system that promotes the success of the school district.
- We believe that continual growth requires a willingness to change.
- We believe that all people can learn - each at different rates and in different ways.
- We believe that all people deserve the opportunity to develop their potential. We believe that personal responsibility, hard work, and self-discipline are key components to achievement.
- We believe that high standards encourage high achievement.
- We believe that open and honest communication promotes mutual understanding and trust.
- We believe that the family has a profound impact on the individual and the community.

Parameters

Statements that establish the guidelines and boundaries within which we will operate.

- We will not tolerate any behavior which diminishes the dignity and self-worth of any individual.
- No program or course will be accepted or retained if it is inconsistent with the Strategic Plan.
- No aspect of the Strategic Plan will be funded without sensitive consideration of community resources.

Objectives

An expression of the desired, measurable end results for the organization, objectives are restricted to student success, performance, and/or achievement.

- Students at all levels will demonstrate achievement of state and district standards.
- All students will demonstrate critical and creative thinking, organizational skills, and knowledge to meet or exceed The Academy Charter School's expectations of excellence.
- All students will demonstrate the skills and discipline necessary to exercise their rights and fulfill their responsibilities as citizens.

Academic Standards and Achievement

The Academy Charter School is committed to the academic achievement of its students. The Academy Charter School has already started to address the instructional, assessment, and

reporting requirements contained in the No Child Left Behind Law and those established by the Pennsylvania Department of Education. Standards-based programs are not new to the charter school; the new Strategic Plan extends existing commitments to standards-based reporting systems, performance-centered curriculum, differentiated instruction, and academic recovery programs. We accept the vital importance of standards and student achievement in all of our educational programs; the ultimate success of our school district resides in the quality of our students' work.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
William Styche	The Academy Charter School	Other	Sam Costanzo
James Chapas	The Academy Charter School	Administrator	William Styche
Rose Schoy	The Academy Systems	Other	William Styche
Amy Abraham	The Academy Charter School	Special Education Teacher	William Styche
Deanna Marutz	The Academy Charter School	Special Education Teacher	William Styche
Brad Shमितko	The Academy Charter School	Secondary School Teacher	William Styche
Ashley Contristano	The Academy Charter School	Ed Specialist - School Counselor	William Styche
Steve Dankis	The Academy Systems	Other	William Styche

Goals, Strategies and Activities

Goal: Attendance Goal

Description: Student attendance rate will increase over 4 years.

Strategy: Attendance Rate

Description:

Activities:

Activity	Description	
Attendance		
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Community and Parents Action Plan

Description: We will develop and implement strategies to increase participation of students in their community, parents in their children's education, and community members and institutions in our schools.

Strategy: Character education

Description: Promote character education for our students through home, school, and community partnerships.

Activities:

Activity	Description	
Character Education		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Community outreach programs

Description: Expand The Academy Charter School's community outreach programs.

Activities:

Activity	Description	
Require Community Service	Upon graduation, students will be required to complete ten hours of community service.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Enhance student service learning beyond the classroom

Description: Enhance student service learning beyond the classroom.

Activities:

Activity	Description	
Require Community Service	Upon graduation, students will be required to complete ten hours of community service.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Opportunities for parents to be active partners

Description: Extend the opportunities for all parents to become active partners in their children's education.

Activities:

Activity	Description
Parent Teacher Organization	The Academy Charter School will hold monthly Parent Teacher

Meetings	Organization meetings.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Parent education programs

Description: Provide resources and encourage involvement in parent education programs.

Activities:

Activity	Description	
Parent Teacher Trainings	Parents will be invited to attend special education trainings with teachers three times a year. These trainings are based from parent surveys.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:9/29/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	3	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Duquesne University	<ul style="list-style-type: none"> College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Special Education Process Transition Behavior Support	Duquesne University's School Psychologist will be presenting these trainings using the most current data, laws, and practices.	<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. <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	
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school (grades 9- 	

<ul style="list-style-type: none"> Principals / asst. principals Other educational specialists 	12)	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Participant survey 	

Strategy: Public relations program

Description: Broaden the scope of The Academy Charter School's public relations program.

Activities:

Activity	Description	
Public Relations		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Cultivate external partnerships for e-learning

Description: Cultivate external partnerships for e-learning and other visionary educational initiatives

Strategy: Initiate partnerships with local/national/global educational facilities

Description: Initiate partnerships with local/national/global educational facilities and other entities to provide a menu of options in support of instruction and training

Activities:

Activity	Description	
Research and establish partnerships	2nd Quarter 2008 — Begin strategic processes to identify types of desired partnerships and curriculum benefits 4th Quarter 2008 — Begin acquisitions of partnerships to nurture relationships 2nd Quarter 2009 — Meet with key stakeholders to assess status and continue the establishment of partnerships	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Curriculum and Assessment

Description: We will design relevant and challenging curricula and assessments to evaluate the students' achievement of school district standards and the Pennsylvania Academic Standards, and guide the development of educational programs.

Strategy: Engineer automated processes to reproduce device images

Description: Build images to accommodate demands of desktop strategies

Activities:

Activity	Description	
Determine and design image solution and acquire any necessary hardware and/or software	2nd Quarter 2008 — Identify possible deployment strategies 3rd Quarter 2008 — Begin process to test and deploy solutions 4th Quarter 2008 — Start implementation of solutions 1st Quarter 2009 — Seek evaluation of implemented solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$1,500.00

Goal: Curriculum and Assessment Action Plan

Description: We will design relevant and challenging curricula and assessments to evaluate the students' achievement of school district standards and the Pennsylvania Academic Standards, and guide the development of educational programs.

Strategy: Academic intervention programs, policies, and procedures

Description: Develop and implement academic intervention programs, policies, and procedures that will help all students achieve proficient performance standards.

Activities:

Activity	Description	
Leadership Team Review	The Academy Charter School will create a Leadership Team and the team will review current intervention programs, policies, and procedures and update them in order to meet the needs of the school.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Career and educational opportunities

Description: Inform students and parents of career and educational opportunities.

Activities:

Activity	Description	
Career Service Coordinator	The Academy Charter School will appoint an employee to be the Career Service Coordinator. This person will inform students and parents of career and educational opportunities.	
Person Responsible	Timeline for Implementation	Resources
Not Currently	Ongoing	\$0.00

Assigned		
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Strategy: Common assessment policies and procedures

Description: Designate grade-specific and course-specific assessments that will be used to determine each student's achievement of academic standards.

Activities:

Activity	Description	
Instructional Team Meetings and Department Team Meetings	During Instructional Team Meetings and Department Team Meetings, staff will be able to develop and common assessment policies and procedures. Having common policies and procedures will increase the valid and reliable evaluation of each student's achievement of standards.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Explanation of standards to stakeholders

Description: Provide clear and compelling explanations of the importance and relevance of standards to all of The Academy Charter School's stakeholders.

Activities:

Activity	Description	
Meeting with Stakeholders	Hold a meeting with stakeholders to discuss the importance and relevance of standards. During this meeting, the curriculum will also be discussed and how the standards will have an impact on it.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Flexible curriculum

Description: Provide flexible curriculum that meets the needs of all students.

Activities:

Activity	Description	
Instructional Support Team	Our Instructional Support Team creates an Individual Success Program (ISP) for all regular education students. These plans provide adaptations and accommodations for these students in order to make sure they are or continue to be successful in the regular education setting.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Grade-specific and course-specific assessments

Description: Designate grade-specific and course-specific assessments that will be used to determine each student's achievement of academic standards.

Activities:

Activity	Description	
Instructional Team Meetings and Department Team Meetings	During Instructional Team Meetings and Department Team Meetings, staff will be able to develop and designate grade-specific and course-specific assessment. These assessments will be used to determine achievement.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Integration of curricula and technology

Description: Encourage the integration of various curricula and technology resources for more meaningful student learning.

Activities:

Activity	Description	
Needs Assessment Survey	The Academy Charter School will develop a technology needs assessment survey in order to determine what resources would make student learning more meaningful.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Multicultural awareness

Description: Promote multicultural awareness through courses, school programs, and in-service projects.

Activities:

Activity	Description	
Curriculum Writing	During curriculum writing, teachers will be required to implement multicultural awareness lessons.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Reporting system

Description: Create and implement a reporting system that reflects standards-based assessment.

Activities:

Activity	Description	
Implement Read 180, Cog Tutor, Star Reading, Star Math	Have appropriate teachers implement Read 180, Cog Tutor, Star Reading, and Star Math, which are all standards based.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Review and assess the curriculum

Description: Review and assess the curriculum with reference to state and federal requirements.

Activities:

Activity	Description	
Curriculum Writing	When creating new curriculum, teachers will make sure that all lessons meet state and federal requirements.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Technology-based learning opportunities

Description: Provide technology-based learning opportunities that complement or extend The Academy Charter School's educational programs.

Activities:

Activity	Description	
Technology-based learning		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Use data to improve achievement and performance

Description: Utilize assessment data to improve student achievement and school performance.

Activities:

Activity	Description	
Data Review	After giving the Terra Nova and the PSSAs, the administrators and teachers will review the data in order to make program modifications and improve achievement and performance.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Deploy an instructional assessment system

Description: Deploy an instructional assessment system capable of providing immediate student performance feedback to identify remediation and accelerated learning opportunities

Strategy: Implement a solution which incorporates scanning

Description: Implement a solution which incorporates scanning to assist instructional staff to enhance student achievement

Activities:

Activity	Description
Identify and purchase innovative application and appropriate hardware	4th Quarter 2008 — Identify possible scanning based strategies and begin discussions with possible solution providers 2nd Quarter 2009 — Acquire solution begin process to test and deploy solutions

	3rd Quarter 2009 — Start utilization of solutions	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:12/1/2008 Finish: 11/2/2009	\$27,000.00

Goal: Develop sustainable e-resources for staff

Description: Develop e-resources for staff that can be customized to meet their needs and aligned with academic curriculum and goals and support staff technological literacy

Strategy: Create new opportunities to extend training availability

Description: Design and implement virtual environments to augment existing training practices

Activities:

Activity	Description	
Utilize mobile Distance Learning capability	3rd Quarter 2009 — Begin planning and strategic processes to utilize equipment 1st Quarter 2010 — Implement solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Elevate competency and efficiency for staff and instructors

Description: Elevate competency and efficiency for staff and instructors by better utilizing existing productivity applications

Strategy: Provide hands-on and other training opportunities

Description: Provide hands-on and other training opportunities to leverage application functionality

Activities:

Activity	Description	
Utilize existing Back Office applications to its fullest capacity	1st Quarter 2009 — Begin to identify possible solutions 3rd Quarter 2009 — Begin process to acquire application, development, or hardware needs 1st Quarter 2010 — Start implementation of solutions	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:3/2/2009 Finish: 1/4/2010	\$0.00

Goal: Embrace “outreach” programs to provide meaningful training resources

Description: Embrace “outreach” programs to provide meaningful training resources to all District stakeholders

Strategy: Utilize existing District computer labs to engage community members

Description: Utilize existing District computer labs to engage community members with hands-on technology training to further their knowledge of standard computer and application use

Activities:

Activity	Description	
Provide hands on training assistance	2nd Quarter 2008 — Identify stakeholder needs and begin draft of schedule 3rd Quarter 2008 — Begin staging of schedule and evaluate success 1st Quarter 2009 — Revisit stakeholder needs and re-tool as necessary	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Empower end-users to access accurate and timely web-enabled portals

Description: To empower end-users to access accurate and timely web-enabled portals to view policies, procedures, information, results and forms

Strategy: Review all current technology policies

Description: Review all current technology policies and create new ones deemed necessary to parallel District initiatives

Activities:

Activity	Description	
Revise current policies, create new ones, and post them accordingly	4th Quarter 2008 — Perform needs assessment and form strategic plan with all stakeholders 1st Quarter 2009 — Begin contact with solution providers to determine feasibility 2nd Quarter 2009 — Begin acquisition process and implement solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Establish interactive distance meeting capabilities

Description: Establish interactive distance meeting capabilities to increase staff efficiency and productivity and conversely reduce travel expenses

Strategy: Design and implement a turn-key solution to provide electronic options

Description: Design and implement a turn-key solution to provide presentation, video and voice

conferencing ability

Activities:

Activity	Description	
Obtain specialized video conference equipment and design appropriate room environment	3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan 4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services 1st Quarter 2009— Apply for E-rate funding 4th Quarter 2009 — Implement solutions based on E-rate Award Letters	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:11/3/2008 Finish: 10/1/2009	\$20,000.00

Goal: Extend availability of curriculum content and create interactive virtual classroom environments

Description: Extend availability of curriculum content and create interactive virtual classroom environments in support of NCLB and serve the educational needs of students through the use of emerging technology

Strategy: Deliver alternative classroom instruction opportunities

Description: Deliver alternative classroom instruction opportunities through infusion of Distance Learning units to support anywhere/anytime e-learning environments

Activities:

Activity	Description	
Purchase mobile Distance Learning capability	3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan 4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services 1st Quarter 2009— Apply for E-rate funding 4th Quarter 2009— Implement solutions based on E-rate Award Letters	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:2/6/2009 Finish: 12/30/2009	\$34,000.00

Goal: Financial Resources Action Plan

Description: We will develop and implement a financial plan to provide sufficient resources to fund all objectives of The Academy Charter School's Strategic Plan consistent with sound business practices.

Strategy: Develop an Efficiency Review Team

Description: Develop an Efficiency Review Team to investigate and assess the charter school's use of its resources.

Activities:

Activity	Description	
Efficiency Team Review		
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Strategy: Maintain awareness of legislative issues

Description: Maintain awareness of legislative issues and make the charter's positions known to legislators.

Activities:

Activity	Description	
Legislative issues		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Maximize alternative sources of revenue

Description: Maximize alternative sources of revenue for The Academy Charter School.

Activities:

Activity	Description	
Alternative sources of revenue		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Public awareness programs

Description: Create public awareness programs to educate the community on school finance.

Activities:

Activity	Description	
Public Awareness Programs		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Use forecasting techniques

Description: Continue to use forecasting techniques to aid in financial planning.

Activities:

Activity	Description	
Forecasting techniques		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Foster revolutionary learning environments by infusing emerging technologies into all classroom areas

Description: To foster revolutionary learning environments by infusing emerging technologies into all classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards.

Strategy: Expand the use of productivity applications for students

Description: Expand the use of productivity applications for students to orchestrate a greater capacity of basic computer skills in order to foster an environment building the utility of technology into everyday learning

Activities:

Activity	Description	
Identify, acquire appropriate licensing, and implement application(s) to be staged in over the next several years	2nd Quarter 2009 — Draft implementation strategy and develop curriculum infusion plan involving key stakeholders 4th Quarter 2009 — Acquire application components and proper licensing 2nd Quarter 2010 - Draft deployment plan and begin installation	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:4/1/2009 Finish: 6/30/2010	\$43,000.00

Strategy: Infuse projection and inter-active learning devices into everyday curriculum

Description: Design and implement a strategy to infuse projection and inter-active learning devices into everyday curriculum

Activities:

Activity	Description	
Purchase equipment for real-time student participation	3rd Quarter 2008 — Draft implementation strategy and develop curriculum infusion plan 4th Quarter 2008 — Begin to acquire components and provide professional development for staff 1st Quarter 2009 — Draft deployment plan and begin installation	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:10/1/2008 Finish: 6/30/2009	\$34,500.00

Strategy: Leverage cable television services

Description: Leverage cable television services to facilitate the integration of alternative media to compliment curriculum content

Activities:

Activity	Description	
Acquire the necessary wiring and appropriate display units	3rd Quarter 2009 — Draft implementation strategy and develop curriculum infusion plan to align instruction 1st Quarter 2010 — Acquire wiring and components and provide professional development to staff	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start: 10/1/2009 Finish: 4/30/2010	\$16,600.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Graduation Rate

Description:

Activities:

Activity	Description	
Graduation Rate Over 4 Years		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Graduation plan

Description:

Activities:

Activity	Description	
Graduation Plan over four years		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Graduation Requirements Action Plan

Description: We will establish graduation requirements that meet or exceed Chapter 4 requirements and align them with Pennsylvania and district academic standards.

Strategy: Align all courses and assessments to Pennsylvania academic standards

Description:

Activities:

Activity	Description	
Curriculum Writing	During curriculum writing, all teachers will be required to align their courses and assessment to PA standards. They will be given a copy of the Pennsylvania academic standards to guide them during this process.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Graduates complete a culminate project

Description: Require that all graduates complete a culminating project that addresses standards in research, writing, and oral presentation.

Activities:

Activity	Description	
Curriculum Writing	When writing the English 4 curriculum, a culminating project will be written in and described.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Graduates complete portfolio

Description: Require that all graduates complete an extensive portfolio that addresses the completion of standards in research, writing, technology, and oral presentation.

Activities:

Activity	Description	
Curriculum Writing	When writing the English 4 curriculum, an extensive portfolio will be written in and described.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Increase the number of credits

Description: Increase the number of credits required for graduation.

Activities:

Activity	Description	
Leadership Team Review	During the summer Leadership Team Review, the team will look at ways to increase the total number of credits to 25.	
Person Responsible	Timeline for Implementation	Resources
Not Currently	Ongoing	\$0.00

Assigned		
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Goal: Growth Action Plan

Description: The Academy Charter School's student population grows by students every school year, resulting in a shortage of classrooms and a crowding of the building. The Academy Charter School has thought of renovating the school to meet its needs. The Strategic Plan has charted a clear course for the successful completion of these, and other issues, that have accompanied the charter's growth.

Strategy: Expand the building

Description:

Activities:

Activity	Description	
Expansion		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Improve staff and stakeholder voice communication

Description: Improve staff and stakeholder voice communication; provide a mechanism for real-time capabilities to increase productivity, and in-fuse added safety benefits

Strategy: Utilize cellular phone services

Description: Utilize cellular phone services to build on inter-active communications

Activities:

Activity	Description	
Acquire cellular phone voice/data services and devices, and create end-user phone usage policy. Acquire Aircard data services to provide mobile Internet Access.	4th Quarter 2007 — Establish communication needs and begin E-rate process 1st Quarter 2008 — Finalize E-rate application 3rd Quarter 2008 — Implement components when awarded by SLD at this time	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$119,200.00

Goal: Infuse greater access to reliable high-speed broadband services

Description: Infuse greater access to reliable high-speed broadband services to all sites in order to support stakeholder initiatives such as Distance Learning and Media-Rich applications and integrate all telecommunications services across all Academy sites to ensure access to reliable services is uniformly available to all stakeholders

Strategy: Design and implement a sustainable, scaleable infrastructure

Description: Design and implement a sustainable, scaleable infrastructure to insure stake holder

requests are delivered with a high quality of service (QOS) by creating a consortium of all Academy sites to create a cost-effective solution inclusive of Internet Access and Transport Services, along with other E-rate eligible services to deliver bandwidth services uniformly
Activities:

Activity	Description	
Identify and purchase network equipment/devices that meet	3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan 4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services 1st Quarter 2009 — Apply for E-rate funding 3rd Quarter 2009 — Implement solutions based on E-rate Award Letters	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$435,000.00

Goal: Infuse industry standard infrastructure security measures

Description: Infuse industry standard infrastructure security measures to transparently protect District users and data

Strategy: Design and implement an automated system-wide patch management solution

Description: Design and implement an automated system-wide patch management solution for operating systems and other applications

Activities:

Activity	Description	
Create scheduling scheme and configure servers for appropriate actions	2nd Quarter 2008 — Identify possible deployment strategies 3rd Quarter 2008 — Begin process to test and deploy solutions 4th Quarter 2008— Start implementation of solutions 1st Quarter 2009 — Seek evaluation of implemented solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$4,000.00

Strategy: Research and implement leading-edge protective hardware/software solutions

Description: Research and implement leading-edge protective hardware/software solutions that

provides universal threat management incorporating flexibility and scalability

Activities:

Activity	Description	
Obtain identified solution components and devise implementation schedule	3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan 4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services 1st Quarter 2009— Apply for E-rate funding 4th Quarter 2009 — Implement solutions based on E-rate Award Letters	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start: 7/1/2009 Finish: 12/30/2010	\$34,000.00

Goal: Instruction Action Plan

Description: We will deliver the most effective instruction and interventions for all students.

Strategy: Best instructional practices

Description: Design a model for teachers to collaborate regarding best instructional practices.

Activities:

Activity	Description	
Best Practices	At every Wednesday faculty meeting, a faculty member will demonstrate/present a best practice of their choice.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Differentiated instructional strategies

Description: Use differentiated instructional strategies to maximize the opportunity for individualized student learning at all levels.

Activities:

Activity	Description	
Instructional Support Team	Our Instructional Support Team creates an Individual Success Program (ISP) for all regular education students. These plans provide adaptations and accommodations for these students in order to make sure they are or continue to be successful in the regular education setting.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Use technologies to support and enhance instructional methods

Description: Use technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

Activities:

Activity	Description	
technology		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Leverage real data availability in order to address the mandates of the NCLB legislation

Description: To leverage real data availability in order to address the mandates of the NCLB legislation

Strategy: Research an automated data integration solution

Description: Research an automated data integration solution to integrate across disparate systems to permit seamless data entry at one point

Activities:

Activity	Description	
Compile a list of application development necessary to integrate student and data systems and investigate feasibility of migration	4th Quarter 2008 — Identify data to be integrated within each application 2nd Quarter 2009 — Begin contact with solution providers to determine feasibility 4th Quarter 2009 — Finalize feasibility and strategic direction	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start: 12/1/2008 Finish: 12/31/2009	\$6,500.00

Goal: MATHEMATICS

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

Strategy: PSSA Math Prep

Description:

Activities:

Activity	Description	
PSSA Coach Book		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: MATHEMATICS

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

Strategy: PSSA Math Prep

Description:

Activities:

Activity	Description	
PSSA Coach Book		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Operational and Organizational Structure Action Plan

Description: We will put in place a process and structure that will maximize learning, facilitate communications, and improve decision-making and accountability.

Strategy: Build a new senior high school

Description: Build a new senior high school, grades 8-12, to accommodate student enrollment and curricular requirements.

Activities:

Activity	Description	
Senior High Building		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Determine the additional classroom space needed prior to new senior high building

Description: Determine the additional classroom space that will be required at our existing high school to accommodate enrollment increases that occur during the years prior to moving into the new senior high building (8-12).

Activities:

Activity	Description	
Classroom Space		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Establish open and effective communication channels

Description: Establish open and effective communication channels for students, parents, district employees, educational partners, and community members.

Activities:

Activity	Description	
Effective Communication		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Implement a comprehensive, collaborative training program

Description: Implement a comprehensive, collaborative training program by qualified instructors for all Academy Charter School's personnel to teach and/or refresh communication skills.

Activities:

Activity	Description	
Training Programs		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Maintain an empowering organizational structure

Description: Maintain an empowering organizational structure which fosters and models the application of collaborative principles and practices.

Activities:

Activity	Description	
Organizational Structure		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Maximize the potential of all the stakeholders

Description: Maximize the potential of all the stakeholders through shared accountability in providing a positive, productive learning and working environment.

Activities:

Activity	Description	
Stakeholders		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Staffing procedures and processes

Description: Establish staffing procedures and processes at all levels to maximize learning and efficient utilization of staff.

Activities:

Activity	Description	
Staffing		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Professional Development Action Plan

Description: We will enhance a structure and process to facilitate the competence of all staff in achieving the goals of the organization.

Strategy: Assure that the staff development process maintains a balance

Description: Assure that the staff development process maintains a balance by responding to individual and school needs.

Activities:

Activity	Description	
Staff development process		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Comprehensive range of strategies

Description: Educate professionals to use a comprehensive range of strategies to ensure student achievement.

Activities:

Activity	Description	
Quality Inservice	Administrators will plan quality inservices in order to educate professionals about the comprehensive range of strategies to ensure student achievement.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Nurturing school cultures

Description: Continue nurturing school cultures that support site-based staff development.

Activities:

Activity	Description	
School Culture		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Ongoing in-service opportunities

Description: Provide ongoing in-service opportunities for support staff and school administrators.

Activities:

Activity	Description	
Ongoing Staff Development	Administrators will plan a faculty meeting for every Wednesday during the academic year. This will be used for general faculty meetings, planned parent phone contacts, new teacher mentoring, and IST meetings. Also throughout the school year, the faculty will participate in 8-10 inservice days. These will be planned and purposeful.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Ongoing, collaborative commitment to staff development

Description: Encourage an ongoing, collaborative commitment to staff development utilizing community and staff resources.

Activities:

Activity	Description

Staff Development		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Present opportunities for all staff to become knowledgeable about methods of learning and assessment

Description: Present opportunities, including in-service, for all staff members to become knowledgeable about various methods of student learning and assessment.

Activities:

Activity	Description	
Methods of learning and assessment		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Purposeful, ongoing staff development

Description: Provide time for purposeful, ongoing staff development.

Activities:

Activity	Description	
Ongoing Staff Development	Administrators will plan a faculty meeting for every Wednesday during the academic year. This will be used for general faculty meetings, planned parent phone contacts, new teacher mentoring, and IST meetings. Also throughout the school year, the faculty will participate in 8-10 inservice days. These will be planned and purposeful.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Provide a broad array of computing devices

Description: To provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to revolutionary technologies

Strategy: Embed a blend of desktop computing environments

Description: Embed a blend of desktop computing environments that intuitively permits access to various device types while insuring industry standard functionality.

Activities:

Activity	Description
Acquire desktop computers for various classrooms.	3rd Quarter 2008 — Determine replacement and new device deployment strategy, and develop specifications 4th Quarter 2008 — Acquire hardware components and begin

	deployment	
	3rd Quarter 2009 — Continue developed plan of deployment	
	3rd Quarter 2010 - Continue developed plan of deployment	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$210,000.00

Strategy: Provide scaleable server and storage environments

Description: Provide scaleable server and storage environments to proactively support all initiatives, applications and stakeholders

Activities:

Activity	Description	
Develop and implement a replacement strategy for servers	1st Quarter 2009 — Determine and develop specifications and finalize a replacement and new device schedule	
	3rd Quarter 2009 — Acquire hardware components and begin deployment	
	1st Quarter 2010 — Assess additional requirements and draft a schedule to acquire and deploy devices	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:2/1/2009 Finish: 3/31/2010	\$21,000.00

Goal: Provide a broad array of emerging technologies

Description: To provide a broad array of emerging technologies to maximize student safety and improve staff communication

Strategy: Implement a web-enabled mechanism for stakeholder classroom monitoring

Description: Research and devise implementation plan to include end-user interface

Activities:

Activity	Description	
Purchase video cameras for all classrooms and required miscellaneous hardware and software to support the initiative	1st Quarter 2009 — Perform needs assessment and form strategic plan	
	2nd Quarter 2009 — Begin contact with solution providers to determine feasibility	
	4thQuarter 2009 — Finalize feasibility and strategic direction, acquire solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$34,000.00

Strategy: Provide a central-based solution to extend real-time communication

Description: Provide a central-based solution to extend real-time communication with all classrooms

Activities:

Activity	Description	
Acquire integrated public address system and deploy throughout building	1st Quarter 2010 — Determine infrastructure needs and begin strategic planning 2nd Quarter 2010 — Finalize specifications, begin contact with solution providers 3rd Quarter 2010 — Begin acquisition process and implement solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start: 1/1/2010 Finish: 1/3/2011	\$67,000.00

Goal: Provide a safe Internet computing environment for all stakeholders

Description: Provide a safe Internet computing environment for all stakeholders to help meet educational goals

Strategy: Utilize content filtering means to protect stakeholders

Description: Utilize content filtering means to protect stakeholders from questionable or objectionable web sites

Activities:

Activity	Description	
Acquire and deploy Content Filtering application or service	4th Quarter 2007 — Develop specifications, acquire, and implement selected solution	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$19,500.00

Goal: Provide a web-based email system to foster enhanced communication

Description: Provide a web-based email system to foster enhanced communication between staff and other stakeholders

Strategy: Utilize web mail system to disseminate information

Description: Utilize web mail system to disseminate information and establish better communication amongst all to complement educational goals

Activities:

Activity	Description
Acquire and deploy Web-based email application or service	3rd Quarter 2008 — Establish communication needs, identify possible solutions, and begin E-rate process 1st Quarter 2009 — Finalize E-rate application

	3rd Quarter 2009 — Implement components when awarded by SLD at this time	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Start:9/22/2008 Finish: N/A	\$12,000.00

Goal: Provide continuing technical support

Description: Provide continuing technical support for all students, staff, instructors, and administrators

Strategy: Contract services with qualified experienced vendor

Description: Outline and contract services with qualified experienced vendor to support all initiatives on a daily basis in the areas of break/fix, help-desk, network services and other pertinent concerns

Activities:

Activity	Description	
Establish business rules and hire an outside contractor	4th Quarter 2007 — Identify services and service levels to be provided and contract with vendor to provided agreed upon services for three year period and establish monitoring and evaluation processes to continue services or seek another provider	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$294,000.00

Goal: Provide cost-effective reliable communications systems to ensure communications

Description: To provide cost-effective reliable communications systems to ensure communications between staff members in support of student safety and increase day-to-day efficiencies

Strategy: Utilize a cost-effective telephone solution

Description: Utilize a cost-effective telephone solution to ensure real-time access to classrooms, offices, and staff members is readily available

Activities:

Activity	Description	
Provide and maintain a stable and functional phone system to provide local and long-distance voice services	3rd Quarter 2007 — Establish communication needs, identify possible solutions, and begin E-rate process 1st Quarter 2008 — Finalize E-rate application 3rd Quarter 2008 — Implement components when awarded by SLD at this time	
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$7,650.00

Goal: READING

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

Strategy: PSSA Reading Prep

Description:

Activities:

Activity	Description	
PSSA Coach Book		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: READING

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

Strategy: PSSA Reading Prep

Description:

Activities:

Activity	Description	
PSSA Coach Book		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Review and assess the curriculum with reference to state and feral requirements

Description: Add Goal Statement here..

Strategy: Curriculum

Description:

Activities:

Activity	Description	
Referencing State and Fereederal Requirements		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Student Achievement Action Plan

Description: To meet the challenges of the No Child Left Behind Law, we will develop a plan for improving student achievement, including specific, measurable goals for student growth and plans to attain the student achievement goals.

Strategy: Academic intervention programs, policies, and procedures

Description: Develop and implement academic intervention programs, policies, and procedures

that will help all students achieve standards.

Activities:

Activity	Description	
Leadership Team Review	The Academy Charter School will create a Leadership Team and the team will review current intervention programs, policies, and procedures and update them in order to meet the needs of the school.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Community of learners

Description: Extend The Academy Charter School's community of learners.

Activities:

Activity	Description	
Community of learners		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Design and implement a planned course writing format

Description: We will design and implement a planned course writing format that prescribes specific benchmark assessments of the Pennsylvania Academic Standards for all students at the unit/grade level.

Activities:

Activity	Description	
Curriculum Writing	During the curriculum writing process, the English Department will write their curriculum using the state standards and PSSA anchors.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Exit goals

Description: Develop specific exit goals at each organizational level: graduation requirements for 9-12

Activities:

Activity	Description	
Leadership Team Review	During summer planning, the Leadership Team will determine specific exit goals based on state requirements.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Select standardized tests and use the Pennsylvania System of School Assessment

Description: In compliance with the No Child Left Behind Law, select standardized tests and use the Pennsylvania System of School Assessment that will provide objective data to track each student's longitudinal achievement.

Activities:

Activity	Description	
Testing Committee	Once the testing committee is established they will develop a testing schedule for PSSAs and the Terra Nova	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: We graduate seniors

Description:

Activities:

Activity	Description	
We graduate seniors		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: We graduate seniors

Description:

Activities:

Activity	Description	
We graduate seniors		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Increase participation rate

Description:

Activities:

Activity	Description

Incentives		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Increase participation rate

Description:

Activities:

Activity	Description	
Incentives		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Student Support Action Plan

Description: We will develop and implement guidelines and procedures to direct student support programs, discipline, citizenship, security, and extracurricular activities.

Strategy: Foster participation

Description: Foster participation of all students in extracurricular activities.

Activities:

Activity	Description	
Foster participation		
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Strategy: Inform the school community

Description: Inform the school community about support services available to students.

Activities:

Activity	Description	
School Newsletter	The Academy Charter School will publish a monthly newsletter informing the school community about support services available to students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Positive attitudes/citizenship skills

Description: Foster positive attitudes and develop good citizenship skills.

Activities:

Activity	Description
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Postive attitudes/citizenship skills		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Provide, develop, and maintain student support services

Description: Provide, develop, and maintain student support services.

Activities:

Activity	Description	
Appointed Employee	Appoint an employee to overlook student support services.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Safe school environment

Description: Provide a safe school environmnet by continuing to develop preventative measures, which ensure security.

Activities:

Activity	Description	
Safety Plans	Safety plans have been developed and will be included in all staff manuals. These safety plans will be be reviews at all general faculty meetings.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Technology Action Plan

Description: We will develop an effective and efficient plan to acquire, continually update, and incorporate technology throught evey facet of the charter school.

Strategy: Centralized technology

Description: Establish centralized services, expertise, and support for all technology.

Activities:

Activity	Description	
Needs Assessment Survey	Administrators will create a needs assessment survey in order to determine the need for centralized services, expertise, and support for all technology.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Create connections for technology partnerships

Description: Create intentional connections within our regional community for technology partnerships to support authentic performance opportunities for students.

Activities:

Activity	Description	
technology partnerships		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Design new facilities/renovated spaces to incorporate new technologies and provide technology-friendly environments

Description: Design all new facilities and renovated spaces to include innovative architectural designs that incorporate new technologies and provide technology-friendly environments.

Activities:

Activity	Description	
technology-friendly environments		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Develop and implement an integrated school-wide technology program

Description: Develop and implement an integrated school-wide technology program for administrative/staff personnel.

Activities:

Activity	Description	
Program Review	Administrators will review available school-wide technology programs that will meet the needs of the school.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Expand technology

Description: Expand the availability, use, and integration of technology into the 8th - 12th grade curriculum.

Activities:

Activity	Description	
Needs Assessment Survey	Administrators will conduct a needs assessment survey in order to determine the curricular needs in terms of technology.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Implement an effective communication system

Description: Implement an effective communication system within the school and beyond.

Activities:

Activity	Description
Needs	Administrators will develop a needs assessment survey in order to determine

Assessment Survey	what communication needs the school has and develop and implement the communication system from the survey.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Ongoing and supportive training

Description: Train all staff (in an ongoing and supportive manner) to enhance classroom instruction through the use of technology.

Activities:

Activity	Description	
Inservice	Administrators will plan ongoing inservice to train staff on how to implement technology in the classroom	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Technology to assist and enhance the educational program

Description: Use technology to assist and enhance the educational program.

Activities:

Activity	Description	
technology		
Person Responsible	Timeline for Implementation	Resources
Rose Schoy	Ongoing	\$0.00

Goal: Time Action Plan

Description: We will restructure the use of time to improve learning and communication.

Strategy: Alternative scheduling

Description: Explore alternative scheduling models for teaching in all grades. These models will incorporate an opportunity for expanding the extended period model.

Activities:

Activity	Description	
Leadership Team Review	The Leadership Team Review will propose two different schedules during the summer review.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Modified school-to-work programs

Description: Provide more students with opportunities to enrich their high school education by participating in a modified school-to-work program.

Activities:

Activity	Description	
School-to-work programs		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: On-line courses

Description: Implement a program at the high school to allow students to begin their college experience through on-line courses.

Activities:

Activity	Description	
On-line courses		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Teachers collaborating as a team within the school day

Description: Establish a set time within the school day for teachers to have an opportunity to collaborate as a team.

Activities:

Activity	Description	
Instructional Team Meeting	Instructional Teams have the same prep period off during the day in order to collaborate and meet as a team.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	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:

School Improvement Plan I was submitted and reviewed to AIU3 in January 2008.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Academy Charter School provides a comprehensive curriculum that evolves from clearly defined planned instruction that aligns with the state-mandated State Standards and Pennsylvania Department of Education Chapter 4 requirements. All learning consistently focuses on meaningful and active engagement of students. Educational opportunities connect school

learning to real life and life beyond school. The learning process integrates the intellectual, physical, social and emotional development necessary for students to realize academic success.

The professional educators of The Academy Charter School work collaboratively to provide instruction which will prepare student to demonstrate learning success in all contexts. Our educators are enthusiastic learners who convey their excitement to their students. All classroom activities are driven by valued research and “best practice” as acknowledged by a broad range of educational and professional organizations.

The Academy embraces an Instructional Supervision Program that provides professional educators with meaningful feedback that promotes professional growth and refinement of effective teaching practice. Improved planning and instruction will foster continuous improvement of student learning and achievement.

The Academy Charter School offers a comprehensive testing program designed to provide information concerning the educational proficiency of students. Academy and state-mandated assessments will be used to collect useful information about student performance and program effectiveness. Test data is also a valuable aid for teachers and administrators in determining individual strengths and educational needs. The Academy incorporates a differentiated instructional approach to learning that is geared to the ability/need level of every student. All classes are small in size and the instructional day provides ample opportunity to remediate or enrich the learning needs of all students.

The Academy teaching staff strives to design challenging and meaningful instruction that is connected to prior knowledge, personal interest, and has real world relevance. The classroom learning environment is grounded in respect, values all learners, and promotes active intellectual risk-taking. All learning evolves from a student-centered approach.

The Academy Charter School provides a curriculum and syllabi that align with Pennsylvania Department of Education Academic Standards, effectively links with the curriculum and syllabi of the Pittsburgh Public Schools, and provides, through modification and accommodation, a sound base from which Individual Success Programs (ISP) and Individual Educational Programs (IEP) can be derived. We specifically reference the linkage to the PPS Curriculum, because our students come from and could potentially return to Pittsburgh Public Schools. Curriculum continuity would enhance chances for a smoother academic transition.

We believe that the unique nature of our students requires a different strategy to enhance opportunities for student success. The cornerstone of the academic program will be an individualized approach to teaching each student. The ISP (Instructional Success Program) and IEP (Individual Educational Program) contain teacher/Instructional Support Team-designed modifications and accommodations to better meet the instructional and behavioral needs of the students. These modifications and accommodations need to be fluid and are subject to those adjustments necessary to enhance success. Regularly scheduled monitoring of the effectiveness of the ISP and IEP is a collective responsibility of the Instructional Support Team and school administration. Teachers continue to have a responsibility to align instruction with the Pennsylvania Department of Education Academic Standards, and utilize appropriate assessment anchors to tie The Academy Charter School’s curriculum/instructional practices to the state assessment system.

Utilizing Charlotte Danielson work as a framework for teaching and professional performance, teachers received extensive professional development on better/best teaching practices, varied instructional teaching strategies, learning styles, technology-aided instruction, and questioning techniques leading to students’ use of higher order thinking. Teachers use alternative methods of assessment and student demonstration of mastery through portfolio and artifact production, oral presentations, as well as standardized assessment measures and teacher-made tests.

We are in the process of developing a curriculum that, while unique to The Academy Charter School, does address Pennsylvania Academic Standards and mirrors key components of the PPS Curriculum Framework. We believe a well-defined curriculum contains a collective body of standards, knowledge, benchmarks, and practices that, with the appropriate instructional process (teacher input), will lead to a successful product (student outcome) that is measurable and accountable to recognized standards.

The Academy Charter School provides a curriculum and syllabi that align with Pennsylvania Department of Education Academic Standards, effectively links with the curriculum and syllabi of the Pittsburgh Public Schools, and provides, through modification and accommodation, a sound base from which Individual Success Programs (ISP) and Individual Educational Programs (IEP) can be derived. We also believe that the unique nature of our students requires a different strategy to enhance opportunities for student success. The cornerstone of the academic program will be an individualized approach to teaching each student. The ISP and IEP contain teacher/Instructional Support Team-designed modifications and accommodations to better meet the instructional and behavioral needs of the students. In most cases these modifications are designed to accelerate student performance in literacy and mathematics skills development. These modifications and accommodations need to be fluid and are subject to those adjustments necessary to enhance success. Regularly scheduled monitoring of the effectiveness of the ISP and IEP is a collective responsibility of the Instructional Support Team and school administration.

The teachers prepare and implement lessons that are student-centered and utilize a variety of high participation strategies. Direct instruction is blended with hands-on activities including problem-solving and inquiry learning, cooperative learning, differentiated instruction, peer tutoring, computer driven instruction, debate, teacher and student led discussion, question/answer sessions, projects, and cross-curricular initiatives.

Rigorous Instructional Program - Attachment

- Rigorous Instructional Program

English Language Learners

While The Academy Charter School currently does not have any English Language Learners we have a policies in place should a student enroll in our school who would require these services. First of all, we would make school information, school rules and policies, community resources, and other related resources available to the student and family. If needed this information would be provided in the family's native language. Student's classified as ELL are entitled to services specifically designed to improve their English language skills. Obviously, it is sometimes difficult to separate problems caused by lack of language skills from other underlying causes, such as: difficulty in cultural adjustment; deficiencies in academic preparation; and physical, mental, or emotional problems that might qualify the student for special education services. ELL students should not be placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes where they could not understand the instruction. This violates the students' rights to educational opportunities and take advantage of their true capabilities.

The Academy Charter School has ten steps for registering ELL students. The first step is welcoming the family and putting them at ease. Next, we provide the parents with written information including the principal's name, other staff members who will be involved with the registration process, the name, address, and phone number of the school, the school day schedule, and transportation information. During the third step, the parents will complete a student profile form with the students personal data, language background, and educational

history, and whether or not the student has received ELL instruction at any previous US schools. Next, we work with the parents to complete any registration forms. Following this step, we make copies of any records if available. Next, if necessary, we provide appropriate information about parent teacher organization, school year, etc. in their native language. During the seventh step, if we have not been able to provide information in the families native language we find a way to convey vital information in a written version as soon as possible. Next, we take the family on a tour of the school and introduce them to the people who will be important in their child's experience. During the ninth step, we assign a "language buddy" to help the student adjust during the first few weeks. Lastly, we make sure the parents and student understand the information in the student handbook.

Educational decision making for ELL students requires procedures for identification, assessment, and proper program placement. First, we give the Home Language Survey at the time of school registration. Second, we must determine the student's English language proficiency level. Students who are identified as ELL in one of the domains of listening, speaking, reading, writing, or comprehension are considered ELL. During step three, students identified as ELL from the Language Proficiency Assessment will be placed in a sound language instructional program.

Graduation Requirements

Course Requirements

All students are required to take four English credits, three Mathematics credits, three Social Studies credits, three Science credits, three Health and Physical Education credits and six Exploratory Arts credits to complete the graduation requirement.

Promotion/Retention

Each student and parent has the responsibility to make promotion the goal and to plan for it.

Promotion to the next grade level is accomplished by a student's successful performance of the required credits. Each student is to perform school work related to individual ability and achievement expectancies. Satisfactory or better performance is based on evaluation of assignments, participation, and tests in the classroom. Attendance, attitude, and behavior are additional personal indicators which affect classroom performance.

Grade 9

Promotion to Grade 10 requires successful completion of 5.5 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Grade 10

Promotion to Grade 11 requires successful completion of 11 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Grade 11

Promotion to Grade 12 requires successful completion of 16.5 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Graduation Requirements

The Academy Charter School has four graduation requirements:

- 1. Successful completion of the graduation project,**
- 2. Successful completion of the school service requirement (5 hours required of those seniors graduating in December and 10 hours required of those seniors graduating in June),**

3. Fulfillment of these 22 credit requirements: English—4 credits; Math—3 credits; Science—3 credits; Social Studies—3 credits; Health—2 credits; Physical Education—1 credit; Electives—6 credits, and

4. Successful completion of PSSA reading, math, science, or PSSA remediation course.

Graduation Project

All students will be required to complete a Graduation Project before graduating from The Academy Charter School. The finished project must be approved by the graduation coordinator. The project will require the student to:

- Demonstrate the ability to apply, organize, synthesize, and evaluate information,
- Communicate significant knowledge and understanding of a topic that reflects the student’s individual, specialized area of interest, and
- Use creativity, abilities, and talent to demonstrate what they have learned throughout the educational experience at The Academy Charter School.

Testing Program

The Academy Charter School offers a comprehensive testing program designed to provide information concerning the educational proficiency of students. The Terra Nova, PSSA, and Pennsylvania 4 Sight Benchmark assessments will be administered to all students attending The Academy Charter School. The tests will be used to collect useful information about student performance and program effectiveness. The results of these tests provide a continuing record of each student’s progress in comparison with national or state norms. Test data is also a valuable aid for teachers and administrators in determining individual strengths and educational needs.

If a student does not meet the state standards within a subject area of the PSSA, or based on his/her Individual Educational Program (IEP), the student must take the PSSA remedial course(s) in the deficient curricular area(s) to graduate. This course will include necessary remedial work based upon the students PSSA test score.

Special Education

The Academy Charter School uses various types of instructional strategies for educating special education students. For our special education students we implement adaptations and accommodations that are derived from the student's IEP. These adaptations and accommodations include but are not limited to extended time on assignments, shortened assignments, frequent breaks, opportunities for guided practice, peer tutoring, use of a calculator, and one- on -one instruction. A weekly meeting is also conducted by special education teacher with itinerant student to discuss modifications and adaptations. The special education teacher also meets with all regular education teachers that teach itinerant students, resource students, and part-time students in order to discuss adaptations and modifications. All students who receive learning, emotional support, and life skills participate in the general education curriculum with appropriate accommodations and adaptations.

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Amy Rutledge	1.00	Learning Support/ Life Skills	The Academy Charter School	20	FTE
Deanna Marutz	1.00	Emotional Support	The Academy Charter School	20	FTE
Deanna Sweeney	1.00	Learning Support	The Academy Charter School	25	FTE
Judy Beck	1.00	Learning Support	The Academy Charter School	25	FTE

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
OVR	1.00	post-secondary training and placement	Academy Charter School	10	outside service provided depending on zip code.

Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist	Academy Charter School	1.00
Special Education Supervisor	Academy Charter School	0.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Tara Greene	Duquesne University Intern	20hrs per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
None	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

The 2007-08 school year was the third year of operation for The Academy Charter School. Our goals, along with academic goals, were more of providing education to the injured learner and create a different learning environment. Through our unique transportation program and small classroom setting, goals were met. The student's attendance has increased from that of their previous school of residence.

We do need improvement in our PSSA test results and will have a plan to increase these scores. Our goal for the PSSA test is to increase participation and performance.

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

Director of Curriculum and Instruction that is a ,certified in administration and supervision, will conduct monthly formal observations of all teachers. Observations will lead to evaluations and the completion of PDE 426, 427, and 428 forms. Certified administrators utilize a clinical supervision model (pre-observation conference, observation, collect data, analyze, provide feedback in individual teacher conference, provide opportunity for teacher reflection and growth, revisit).

- Learning Walks provide “snapshots’ of teacher performance and classroom climate with feedback provided to teachers visited.
- Administrators conduct informal visitations to classrooms.
- Teachers engage in “peer coaching” and mentoring.
- Observations, conferences, teacher reflection, needs assessments, data review, and classroom visitation provide information for completion of the PDE 426,427 and 428 employee evaluation form.

Principal/Director of Instruction — James J. Chapas, Ph.D. - Superintendent Letter of Eligibility, Secondary Administration, Elementary Administration, Supervisor Elementary Education Instructional Specialist — William Styche, Sr.- Superintendent Letter of Eligibility, Secondary Administration

Duquesne University provides professional development in instruction, accommodations, and compliance issues with regards to Special Education students and “resistant learners.” Training is also provided to help the Family/School counselors meet the students’ and parents’ needs to support students’ success.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the past year, there have been no changes in the Board of Trustees or Principal at The Academy Charter School. Therefore, explanation of changes is not applicable.

Board of Trustees

Name of Trustee	Office (if any)
Mr. William Nunn	President
Mr. Dan McCann	Vice President & Treasurer
Rep. Joseph Preston	Member
Ms. Kathleen McGlone	Member
Mr. David Caliguiri	Member

Professional Development (Governance)

The Board of Trustees meets quarterly with meeting notices posted prior to meetings. The Academy Charter School Board of Directors met in September, December, March and June of the last school year. These meetings saw a physical attendance rate of 80%, but all members were available by teleconference. The composition of the Board consists of an African-American male, who is the Director of Enrollment for the Community College of Allegheny County, an African-American male who is a State Representative, a Caucasian male, who is a retired executive of Pittsburgh Brewing Company, a Caucasian male who is an independent consultant, and a Caucasian female, who is in pharmaceutical sales and has a background in nursing.

Coordination of the Governance and Management of the School

The Academy Charter School Board of Directors meet quarterly to coordinate the management of the school, establish policy, provide direction and make decisions related to general, academic, financial and personnel matters. The Board encourages the Chief Administrative Officer to promote parent involvement in school decisions and activities. The Chief Administrative Officer reports to the Board of Directors during their scheduled meetings. The Board meets in September, December, March and June of each year.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

The Board of Trustees approved the development of a Parental Advisory Board which includes three parents who have students currently in school or who have attended the Academy Charter School. This Parental Advisory Board meets to discuss various issues concerning the school. The Parental Board deals with issues such as parental concerns, field trips, additional programming and future goals of the school.

As directed by the Board, the Academy actively encourages parent involvement. Prior to the school year, a family counselor visits all students' homes, explaining the school's goals for the upcoming school year. At this informational meeting, the parent/student handbook is discussed along with pertinent information. During the school year, an Open House Dinner is held at the beginning of both semesters. Transportation is provided for parents interested in attending.

During the Open House Dinners, parents are encouraged to be part of their son or daughter's education experience.

At the conclusion of each grading period, with the exception of the final period, all parents are invited to a parent/teacher conference. These conferences are held in the evening and include transportation and dinner. Throughout the year, parents are encouraged to participate in the development of their child. In addition to attending dinners and conferences, parents also serve as chaperons on various trips.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Academy Charter School did not conduct fund-raising activities during the 2007-2008 school year. The school is exploring fund-raising opportunities for the 2008-2009 school year.

Fiscal Solvency Policies

The Academy Charter School's financial plan provides that the school will be financially support by Community Specialists Corproation, a related 501 (c)(3) nonprofit organization. Community Specialists Corporation absorbed the Charter School's initial start-up costs and will sustain the school, as needed, by subsidizing any deficit amounts incurred from operations. With this support, the school is financially viable with the anticipated enrollment.

Accounting System

The Academy Charter School utilizes the MAS90 Accounting Software System to account for the Charter School's financial activity. As required, the Charter School incorporates the PA State Chart of Accounts for Pennsylvania Public Schools. Further, the Annual Financial Report will follow generally accepted accounting principals for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

The Academy Charter School engaged Gross, Mendelsohn and Associates, a certified public accounting firm, to perform the annual audit for 2005-2006, 2006-2007 and 2007-2008 fiscal years. Gross, Mendelsohn and Associates issued an unqualified opinion with no findings for that for 2005-2006 and 2006-2007.

The annual audit for the 2007-2008 school year is not yet complete.

Citations and follow-up actions for any State Audit Report

A State Audit Report was not issued to the Academy Charter School. Therefore, this section is non-applicable.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Academy Charter School continues to be supported by Community Specialists Corporation, a related, nonprofit organization. During the 2007-2008 school year, Community Specialists Corporation purchased vehicles, furniture and fixtures, computer equipment, workstations and other equipment that was utilized by the Academy Charter School professional staff and students.

Future Facility Plans and Other Capital Needs

The Academy Charter School operates within a facility located in Pittsburgh, PA. The facility has adequate classroom, gymnasium and cafeteria space necessary to operate the school during the length of its initial charter of five years.

The Academy Charter has utilized a grant of \$300,000 to fund the purchase of additional vans, kitchen equipment, safety and security equipment, student software, furniture and fixtures and to renovate the gymnasium. The purchase of these items will be part of the on-going plan to provide quality educational services to learning-injured youth.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All Academy school students have been students in the Pittsburgh Public Schools prior to their enrollment. Upon their admission, the student’s tracking and report card is received and placed in the student’s file. This tracking card indicates the students complete immunization record. All Charter School students receive a physical within their first 30 days of school before participation in physical education classes. Fire drills are held on a monthly basis. These drills are conducted at different times of day throughout the school year.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

The Academy Charter School maintains general liability, automobile liability, excess/umbrella liability, workers compensation, and professional liability coverage. The Academy Charter School also offers health care coverage comparable to the health care coverage of its chartering school district.

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

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position
1	Beck, Judy	Special Ed.	8th- 12th	Special Education	40/week	100%
2	Beppler, Bethany	Social Studies	8th- 12th	Social Skills	40/week	100%
3	Chapas, James	Principal	8th-12th	Principal	40/week	100%
4	Contristano, Ashley	English	8th-12th	English	40/week	100%
5	Fullard, Bruce	Health/PE	8th-12th	Health/PE	40/week	100%
6	Gottschalk, Shannon	Biology	8th-12th	Biology	40/week	100%
7	Holderbaum, Dennis	General Science, Health, Biology	8th-12th	General Science	40/week	100%
8	Howells, Tim	Earth and Space Science	8th-12th	Earth and Space	40/week	100%
9	Hurlburt, Deborah	Earth and Space Science	8th-12th	Earth and Space	40/week	100%
10	Marutz, Deanna	Special Ed.	8th-12th	Special Education	40/week	100%
11	McClenahan, James	English	8th-12th	English	40/week	100%
12	Rutledge, Amy	Special Ed.	8th-12th	Special Education	40/week	100%
13	Schark, Aaron	Mathematics	8th-12th	Algebra I, Algebra II	40/week	100%
14	Scheppele, Sue	Health/PE	8th-12th	Health/PE	40/week	100%
15	Senko, Jonathan	English	8th-12th	English	40/week	100%
16	Shamitko, Brad	Social Studies	8th-12th	Civics, Psychology	40/week	100%
17	Shipman, Dan	Social Studies	8th-12th	World Cultures,	40/week	100%

19Sweeney, Deanna	Art, Special Ed.	8th-12th	Psychology Special Education	40/week	100%
20Watkins, Jessica	Social Studies	8th-12th	World Cultures, U.S. History	40/week	100%
21Wilson, Jeremy	Mathematics	8th-12th	Geometry, Algebra II	40/week	100%

Total Number of teachers: 20
 Counselors: 3
 School Nurses:1
 Others: 2
 Total Number of Professional Staff: 26

Quality of Teaching and Other Staff - Attachment

- Quality of Teaching and Other Staff

Student Enrollment

The Academy Charter School is unique in that it accepts students looking for another chance after being placed on probation. Students are placed in our school after being accepted through our admissions process. This process has been designed to help select those students who will benefit the most from the services we offer. All students considered for admission are required to have all forms provided in the back of the handbook completed and signed by the necessary parties. The admissions process consists of a series of interviews with the student, student's parents/guardians, probation officers, and case workers.

All students meeting our admission requirements will have an opportunity to be selected through our admissions process and welcomed into The Academy Charter School as stated in the Equal Opportunity Statement.

Every school year we increase our enrollement by thirty students. For the 2007-2008 school year, we had 140 students enrolled. For the 2008-2009 school year, 170 students will be enrolled. Once students are off of probabtion, they have the choice to return to their home school district. Some students decide to complete their high school education with us, becасue of the small classroom sizes and one-on-one attention.

Last year our enrollment was 140 students. The end of year breakdown was as follows:

Graduates	31
Withdrawn	10
Court Placement	13
Returning for 2006-07 School Year	85

The students who have withdrawn from school are those that have completed probation requirements by doing well in school and are now returning to their school of residence.

Transportation

The Academy Charter School provides door-to-door transportation for all students. This service is available both to and from school. Nine passenger vans are currently used as The Academy's mode of transportation. These vans are operated by employees that work directly with the Charter School students in either a counseling or teaching capacity. At this time we do not have any students who need transportation accommodations, however, in the future if we have students with special needs who need this type of accommodation we should create a team and discuss the types of accommodations prior to the students arrival.

Food Service Program

All students begin the school day with a breakfast provided free of charge which includes either waffles, pancakes, or french toast. Students also are given a meat selection each day of either bacon or sausage. Everyday, the students can choose from a variety of cereal selection. All students are also provided lunch, which again is free of charge. Students are given two choices daily, and are provided with a daily soup and salad bar. The Academy Charter School has an on-site chef who masterfully arranges healthful menus for our students.

Student Conduct

53 students were involved in 136 suspension incidents and 0 students were expelled.

General Guideline

The student behavior policy of The Academy Charter School was developed to raise the academic and behavioral standards in the school.

The Academy Charter School believes that while education is a right of American youth, it is not an absolute right. Students have to be eligible to attend school, and since they must act in certain ways and take certain courses of study, it thus becomes a limited right or a privilege. The privilege of attending school is dependent upon age and other factors, as well as students' continued performance of the required duties. These duties defined by state law and court decisions are as follows:

1. Obey all rules and regulations of The Academy Charter School.
2. Follow the required course of study.
3. Respect the authority of teachers in the school.
4. Do not deface, damage, or destroy school property.
5. Display proper conduct to and from school, on school grounds, in school vans and at all school functions.
6. Abstain from gambling, immorality, using tobacco, narcotics or intoxicating liquors on school grounds, on the way to and from school and when taking part in any school activity wherever it is held.
7. Do not use abusive, obscene, profane, gang related, or disrespectful language, writing or gestures on school grounds, in school vans, or at any school function.
8. Do not bring radios, MP3 or CD players, pagers, cell phones, cameras, video games, laser pens, skateboards, toys, or other similar items to school (See Appendix D).

9. Do not use classroom televisions or computers without teacher permission / supervision.
10. Be diligent in study. To be diligent in study, a student shall:
 - a. Complete all assigned work on time.
 - b. Pay strict attention to the teacher at all times.
 - c. Exhibit good citizenship at all times.
 - d. Do that caliber of work consistent with individual ability and grade level.
 - e. Cooperate with teachers and other students.
 - f. Be regular and punctual in attendance.

For all minor and major infractions, a referral system is in place where teachers and the discipline team confer to decide on an appropriate consequence dependent on the severity of the infraction.

A complete record of attendance, grades, incidents of misconduct and the corrective measures, and incidents of good conduct with the subsequent rewards shall be maintained for each student. This includes all parental conferences, procedures of due process, and all other formal proceedings.

When a case has reached the point where all means of correction have failed and allowing the student to stay in school would not benefit him/her or would be harmful to the school or its student body, it shall be brought before a review board composed of the Principal, Dean of Discipline, and Home / School Counselors. If this board is of the opinion that everything the school could do for the pupil has been done, it should recommend that this student be expelled. Guidelines for student behavior and discipline at The Academy Charter School have been formulated by a Faculty Discipline Committee, Leadership Team and sub-committee consisting of faculty and staff, and suggestions from parents and students.

The 3-B's:

Be Positive, Be Professional, Be Safe

The Academy Charter School promotes responsibility, respect, civility and academic excellence in a safe learning environment. All students, parents, teachers, and staff have the right to be and to feel safe in their school community. With this right comes the responsibility of every student, teacher, and staff member to act in a positive, professional manner. All of our student rules, regulations, and expectations are based on the philosophy that students who are being positive, professional, and safe help to promote the best possible learning environment. To help this process, The Academy Charter School has integrated the 3-B's rule into its Accountability Policy.

Be Positive

Below is a list of expectations for students regarding how to be positive while at the Academy Charter School:

- Respect other students and staff.
- Respect Academy property.

- Use polite and respectful language.
- Do your best.
- Be well-behaved and cooperative.
- Show school spirit.

Be Professional

Below is a list of expectations for students regarding how to be professional while at The Academy Charter School

- Be prepared.
- Be on time.
- Participate.
- Maintain the dress code.
- Take pride in appearance.

Be Safe

Below is a list of expectations for students regarding how to be safe while at The Academy Charter School

- Follow the directions of each staff member.
- Keep hands and feet to self.
- Only leave with a hall pass or when dismissed.
- Remain seated in class or on van.
- Do not possess weapons or drugs.

Accountability Policy

PURPOSE

Stress caused by delinquent behavior rebounds throughout a school. The Academy Charter School is dedicated to helping educators ensure safe, positive, and professional learning environments, free from crime and fear, where the business of quality education can be carried out without interruption. Additionally, The Academy Charter School believes that students need to be rewarded for going beyond what is expected of them. This is to help promote, nurture, and uphold a safe, positive, and professional environment.

PHILOSOPHY

The Academy Charter School addresses many aspects of a child's development. One of these aspects, social skills acquisition, can greatly affect the development of students. The student who consistently demonstrates acceptable behavior will experience success in many areas including academic achievement, peer acceptance, emotional growth, and self-esteem.

The Academy Charter School believes that a safe, productive, and positive climate can be provided by the appropriate and timely implementation of the guidelines. The Academy Charter School also believes that, if students show respect to all people at all times, a positive atmosphere can be maintained.

The Academy Charter School uses a progressive discipline approach in dealing with misbehavior. The School has created a system designed to regulate behavior through a

progression of accountability that begins with teacher reprimand and progresses through a number of consequences. To compliment the proactive approach to discipline, The Academy Charter School also uses a progressive rewards system to help foster and maintain positive comportment. This system is unique in that it is specifically geared to our student population, accommodating the needs of each student.

To guarantee that all students will experience the excellent educational climate they deserve, The Academy Charter School has developed these behavioral guidelines.

AUTHORITY AND RESPONSIBILITY

The Academy Charter School has the authority to make reasonable and necessary rules governing the conduct of students in school. The goal is to develop positive, constructive student behaviors. Accountability is administered to modify inappropriate behavior and reward safe, positive, and professional behavior. The school will implement and enforce the rules, regulations and procedures set forth in this discipline policy.

The lines of authority in dealing with discipline rest first with the teaching staff, the building Principal, and the Dean of Discipline. The Academy Charter School also recognizes that this, or any discipline policy, cannot be effective without the full cooperation of the entire staff, parents, and students. The Academy Charter School staff welcomes parent and student input to help adjust the accountability policy to create the best possible learning environment for our students.

PROGRESSIVE DISCIPLINE CODE

An important goal of The Academy Charter School is to help students develop self-discipline. Students share the responsibility of maintaining an atmosphere within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of others. When this does not occur, the Dean of Discipline and the Disciplinary Team will take the appropriate action(s), taking into consideration the nature of the offense and the number of similar offenses committed by that student. An example of a referral incident report can be found on page 38.

NEGATIVE ACCOUNTABILITY GUIDELINES

After School Instruction and Counseling (ASIC)

ASIC shall occur after the school day and will last at least one (1) hour in length. ASIC at the Academy Charter School has three main goals: 1) To deter students from inappropriate behaviors, 2) To address students' inappropriate behaviors, and 3) To educate and counsel the students about their behaviors in order to prevent further inappropriate actions. During ASIC, the student will be required to take into account their inappropriate behavior in some way. If their assigned task is completed, the student will then be asked to use the remaining time to complete educational activities or missing assignments. If a student's behavior is still inappropriate during ASIC, the student may receive further sanctioning that includes staying with the Academy Day/Evening Program until 9:00 PM or placement in the Corrective Education Classroom. If the Dean of Discipline approves, the student may delay the service date of the assigned ASIC.

Conference

A conference involving the parents/guardians, parole officers, case workers, teachers, administrators, and/ or Head of the Corrective Education Classroom can occur at any time during the course of the school year to discuss the student's behavior, incidents, and future. This is designed to be a reevaluation of the student's Functional Behavioral Assessment (FBA) or Corrective Action Plan.

Additionally, the student may face additional accountability that includes staying with the Residential Sanction Unit until 9:00 PM. This also serves as a warning because the next step could be placement within the Corrective/Directive Education Classroom, which has a similar normative culture to the Sanction Unit.

The residential sanction unit is a secured, hands-on facility, and as such, any student committed has different rights and privileges than the Academy Charter School. For information please contact the Academy Charter School.

Out-of-School Suspension

If a student has repeated negative behaviors within the Corrective or Directive Education Classrooms, the student may serve a length of time in either out-of-school suspension. If a student has exhibited a severe behavior, the student may receive an out-of-school suspension rather than going to the Corrective or Directive Education Classrooms.

DUE PROCESS Suspension Procedures

When a principal has sufficient evidence that a student's misconduct warrants a sanctioning, the following options may be recommended:

- a. Placement in the Sanction Unit until 9:00 PM;
- b. Placement in the Corrective/Directive Education Classroom;
- c. Other Sanction Deemed Necessary
- d. Residential Sanction; or
- e. Suspension.

No student shall be sanctioned until the student has been informed of the reasons for the suspension. Prior notice of the intended sanctioning need not be given when it is clear that the health, safety, or welfare of the school community is threatened. When a student is suspended, the principal shall:

- a. Attempt to contact the student's parent(s) to inform them of the child's conduct and the school's recommended action. If the parents cannot be reached, the student will remain in the school for the remainder of the school day,
- b. Immediately remove the student from the environment to restore order or to protect persons on the school grounds,
- c. send a statement to his/her parent(s) fully describing the student's misconduct stating the rule violation and stating the principal's reason for the action,
- d. make every effort to hold an informal hearing with the parent(s) before or at the time the student returns to school,
- e. secure written statements when appropriate and keep on file all documents and relevant information received about the misconduct, and

f. schedule a parent conference for sanctioning.

Notice of Suspension or Expulsion

Whenever the Dean of Discipline seeks a suspension or placement within the Corrective Education Classroom, notice shall be given to the student and to his/her parent(s) within three (3) school days of the alleged incident which gave rise to the request.

The notice shall include:

- a. The rule violated and the alleged acts of the student that are in violation of the rule, including a summary of the evidence against him/her,
- b. A tentative time and place for the informal hearing,
- c. Notification that written statements about the misconduct, if any, and the student's academic and behavior records are available at the school for examination by the student, his/her parent(s), and his/her representative,
- d. A description of the hearing procedures approved by administration,
- e. A statement that the student has the right to an informal hearing,
- f. A statement of action that the Dean of Discipline plans to recommend to the Executive Director's designee, and plans to apply at the conclusion of the informal hearing, and
- g. A statement that the student and his/her parent(s) have the right to present witnesses and be represented by legal counsel or some other adult at the hearing.

Hearings and Attendance

- a. An informal or formal hearing shall be conducted at the school at the parents, probation officers, or case worker's request no later than the fourth day of corrective education. The student and parents will be afforded appropriate due process rights during the informal hearing. Case reviews will be conducted following the informal hearing when requested by parents.
- b. Informal and formal hearings may be attended by the appropriate administrators, Academy System administration, the probation officer(s), the case worker(s), the student, the parents/guardians, the student's representative and certain other persons where appropriate.
- c. Notice of decision will be issued in writing following both the informal and formal hearings.

Student May Remain Silent

The student may speak in his/her own defense and may be questioned on his/her testimony; but he/she may choose not to testify. In such cases, he/she shall not be threatened with punishment or later punished for refusal to testify.

Records of the Hearing

At the request of the parents or the student's representative, the hearing officer shall provide for making a record of any information orally presented at the hearing.

Use of Witnesses

The hearing shall consist of the oral examination of all witnesses that the hearing officer determines may provide information on the matters involved, as well as a review of school records when requested by any party. Where the administration, the Executive Director designee, and the student or his/her representative agree that the presence of a witness is unnecessary and that his/her written statement is adequate to convey his/her information to the Board, he/she may be excused by the hearing officer. If an unexcused witness does not appear, no statement made by him/her may be considered or relied upon.

Adult Representation in Addition to Parent(s)

If the parent(s) cannot attend or if the student or his/her parent(s) think his/her interest can be protected better by the presence at the hearing of another adult in addition to his/her parent(s), the student may bring another adult to the hearing with approval by the parent/guardian and probation officer (if possible). The non-parent adult may act as a representative in the defense of the student, with the right to present witnesses, question any and all witnesses, make a statement on the nature of evidence and the proper disposition of the case, and otherwise assist the student; provided, however, that in all cases the student's right to confront his/her accusers and right to cross-examine all witnesses shall be preserved and protected.

Evidence and Witnesses

Determinations of the weight of all evidence, including but not limited to hearsay, and the credibility of witnesses are the responsibility of the administration in all student discipline hearings.

Appeal

A decision by the administration adverse to the student may be appealed to a court of law within thirty (30) days of the final decision of the administration.

Disciplinary Procedures for students with disabilities

The procedures for the discipline of students with disabilities must be in accordance with section 3214 of the Education Law and Part 201 of the Regulations of the Commissioner of Education.

While the school has the authority to suspend or remove your child for violating the school's code of conduct, you and your child have certain rights throughout the process.

You have the right:

1. to be notified immediately by telephone, if possible, and to receive written notice within 24 hours of a proposed suspension of five school days or less. The notice should describe the incident, proposed suspension and your child's rights. You also have the right to request an informal conference with the school principal prior to the suspension unless your child's presence in school poses a danger.
2. to receive written notice of your opportunity for a superintendent's hearing, if the suspension is for more than five consecutive school days, which describes your child's rights to counsel and to question and present witnesses.
3. for your child to receive alternative instruction during the first ten days of any suspension or removal to the same extent as non-disabled students, if your child is of compulsory school age.
4. for your child to receive education services necessary to enable your child to progress in the general education curriculum and appropriately advance toward achieving his or her IEP goals if your child is suspended or removed for more than ten school days in a school year.
5. for your child also to have services to address the behavior that resulted in the disciplinary action if your child is removed to an interim alternative educational setting.
6. to have the CSE develop or review and implement a behavioral intervention plan for your child that is based on the results of a functional behavioral assessment, if your child is suspended or removed for more than ten school days in a school year.
7. to a CSE meeting to determine whether your child's behavior which led to the disciplinary action is related to his or her disability (manifestation determination) when suspension or removals results in your child being suspended or removed for more than ten school days in a school year (disciplinary change in placement).

8. for your child not to be suspended or removed for behaviors that are determined to be related to your child's disability, except for suspensions or removals ten school days or less in a school year and for removals to interim alternative educational settings.
9. to challenge, in an expedited due process hearing before an impartial hearing officer, the decision of the CSE regarding the relationship between your child's behavior that resulted in a disciplinary action and his or her disability (manifestation determination).
10. to challenge, in an expedited due process hearing before an impartial hearing officer, any placement decision related to discipline.

Student Conduct - Attachment

- Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Academy CS within Pittsburgh-Mt Oliver IU 2 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 William Styche

Title Executive Director

Phone 412-885-5200

Fax 412-885-3895

E-mail stycheb@theacademysystem.com

Signature of the Chief Executive Officer and Date

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

Name William Nunn

Title Board President

Phone 412-885-5200

Fax 412-885-3895

E-mail nunnw@theacademysystem.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Amy Abraham

Title SPED Director

Phone 412-885-5200

Fax 412-885-3895

E-mail rutledgea@theacademysystem.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page