Pennsylvania Department of Education

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

Charter Annual Report

Monday, December 28, 2009
(Last Accepted: Monday, December 28, 2009)

Entity: Chester Co Family Academy CS
Address: 323 E Gay St
Suite B7
West Chester, PA 19380

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

There is currently no data saved for this section.

Summary Data Part II

There is currently no data saved for this section.

Instructional Days and Hours

There is currently no data saved for this section.

SECTION I. EXECUTIVE SUMMARY

Educational Community

Chester County Family Academy is a transition program, a "school without walls", located in downtown West Chester, Pa. Classrooms are in the last four storefronts of the Cambridge Square Shopping Center at 323 East Gay Street and from this mid-town location, young learners are able to access community learning sites that reflect the diverse aspects of a small city.

In 2007-08, CCFA served primary age students, grades K-2, with an extended day (8:30-4:00pm), extended year (11 months), experiential educational program for families who faced financial challenges. These challenges impacted students in many ways, to include issues concerning: clothing, housing, food, transportation, noise, phone access, technology access, family stability and experiences connected with shelters, violence, addictions and incarceration. CCFA percentage of students from low-income families has remained at higher than 85% since its' founding in 1997 and was 92% low-income in 2007-08.

Most CCFA students, in 2007-08, came from the West Chester Chester Area School District, with additional students from the Coatesville, Downingtown, Kennett Square, Great Valley and Philadelphia school districts. All students were served through a holistic approach that focused on physical and emotional growth, thematic science learning and linkages to the community. All students were learning (mind focused), feeling (imagination focused) and developing (performance focused) through productive "work experiences", in the school and community learning sites.

In 2007-08, CCFA was supported by more than 18, actively involved community partners in its' "Community

Partner Program", to include: WHYY, Retired Senior Volunteers, Salvation Army, Reading Assist, Tyler Arboretum, West Chester Friends School and the West Chester Baptist Church. In 2007-08, CCFA continuouly used community classroom sites, to include: the YMCA pool, the Karate Studio, the West Chester Children's Library, city art galleries, three city parks, the West Chester University Sports Center and the Senior Center for Suzuki violin & holiday performances.

Mission

MISSION OF THE CHESTER COUNTY FAMILY ACADEMY FOR 2007-2008Â

**Â Â
Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â The future of our world is linked to the natural development ofÂ Â
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Â Â Â Â Â Â Â our most precious resource, children.Â We celebrated the spiritÂ (hearts-on),
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Â Â Â Â Â Â mind (heads-on) and body (hands-on) ofÂ children.Â Â We gently placed childrenÂ
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Â Â Â Â Â Â Â at the core of all our efforts.
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Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â We recognizedÂ parent/guardians, as aÂ child'sÂ first teacher andÂ home as a Â
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Â Â Â Â Â Â child's firstÂ learning environment.Â We partnered with parents,Â educators and
Â Â
Â Â Â Â Â Â community citizens toÂ continue anÂ experiential, science Â educational using a process.Â
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Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Using theÂ North Star ExperientialÂ Program, we provided a safe environment
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Â Â Â Â Â Â whereÂ children are affirmed as to be all they can be.Â We
Â Â
Â Â Â Â Â Â used cycles, learning "tools", nurturingÂ
Â Â
Â Â Â Â Â Â Â environmentÂ where children areÂ affirmed to be all they can be.
Â Â
Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Â Using the North Star Experiential Program, weÂ provided a safe murturing
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Â Â Â Â Â Â Â snf ,
Â Â
Â Â Â Â Â Â active, nurturing authentic individuals,
Â Â
Â Â Â Â Â Â joyful explorersÂ Â Â EducationhÂ o/fa and family heart the world**

MISSION GOALS MET FOR 2007- 2008

A.Â Children developed naturally at CCFA - 100%Â Â
age appropriate materials, furniture, length of lessons,Â

B. We celebrated theÂ spirits of childrenÂ - 100%

C. We celebrated the minds of children -Â 100%Â

D.Â We celebrated the bodiesÂ of children -Â 100%

E.Â We gently placed childrenÂ at the core of all our efforts - 100%Â

F.Â We recognized the parents as aÂ child's first teacher. the home as aÂ child's first learning environment
and partnered with parents, educators and community individuals in groupÂ and educators- 100%

G.Â Â We joined educators as partners in the educational process - 100%

H.Â We joined withÂ community partnersÂ toÂ contine theÂ educational processÂ - 100%

I.Â Â We provided aÂ safe, active, beautifulÂ learning environment for every cchild - 100%

H.Â We provided for continuous experiences inÂ the world for learning success. - 100%Â Â

I.Â Â We supportedÂ joyful explorers & thinkers
Â Â Â Â Â Â We supportedÂ self-directed producers &Â innovators
Â Â Â Â Â We supported aÂ calm & reflectiveÂ humansÂ to allow
forÂ sharingÂ talentsÂ with others
Â Â Â Â Â We modeledÂ joyful learningÂ through aÂ scienceÂ focus that was delivered throughÂ artistic expression,Â authenticÂ connections andÂ partnership.Â Â Â Â
Â Â Â Â We all learned and searched for truth and beauty - 100%Â
Â

WEST CHESTER AREA SCHOOL DISTRICT CHARTER GOALS
Â Â Â Â Â Â Â TheseÂ goals relate directly to our West Chester Area School Distric Charter to beÂ child centered &Â family focused,Â connect with the communityÂ through expanding partnerships and to increase experiential program attributes, each year.Â Â

GOAL 1:Â Â All Chester County Family Academy actions wereÂ focused on the child/family - 100%Â successÂ
GOAL 2:Â A 10% increase in active community partners -Â 100%Â successÂ
GOAL 3:Â A 10 % increase inÂ hands-on (experiential),Â heads-on (academic), hearts-on (emotional)Â program offerings -Â 100% successÂ

Vision

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CCFA VISIONÂ Â Â
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Â Â Â Â Â Â Â Â Â Â Â Â Â Expanding theÂ choice of parents by providing a communityÂ Â Â Â Â Â Â Â Â Â Â Â based "private school style" educational, transitional programÂ Â Â Â Â Â Â Â Â Â Â Â Â for primary age students (K-2) whose families are strugglingÂ with the effects of financial challenges.

Â Â Â Chart of Vision/Mission Goals

Vision/Mission Goal Chart	Â	Â	Â
Â	**Â**	**Â**	**Â**
Goal 1. 95% all actions are child focused. **Â** **Â** **Â** **Â** **Â** **Â** **Â Goal 2.Â 95%Â child working on theme skills/tasks focus for the child.** **Â** **Â** **Â** **Â** **Â** **Â**	**Â 1Â Strategies: Student is: topic/core of all meetings; petty cash fund child focused; school funding child focus;Â physical environ. child Â focus; clothing & health needs for child; phone l** **Â** **Â** **2.Â Strategies: Use of "NS Resource Plan Bks" for each** **7 wk. learning module; theme supply boxes; theme homework; theme centers; themeÂ Â computer sites; theme guests; theme "tools"; use of classroom reimbursement money for child friendly purchasesÂ …** **Â**	**Â 1. Measured by staff log bks; plan books, phone log review of child/ parent focus;** **Â see child schedule; parent handbk. Review; focus; school policies; parent survery; parent notes & monthly phone call sheets; home visit sheets** **Â** **Â** **2.Â Measured byÂ class schedules; class observation and review of: Resource Plan Bks,Â topic assessments, topic homework, topic class displays, budget vs actual ofÂ $ spent, teacher supply request list,Â yearly purchase listÂ**	**1 95% child focus in all staff meetings & in all school activities, plans and procedures.** **Â** **Â MET GOAL** **Â** **Â** **Â** **Â 2. 95% class time with student "on theme task"** **Â** **Â MET GOAL** **Â** **Â** **Â** **Â**

Â Â Goal 3. 25% family focused learning supportÂ & parenting support Â Â Â Â Â Â Â Goal 4.Â 3 new actively involvedÂ Â Â community partnershipsÂ Â Â Â Â Â Â Goal 5 “Private school style” education list expansion to 30 characteristics.Â Â Â Â Â Â Â Â Â Goal 6. ExpandÂ educational choice for parents byÂ 25%	3. Strategies: Redid parent handbook; focused on signed homework with parent involved piece; Monthly phone calls; home & school visits; head of school “homework with parents”; copies of “testing sheets” shared; response to family challenges…Â Â Â Â 4. New partners:Â “Girl Scout”Â project; grant success; strip mall outreach & connection; board outreach withÂ new members; newÂ projects such as the “Senior Center Connect Program”… Â Â 5.Â Strategies:Â Arts focus/lessons expanded; music all through day; performances in the community to include mini-concerts; Suzuki violin lessons expanded for first and second graders.Â Â Â Â Â Â 6 Strategies: Recruit new K class; public relation effort; community talks;Â all staff & student flyers & brochureÂ outreach; posters in town; uniformÂ recognition;	Â Â 3. Measured by: parent surveys; staff to parent letters, monthly; CEO to parent newsletters; signed nightly homework records; outreach agency partner lists; parent sign-in sheets; visitors policy; home visit sheets; family sign-in sheets Â 4. Measured by partner “contracts”; Â yearly partner lists; Â staff/partner class logs (wkly); partner “off site”Â schedules for Â school afternoons Â Â Â 5 Measured by: expansion of arts program; daily special programs schedule; expanded list; expanded numbers of students having violin lessons; staff arts training & use of arts in classroom see theme bks.	Â Â 3. 50% increase in parent learning and “challenge” support — most successful year with great family connecting Â EXCEEDED GOAL Â Â Â 4. 10% new partners Â Â MET GOAL Â Â Â Â 5 20% increase of characteristics of “private schools” Â Â EXCEEDED GOAL — expanded artistic, technology and performance areas Â 6 25% expansion of parents (new K class & some new first/second

Â **Â** **Â** **Â** **Â Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â** **Â**	**CCFA parenting resource site; human service parent outreach "on site shopping" ; news coverage, town performances …Â Â** **Â**	**Â Â Â Â Â Â** **Â** **6. Measured by: % new students, yearly; speaking engagements in community; school recognitions; parent visitor increases** **Â** **Â** **Â** **Â**	**graders)** **Â Â** **Â**

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Shared Values

<u>CCFA'S SCHOOL PLEDGE/VALUES</u>
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Â "At the Chester County Family Academy,
Â we care about others,Â (empathy)Â
Â tell the truth (honesty)
Â andÂ try, try, tryÂ (persistence)
Â to make things beautiful (harmony."

<u>CORE VALUES FOUND IN ALL ASPECTS OF THE "NORTH STAR EXPERIENCE":</u>
Â Â
1.Â Our CCFA pledge centersÂ on empathy, honesty and persistence toward peace/harmony.Â Â Â
Â Â Â Core knowing: for successfulÂ learning,Â xxxxxxxxxxxx xxxxxxxxxxxxxxxxvalues support a child'sÂ natural, unfolding process that brings
Â Â Â understanding about the world around unwhere children,
Â Â Â through environmentalÂ interaction, learnÂ toÂ understand the world around them.
Â Â Â Â Â Â Â *Joyful living comes fromÂ understanding the world through experience & sharing talents with others.Â
Â Â
2.Â Our CCFA pledge places the welfare of the young child at the core of all that we do.Â
Â Â Â Core knowing:Â forÂ highest educationalÂ andÂ financial returns,Â spend preventiveÂ dollars thatÂ
Â Â Â Â address the healthyÂ development of a young child's mind, body and spirit.Â
Â Â Â Â Â Â Â Â Â Â *Fixing problems is expensive,Â preventing problemsÂ saveÂ money, time & resources.Â Â
Â Â Â Â
3.Â Our CCFA pledge is central to every action of theÂ "North Star Experience".Â Â
Â Â Â Core knowing:Â for "unlimited resources",Â experience the world,Â seek improvement through
Â Â Â calm reflection and persistent effort, andÂ joyfully share your talents

withÂ others.Â Â
Â Â Â Â Â Â Â Â Â Â *Resources are unlimited in a world of balance and harmony.Â

Â SHARED VALUES:Â EMPATHY, HONESTY, PERSISTENCE & BEAUTY/HARMONYÂ Â
Â Emp athyÂ Â Â Â Â "…care about other…" CCFA from school pledge
Caring about others includes: doing kind things for a friend, respecting the "spaces" of others, listening while others talk, keeping hands and feet to yourself, using positive word & solutions, using words to express anger, putting yourself "in the shoes" of the another person, using touch to connect with a person, watching non-verbal signals for understanding, remembering how you felt in a situation, helping others do the work, letting others express their feelings…
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Â Â
HonestyÂ Â Â Â Â "... tell the truth..."Â from CCFA school pledge
TellingÂ the truth includes : telling the story/event as it really happened, responding to classroom/school rules and routines with honest responsibility, adjusting to new situations with honesty, having open communication with honesty,Â cooperating to "work things out" with truthful words, honest words to ask for help or tell what you need, communicating with openness when youÂ speak...
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Â Â
Â Pers istenceÂ Â "...Try, try, try our best..." from CCFA school pledge
Trying your best includes: continuing to "work" until the job is done, participate with the group until the lesson is over, remain at the table until the activity is complete, complete the activity you begin, finish the game you are playing, talk until the idea is communicated, stop building when your construction is complete, keep writing until the story is told . . .Â

Â Beaut y/HarmonyÂ "...to make things beautiful." from CCFA school pledgeÂ
Making things beautiful includes: organized and lovely for everyone includes: a place for everything and everything in its' place, displaying the talents/work of everyone, surrounding yourself with color and light, speaking quietly, working peacefully, using the property of others with care, moving calmly, surrounding yourself with music and poetic words, maintaining clean work spaces, keeping things off the floor, returning items to containers, making eye contact when speaking/shaking hands, using manners, learning with smiles...Â

SHARED CORE BELIEFS OF THE CHESTER COUNTY FAMILY ACADEMY:Â

1. Every child learns, grows and develops in a natural, unfolding process.
Â Â Â (Each individualÂ develops at his/her own, individual rate, naturally.)

2. Every child is a reservoir of potentialities, learning through environmental interaction.Â
Â Â Â (Each individualÂ comes to an understanding of the worldÂ through experiences.)Â

3. Every child has many ways of knowing, learning and producing.
Â Â Â (Each individualÂ hasÂ multiple intelligences and multiple ways of sharingÂ talents.)Â Â Â

4. Every child & society benefits from an early, holistic educational program supporting life-long learning and joyful living.

Â Â (Each individualÂ gets the best return on investment from spendingÂ dollars/resources proactively for young children.)Â Â

5. Educational resources are unlimited in a world ofÂ peaceful harmony andÂ shared partnerships.
Â Â (EveryoneÂ benefits from the sharing of talents with othersÂ that are theÂ resultÂ ofÂ peaceful interactions.)Â

Academic Standards

Â **Measurable Academic Standards/Goals with Results**	Â	**Â**	**Â Â**
Â	**Â**	**Â**	**Â**
Â **Goal 7Â 20% increase (to 5 days a week)Â in science success of "hands-on" tools** **Â** **Â** **Â** **Â** **Goal 8** **10% increase in scientific discovery/experimenting skill (1 experiment per week)Â** **Â** **Â** **Â** **Â Goal 9. Â 10% increase in computation skillsÂ Â Â** **Â** **Â**	**Â** **7 wk. learning module; theme supply boxes; theme homework; theme centers; themeÂ Â computer sites; theme guests; theme "tools"; use of classroom reimbursement money for child friendly purchasesÂ …** **Â Goal 8 Strategies: Shared science resource bks; experiment notes;Â discovery approach during staff meetings; materials for experiments in theme boxes… classroom surprises such as glass "rooting box"…** **Â 9. Call for daily computing time;Â computer computingÂ**	**Â** **7 Measured by:Â #Â of science "tools" in class theme boxes; portfolio records; staff resource/plan book notes; class observations; assessment sheets** **Â** **Â 8Measured by:staff resource/plan notes; multiple-intelligence assessment forms; student portfolios; class observations; curriculum outline followedÂ** **Â** **Â** **9. Measured by:** **Lunch-time "you can** **do it" sheets; staff assessments; speed add/subtract papers; all school screening sheets** **Â**	**Â** **7 20% hands-on success & discovery lessons** **Â SUCCESS!Â Â 1Â day a week increase in science "discovery" lessons noted in classrooms** **8** **10% increase** **Increased success!** **Â** **Â** **Â** **9. 15% increase noted for K Â** **EXCEEDED goal!** **Â** **10 % for Second Graders and First**

Â Â Goal 10 10 % increase in math concepts understanding Â *increase conceptual math in small group activities to 5 activities a week in every classroomÂ Â Â Goal 11Â Â Increase conceptual understanding of numerals by 20%Â Â Â Â Â Â Goal 12 Increase use of math "tools" by 15%Â Â Â Â Â Â Â Â Goal 13 Increase word reading skills by 10% for every child.Â Â Â	exercise practice; written sheets @ lunch for edible "surprise";Â math partner computing dice… Â Â 10 Strategies: small group, teacher mini-discovery lessons; open-ended" lessonsÂ with many correct answers; discovery math centers; theme box counters; find out" problems… Â 11 Strategies: reference materials like charts in classrooms; thematic number lines every 4 wks; hundreds' charts everywhere; number literacy items; student games/materials made, used and given at mini-staff workshops … 12 Strategies: hands-on math discovery tables; math center work; materials corner; theme math display area; whole groupÂ "circle time" activities; changing theme counters (every 4 weeks); varieties of math tool options for grade levelÂ … Â 13 Strategies: continuously	10 Measured by "all school" screening assessments; question centers;Â teacher MI performance assessmentsÂ Â Â Â Â 11 Measured by: multiple-intelligence performance assessments; portfolio items staff resource/plan books; classroom items checklists Â Â 12Â Measured by staff Resource/plan books; classroom observation notes; $ spent on "hands-on" math supplies for 2006-07 Â Â Â 13 Formal "all school" testing by "floating aide"; classroom assessments Â Â Â Â 14 Measured by: Teacher resource/plan books; classroomÂ observations; class schedules; staff reading materials	Grades Â 10 20% increase in K Â 5% increase in grade 1 Â 10% increase in grade 2Â Â Â 11 20% increase Â *MET goal! Â Â Â Â 12 20%Â increase Â EXCEEDED goal — created math centers in each classroom & purchased new materials for all classes Â 13 10% increase Responsive support from classroom aides Success! Â Â

Â Â Â Goal 14 100% 15 minutes of oral reading at leastÂ 3 or 4 days a weekÂ Â Â Â Â Goal 15 Â 10 % increase in formal writing lessons, structured writing process Â Â Â Â Goal 16 Writing 10% increase in writing for pleasure Â Â Â Â Goal 17 10 % increase in formal listening lessonsÂ Â Â Â Goal 18 Develop memory skills by memorizing at least 1 age appropriate items each 7	sharing “word lists” & testing results with al staff & parents; daily word card student partner review; lists hanging from ceiling for use; games with words; computer time with words …Â Â 14Â Strategies: partner reading as a part of each day; reading to other classes; small group reading with aide; student authored book presentations; time with tutor; teacher modelingÂ … Â 15 Strategies; slant boards; pencil gripsÂ of all kinds; No More Tears book for staff;Â staff OT mini workshops; Â varieties of writing tools; theme writing options; variety of writing grips; numbers of “writing tools” to written with … etc. Â 16 Strategies: student authored books; notes for “real” people; student notes to each other; story telling book and dictation exercises...etc.Â Â 17 Strategies: class Â listening games; ear phones for all	requests Â Â 15Measured by Formal writing assessment 4x year;Â OT mini-workshops; weekly notes; writing assessment checklists; assessment of dailyÂ journals Â Â 16 Measured by using: scoring sequence by North Star; in class assessmentsÂ Â Â Â 17 Measured by success in listening activities; Â classroom listeningÂ checklists; observationsÂ Â Â 18 Measured by performances &Â MI assessments; (every 7 wks.)Â Â Â Â 19 Measured by student observations; student performances; MI assessmentsÂ Â Â	14 75% metÂ in all classes Â Some success, only! Â Â 15 10% increase Â Â Success! Â Â Â 16. 15% increase in all classrooms Â Exceeded goal!Â Â 17 Â 10 % increase Â Success!Â Â Â Â 18 100 % Â Success! Yes, at least 7 items for each learning module topicÂ

weeks for learning modulesÂ Â Â Goal 19 Be able to speak to be heard and understood for 1 minute before a classroom group.Â Â Â Â Goal 20Â 100% To be able to use non-verbal communication. Â *sign at least a dozen words, use signals forÂ bathroom and other needs and communicate non-verbally in school performances.Â Â Goal 21 100% Music concepts, skills and “tools” used throughout each theme learning module and music being played throughout the day in allÂ classrooms. GoalÂ 22 100%Â To be artistically performingÂ and communicating about each thematic topic. (all during 7 weeks of “study”) Â	computers; rhyming word games; “whisper down the lane” game at transition times…Â Â 18 Strategies: every 7 wks: theme poems learned; theme sayings; theme jokes; school pledge, daily; all school “catch phrases”; memory games; choral speaking; chants … 19 Strategies: class microphone time; reciting stools; group performances; group plays; community outreach situations; older students to younger students activities…Â 20 Strategies: learning to sign; teacher signals to students; student to student signaling in classrooms; silent plays; mime activitiesÂ Â Â Â 21 Strategies; musical instrument purchases; rhythm activities for	Â 20Measured by observation; classroom and community performancesÂ Â Â Â 21Measured by classroom visits; staff NS Resource Plan BooksÂ Â Â Â 22Â Measured by portfolio examples; classroom visits and individual student MI assessment performance scoresÂ Â Â 23 Measured by teacher theme books; number of performances; audience responses; class notes to parents Â 24Measured by activity check-lists; WCU records; karate & dance instructor input and MI assessmentsÂ Â	Â 19Â 75 %Â success for K Â Â Â Â Â Â 80% for Â 1,2 gradeÂ Â Â Â 20Â 80% K class can do signingÂ 75% CCFA students use non-verbal signing for school needs 90% students can use non-verbal communication in performancesÂ 21 80% success school-wide success Â Â Room to improve! Â Â 22Â 80% response for the year Â Room to improve!Â Â Â 23 60% response Â Outstanding items

Â Â Goal 23Â Â 100% To communicate what you know through theater/acting performancesÂ during the module topic.Â Â Goal 24 Â 100% Daily formal and informal exercising for all students.Â Â Â Â Â Goal 25 100% Full participation in NS health/nutrition program. Â Â Â Â Â Goal 26 100% Every learner will honor fellow students and be a socially caring citizen. Â Goal 27 Â 100% Every learner will honor	exercise; community performances; class to class and "on the street" performances; audience participation opportunities…Â 22 Strategies: theme art displaysÂ changed every 4 weeks; community art displays; visits to WC art galleries; crafts centers; gift making centers/activities … Â Â 23Â Strategies: 1 project each week of topic learning;Â performances Â for CCFA partners & other classrooms, new theme acting out …Â 24 Strategies: newÂ topical balls, streamers etc. physical education items; "move" every 20 minutes in classrooms; adaptive PE at the university weekly, dancing lessons, 10 minute formal exercise break; karate lessons …Â 25 Strategies: Lenape Dental Health items; Â dental training; using food library at lunch; cooking lessons; Â health	Â 25 Measured by Wellness Plan output & reference; schedule of activities; WCU, swimming lesson and karate feedback Â Â Â Â Â 26 Measured by MI Assessments;behavior scores on Prog. Reports, observation & check sheets Â Â 27Â Measured by Progress reports; classroom behavior charts; staff ratings — CEO support needed Â Â Â 28Â Measured by classroom checklists; class observations; staff peer assessmentsÂ Â Â Â	made by students! Â Room to improve!Â 24Â 100% daily exercise for all! Â Success! Â Â Â 25Â 80 % participation Â participation by all staff and students to be improved Great health/nutritionÂ activities formally and informally being developed at CCFA — new materials purchased in 2006-07. Â Â Room forÂ Â Â improvement! 26 85% success rate Â Some room for improvement!Â Â 27Â 75 % success rate Â Room for improvement — dealing with honesty issues all year!

the school values of caring, honesty, persistence toward a beautiful (violence free) classroom.Â **Â** **Â** **Goal 28 100%** **To create a beautiful space for learning.** **Â** **Â** **Â Â** **Â** **GOAL 29** **Â Added standards/goalsÂ in textÂ to clarifyÂ student growth *see academic statistics in data reportÂ Â Â** **Â** **Â**	**lessons included in theme activities menuÂ input and hot lunche/breakfast learning; healthy parties etc. Â …** **Â** **Â** **Â** **26 Strategies: all school pledge; shared values; simple class rules; class "catch phrases" for behavior; simple "food" rewards; "top/look/listen" game…** **27 Strategies: empathetic responses child to child; behavior reports; bus reports; progress reports; rewards for caring; classroom helping; chores completion; assistance to staff by children …Â** **28Strategies: all classroom "tools" labeled; a place for everything; helper lists; assigned responsibilities; honoring others; display areas in abundance; changing rooms every 4 weeks for new topic …Â** **29Â 100% Strategies listed in text where appropriateÂ Â**	**29 80% Measurements included wherever applicable in the text of report** **Â** **Â**	**Â** **Â** **28 80% successÂ** **Â** **Â** **Â** **Â** **Â** **29Â 100%Â or less success and statistics presented in text of this report where applicable**

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Strengths and Challenges

There is currently no saved text for this narrative.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Chester County Family Academy's strategic planning process is the same process used by administration, teaching staff and students: planning , producing and pondering all that we do. 100% use of our process has been tracked for 2007-08.

1. Thematic program/curriculum "planning and goal setting" were completed in May & June of 2007 (for 2007-08) during teacher meetings Tuesdays at 7:30am. 2. Thematic program/curriculum planning "strategies and materials" meetings were completed in

June of 2007 with all school staff, to include parent advocates/class aides, tutors & administration on Thursdays at 7:30am.

2007-08 CCFA strategic plans were tracked and updated, every 7 weeks, during the 2007-08 school year. Teaching teams met to gather information from and continuously assess the program using: 1. parent log book information, home visit sheets, monthly parent phone call information & parent feedback sheet 2. student "work packets", class & circle time meetings 3. teacher assessment data, check lists, tutor testing information charts, administrative mini-workshops, staff notes, staff articles and staff "theme" informational sharing.

2007-08 CCFA classroom planning was accomplised and verified with the production of a "Thematic Curriculum Planning, Producing & Pondering Logbook". This tracks all that was produced during a 7 week topic. Pondering happened with team meetings and sharing of the thematic bins used, the theme book prepared that is given from one team to another as topics change. There was a continuous sharing of resources, materials and community site connections, at the end of each the 7 weeks.

2007-08 CCFA theme events happened as teams generated connections with CCFA partners and community friends. Three community events took place: 1. "Hurricane Schwartz" gave a Weather/Global Warming Science Lesson at the WCU Business Center with CCFA students that was downstreamed to 8 schools 2. The board, in conjunction with all our CCFA partners and the entire school staff, brought Dr. Dan Gottlieb to the West Chester Historical Society for an evening talk centered on Dr. Gottlieb's new book 3. CCFA were the star performers for the Traditional Okinawan Karate Institute Regional Tournament at the Charles E. Melton Community Center. These events reflected the yearly topic and their production and the pondering that followed helped to develop the major events for 2008-09.

2007-08 CCFA used all the Pa. Third Grade Standards, as well as the National Mathematics and National Science Standards to inform our curriculum. Emphasis for the year involved the science and mathematic standards. Strategies, materials, classroom centers, books and workshops focused in these two areas.

2007-08 Board members were continuously updated and took part in the planning, producing and pondering, of all that happened, during the school year. Each member completed at least one, major role, in the day to day operation of the school, during the year. The CEO of CCFA is a voting member of the board and along with board input for the strategic plan for the school, she reported information concerning Parents, Program and Partners at every board meeting.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brenda Mejias	Former Parent/Parent Advocate & Class Aide	Parent	Board - all school participation
Dr. Carla Messikomer	President of the CCFA Board	Board Member	Board - all school participation
Feliciano, Norma	Former parent/Parent Advocate & Class Aide	Parent	Board - all school participation
FitzHenry, Shelly	Pa. Certified Teacher	Elementary School Teacher	CEO - all school participation
Galati, Melissa	Pa. Certified Teacher	Elementary School Teacher	CEO - all school participation

Haley, Reverend Doris	Prison Chaplain	Community Representative	Board - all school participation
Hilton, Felicia	Parent advocate/Classroom Aide	Other	CEO - all school participation
Jean Beam	Business Manager	Business Representative	Board - all school participation
Lorraine Andersen	Founder & CEO	Administrator	Board
Marsha Guie	Parent Advocate & "floating tutor"	Other	CEO - all school participation
Perrecca, Nicole	Pa. Certified Teacher & Special Education Representative	Elementary School Teacher	CEO - all school participation
Susan Flynn	Pa. Certified Teacher & Special Education Representative	Elementary School Teacher	CEO - all school participation
Wall, Linda	Administrative Assistant	Other	CEO - all school participation

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

Statement of Quality Assurance

There is currently no data saved for this section.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

English Language Learners

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Graduation Requirements

There is currently no saved text for this narrative.

Special Education

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Special Education Program Profile - Chart I

There is currently no data saved for this section.

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

There is currently no data saved for this section.

Special Education Program Profile - Chart IV

There is currently no data saved for this section.

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

There is currently no data saved for this section.

Student Assessment - Secondary

There is currently no data saved for this section.

Student Assessment

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Teacher Evaluation

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There is currently no saved text for this narrative.

Board of Trustees

There is currently no data saved for this section.

Professional Development (Governance)

There is currently no saved text for this narrative.

Coordination of the Governance and Management of the School

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Community and Parent Engagement

There is currently no saved text for this narrative.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There is currently no saved text for this narrative.

Fiscal Solvency Policies

There is currently no saved text for this narrative.

Accounting System

There is currently no saved text for this narrative.

Preliminary Statements of Revenues, Expenditures & Fund Balances

There are currently no supporting documents selected for this section.

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

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

There is currently no saved text for this narrative.

SECTION VII. FACILITY RESPONSIBILITIES

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

There is currently no saved text for this narrative.

Future Facility Plans and Other Capital Needs

There is currently no saved text for this narrative.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Current School Insurance Coverage Policies and Programs

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Student Enrollment

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Transportation

There is currently no saved text for this narrative.

Food Service Program

There is currently no saved text for this narrative.

Student Conduct

There is currently no saved text for this narrative.

There are currently no supporting documents selected for this section.

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2008 - 2009 Annual Report for Pennsylvania Charter Schools

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 Chester Co Family Academy 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.

There is currently no contact information saved.

There are currently no supporting documents selected for this section.