
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Wednesday, September 23, 2009
(Last Last Accepted: Wednesday, September 23, 2009)

Entity: Alliance for Progress CS
Address: 1821-39 Cecil B Moore Ave
Philadelphia, PA 19121

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Alliance for Progress CS

Date of Local Chartering School Board/PDE Approval: September 1998 initial/ April 18, 2007 renewed for current term

Length of Charter: 5 years (current term 09/01/07 to 08/31/12) **Opening Date:** September 1998

Grade Level: K-5 **Hours of Operation:** 7:00 a.m. to 6:00 p.m. (8:25 a.m. to 3:25 p.m. regular school day)

Percentage of Certified Staff: 79% **Total Instructional Staff:** 12

Student/Teacher Ratio: 1:25 **Student Waiting List:** 35

Attendance Rate/Percentage: 97%

Second Site Address, Phone Number and Site Director:
1630 N. 16th Street Philadelphia, PA 19121-3202 CEO: Ms. Maria Snipe

Summary Data Part II

Enrollment: 297 **Per Pupil Subsidy:** \$8,087.88 regular & \$17,658.17 special education

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	293
Hispanic:	4
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
89%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	183	0	0	182.5
Instructional Hours	0	0	1140.5	1205	0	0	1173

SECTION I. EXECUTIVE SUMMARY

Educational Community

Alliance for Progress Charter School (AFPCS), located in the heart of North Philadelphia, serves 300 children and families. AFPCS was founded in 1998 by the Women's Christian Alliance, a social service agency serving the North Philadelphia community for nearly 90 years. AFPCS is an elementary school serving students from grades K to 5. AFPCS has two campuses. The Progress Building, located at 1632 16th street is the academic center that serves students in kindergarten and first grades. The Main Building, located at 1821-39 Cecil B. Moore Avenue contains students from second through fifth grades. There are approximately 25 students in each class, supported by two educators (one lead teacher and one para-educator) in grades K-4 and one teacher in 5th grade.

Alliance for Progress encourages high academic achievement through in-depth data analysis and rigorous

targeted instruction. At AFPCS, we believe in the power of community to unite us, to enhance our understanding of others and ourselves, and to enrich our lives. We seek to create a learning community that expands the horizon of our students by helping them invest in the educational process, as well as themselves as individuals. Alliance also seeks to engage cooperatively with other community organizations in an effort to strengthen and renew the neighborhood and the surrounding community. The school's Parent Advisory Board serves several purposes; to assist in building the home school connection, help encourage parental involvement, raise funds, and assist in establishing policy and procedure. The school is governed by a dedicated Board of Directors.

At Alliance, we put children first. We define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all. Since learning is a life-long pursuit, we encourage everyone in our school community to seek greater knowledge, to upgrade their skills, to advance their thinking and to attain education that will improve the quality of our school as well as, the quality of life for each learner. Everyone who works in our school is a model for our students, reinforcing the value of learning in a caring community; designed to help, nurture, support, encourage, and to demonstrate the value of discipline and hard work.

Mission

The mission of Alliance for Progress Charter School is to ensure the achievement success of every student through a technologically rich and individualized learning environment.

Vision

AFPCS is committed to excellence, recognizing that we must promote continuous lifelong learning, higher order thinking, hands-on investment, and community activism in order to best encourage our student population as they work toward their goals and dreams. Our future goals include expanding our student population. We are planning to add a middle school component that will continue to develop academic achievement and leadership skills for our current students. We will expand our facility, adding a multipurpose center that can be utilized by both our families and community. Lastly, we envision our school will rank amongst the top 5 high achieving schools in Pennsylvania. Our students will be high achievers through targeted and rigorous instruction that is data-driven. We also seek to be a model technology elementary school. AFPCS has incorporated technology goals into our vision, including:

- Establish partnerships with businesses, universities, and organizations to help upgrade and support technology and educational programs in our school.
- Maintain a technology lab that will provide resources, training and leadership in utilizing technology in the classrooms and community.
- Ensure that every student will use one or more forms of technology on a daily basis.
- Ensure that every student will have technology instruction by a highly qualified technology teacher no less than once per week.

- Make technology accessible to students and teachers anywhere in the school and ensure our service is fully compatible and standardized (wireless internet, portable lab, network).
- Support all teachers so that they will be technology leaders and feel competent using technology and integrating it into their instruction.
- Ensure that all students will have access to a variety of technological delivery systems.
- Establish technology that will enhance the home-school connection.

Shared Values

Alliance for Progress Charter School is dedicated to high academic achievement for all students and active parent involvement.

The expectations of all students at AFPCS are:

- Give 100% to the learning process.
- Be accountable.
- Be respectful and considerate.
- Be responsible.
- Be safe.

Additionally, the school is operated under a code of shared values that are reinforced through character education, our class and school climates and management techniques. The Codes of Value identify ten character traits that guide students, parents, and staff including: responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership.

Academic Standards

Alliance for Progress has selected curriculum materials that specifically correlate with 22 Pa. Code Section 4.12, including Houghton Mifflin's literacy and math, TCI social studies curricula and PDE's "Science, It's Elementary" curriculum for science. Students are only promoted when they have:

- Completed the course and state-mandated requirements at the presently assigned grade.
- In the opinion of the professional staff, achieved the instructional objectives set forth in the present grade.
- Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.

- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.
- Met all attendance requirements.

Summer school is provided for both enrichment and remediation and is mandatory for students who do not meet the academic requirements set forth by Alliance for Progress. Students may be required to attend mandatory summer school if they:

- Demonstrate a D+ average or below in Literacy and/or Math and/or;
- Perform below basic on standardized tests and/or in house assessments

Academic supports are provided to all students to ensure their success in reaching our high standards for learning.

Strengths and Challenges

Strengths and Challenges

In 2008-2009, Alliance made AYP for the **fourth** consecutive year. We increased our achievement by almost 10% to 58% of our students scoring proficient or better. In reading we met AYP through the growth model with 35% of our students achieving proficient or better. We have completed an extensive analysis of student assessments, teacher observation data, parent survey data and attendance, etc; we have identified the following:

Strengths

A Culture of Support and Learning

The 2008-2009 end of the year student survey highlighted the culture that we have built at Alliance. Our students understand that it's important to learn (88% agreed) and they know how to get help if they need it (78% agreed). When asked about what was their favorite part about Alliance students had this to say (notice more students stated that they liked math than recess):

- Math (x 20)
- Recess (x 19)
- Teachers (x 9)
- Fieldtrips (x 3)
- The best thing is getting taught new subjects. Teachers want me to learn.
- I like that if a new student comes in the teachers make them feel comfortable.
- When you need help with something, you get help.
- The thing I like best about school is the learning part.
- That you can learn math, literacy, science and social studies.
- That all teachers love and hug me.

- The thing I like about my school is reading, math, music and social studies.
- The thing I like about my school is I live to learn.

Building a culture where student understand that learning is important and fun, is one of major reasons for our success over the past four years.

A Comprehensive Curriculum & Record of Academic Success: Alliance for Progress Charter School is proud of the improvements we have made in reading and math (including the innovative use of literacy and math block scheduling, implementing standards based curriculum, providing interventions for at-risk or struggling students all of which have resulted in our making AYP for three consecutive years. But, we are equally proud that we have made these significant gains in student achievement, while also educating the whole child. From participating in the hands-on “Science: It’s Elementary” program, to implementing new social studies curriculum (e.g. introduced Time for Kids in 2007-08), to innovative Penmanship/Writing periods, our students receive a well-rounded education that gets results.

Care Team

Alliance’s Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program. The Council of Administrators of Special Education states, “RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (www.casecec.org). At AFPCS we work to fully implement RtI through our Care Team. The Care Team includes the concerned teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team will help develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students.

Content Area Teaching

For the 2008-2009 school year, AFPCS plans to introduce content area teaching. AFPCS will provide content specific professional education to teachers in their specialty area (math/science or literacy/social studies). This change will dramatically impact teachers’ professional education because it will narrow each teachers’ curricular focus allowing teachers to become experts in two subjects (math/science or literacy/social studies) rather than general practitioners of the traditional four subjects. In concert with the research cited in the previous section, this targeted focus will create stronger teachers in these subject areas which increase student performance.

Parents as Educational Partners: Alliance for Progress boasts a level of parent involvement that is truly exceptional. In 2008-2009, our average parent participation in Parent/Teacher conferences exceeded 90%. This reflects that our parents view themselves as vital partners in their children’s education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations, etc. Each month, the school holds a Family Literacy Night with a unique theme, a student performance, a meal, and a parent/family education component. In 2008-09 our Family Literacy Nights included nights devoted to math, science, and Spanish; parent programming on anger management/parenting patiently and anti-violence; and presentations by Philadelphia Reads and Mothers in Charge. And, we keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

Opportunities of Improvement

From our data analysis, we have identified areas that we need to strive to improve so that we continue to meet and exceed the state standards in addition to fulfilling our mission of ensuring the academic success of every child at Alliance.

Areas of focus beyond continuing to achieve AYP through constant improvement in our math and reading PSSA score for 2009-2010 include:

Improving Academic Performance Science - Raise student achievement in science to ensure our students are gaining the inquiry and analysis skills to be successful in high school and beyond, as measured by the PSSA science exam. In 2007-08, 54% of Alliance students scored proficient or higher on the PSSA our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior;

Improving Academic Performance Writing - Raise student achievement in writing to ensure that our students are able to communicate effectively, as measure by the PSSA writing exam. In 2007-08, 30.6% of the students achieved proficient or advanced, our goal is to decrease the percentage of students scoring below proficiency by 5% over the year prior.

Enhancing our Support for Student with Special Needs — Provide additional academic, emotional, and psychological support for students. This includes expanding and strengthening our Response to Intervention program.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

AFPCS hired a new CEO, Maria Snipe at the beginning of the 2008-09 school year. Snipe, in conjunction with the administrative team has led a series of meetings to create a new strategic plan fitting the new leadership. The discussion led to identifying a leadership team that included the President of the Board of Trustees, Education Director, Facilities Manager, and Technology Director to look at some of the pressing issues surrounding student achievement and community building.

The group convened in summer 2008 to create a strategic plan that would serve as the backbone for the charter annual report, professional development plan, and teacher induction plan. The members looked at PSSA, TerraNova, DIBELS, and school-based assessments to determine strengths and weaknesses in our academic program. A complete analysis of current programs, polices, and activities were completed, including parent and community involvement.

The committee examined the following data during this review:

- TerraNova Spring 2009 test scores for mathematics, reading, language, and science (grades 1-2)
- PSSA spring 2009 test scores for mathematics and reading (grades 3-5)
- PSSA spring 2009 test scores for writing (grade 5)
- PSSA spring 2009 test scores for science (grade 4)
- DIBELS fall 2007, spring 2008, fall 2008, and spring 2009 scores (grades K-5)

- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Student feedback on surveys
- Parent feedback on surveys
- Teacher feedback as reported on annual teacher climate and culture survey.
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements
- Locally developed benchmark tests for math and reading analysis report

In the first meeting, the team acknowledged the need to further clarify a shared focus and mission for AFPCS. They identified the three major focal points of the Alliance program as, (1) community building; (2) critical thinking as the core of student achievement; and (3) the integration of technology. After this meeting, the topic of strategic planning was submitted as an agenda item for the next Board of Trustees meeting. During the board meeting it was agreed that Board members, staff members, and a representative sampling of parents and students would be surveyed for input. The leadership team further discussed clarification of purpose for the leadership team and establishing the goals, objectives, and actions associated with the development of the strategic plan. During several professional development sessions, the topic of strategic planning was discussed and an invitation was made to staff to solicit staff participation on the leadership team. The time commitment seemed to be a major factor to limiting participation. The team also worked with Lee Nunery of PlusUltre on strategic planning and identifying the strengths and weaknesses of AFPCS. The leadership team wrote a new concise mission for the school and clarified the major goals, objectives for each of the four focal points as the included goals (see Goals, Strategies, and Activities Section) in response to this work. This group will continue to meet to reflect on the AFPCS’s progress towards the goals and modify the plan as necessary.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Boyer, Marguerite	Parent	Parent	BOT
Cappuccino, Julianne	Alliance for Progress Charter School	Regular Education Teacher	CEO
Cella, Jim	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
DeSheilds, Dr.	Temple University	Community	Board of Trustees

Jayminn Sanford		Representative	
Drayton, Tasheeva	Alliance For Progress Charter School - Reading Specialist	Administrator	CEO
Dukes, Tyshima	Alliance For Progress Charter School	Ed Specialist - School Counselor	Tyshima Dukes
Elpenord-Senatus, Stephanie	AFPCS - Special Education Coordinator	Administrator	CEO
Griffin, Larry	AFPCS - Board	Board Member	Board of Trustees
McCarthy, Jeanne	Alliance for Progress Charter School	Administrator	CEO
Neilson, Christopher	Community Representative	Community Representative	Board of Trustees
Ormont, Jansen	Alliance for Progress Charter School	Regular Education Teacher	Julianne Capuccino, Teacher
Reiser, Melanie	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Rivers, Marilyn	The Women's Christian Alliance and AFPCS Board	Board Member	Board of Trustees
Snipe, Maria	Alliance for Progress Charter School (CEO)	Administrator	Board of Trustees
Stanley, Crystal	Parent	Parent	Board of Trustees

Goals, Strategies and Activities

Goal: Academic Performance - Reading, Math, and Writing

Description: Reading:

2009 - 2010 We will continue to make AYP by achieving 63% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

2010 - 2011 We will continue to make AYP by achieving 72% of students scoring at or above

proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

2011 - 2012 We will continue to make AYP by achieving 81% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

Math:

2009-2010 - 56% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

2010-2011 - 67% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

2011-2012 - 78% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

Writing:

We will continue to increase the writing skills of our students as measured in grade 5 by decreasing the percentage of students scoring below proficiency by 5% annually.

Strategy: Data Driven Instruction

Description: Disaggregating data to identify strengths and weaknesses. Use the summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning, our students and

Activity: Benchmark Testing

Description: Data Driven Instruction — AFPCS examines data both to inform and assess the academic program. Teachers create action plans and evaluate them twice a year. Each teacher collaborates with his or her grade level team and the Supervisor of Curriculum to identify needs based on PSSA, DIBELS and Houghton-Mifflin benchmark test. Teachers then create student groups based on skill levels and academic needs and identify best practices to address those needs. Beginning in 2009-2010 benchmark tests will include 4Sight and GRADE.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Data Driven Instruction - Professional Development

Description: Disaggregating data to identify strengths and weaknesses. Use the summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Alliance For Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> - Utilizing technology in the classroom - Understanding data driven analysis - Ability to use data to determine what skills and information students have mastered and which areas require additional instruction and intervention. 	<p>Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability.</p> <p>Johnson's and other's research have</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on

found that the significant improvement in students' test scores if teachers are trained in effective data analysis.

effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Not Started — Overdue

Activity: Formative and Summative Assessment - Professional Development

Description: Teachers will learn how to utilize formative assessments (pre-tests, exit slips, and quizzes) to inform instruction. They will also learn how to use summative assessments (exams and unit tests) to direct lesson plans. Extra emphasis will be placed on 4Sight, our newly adopted benchmark test. The teachers will learn how to interpret the results, build unit and lesson plans from the analysis, and share the data with the students.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Alliance For Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Difference between formative and summative assessments and the value of both in the school's assessment structure. 2) Formative assessment methods. 3) Analyzing and using formative assessment to inform instruction. 4) Writing objective aligned summative assessments. 5) Methods to share and invest students in academic growth.	Thomas Guskey states, "Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn" (How Classroom Assessments Can Improve Learning). By developing better assessment skills our teachers will help our students learn more effectively.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in

instructional
decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data

Status: Not Started — Overdue

Activity: Supervisor of Curriculum

Description: AFPCS employed a Supervisor of Curriculum who coordinated benchmark tests for the school. She was responsible for analyzing the data; sharing the data with the staff, and planning professional development to address identified needs. For 2009-10, this position will change titles to the "Instructional Director."

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Incorporate More Differentiated Instruction

Description: Our teachers will proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Activity: Differentiated Instruction - Professional Development

Description: Teachers will learn skills and methods to differentiate instruction in their classroom (especially including technology).

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Alliance for Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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1. Recognize students' varying background knowledge, readiness, language,	Dr. Tracey Hall states in her recent article, "The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process" (http://www.cast.org/publications/ncac/ncac_diffinstruc).	<i>For classroom teachers, school counselors and education specialists:</i>
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preferences in learning, interests, and how to react responsively in the classroom.

2. Alignment of tasks with instructional goals and objectives.

html). By learning to differentiate instruction, our teachers will be more effective in reaching all students at their skill level and learning style.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
	<ul style="list-style-type: none"> Standardized student assessment data other than the PSSA Review of participant lesson plans

Status: Not Started — Overdue

Activity: Social Studies Curriculum - Professional Development

Description: Teachers will be trained to implement our new TCI Social Studies curriculum, which is based on multiple intelligences teaching strategies; visual discovery, peer teaching, experimental exercise, writing for understanding, response groups, and problem solving.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
TCI	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> Teachers will be able to implement the social studies curriculum in their classrooms. Teachers will learn how to facilitate multiple intelligences teaching strategies in their classroom. Teachers will learn techniques in facilitating small-group instruction. 	<p>TCI's lessons and activities are based on five well-established theories: understanding by design, nonlinguistic representation, multiple intelligences, cooperative interaction, and spiral curriculum.</p> <p>http://www.teachtci.com/tci-approach/</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development 	<ul style="list-style-type: none"> Participant survey

- and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Strategy: Incorporate technology into the classroom

Description: Teachers will utilize new technological programs, hardware, and classroom applications to enhance student learning in reading and math.

Activity: Computer Centers for Literacy Stations

Description: AFPCS is launching a major technology infusion initiative in 2009-10, supported largely from Title I ARRA and Title II D ARRA funding. By increasing the number of computers in each classroom, teachers will be able to use the technological components of our Houghton Mifflin reading curriculum, students will rotate to a computer reading center during literacy periods, and students will have increased access to Study Island PSSA reading prep during classroom time. Increased use of computer literacy resources (e.g. Read About) will facilitate more differentiated instruction, ensuring that all students (e.g. special education, STEP, ELL) are receiving the supports they need to continually advance their literacy skills.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: FASTT Math

Description: In 2008-09, AFPCS continued using scholastic's FASTT Math. The intervention program helps struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. Using the FASTT system (Fluency and Automaticity through Systematic Teaching with Technology), the software provides a continuously adaptive program that efficiently increases math fact fluency in customized, 10-minute daily sessions.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Incorporate Technology in the Classroom - Professional Development

Description: Teachers will learn how to facilitate the use of technology to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem solving. They will be able to use these strategies for both skill recovery for at-risk students and acceleration for advanced students. Teachers will also learn to address reading and math instruction across the curriculum.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	0

Organization or Institution Name	Type of Provider	Provider's Department of Education
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		Approval Status
Alliance for Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>-Teacher will learn strategies to foster and nurture a culture of inquiry and innovation using technology as the medium.</p> <p>-Teachers will learn strategies to provide for a learner-centered environment that uses technology to meet individual and diverse needs of learners.</p> <p>-Teachers will learn how to facilitate the use of technology to support and enhance instructional methods that develop higher level thinking, decision making and problem solving.</p> <p>-Teachers will learn how to use and apply the technological extensions of the curriculum in literacy and math.</p> <p>-Teachers will learn how to implement and use technology-based administrative, management, and</p>	<p>AFPCS realizes the impact that technology can have on the learning of our students. Research has shown that technology can help teachers meet the diverse learning needs of students while preparing them for the workforce. STAR Tech, a technology professional development program, states that technology “can introduce into the classroom exciting curricula based on real-world problems; provide scaffolds and tools to enhance learning; give students and teachers more opportunities for feedback, reflection, and revision; and build local and global communities where people gather and share information” (http://www.startechprogram.org/technology/usingtech.html). With our teachers prepared to support a technology integrated classroom our students will be given more tools to help them succeed.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

operation systems.
 -Teachers will learn how to use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student 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"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Not Started — Overdue

Activity: Student Projects

Description: Students will create project-based assignments utilizing the World Wide Web, PowerPoint and Publisher.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Study Island

Description: Students in grades 3-5 will be able to access the Study Island test preparation program. This program is aligned with the PA Content Standards in reading, math, and science and the PSSA.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Weekly Technology Class

Description: Upgrading the computer labs in both buildings will allow us to have a weekly technology class that would teach computer skills, programs, and applications that will link with our literacy and math curriculums. For example, the 5th grade will learn about Microsoft PowerPoint and use it to create a slide show to enhance a book report presentation.

Person Responsible Timeline for Implementation Resources

Strategy: Provide support for students with special needs (ELL, SPED, etc)

Description: AFPCS Staff will provide on-going support for students with special needs (IEP, ELL, etc).

Activity: Care Team

Description: Alliance’s Care Team serves as its early intervening service, Tier II, Response to Intervention (Rtl) program. The Council of Administrators of Special Education states, “Rtl is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (www.casecec.org). At AFPCS we work to fully implement Rtl through our Care Team. The Care Team will include the concerned teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team will help develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Training on Special Education Policy

Description: AFPCS staff will work to involve the parents by providing meetings and training session on the various aspects of the IEP creation process and implementation. This is also working to be in compliance with our Bureau of Special Education Improvement Plan.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Student Enrichment Program (STEP)

Description: Alliance now offers a program to challenge our advanced level students. STEP serves our 4th and 5th grade students who show mastery on benchmark tests. The program is coordinated and implemented by our Literacy and Math Specialist and our Special Education Coordinator. Students participate in an enrichment course once a week to receive additional instruction and work on projects. In 2008-09, they conducted a school-wide election during the Presidential race, integrating math, literacy, and social studies skills into the school wide (and very popular) activity.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Supporting Students with Special Needs - Professional Development

Description: Alliance employs a SPED inclusion model. Teacher and staff will be trained on how to effectively implement special education and ELL (as needed) policies, procedures, and APFCS strategies for serving these students in the classroom (i.e. implementing IEP).

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00

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Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Alliance For Progress Charter School

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

- Teachers will learn how to identify students with special needs.

- Teachers will learn the process a student goes through to receive an IEP and become familiar with the different aspects of an IEP.

- Teachers will learn effective strategies to incorporate an IEP in their instruction.

- Teachers will learn how to track IEP goals

IDEA requires regular classroom teachers to implement accommodations and modifications as prescribed by the student's IEP. Accommodations enable the student to access the general curriculum and demonstrate his or her knowledge of course-content by making an adjustment to the way the student shows his or her understanding. Accommodations are designed to reduce the impact of the disability and increase the likelihood that the students' performances accurately reflect their knowledge of the academic material.

http://www.maryvillecityschools.k12.tn.us/education/components/faq/faq.php?sectiondetailid=13934&sc_id=1191288507

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention give

with their students.
- Teachers will learn AFPCS policies, procedures, and strategies for ELL students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators

to interventions for struggling students.

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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Clas sroo m teac hers• Princ ipals / asst. princ ipals• Scho ol coun selor s• Othe r educ ation al spec ialist s	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Elementary (grades 2-5)

Follow-up Evaluation Methods

Activities

- Team development and sharing of content-area lessons on implementation outcomes, with involvement of administrator and/or peers
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- PSSA and PASA
- ACCESS
- Analysis of student work, with administrator and/or peer

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Status: Not Started — Overdue

***Strategy:* Support Low-Performing Students**

Description: Identify and provide additional support for students that are not achieving at the proficient level or higher.

***Activity:* Academy of Excellence**

Description: AFPCS tutoring program focuses on key concepts in Literacy and Math and is offered in the morning and afternoon to all students who were below basic. We will continue to hold morning (7:15-8:00 am) sessions and evening (4:00-5:00 pm) sessions Monday-Thursday. The Academy of Excellence tutoring program runs from October to March. First and second graders receive direct instruction in a small group setting our experienced teachers. Students in grades 3-5 use two computer programs, FastMath and Study Island. Reports are generated on a consistent basis to monitor progress and attendance.

Person Responsible Timeline for Implementation Resources

Activity: Extended Math Instruction

Description: AFPCS continued the implementation of a computer based program (SI) that provided students with individualized instruction in math. The program is carried out by extending the math period for two (2) additional hours each week.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Highly Qualified Paraprofessionals

Description: AFPCS will employ highly qualified paraprofessionals in the classroom to allow for more time for individual and small group instruction in reading.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Individual Learning Plans

Description: AFPCS accelerates student learning for below level students by issuing each student goals that are to be implemented during 6 week intervals. Every 6 weeks the goals change, provided the student has mastered the concepts in the previous plan. The AFPCS goal sheet is defined as an ILP - Individual Learning Plan. It is very similar to student IEPs used in the special education setting. Teachers develop individual goals for students based on student data, student work and formal/informal assessments. Below-level students also are required to attend mandatory tutoring. The reading specialist and math coordinator will work with below level

students in small group settings and will work with the students' teachers in developing skill-appropriate lessons to accommodate the learner.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Test Preparation

Description: Use of test materials throughout the year (e.g. Study Island, Measuring Up, 4Sight) that not only reinforce concepts in reading and math, but also familiarize kids with types of questions on PSSA with taking a standard test.

Activity: Saturday Academy

Description: AFPCS offers a Saturday Academy from October to March. Leading up to the PSSA exams, our 3rd-5th grade students will be required to attend 3 hour sessions on Saturday. Teachers will provide intensive test preparation including; practice tests, testing strategies, targeted skill development based on benchmark tests and an incentive system to keep students energized.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Test Taking Skills - Professional Development

Description: Teachers will develop a school wide approach to teaching students test taking strategies and methods and to integrate essential skills in everyday instruction. They will also learn how to explicitly address good test taking skills for multiple choice and constructed response questions.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Alliance For Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Test taking strategies for multiple choice questions.</p> <p>2) Methods to teaching writing effective answers to constructed response questions.</p> <p>3) How to involve test taking skills in everyday instruction and assessment.</p> <p>4) Examine previous and practice test scores to identify areas of weaknesses within student population.</p>	<p>Students are aware of the high stakes that come with the PSSA and other tests. Many researchers and teachers comment that students' nerves and lack of familiarity with test formats can lead to a lower score and a bad reflection of student knowledge. By preparing teachers to teacher test taking skills, we are setting them up to prepare our students to show their true mastery of the material.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Kaplan Benchmark

Status: Not Started — Overdue

***Goal:* Academic Performance - Science**

Description: Although the state has not set goals for PSSA Science test, we will work to improve our 4th grade science skills as measured by decreasing the percentage of students scoring below proficiency by 5% over year prior.

***Strategy:* Activity-based, hands-on learning opportunities for students.**

Description: Teachers will provide hands-on, activity-based learning opportunities for their students.

***Activity:* Science It's Elementary**

Description: AFPCS was awarded the Science It's Elementary grant that provided extensive

inquiry-based learning instructions to teachers. The grant also provided an opportunity for hands-on learning through the FOSS Science kits.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Science It's Elementary - Professional Development

Description: AFPCS was awarded the Science It's Elementary grant that provides extensive inquiry-based learning instructions to teachers. Achieving Student Success through Excellence in Teaching (ASSET) provides the professional development and resources for all of the schools awarded the grant.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/30/2009 Finish: 6/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
ASSET, INCS	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn science content. Teachers will become familiar with the science modules and how to implement lessons	Science It's Elementary is a state supported program. It is also part of a national grant from the National Science	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the

using the resources to create a Foundation. hands-on learning experience. Teachers will learn how to uncover student misunderstandings and misconceptions.

educator's content knowledge in the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities

Evaluation Methods

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- | | |
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| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Strategy: Incorporate technology into the classroom

Description: Teachers will utilize new technological programs, hardware, and classroom applications to enhance student learning in reading and math.

Activity: Increase Use of Technology in Science Instruction

Description: AFPCS is launching a major technology infusion initiative in 2009-10, supported

largely from Title I ARRA and Title II D ARRA funding. By increasing the number of computers in each classroom, teachers will be able to use the technological components of our science curriculum and students will have increased access to Study Island PSSA science prep during classroom time. Increased use of computer-based science resources will facilitate more differentiated instruction, ensuring that all students (e.g. special education, STEP, ELL) are receiving the supports they need to continually advance their literacy skills. Additionally, with each classroom now being a “smart” classroom with projectors and smartboards, AFPCS will have a school wide focus on using the Internet for online experiments in science and linking to Internet-based resources (e.g. weatherbug classroom connection, video lessons for science).

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Safe School Environment

Description: We will improve the safety of our school environment as measured by number of teachers trained in emergency skills such as CPR and a 5% decrease in the number of students suspended during the school year. The decrease will be the result of our added positive behavior management and CARE team, who will provide extra support for our students.

Strategy: Improve Classroom Management

Description: Teachers are the key players in fostering student engagement. They work directly with the students and typically are the most influential in a student's educational experience.

Activity: Classroom Management - Professional Development

Description: Teachers will learn to create a culture of achievement in their classroom.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Chris Hamsher - Regional Training Center	<ul style="list-style-type: none"> • Company 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Address instruction and assignments to challenge academic achievement while continuing to assure individual student success. This includes explicit discussion about academic rigor and student behavior.</p> <p>2) Act to stop inappropriate behavior so as not to interrupt the instructional activity.</p> <p>3) Students must be aware of the connection between tasks and grades.</p> <p>4) Differences between effective and ineffective praise</p>	<p>Harry Wong (1998) states that classroom management is the greatest predictor of student and teacher success. The management of the classroom determines how time and activities are effectively organized to maximize student learning. Teachers at AFPCS will learn more constructive ways to manage the classroom and therefore increase student achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey • Portfolio • Number of Referral (Number of discipline referrals sent to

- Meet w/ stud. serve office, indicating level of infractions)

Status: Not Started — Overdue

Activity: School Wide Positive Behavior System

Description: AFPCS will implement a school wide positive behavior system. The system will standardize the positive and negative consequences that students receive. The system will also provide the foundation for meeting our mission by building a strong foundation of honesty, integrity, personal responsibility, and willingness to work hard in all of our students.

Person Responsible Timeline for Implementation Resources

Snipe, Maria	Start: 8/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Increase School Safety

Description: AFPCS staff will be prepared for emergency situations that may occur during the school day.

Activity: CPR - Professional Development

Description: AFPCS will provide annual CPR training to all new staff and returning staff who have not received CPR training for the past three years. CPR trainings are supplied by Karen Gotlieb (emergency planning specialist) or Mike Kiley-Zufelt (The Red Cross).

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$900.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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The Red Cross or Karen Gotlieb, emergency planning specialist	<ul style="list-style-type: none"> Non-profit organization 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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- Teachers will learn the proper techniques and become certified in CPR.	It is important to have teachers certified in CPR just in case of a medical emergency.	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> Recertification 	
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Status: Not Started — Overdue

Activity: First Aid

Description: Teachers will learn the knowledge and skills necessary to give care in an emergency, help sustain life, and minimize the consequences of injury or sudden illness until medical help arrives.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.50	1	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
American Red Cross - South Eastern Pennsylvania Chapter	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The Red Cross states the following objectives for their first aid training: Describe how to recognize and respond to an emergency.</p> <ul style="list-style-type: none"> - Describe the purpose of the Good Samaritan Laws. - Describe the difference between consent and implied consent. - Describe the three emergency action steps. - Identify when and how to call 9-1-1 or the local emergency number. - Explain when and how to move a person from a dangerous scene. - Identify how to minimize the risk of 	<p>The Red Cross has been one of the leading emergency responders training providers for 125 years.</p>	

- disease transmission when giving care.
- Demonstrate how to minimize the risk of disease transmission when giving care.
 - Demonstrate how to check an unconscious person for life-threatening and nonlife-threatening conditions.
 - Demonstrate how to check a conscious person for life-threatening and nonlife-threatening conditions.
 - Identify the signals of shock and describe how to minimize its effects.
 - Describe how to prioritize care for injuries and sudden illnesses.
 - Identify the signals of various soft tissue and musculoskeletal injuries.
 - Identify the signs and symptoms of sudden illness, including stroke, diabetic emergency, poisoning and allergic reactions, and describe how to care for them.
 - Identify the signs and symptoms of heat- and cold-related emergencies and describe how to care for them.
 - Demonstrate how to control bleeding.
 - Identify the signals of head, neck and back injuries and explain how to care for them.
 - Demonstrate how to care for a muscle, bone or joint injury.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Review of skills 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Goal: Teacher Certification and Retention

Description: AFPCS will meet and work to exceed teacher certification and HQT requirements. NCLB and the state require that 75% of all certifiable staff will possess a valid PA certification in the subject area in which they are assigned, we are working towards 100%. Additionally, NCLB and the state, require 100% of all core content teachers will meet the NCLB definition of highly qualified. AFPCS will also improve teacher retention rates.

Strategy: Increase the number of certified teachers

Description: Increase the number of teachers that are certified in their subject areas.

Activity: Professional Learning Community

Description: Teachers will work together with the administration to create a professional learning community. In 2008--09 teachers met bi-monthly in upper and lower level elementary group meetings to discuss data, student work, best practices and strategies. The administrators would pull together different teachers at these times depending on the particular needs of the time (i.e. to discuss strategies to address particular weaknesses that a group of teachers possess). In 2009-10, teachers will meet on a weekly basis in grade level teams.

Person Responsible	Timeline for Implementation	Resources
Grace, Jena	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Alliance for Progress Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.

The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional

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| <p>implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <p>delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
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Status: Not Started — Overdue

Activity: Review IPEPs tri-annually

Description: Individualized Professional Education plans are completed in the August prior to the upcoming school year for new staff and in May of the previous year for returning staff. Each teacher determines their professional development goals in collaboration with the professional development coordinator according to their certification level (HQT, Instructional I or Instructional II/Master Teachers). These plans are reviewed three times a year (August, January and May). By reviewing the student data collected at the data trainings, teachers' interests and prior teacher evaluations the teacher and coordinator determine areas in which professional education is needed.

â€¢ HQT(Highly Qualified Teachers): AFPCS plans to assist HQT teachers in the Pennsylvania teacher certification process. As long as a teacher remains in HQT status, the HQT teacher's professional development will focus largely on moving the teacher toward professional certification by partially off-setting the cost (board approval pending) of a teacher certification program. AFPCS estimates this process to take no longer than three years.

â€¢ Instructional I: Teachers with an Instructional I certificate will participate in whole and/or small group professional education and also identify up to three professional education goals for the coming school year. Teachers must identify how achieving their goals will impact student performance.

â€¢ Instructional II/Master Teachers: Like Instruction I teachers, these teachers will participate in whole and/or small group professional education and also identify up to three professional

education goals for the coming school year. Additionally, these teachers will be able to choose their formal observation tools in order to strategically improve specific areas of their curriculum, instruction and assessment practices. These teachers professional education goals will be linked with the observation tools they choose. For example, if a teacher identifies a professional education goal as "improve student performance in small groups," the teacher and coordinator might choose an observation tool that will allow the coordinator to chart the teacher's movement throughout the classroom to gauge how teacher positioning affects students' time on task. Or they might choose an observation tool which measures individual student participation in small groups at 5 minute intervals to determine the student participation percentage during the small group time. Or the teacher may choose to be videotaped so that s/he may understand more broadly how the class functions during small group time. The opportunity to choose their observation tool will provide our more seasoned teachers with access to data that can support professional growth in a more individualized manner and directly link their professional growth to student performance.

Person Responsible	Timeline for Implementation	Resources
Snipe, Maria	Start: 8/1/2009 Finish: 6/30/2012	\$94,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	90	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Alliance For Progress Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> Teachers will be able to determine their professional education goals. Teachers will 	Current research on effective professional development supports involving teachers in the planning and design of their own professional development. This strengthens the content of professional development and encourages buy-in from	<i>For classroom teachers, school counselors and education</i>

develop a plan for meeting the goals.

- Teachers will reflect on the progress towards their goals and make any modifications/changes to ensure the obtainment of their goals.

teachers.

<http://www.state.nj.us/education/profdev/guide/05section4.pdf>

specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents

and
community
partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Lesson modeling with mentoring• Journaling and reflecting	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Alliance For Progress Charter School's Curriculum

Alliance for Progress Charter School fulfills its mission of high academic achievement by implementing a rigorous instructional program for all students. AFPCS implements core curricula in all subject areas that ensure a comprehensive and well-rounded academic program. In 2008-09, AFPCS continued utilizing the Houghton/Mifflin in reading and math programs. The Houghton Mifflin series is a scientific-based and research-based curriculum that is directly aligned with the Pennsylvania State standards. It provides explicit, rigorous, and systematic instruction for students. The Houghton/Mifflin curriculum is leveled to support the learning needs of low-level, mid-level, and high-level students. All the instructional narratives provide support and supplement to teachers to accommodate all learners. The curriculum also provides supplemental information that affords teachers re-teaching opportunities and resources. The guided reading program is leveled and provides intensive strategies for all learners. The curriculum comes equipped with integrated theme tests, cumulative lists of leveled books for each grade level, blackline masters, instructional transparencies and posters, and lesson planner CDs.

The reading curriculum includes the following features:

- Level Guided Reading books and resources.
- Beginning reading success with thorough development of oral language, phonics, phonemic awareness, and high frequency vocabulary recognition.
- Helps develop independence and confidence in readers with gradual transition from decodable text to trade literature.
- Early reading fluency with hundreds of selections of engaging decodable text.
- Consistent development of comprehension strategies and skills, starting in kindergarten and increasing in emphasis as students move into the intermediate grades.
- A comprehensive assessment system to diagnose, inform, and document student progress.
- Extensive supplemental support that reinforces and extends instruction across the curricular.
- A comprehensive collection of literature resources that assist in enhancing independent reading and fluency development in all students.

In reading, students are required to read aloud and teachers schedule time for independent reading. Listed below are some of the best practices implemented in our school:

- Teachers model and discuss his/her own reading processes.
- The primary instructional emphasis is on comprehension and fluency.
- Teachers activate prior knowledge.
- The teacher measures the success of the reading lessons based on students' reading habits, attitudes, comprehension and performance.

AFPCS also uses Houghton/Mifflin for mathematic instruction. Houghton Mifflin math provides the following:

- The curriculum was developed based on more than 30 years of studies on how students learn best.
- It provides models and strategies based on high performing classrooms.
- It provides the opportunity to differentiate instruction to meet the needs of all learners.

Teachers are also required to use best practices for teaching math. Listed below are some of the best practices implemented in our school:

- Teachers strive to help students understand key concepts and key mathematics vocabulary.
- Teachers use manipulatives.
- Teachers implement cooperative learning.
- Teachers require critical thinking through the use of problem solving.
- Students must justify their thinking.

Students experience discovery-based science provided by the Houghton-Mifflin Science Program. In addition, AFPCS is in its third year of implementing the "Science: It's Elementary." The grant from the PA Department of Education provides extensive professional development on inquiry based learning. This grant also provided FOSS Kits for each classroom. Students studied the following areas in 2008-09: fabric, weather, rocks and minerals, and electricity. In 2008-09, students in 4th grade explored circuits; using a circuit board, wires, a battery and a light bulb, the students had to find four different ways to get the bulb to light up. Through the lab our students learned about electricity, safety, current, and scientific inquiry.

The school also established various technology-based project-based learning activities to enhance content area instruction. For example, in 2008-09, students in the fifth grade acquired PowerPoint skills in their technology class held weekly in our computer lab. Using those skills, the students created presentations to enhance the book reports that were required in their literacy classes. In 2008-09, AFPCS developed a scope and sequence for the variety of skills that we expect our students to learn in each grade. We have goals set across six areas: societal issues, keyboarding/word processing, database/spreadsheets, local/global connectivity, and multimedia. In 2009-10, our teachers will use this plan to direct their teaching and project designs.

In the 2008-09, school year, we introduced the TCI (Teacher's Curriculum Institute) Social Studies Curriculum in grades 3-4. Next year (2009-10), grades K-2 will also participate in this curriculum. The curriculum, *Social Studies Alive!*, includes hands-on, and large and small group activities. Students complete independent work in the provided notebook that contains journal prompts and higher order thinking problems.

AFPCS promotes in-depth and inquiry-based techniques through the use of centers, literature circles and project based learning. Students work cooperatively in all subjects, exploring new ideas and adventure. The use of manipulatives and content area materials are incorporate into the reading, math, science and social studies programs. During centers, children explore different

concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts.

Alliance is building a stronger academic writing program. In 2008-09, first and second graders' average score was above the national average on the TerraNova exam. We are still awaiting the results for the 2008-09 PSSA writing exam. Grades 3-5 used the Writing Workshop this year and in 2009-10 grades K-5 will participate in the program. The Writing Workshop's approach to teaching writing consists of four segments: a reading, a mini-lesson, writing, and sharing. During segment one, a short, inspirational piece of writing is shared with the class. Students participate in a short motivational discussion about the writing. During segment two, the teacher models the writing process for the class and emphasizes a particular skill or strategy. All literacy curriculum spelling, grammar, writing and usage skills can be taught or reinforced in this segment throughout the year. Following the direct instruction, students write independently. The teacher uses this time to hold editing conferences with individual students. Finally, students share their work in small groups or the whole class. The class will ask the author questions about his/her work. The Writing Workshop has proved to be an effective way to help children develop a love for writing as well as cover curriculum content and dramatically improve writing skills.

Content Area Teachers

For the 2008-2009 school year, AFPCS implemented content area teaching. AFPCS provided content specific professional education to teachers in their specialty area (math/science or literacy/social studies). This change dramatically impacted teachers' professional education because it will narrow each teachers' curricular focus allowing teachers to become experts in two subjects (math/science or literacy/social studies) rather than general practitioners of the traditional four subjects. This targeted focus creates stronger teachers in these subject areas which increases student performance.

Benefits of Content Area Teaching

National Association of Elementary School Principals published a article in 2004 that enumerates the benefits of content area teaching. There are many benefits for the teachers and students when this method of teaching is implemented. First, teachers become experts in the content in which they are teaching. Teachers are able to expand and teach in-depth lessons in their content area. Secondly, teachers are able to concentrate on one or two content areas and teaching to those standards, rather than preparing material in four subject areas. In this way, teachers are able to maximize resources and preparation time (Dropsey). Although teachers will focus on two content areas, they will continue to teach across both content areas and partner with their grade level teacher to integrate learning outside of their areas of expertise. As a result of teachers becoming experts and a more focused approach to cross-curricular studies, students will receive increased breadth and depth within the curriculum. Finally, because students will have more than one teacher throughout the day, students will experience a wider range of instructional styles that will benefit their distinct learning styles as defined through the theory of multiple intelligences. In addition, students will have an easier time adjusting to the middle school schedule because students will learn to rotate to different classes and different teachers while still in the confines of a nurturing environment in which they are already comfortable. Also, the variety in grouping patterns and teaming arrangements present in content area teaching addresses young adolescents' need for socialization and interaction with peers.

Addressing the Needs of Low-Performing Students

Our mission is to ensure the academic success of **every** student through a technologically rich and individualized learning environment. To meet our

mission we have implemented several programs to identify and support students who are performing below level.

Individual Learning Plan: AFPCS accelerates student learning for below level students by issuing each student goals that are to be implemented during 6 week intervals. Every 6 weeks the goals change, provided the student has mastered the concepts in the previous plan. The AFPCS goal sheet is defined as an ILP - Individual Learning Plan. It is very similar to student IEPs used in the special education setting. Teachers develop individual goals for students based on student data, student work and formal/informal assessments. Below-level students also are required to attend mandatory tutoring. The reading specialist and math coordinator will work with below level students in small group settings and will work with the students' teachers in developing skill-appropriate lessons to accommodate the learner.

Tutorial Program: At-risk students are required to attend our tutorial program which is held two days a week for 2 hours. The tutorial program offers intervention with math and literacy.

Summer School: Students who receive below passing marks in their classes or below proficiency on the PSSA were required to attend summer school. During our summer program, intensive instruction is provided in math and literacy. Students are assessed at the beginning and end of the program to determine academic growth during the summer session.

Reading Specialist: In 2008-09, AFPCS continued to employ a reading specialist that pulled out K-5 students who were identified as reading below level and provided small group instruction. We are planning on continuing this position in 2009-10.

PSSA Preparation: In 2008-09, AFPCS continued a PSSA prep plan initiated in 2007-08 that included twice weekly 30-minute test prep periods in grades 3-5, in which teachers used materials from Houghton Mifflin, PSSA Coach, and Study Island to provide explicit test prep instruction to students. We are planning on continuing this preparation in 2009-10.

Care Team

Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program. The Council of Administrators of Special Education states, "RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (www.casecec.org). At AFPCS, we work to fully implement RtI through our Care Team. The Care Team includes the concerned teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team helps develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students.

Challenging Our Advanced students

In the 2008-09 school year, AFPCS again implemented a rigorous honors program to accommodate the academic needs of our advanced students. STEP (Student Enrichment Program) provided instruction to students who were well beyond reading grade levels. Students received instruction using advanced reading method. They also received advanced vocabulary instruction. The students worked on a big Presidential election project for much of the fall. They researched each candidate, gave speeches on each candidate during lunch and created charts and graphs of the election results in excel. The students also built an election booth and held a mock election including all of the other students. They compared these results with the national results and discussed about the similarities and differences.

Rigorous Instructional Program - Attachments

- AFPCS Induction Approval Letter
- AFPCS PD Plan Approval Plan

English Language Learners

To date, no ELL students attend Alliance for Progress. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. This plan is attached.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

Alliance is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered instruction. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, Principal/ESL Coordinator input, and Care Team plans.

Alliance's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

English Language Learners - Attachment

- APCS ELL Program & Procedures 2008-2009

Graduation Requirements

Alliance for Progress Charter School is an elementary school, serving students in grades K-5. As such, this section is not applicable.

Special Education

Alliance for Progress Charter School's special education program includes the following components:

Inclusion Model: Alliance for Progress Charter School’s special education program is based on the inclusion model. Alliance recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that supports the development of a least restrictive environment (LRE) model for special education students. At AFPCS students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

Special Education Coordinator: The special education coordinator has an important role at AFPCS. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/She also discusses the intervention models that are in place for each child and guarantee that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEP’s. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current. In 2007-2008, Alliance had great turnover in this position, which caused a lapse of service. A new coordinator has been hired for 2008-09 and compensatory education services will be provided as needed.

ChildFind — AFPCS participates in “childfind” — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/Guardians who have concerns about the childfind process, are encouraged to call the Special Education coordinator at 215-232-4892. A student may be referred for a special education evaluation by any source. The referral is to be made in writing and submitted to the special education coordinator. In addition, AFPCS has created the Care Team as a means for identifying students who are at risk academically.

Parent Participation — Parent participation in the special education process is required. Parents are required to attend yearly IEP meetings as a condition of enrollment. Parents who fail to attend an IEP meeting will not be eligible to reenroll their child the next school year. In addition, parents should feel free to contact the school at any time to discuss their child’s progress or to schedule a meeting with the special education coordinator.

Services: Alliance provides speech and languages therapy, occupational therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, emotional support, life-skills, and any other supports or related services as defined by our students’ IEPs.

Care Team:

Alliance’s Care Team serves as its early intervening service. The Care Team will include the teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team will help

develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. Students may also be referred to the Care Team if special services are needed or required for the student.

In April 2008, PDE's Bureau of Special Education evaluated Alliance's special education program, and our comprehensive policies (attached) were approved at this time. Attached is a letter from BSE stating that we are in compliance.

Special Education - Attachments

- Corrective Action Verification/Charter School Compliance and Improvement Plan — Bureau of Special Education -- April 14, 2008
- AFPCS Special Education Policies 2008-09

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stephanie Elpenord	1.0	Learning Support	AFPCS	15	Ms. Elpenord is the Special Education Coordinator but served students directly until March when another teacher hired.
Lina Kolb	1.0	Learning Support	AFPCS	11	Ms. Kolb started serving students in March.
Emily Vonfelde	1.0	Emotional Support	AFPCS	4	Ms. Vonfelde started serving as an emotional support teacher in May.

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

N/A	N/A	N/A	N/A	0	N/A
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator- Elpenord	AFPCS	1.0
Special Education Paraprofessional - Hayes	AFPCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Occupational Therapist - Courtney Barrett	3 hours
Therapy Solutions	Speech Therapist - Stephanie Biester	8 hours
Therapy Solutions	Speech Therapist - Kimberly Charleston	1.5 hours
B.E.T.A. One Inc.	School Psychologist - Dr. Alston	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA (Reading & Math)	No	No	No	Yes	Yes	Yes
PSSA (Writing)	No	No	No	No	No	Yes
PSSA (Science)	No	No	No	No	Yes	No
TerraNova	No	Yes	Yes	No	No	No
DIBELS	Yes	Yes	Yes	Yes	Yes	Yes
Study Island	No	No	No	Yes	Yes	Yes
PASA	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No						

Student Assessment

As mentioned earlier, in 2008-2009, Alliance made AYP for the **fourth** consecutive year. We increased our achievement by almost 10% to 58% of our students scoring proficient or better. In reading we met AYP through the growth model with 35% of our students achieving proficient or better.

AFPCS operates in a data-driven environment. Students who experience difficulty mastering proficient or advanced levels in reading, mathematics, writing, and science are identified by a combination of standardized test data, teacher feedback, and student performance on ongoing assessments. Upon receipt of PSSA test scores in the summer, AFPCS begins to develop intervention plans for students not achieving at proficient or advanced levels. These intervention plans include placement in the after-school program, selection for small group or one-on-one reading and/or math instruction, and/or the creation of an Individual Learning Plan (Explained above).

Continually Assessment and Adjustments

AFPCS employs benchmark tests; 4Sight, DIBELS and Study Island to evaluate student progress three times throughout the year. In 2009-10, we will be adding 4Sight and GMADE to provide a more detailed math and reading diagnostic exam and benchmark assessment. Our assessment coordinator administers and analyzes the various benchmark tests and in-class assessments, observations and student work in discussions. Following each round of testing, the coordinator meets with each grade-level team to discuss the results and strategies to address the weaknesses identified and build on strengths highlighted. The team works to create a plan and presentation. The administration uses an action plan rubric to rate the overall presentation and quality of the plan. The action plans are used extensively by all classroom teachers and education specialists (e.g. math and literacy coaches) to guide instruction. The information provided in the action plans are also used to plan small group instruction and centers accordingly.

At the end of the year, the math and literacy coaches provide a detailed analysis of student performance on the math and reading school-wide assessments to inform the planning for the upcoming year. For example, in reading, the math coach noted in June 2009, that there was an **8 point gain** on the math assessments in the overall average score from the beginning of the year to the end of the year and there was growth in every content area each testing period. The literacy coach looked at the data for each grade level and recommended areas in need of improvement, strategies teachers can employ in the upcoming year to work on these weaknesses, types of assessments to be used, and recommended professional development. For example, the literacy coach wrote the following about kindergarten:

Students in Kindergarten show strength with sight word identification and Letter Naming Fluency. The sight word identification will assist the students in reading grade level text. The Letter Naming Fluency can be used as an indicator of future reading fluency.

Students in Kindergarten have room for improvement with Phonemic Awareness and Nonsense Word Fluency (Basic Phonics). Teachers can use strategies such as Elkonin Boxes to build Phonemic Awareness and Phonics skills. They can also incorporate phonemic blending and phonemic segmentation into their morning meeting. Nonsense Word Fluency can be increased through repetition of letter sounds and a constant routine to review letter sounds.

Kindergarten students should also be instructed with a variety of manipulatives and a variety of Literacy Centers to reinforce literacy skills. Vocabulary is another area that can be improved upon beginning as early as Kindergarten. Teachers can use read alouds and responsive classroom meetings to assist with building vocabulary skills.

Teachers should use a variety of assessment tools to monitor student progress. Teachers should also use this data to drive instruction. Teachers should be selective in the types of assessments that they use. Anecdotal records are a great tool for students in Kindergarten.

- **Professional Development for Kindergarten:**
 - Phonemic Awareness
 - Phonics
 - Vocabulary
 - Centers
 - Assessment/Data-Driven Instruction/ Anecdotal Record Keeping

The reports provided by the literacy and math coaches are vital to planning for the following school year.

At Risk Students

At-risk students were required to attend our tutorial program which ran for two days a week from October through June. The tutorial program offered intervention with math and literacy. Students who still display the need for assistance by spring were required to attend our five-week summer program. During our summer program, intensive instruction was provided on math and literacy. Assessments were given to all participants at the beginning of the program and then at the end, to track progress. In addition, our reading specialist pulled out students from grades kindergarten to fifth to provide small group and one-on-one instruction for at-risk students.

Additionally, Alliance implemented a PSSA prep plan in 2008-09 that included twice weekly 30-minute test prep periods in grades 3-5, in which teachers used materials from

Houghton Mifflin, PSSA Coach, and Study Island to provide explicit test prep instruction to students. Student incentives and pep rallies were used to encourage students to implement a stress-free positive attitude at times, especially during testing.

Student Assessment - Attachments

- AFPCS Study Island 2008-09
- AFPCS Terra Nova Scores 2008-09
- AFPCS AYP 2008-2009
- AFPCS DIBELS 08-09

Teacher Evaluation

Teacher Evaluation

AFPCS's teacher evaluation system includes both informal and formal observations. The observation schedule is as follows:

- All teachers receive an informal observation between September and October. Teachers requiring additional mentorship may receive additional informal observations before their formal observation.
- Instructional I teachers receive one formal observation before January and another before May.
- Instructional II teachers receive one formal observation before May.
- All para-educators receive two unannounced observations, the first occurs before January and the second occurs before May.

Informal observations are mostly unannounced and are conducted by certificated administrators. Post observation conferences are conducted to review the observation report.

Formal observations are announced and conducted by certificated administrators. Pre and post-conferences take place for all formal observations. Formal observations are scheduled in advance at a mutually agreeable date.

All staff receive employee evaluations mid-year and at the end of the school year. An evaluation meeting takes place to review the report and discuss professional goals for each individual.

Our CEO, Maria Snipe, completes the evaluations. She has Principal K-12 (Administrative I) and Elementary Principal (Administrative II) Certification. She is also a certified teacher in Pennsylvania mentally and/or physically handicapped (Instructional II). Ms. Snipe has extensive experience as an evaluator, as the principal of Discovery Charter School. At that time, Discovery was part of the Teacher Advancement Program, which requires extensive teacher observations.

Teacher Evaluation - Attachments

- AFPCS - Formal Observation Form 08-09
- AFPCS Informal Observation Form
- AFPCS Instructional I Evaluation Form
- AFPCS Instructional II Evaluation Form
- AFPCS Para-Educator Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2008-2009, Dr. Jayminn Sanford-DeSheilds joined the Board of Trustees. He is an Associate Professor at Temple University's College of Education. He holds a doctorate degree from Harvard University in Administration, Planning and Social Policy and is a former teacher. We are excited to have Dr. Sanford-DeSheilds join our board to share his great experience and expertise.

At the conclusion of the 2007-2008 school year, Alliance's CEO, Ms. Stacey Scott Hill, resigned due to plans to relocate to Washington, D.C. to serve as principal of a start-up charter school. Ms. Maria Snipe became CEO on July 1, 2008. Ms. Snipe is a Pennsylvania certified principal and certified special education teacher. Ms. Snipe brings extensive experience as an instructional leader, having served as principal of Discovery Charter School for four years prior to joining Alliance, as well as 15 years of teaching experience serving students with special needs. Her expertise is vital to Alliance as it continues to increase student achievement for all students.

Board of Trustees

Name of Trustee	Office (if any)
Ms. Marilyn H. Rivers	President
Ms. Karen Trawick	Secretary & Treasurer

Ms. Edith Stevens	Member
Mr. Bruce Trawick, Esq.	Member
Ms. Shirley Davis	Member
Rev. Christopher Neilson	Member
Mr. Larry J. Griffin	Finance Committee Chair
Dr. Jayminn Sandford-DeSheilds	Member

Professional Development (Governance)

Board members are given copies of the School Code describing the role of school boards as well as copies of the school's by-laws. In 2008-09, Alliance contracted with PlusUltre, an education consulting firm specializing in strategic planning. Dr. Leroy Nunery, founder of PlusUltre, worked with the board to create a 5-year strategic plan. Each board members and administrator was interviewed, along with several teachers and parents. Each board members and administrator was interviewed. PlusUltre created an in-depth analysis of the current status of Alliance and made suggestions to the board. The board with the help of Dr. Nunery is continuing to develop a strategic plan which will include Board trainings throughout the next five years.

Coordination of the Governance and Management of the School

The Board governs using a committee structure. Teachers and school administrators often serve on board committees, such as the personnel committee, which creates personnel policies. Members of the Board advise on curriculum and finance and also review disciplinary cases prior to any recommendations for expulsion. Parents have open access to the President of the Board and individual board members.

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting's Board of School Directors.

Alliance is fortunate to have a positive working relationship with the School District of Philadelphia. The President of the AFPCS Board attends meetings and speaks at various times with the school district's Charter School Office. She worked in the Philadelphia School District previously and has good working relationships with school district personnel.

Additionally, AFPCS participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including the data group meetings. In addition,

APFCS' administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services.

AFPCS is also active in the Pennsylvania Charter School Coalition. The Coalition continues to work with the School District of Philadelphia to improve communication between the charters and the District. Recent activities of the Coalition include participation on the District's important Charter School Task Force and an introductory meeting with the District's new Superintendent Dr. Arlene Ackerman.

Coordination of the Governance and Management of the School - Attachment

- AFPCS BOT Meetings 2009-10

Community and Parent Engagement

Board of Trustee meetings are open to parents. We post the board meeting dates in several places so that parents stay informed about dates, times and locations. The meetings are published in the school calendar, the front office, and the Daily News. Additionally, Board committees often include parent representatives. A portion of every board meeting is devoted to items raised by parents and/or members of the community. The CEO, as well as the President of the Board, attends local community meetings on behalf of the school.

In addition, the Board holds the administration accountable for maintaining high levels of parent involvement in the school. As stated previously, this is one of the school's greatest assets. In 2008-2009, our average parent participation in Parent/Teacher conferences exceeded 90%. This reflects that our parents view themselves as vital partners in their child's education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations. Each month, the school holds a Family Literacy Night with a unique theme, a student performance, a meal, and a parent/family education component. In 2008-09 our Family Literacy Nights included nights devoted to math, science, poetry, literacy, health, environment and Black history. And, we keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

In 2008-09, AFPCS surveyed our parents to gain a better understanding of our parents concerns and opinions. The survey included responses from each grade level. Overall, the feedback from parents was very positive. In the open-ended questions, parents listed the following as Alliance's strengths:

Academics/Curriculum: These responses specifically referred to the learning, a subject area, academics or curriculum as an area of strength.

Communication/Family Involvement: These responses referred to a method or activity for family involvement or communication within the school as an area of strength

Teachers: These responses specifically identified the teacher and their actions as a strength.

Prep for the future: These responses identified areas that would prepare students for their future as citizens, adults, and higher learning.

Safety: These responses specifically identified the school as safe as an area of strength.

When asked what could be improved parents had five general areas of concern:

Communication: These responses referred to a method or activity for communication or family involvement as an area in need of improvement.

Curriculum: These responses specifically referred to an aspect of the school's curriculum as an area in need of improvement.

Discipline: These responses referenced the methods of discipline and student management as an area in need of improvement

After school: These responses identified out-of-school time programs as an area in need of improvement.

Facilities: These responses identified specific facilities as in need of improvement.

The responses and data that we received from this survey is included in our planning sessions for the 2009-10 school year, in addition to the formulation of our 5-year strategic plan.

Community groups are often invited to visit and tour the school for special events and celebrations and community members are members of the AFPCS Board of Trustees.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2008-09, Alliance for Progress conducted a number of fund-raising activities, many of which were parent led. These fundraisers included Reading Bowl; 5th grade play/production; Mother's Day Flower Sale; Joe Corbis Pizza and bake sales; Dress Down Day; 5th grade raffle; and Box Tops for Education.

Additionally, Alliance aggressively pursues grant funding to support our educational programming. In 2008-09, Alliance completed its third year as a grantee in PDE's "Science: It's Elementary" program, the school receives free curriculum materials for hands-on science learning, as well as ongoing professional development in science at no cost to the school. We received \$3000 to provide materials and professional development.

In 2009-10, Alliance plans to continue its strategy of pairing smaller student and parent driven fundraising activities with larger scale grants development.

Fiscal Solvency Policies

Alliance for Progress Charter School understands that the biggest indicator of a school's fiscal solvency is a healthy fund balance of a size large enough to cover 2-3 months of the school's average expenditures. In the fiscal year ending June 30, 2008, the school ended the year with a fund balance of negative \$19,278. In 2008-2009, the school contracted with OmniVest Properties Management, LLC (an education management company) to provide back-office support and ongoing financial planning services. Additionally, Alliance hired a new Business Manager. Working closely with the Board and the CEO, OmniVest and the on-site business manager worked to develop and implement a very rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. Every expenditure had to be approved by both the school and the management company. OmniVest also prepares monthly financial packets to be shared with the school administration and Board treasurer and be presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Additionally, OmniVest worked diligently with Alliance to remedy all outstanding mandated expenditures during 2008-09 and to ensure that all financial programs were fully compliant. OmniVest also worked closely with the Board to develop a five-year strategic fiscal plan to improve the school's fiscal solvency. The end result was a positive fund balance, albeit a small one (\$1,755). However, the item to note is that, while the school's fiscal solvency is still in need of improvement, the school's financial position has improved drastically over 2008-09 and we expect even larger gains in the upcoming school year.

Accounting System

In July 2008, Alliance contracted with OmniVest Properties Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Alliance also utilizes OmniVest

Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2009. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- AFPCS Preliminary Statement 2008-09

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

Larson Allen will complete AFPCS's audit for the 2008-09 school year. The audit is not complete at this time and we expect it to be finished by Fall 2009. The engagement letter with Larson Allen is attached to this report. The audit report for FY 2007-2008 is also attached for your review. There were two major findings in the 2007-2008 audit. First, Larson Allen recommended that the School work to adjust all account balances to reflect appropriate year-end balances in response to finding the management had not adjusted all account balances. Second, Larson Allen recommended that Alliance evaluate whether it would be feasible for the fiscal department to prepare its own financial statements and related footnotes for 2009. This was in response to the lack of ability to evaluate the completeness of financial statement disclosures. To address both of these recommendations, Alliance hired OmniVest who has procedures and policies in place to ensure that all balances are an accurate reflection and the expertise to evaluate financial statements.

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

- Audit 2007-08
- AFPCS Audit Engage Letter 08-09

Citations and follow-up actions for any State Audit Report

AFPCS did not undergo a state audit conducted by the Auditor General in 2007-2008, or, to date, for 2008-2009. AFPCS understand our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

Our new furniture and equipment is a happy ending to an unfortunate story. In August 2008, computers were stolen out of the computer lab and classrooms. Channel 13 covered the event and interviewed one of our staff members who discovered the missing equipment. In response to the television coverage, AFPCS was fortunate to receive a lot of donations. We received the following as tokens of the strong community support that AFPCS receives:

- 7 computers from John Griggs of 1st Step Computers;
- 27 computers, 3 printers, 15 ink cartridges, and 1 flatbed scanner from the Social Security Administration;
- 87 monitors from the Federal Bureau of Investigation;
- 50 student chairs, 24 shovels, 2 love seats, and 1 conference table from Temple University

AFPCS also purchased three Ricoh copier/printers and three DVD players.

Future Facility Plans and Other Capital Needs

In 2009-10, the Alliance plans to purchase approximately \$160K in educational technology with Title I ARRA funding (aka Stimulus). This includes new classroom computer workstations in 12 classrooms (consisting of 4 students and 1 teacher PC per class), 2 computer labs, a mobile laptop lab, and whiteboards and projectors in all classrooms and labs to ensure that all rooms have "smart" technology. This significant capital investment will help Alliance to achieve the school's mission "to ensure the achievement success of every student through a technologically rich and individualized learning environment." Access to computers will enable students to use the computer-based math and reading components of our Houghton Mifflin curriculum; use Study Island for test prep and individualized instruction; allow for the addition of a weekly technology class that will teach computer skills, programs, and applications that will link with our literacy and math programs; administer benchmark assessments and grade them quickly; provide "web quests" or challenging web-based projects for our gifted programs; etc.

Additionally, the school is exploring the feasibility of upgrading its security system and renovating the restrooms. If the school receives state stabilization funding through

ARRA (contingent upon approval of funding in the state budget), than this funding will be used for these capital improvements.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SAFETY

Alliance for Progress has in a place a Preparedness, Multi-Incident Management and Response Plan as required by the School District of Philadelphia. This plan incorporates emergency preparedness, safety programs, emergency and crisis responses at each location. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise.

HEALTH & WELLNESS

State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Student confidential health information and immunization records are kept organized and stored in a locked file cabinet.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2008-2009 must be submitted by Alliance for Progress to the Division of School Health by September 2009. At the time of this report's submission, Alliance had not submitted the 2008-2009 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon submission of the PA Department of Health. A draft of this form is attached.

Finally, Alliance is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is attached to this report.

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

- AFPCS Health Reimbursement 2008-2009 DRAFT
- Wellness Policy

Current School Insurance Coverage Policies and Programs

For the 2008-09, school year Alliance procured liability insurance coverage through the insurance brokerage firm Puleo, McFadden Insurance Associates as follows:

Type of Insurance Coverage	Limit
Professional Liability	\$3,000,000/\$1,000,000
Commercial General Liability	\$3,000,000
<ul style="list-style-type: none"> • Products-completed operations aggregate • Per Occurrence • Personal & advertising injury • Fire damage (any one fire) • Medical expense (any one person) 	<ul style="list-style-type: none"> • \$3,000,000 • \$1,000,000 • \$1,000,000 • \$500,000 • \$10,000
(includes sexual molestation and physical abuse)	
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$4,000,000
Workers Compensation & Employers' Liability	\$500,000

A copy of the 2008-09 ACORD Certificate of Liability Insurance is attached to this report as well as the 2009-10 ACORD.

Employee insurance in 2008-09 included: health insurance (Independence Blue Cross Keystone Health Plan East); dental insurance (Delta Dental); life insurance AETNA; and optional employee responsible additional insurance through AFLAC.

Current School Insurance Coverage Policies and Programs - Attachments

- ACORD 2008-2009
- AFPCS ACORD 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2008-09, the school employed a CEO and 24 professional staff member as reported on the PDE 414 including a Reading Specialist, music teacher, Academic Administrative Officer, Supervisor of Curriculum and Instruction,

and a CEO. Of the 23 staff members, 14 (61%) were returning from the 2007-2008 school year and 23 (96%) remained with the school for the entire 2008-2009 school year. And, of the 23 staff members employed at the end of the year, 13 (57%) are anticipated to return for the 2009-2010 school year.

During our period of leadership transition, we have experienced some turnover in our teaching staff. We had approximately a 60% retention rate from 2007-2008 and are expecting the same rate for the teachers returning in the fall. We expect with a solidified leadership team in 2009-2010 that we will have higher retention numbers going into 2010-2011.

Quality of Teaching and Other Staff - Attachments

- AFPCS PDE 414
- AFPCS Course Enroll/Instruct ACS 08-09
- AFPCS HQT ACS 08-09
- AFPCS LEA Staff Profile 08-09

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

In the admission of students, the Alliance for Progress Charter School complies with Â§ 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia.

For the 2008-2009 school year, there were more applicants than available seats in the school, so an admissions lottery was held. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2008-09, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening. The lottery for 2009-2010 enrollment was held on March 20, 2009.

A copy of Alliance's Admissions Policy is attached to this report.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

For 2008-2009, only students who would be 5 years-old by September 1, 2008 were considered for enrollment in the school. Students who meet the age requirements followed the AFPCS admissions policy.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

	Initial Enrollment	Number Dropped	Number Added	Year End
K	54	4	0	50
1	51	1	2	52
2	50	1	1	50
3	50	2	1	49
4	48	2	3	49
5	48	2	1	47
Total	301	12	8	297

- **Provide the number of students who completed the 2007-2008 year who are currently enrolled to return in September.**

Of the 297 students in grades K-4 students who were enrolled in the school at the close of the 2008-2009 school year, 200 (80%) are presently enrolled to return in September.

- **Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

As a testament to our early intervening services (i.e. Care Team) and our holistic approach to education, Alliance did not have any disciplinary incidents that resulted in expulsion in 2008-2009. As such, no students were required to leave the school. The 12 withdrawals during 2008-2009 were voluntary.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

Alliance has a historically low turnover rate during the school year — less than 4% of our enrollment withdrew during the 2008-2009 school year and only 4% of our enrollment withdrew during 2007-2008. This stable enrollment is attributable to our academic success, extensive parent involvement, and integrated student support services which assist the school in removing barriers to learning.

We are currently enroll the number of students designated in our charter.

Student Enrollment - Attachment

- AFPCS Admissions Policy

Transportation

The School District of Philadelphia operates Alliance for Progress' transportation program, with approximately 2/3 of our student population using this service.

In 2008-2009, none of our students with disabilities required transportation as a related service in their IEPs. Alliance understands that any Alliance student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Alliance will provide this service at the school's expense.

Food Service Program

The food services program is provided by the Archdiocese of Philadelphia. The service offers breakfast to all students, and lunch and snacks for students who stay for the after school program. The school participates in the Free and Reduced Lunch Program; approximately 85% of the students qualified this year.

Student Conduct

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

The expectations for all students at AFPCS are:

- Give 100% to the learning process.
- Be accountable.
- Be respectful and considerate.
- Be responsible.
- Be safe.

The faculty and staff at Alliance are dedicated to providing students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by support, discipline, order, and respect. Our goal is to develop and maintain a sound and fair discipline plan to support this mission.

At Alliance, we believe that children grow and learn when firm and positive steps are implemented when disciplining children. We implement a variety of positive reinforcement measures including character education, the classroom green team card system (a positive classroom management system), class-wide goal of the month, and student of the day awards.

The Alliance Codes of Values state clearly all school-wide expectations for student behavior and serve as a guide for parents, students, and staff. The Codes identify ten character traits upon which our character education curriculum is centered: responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership. A copy of our Codes of Values and details on the school's discipline plan (as excerpted from our Parent Handbook) is attached to this report.

Any time a student is suspended, the parent is expected to accompany the child to school and attend a conference with the Academic Administrative Officer. At that meeting, parents and children must agree to negotiated terms that will enable the students to continue in school. After three suspensions, or if a child should commit an egregious act meriting expulsion (following the guidelines of the School District of Philadelphia for violent behavior, weapons offenses, drug possession, etc.), the parent is sent a letter explaining that an expulsion is being recommended to the Board. The letter informs them that they will have an opportunity to appear before the Board to respond. This circumstance never arose during the past school year.

Alliance had one student that received a five day suspension, but did not have to initiate the expulsion process in 2008-2009. The school administration and Board are aware of its obligation for due process as required in Chapter 12 of the Public School Code. Specifically, Alliance is prepared to follow the due process procedures below for suspensions of 4-10 days and expulsions:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at Alliance, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common

Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal

record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Please note that all students are expected to abide by the Alliance Code of Conduct. And, in accordance with Pennsylvania law, all students at Alliance (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, Alliance first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then Alliance determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, Alliance follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

A copy of our special education discipline policy is attached to this report. This policy was reviewed by the Pennsylvania Department of Education's Bureau of Special Education during our compliance monitoring visit and audit of student files in March 2008 and was found to meet the requirements of the law.

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

In 2008-2009, 41 students were involved in 73 suspensions. No students were expelled during the 2008-09 school year. The increase in suspensions over last year (2007-08) reflects the newly developed and enforced Student Code of Conduct. In 2009-2010, AFPCS is planning on initiating a school-wide positive behavior management system to build to address this concern. Safe Schools Online is attached to this report.

Student Conduct - Attachments

- APCS Special Education Discipline Policy 2008
- AFPCS Safe Schools Report 2008-2009

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Alliance for Progress CS within Philadelphia IU 26 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

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Alliance for Progress CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school’s Chief Executive Officer.

Name: Maria Snipe **Title:** CEO
Phone: 215-232-4892 **Fax:** 215-232-4893
E-mail: msnipe@afpcs.org

Signature of the Chief Executive Officer and Date

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

Name: Marilyn H. Rivers **Title:** President
Phone: 215-232-4892 **Fax:** 215-232-4893
E-mail: selpenord@afpcs.org

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Stephanie Elpenord **Title:** Special Ed Coordinator
Phone: 215-232-4892 **Fax:** 215-232-4893
E-mail: selpenord@afpcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- AFPCS Signature Page 08-09