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# Pennsylvania Department of Education

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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 Community CS  
**Address:** 302 East 5th St  
Chester, PA 19013  
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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Chester Community CS

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

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

**Grade Level:** Grades K-8    **Hours of Operation:** Elementary: 9:00 a.m. to 4:00 p.m. and Middle:  
8:30 a.m. to 3:30 p.m.

**Percentage of Certified Staff:** 97.2%    **Total Instructional Staff:** 144

**Student/Teacher Ratio:** 16.3 students to 1 teacher    **Student Waiting List:** 63

**Attendance Rate/Percentage:** 90.78%

## Summary Data Part II

**Enrollment:** 2347    **Per Pupil Subsidy:** Regular education = \$8,060.46; Special education = \$23,279.08

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0.16%
<b>Black (Non-Hispanic):</b>	90.38%
<b>Hispanic:</b>	7.58%
<b>White (Non-Hispanic):</b>	1.2%
<b>Multicultural:</b>	0.68%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
89.6%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 621

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	168	170	170	0	508
Instructional Hours	0	0	1036	1048.20	1133.20	0	3217.40

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The school and the students that the school serves: Students' academic growth and parent and student satisfaction have contributed to Chester Community Charter School's steady growth from 97 students in grades K-4 in 1998 to its current enrollment of 2,376 in grades K-8. Facilities have improved and expanded from humble beginnings in conference rooms at the Howard Johnson Inn, to temporary trailers, to bright new construction that has been unveiled each year since 2001. Facilities now include the East Campus with three classroom buildings, a gymnasium, and an administration building, and the West Campus with three classroom buildings, a gymnasium, and a Head Start building.

- Chester Community Charter School prides itself on its:
  - Enthusiastic staff
  - High adult-child ratio
  - Modern facilities
  - Inclusive environment
  - Classroom computers (3-5 per room)
  - Five (5) computer labs

- Exemplary Reading First Program
- Six cafeterias
- Large outdoor play areas
- Video-security system
- Before and after school childcare
- After school tutoring
- Music and art for grades K-3
- An Academic Enrichment Program for grades 1-8
- After school activities in art, dance, drama, history, science, etc.
- Intra-scholastic sports
- Summer School
- The school is located in a small city (population 38,762) that has been in decline over the last thirty years. The City's crime and poverty rates are among the highest in the state. Among the adult population, 31% have not completed high school and 12% are unemployed. The city has no supermarket, movie-theater, or bookstore.
- The school's student population is 90.38% African American; 7.58% Hispanic; 1.2% White; 0.16% Asian/Pacific Islander; 0.04% multicultural; and 0.64% other. Half live in 1 (one) parent families; and 89.6% in low-income families.
- At Chester Community Charter School the climate of violence in the city is offset by one of safety, security and caring. The school buildings are secured by video surveillance and intercom systems with camera and door strike.
- Based on the high percent of low-income students, the Chester Community Charter School has a Title I School-Wide Program.

The following features allow our charter school to maintain unique, innovative, and ever-responsive qualities:

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

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

In fall 2007, the school piloted a "Team Approach to Achieving Academic Success" (TAAAS) for students with need for extra behavioral health supports. The school follows a code of conduct that includes no tolerance for violence or disrespect among members of

the school community. In addition, CCCS is housed in brand new facilities that are safe, clean, and conducive to learning.

## **Mission**

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

## **Vision**

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

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

## **Shared Values**

- We believe learning is a defining characteristic of all human beings.
- We believe learning needs to be nurtured, supported, and guided toward independence.
- Our mission of empowering children as learners is powered by a philosophy that proposes:
  - Active learning
  - Attention to individual learning styles
  - Learning that integrates the senses
  - Learning that is student-centered and eventually student-driven

## Academic Standards

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

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

## Strengths and Challenges

The school has implemented a Reading First Program since spring 2004; significant student growth is evident as a result of this program. State and federal program monitors have given the school exemplary ratings for the CCCS program design and implementation.

Student academic progress is tracked regularly through *Learnia*, a web-based benchmark tracking system. This system allows school personnel to retrieve reports that are used to design and modify the instructional program. It provides teachers an opportunity to individualize instruction based on each student's academic strengths and weaknesses. *Learnia* is aligned to the PA state academic standards and assessment anchors.

We continue to provide additional support in the form of tutoring, extended day services, and a summer academic enrichment program to students performing below proficient.

Teachers take part in on-going professional development to enhance their daily classroom instructional practices.

Additionally, CCCS significantly expanded its use of technology in the classroom, thereby connecting our students to a broader base of information and educational resources through added hardware and software programs. With the support of generous donors, we have been able to provide each student in grades 3 through 8 with a *One Laptop Per Child XO* laptop. These initiatives are contributing to our goal of closing the achievement gap for low-income, at risk urban students.

Our ongoing challenge is educating children who come to school without social and academic readiness skills. Since the inception of the charter school we have implemented research-based initiatives to address our students' identified needs. As a result, in spite of the challenge, we have increased the percent of students proficient on the PSSA in mathematics from 5.0 percent in 2001 to 61.9 percent in 2009; and the percent of students proficient on the PSSA in reading from 10.0 percent in 2001 to 55.0 percent in 2009.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

In the fall of 2008, the school developed a Strategic Planning Team/School Improvement Committee for the purpose of improving student achievement in order to meet the requirement of NCLB. The committee met several times throughout the school year (six official meetings). During those meetings the committee identified the strengths and areas of concern of the school's programs and student support services. Sub-committees were formed based on the results from the PSSA and areas of concern.

In addition the Team organized and reviewed all assessment data derived from the PSSA, Terra Nova, DIBELS, and student data bases.

The Team then analyzed the data in an attempt to identify our strengths and weaknesses as related to student performance.

The Team then met with the Delaware County Intermediate Unit (DCIU) staff to share the information generated from the committee and its sub-committees activities and discussion. The DCIU offered technical support and recommendations as the Team worked to develop goals and strategies for the school improvement plan. The plan addressed areas of strength and areas of need. Three main initiatives were undertaken to improve student achievement: increase the number of professional development activities in the core subject areas, implement a school-wide student progress monitoring program (benchmarking system) and review inclusionary practices that accommodate all students.

Curriculum maps were revised using the state standards as measured by the PSSA.

The plan has been closely monitored, adjusted and evaluated on an on-going basis.

In fall 2009 the planning team will meet to continue to review and update plan using the above described process.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Christine	Chester Community Charter	Administrator	Steven E. Lee

Matijasich	School		
David Clark	Chester Community Charter School	Special Education Representative	Steven E. Lee
Donald Odom	Chester Community Charter School	Administrator	Steven E. Lee
Doreen Harvell	Chester Community Charter School	Administrator	Steven E. Lee
Felicia Bullock	Chester Community Charter School	Parent	Steven E. Lee
Janet Graham	Chester Community Charter School	Other	Steven E. Lee
Jaqueline Moscovici	Chester Community Charter School	Ed Specialist - School Counselor	Steven E. Lee
Linda Portlock	Chester Community Charter School	Ed Specialist - Instructional Technology	Steven E. Lee
Lisa Dixon	Chester Community Charter School	Parent	Steven E. Lee
Louise Vitiello	Rotary Club of Chester	Business Representative	Steven E. Lee
Melissa McCormack	Chester Community Charter School	Other	Steven E. Lee
Nicole Goodson	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Pat Sciamanna	Chester Community Charter School	Middle School Teacher	Steven E. Lee
Penny Burrall	Chester Community Charter School	Other	Steven E. Lee
Stephanie Hallowell	Chester Community Charter School	Special Education Representative	Steven E. Lee
Steven Lee	Chester Community Charter School	Administrator	Board of Trustees

## **Goals, Strategies and Activities**

### ***Goal:* CURRICULUM**

**Description:** All core curriculum are aligned with Pennsylvania academic standards

***Strategy:* Standards based instruction in core curriculum**

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

***Activity:* Align curriculum with standards**

**Description:** All school curricula are aligned with PA academic standards.

**Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/9/2009 Finish: Ongoing	\$25,000.00
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**Status:** Not Started — Overdue

**Activity: Teacher Mentoring Program**

**Description:** Grade Directors assign mentor to each new teacher, oversee completion of mentoring activities, and lead grade level teachers in curriculum mapping aligned with standards

Person Responsible	Timeline for Implementation	Resources
Nicole Goodson	Start: 8/31/2009 Finish: 6/18/2010	\$169,956.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	12	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Standards-based curriculum mapping 2. Best instructional practices 3. Classroom management	The school's Mentoring Program stresses the importance of the state standards and the use of students' IEPs as means to improve students' academic proficiencies. Standards-based reform efforts, together with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97), provide important tools and strategies for improving the quality of education and increasing academic expectations and achievement for students with disabilities. The mentoring program also is invaluable in enhancing new teachers' skills in the classroom.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in</li> </ul>

- instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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### **Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>

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

**Status:** Not Started — Overdue

## ***Goal:* LEARNING ENVIRONMENT**

**Description:** The school environment is conducive to learning

**Strategy:** Classroom Management

**Description:** Implement positive discipline in classrooms

### **Activity: A Framework for Understanding Poverty**

**Description:** Teachers working in Chester need to understand the challenges and resources inherent in the students' culture, a culture of poverty.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Linda Portlock	Start: 11/11/2009 Finish: 11/11/2009	\$3,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	110
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester Community Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
1. Appreciation of challenges faced by families living in poverty 2. Understanding of importance of relationships for children in poverty 3. Skill in helping children learn the norms needed to succeed in school	Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty. AHA! Process, Inc., 1995. This book describes the differences between situational and generational poverty, includes poignant scenarios, and identifies resources that can be used to help the individuals in the scenarios. The book also helps readers understand the "language" used by those living in poverty, the shared characteristics of poverty, and the actions that are a result of those characteristics. It also describes the importance of role models and support systems. (205 pages)	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

#### **Educator Groups Which Will Participate in this Activity**

##### **Role**

- Classroom teachers

- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

### **Activity: Games We Should Play in School Training**

**Description:** Teachers and assistants learn to effectively lead Frank Aycox's "Social Play" sessions in the classroom.

Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: 9/16/2009 Finish: 5/28/2010	\$18,000.00

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	20	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community College with Frank Aycox, Associates	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand the behavioral dynamics of children in the contemporary classroom. Learn to lead interactive, enjoyable social games in the classroom.	Research has shown that this method of improving social skills actually increases test scores by 30%, because students become less antagonistic, more cooperative and more capable of increased attentiveness.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Health, Safety and Physical Education</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

### **Activity: Positive Approaches Model**

**Description:** Reward students for appropriate classroom behaviors

#### **Person Responsible Timeline for Implementation Resources**

David Clark	Start: 9/8/2009	\$305,929.00
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Finish: Ongoing

Status: Not Started — Overdue

### Activity: Positive Approaches Training

**Description:** The Positive Approaches model has been shown to decrease disciplinary problems, improved schools' emotional climate, and reduce persistent maladjustment among school-age children and adolescents that is linked to criminal behavior and incarceration in adult life.

Person Responsible	Timeline for Implementation	Resources
David Clark	Start: 9/23/2009 Finish: 11/18/2009	\$3,000.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - with Elwyn, Inc.	<ul style="list-style-type: none"><li>School Entity</li><li>Company</li></ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Positive behavioral classroom management strategies	<p>A great deal of empirical evidence suggest that Positive Approaches are effective in urban settings and with school-aged children and adolescents (McCurdy, B.L., 2003; Bohanon, H.2006; Luiselli, J.K., 2005; Lucille, E., 2002; Vallerand, R.J. (1997). Some of the benefits of this model include: reductions in discipline problems and suspensions (McCurdy, 2003; Bohanon, et.al., 2006; Luiselli, et. al. 2005; Lucille, E., 2002); reductions in student assaults (McCurdy, 2003); reduction in the number of students requiring secondary and tertiary supports (Bohanon, et.al., 2006); and improved academic performance (Luiselli, et.al., 2005).</p> <p>Outcomes based on Elwyn's Technical Assistance programs in six public schools in Delaware County, one Philadelphia Charter School, and Elwyn's three Educational programs demonstrate: improved attendance;</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>Empowers educators to work effectively with <u>parents and community partners</u>.</li></ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

decreased disciplinary problems including suspensions and expulsions; improved graduation rates; decreased need for students to attend outside placements; reduction in suicide attempts; and improved emotional climate.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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**Role**

- Classroom teachers
- School counselors
- Other educational specialists

**Follow-up Activities      Evaluation Methods**

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|---|--|
| <ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Participant survey</li> </ul> |
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**Status:** Not Started — Overdue

**Activity: Social Skills Development**

**Description:** Character education and social skills development

Person Responsible	Timeline for Implementation	Resources
David Clark	Start: 10/28/2009 Finish: 12/2/2009	\$18,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>
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**Estimated Number of Participants Per Year**

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3.00 Organiz ation or Instituti on Name	3 Type of Provider	100 Provider 's Departm ent of Educati on Approva l Status
Chester Communi ty Charter School - with Professo r Daniel Swartz, PhD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approve d
<b>Knowled ge and Skills</b>	<b>Research and Best Practices</b>	<b>Designe d to Accomp lish</b>
Social forces in the classroo m Characte r educatio n and physical activity How to engage students in positive social games	<p>Physical activity contributes positively to student health, self-confidence, academic improvement, and peer relations. (Fair Play in the Gymnasium: Improving Social Skills among Elementary School Students, Gloria B. Solomon, <a href="http://www.questia.com/googleScholar.qst;jsessionid=LH1fy5tbJ8TLn1wSqSFkL9c5nPBjMbGwcOX8CTNGpqFpzGL2gQyZ!-1746032657?docId=5002238412">http://www.questia.com/googleScholar.qst;jsessionid=LH1fy5tbJ8TLn1wSqSFkL9c5nPBjMbGwcOX8CTNGpqFpzGL2gQyZ!-1746032657?docId=5002238412</a>).</p> <p>Studies suggest a connection between physical activity and increased levels of alertness, mental function and learning. <a href="http://www.californiaprojectlean.org/Assets/1019/files/Nutrition%20%20Physical%20Activity%20and%20Academic%20Achievement_Healthy%20Food%20Policy%20Resource%20Guide.pdf">http://www.californiaprojectlean.org/Assets/1019/files/Nutrition%20%20Physical%20Activity%20and%20Academic%20Achievement_Healthy%20Food%20Policy%20Resource%20Guide.pdf</a></p>	<p><i>For classroo m teachers, school counselo rs and educatio n specialist</i></p> <p>s:</p> <ul style="list-style-type: none"> <li>E r p o w e r s e d u c a t o r s t o</li> </ul>

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**Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
• C l a s s r o m  t e a	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• H e a l t h , S a f e t y a

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**Follow-up Activities**      **Evaluation Methods**

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**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

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

### **Strategy: Align math curriculum with standards**

**Description:** Core curriculum committees in the areas of Math, Language Arts, Science, Social Studies are ongoing to ensure that curriculum maps are aligned to the state standards and assessment anchors. In addition, resource materials, such as textbooks, workbooks and supplemental materials are carefully selected for their value in supporting curriculum and state standards.

### **Activity: Instructional materials**

**Description:** In fall 2009, CCCS will be purchasing the new version of Harcourt's math program (HSP) which is more closely aligned with the PA math standards. HSP also gives students additional practice in problem solving skills.

#### **Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/8/2009 Finish: Ongoing	\$81,228.00
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**Status:** Not Started — Overdue

## Activity: Math Curriculum Mapping

**Description:** Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.

### Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/8/2009 Finish: Ongoing	\$38,037.00
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**Status:** Not Started — Overdue

## Strategy: Best Practices in mathematics

**Description:** Best Practices- Math

CCCCS engages in instructional practices and teaching methods that are researched- based and proven to be effective in the teaching and learning process. Such practices and methods include: differentiated instruction, cooperative learning, balance literacy, the Renzulli Learning System, and technology integration. In the fall of 2009, forty (40) interactive electronic white boards (SmartBoard) will be installed in classrooms and computer labs. This new technology initiative will provide teachers with a tool that accommodates different learning styles, allows for greater hands-on demonstrations in the classroom and supports the school's goal in helping teachers/students to become competent users of technology.

## Activity: Differentiated instruction

**Description:** Differentiated instruction will allow teachers to provide students with different performance levels appropriate learning materials.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Linda Portlock	Start: 9/1/2009 Finish: 10/7/2009	\$4,200.00

### Professional Development Activity Information

<u>Number of Hours Per Session</u>	<u>Total Number of Sessions Per School Year</u>	<u>Estimated Number of Participants Per Year</u>
3.00	1	140
<u>Organization or Institution Name</u>	<u>Type of Provider</u>	<u>Provider's Department of Education Approval Status</u>
Chester Community Charter School - with Achieve 3000, Inc., and the DCIU	<ul style="list-style-type: none"><li>• School Entity</li><li>• Intermediate Unit</li></ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use of web-based software to differentiate math instruction How to align software with state math standards	Differentiated Instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. <a href="http://www.aacompcenter.org/cs/wested/view/e/1332">http://www.aacompcenter.org/cs/wested/view/e/1332</a>	<p data-bbox="1101 268 1360 390"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="1149 432 1395 1591" style="list-style-type: none"> <li data-bbox="1149 432 1395 674">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li data-bbox="1149 678 1395 1010">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li data-bbox="1149 1014 1395 1409">• 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.</li> <li data-bbox="1149 1413 1395 1591">• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p data-bbox="1101 1633 1369 1780"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="1149 1822 1344 1879" style="list-style-type: none"> <li data-bbox="1149 1822 1344 1879">• Provides leaders with</li> </ul>

- the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

### **Follow-up Activities Evaluation Methods**

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| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation on outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> <li>Lesson</li> </ul> | <ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> </ul> |
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modeling with  
mentoring

**Status:** Not Started — Overdue

**Activity: Direct Instruction**

**Description:** Training for new K-2 and special education teachers

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 9/9/2009 Finish: 6/10/2010	\$30,000.00

**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	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

**Knowledge and Skills Research and Best Practices Designed to Accomplish**

Connect Math Concepts with Direct Instruction	Research-tested Curriculum: In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Each lesson sequence is extensively field-tested to determine the most effective and efficient way to lead students to mastery. For example, the first reading and language arts lessons focus on phonemic awareness, which are followed by increasingly complex phonics and decoding lessons, which are followed by lessons that focus on comprehension and analysis of content, etc. With each lesson building on previously mastered skills and understandings, teachers are able to dramatically accelerate the pace of learning, even for the most disadvantaged students. New material is usually introduced through teacher presentations to the whole class or small groups, followed by guided practice and frequent checks for individual student	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides</li> </ul>
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mastery. Once the skill has been learned to the point of automaticity, cognitive studies show that it is transferred from short-term to long-term memory, thus freeing children to apply their learning, attend to content, and move on to progressively more difficult and higher-order skills. Some have criticized the curriculum, particularly reading and language arts in the later grades, for not containing a broad or challenging enough selection of children's literature. The program is easily supplemented, however, especially after students have been helped to master basic decoding skills.  
<http://people.uncw.edu/kozloffm/aftdi.html>

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

*For school and district administrators, and other educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

### **Follow-up Activities      Evaluation Methods**

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| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

**Status:** Not Started — Overdue

**Strategy: Monitor each student’s progress**

**Description:**

**Activity: Learnia training**

**Description:** Teachers will learn to use this web-based student monitoring program

Person Responsible	Timeline for Implementation	Resources
Pat Sciamanna	Start: 8/31/2009 Finish: 6/18/2010	\$3,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	170

  

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Chester Community Charter School and Pearson Publishing Company	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use web-based assessment software to monitor student proficiency in state standards in math and reading	Progress monitoring—a set of techniques for assessing student performance on a regular and frequent basis—can be an essential and integral part of an inclusive standards-based assessment and accountability system. In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s <u>teaching skills</u> based on</li> </ul>

against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards. Progress monitoring techniques can provide that information.

Quenemoen, R., Thurlow, M., Moen, R., Thompson, S. & Morse, A. B. (2003).

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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> </ul>

- Other educational specialists

- Mathematics

**Follow-up Activities**

**Evaluation Methods**

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| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** Not Started — Overdue

**Activity: Web-based assessment of student proficiency on state standards**

**Description:** Using web-based Learnia program, benchmark student progress in Math on a monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that month.

**Person Responsible Timeline for Implementation Resources**

Pat Sciamanna	Start: 8/31/2009 Finish: Ongoing	\$28,401.00
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**Status:** Not Started — Overdue

**Strategy: Provide incentives**

**Description:**

**Activity: Incentives for reaching mathematics benchmarks**

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

**Person Responsible Timeline for Implementation Resources**

Steven Lee	Start: 9/9/2009	\$5,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Target students for improvement**

**Description:**

**Activity: Identify students for targeted assistance**

**Description:** Identify students in the Basic and Below Basic categories using last year's PSSA data.

**Person Responsible Timeline for Implementation Resources**

Pat Sciamanna	Start: 8/31/2009	\$24,565.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: PSSA Preparation in Mathematics Instruction**

**Description:** Teachers use materials designed to prepare students for math PSSA

**Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/9/2009	\$18,161.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: PSSA Testing Directives**

**Description:** Proper PSSA testing administration

Person Responsible	Timeline for Implementation	Resources
Pat Sciamanna	Start: 9/4/2009 Finish: 4/7/2010	\$1,640.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	60

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn appropriate procedures for PSSA test administration	Importance of proper, consistent testing conditions and testing accommodations where needed.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Mathematics</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> </ul>

**Status:** Not Started — Overdue

**Activity:** Special Education Goals Achievement

**Description:** Focus on needs of IEP students

Person Responsible	Timeline for Implementation	Resources
David Clark	Start: 9/3/2009 Finish: 6/18/2010	\$13,704.00

**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	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use IEP to plan appropriate instruction for students	<p>The Individuals with Disabilities Education Act (IDEA) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to the age of 21.</p> <p>The act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under the both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>,</li> </ul>

with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Mathematics</li></ul>

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

**Status:** Not Started — Overdue

**Goal: READING**

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

**Strategy: Align reading curriculum with standards**

**Description:** Core curriculum committees in the areas of Math, Language Arts, Science, Social Studies are ongoing to ensure that curriculum maps are aligned to the state standards and assessment anchors. In addition, resource materials, such as textbooks, workbooks and

supplemental materials are carefully selected for their value in supporting curriculum and state standards.

### **Activity: Curriculum Mapping**

**Description:** Teachers create curriculum maps aligned with state standards and test objectives to be used in day-to-day lesson plans.

#### **Person Responsible Timeline for Implementation Resources**

Doreen Harvell	Start: 9/9/2009 Finish: Ongoing	\$38,037.00
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**Status:** Not Started — Overdue

### **Activity: Using test prep materials provided by the state and Learnia assessment, focus instruction on the areas of greatest weakness.**

**Description:** Teachers are requested to have copies of the standards along with the assessment anchors for each subject. They use them along with their curriculum maps and basal text books to plan lessons. In addition, the test prep materials are provided to guide students in their approach and application of the standardized tests. Using practice tests in conjunction with the assessment anchors helps teachers to design lessons that target the standards.

#### **Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/14/2009 Finish: Ongoing	\$28,401.00
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**Status:** Not Started — Overdue

### **Strategy: Best Instructional Practices in reading**

**Description:** CCCCS engages in instructional practices and teaching methods that are researched- based and proven to be effective in the teaching and learning process. Such practices and methods include: differentiated instruction, cooperative learning, balance literacy, the Renzulli Learning System, and technology integration. In the fall of 2009, forty (40) interactive electronic white boards (SmartBoard) will be installed in classrooms and computer labs. This new technology initiative will provide teachers with a tool that accommodates different learning styles, allows for greater hands-on demonstrations in the classroom and supports the school's goal in helping teachers/students to become competent users of tech

### **Activity: Achieve 3000 training**

**Description:** Teachers will be trained in use of Achieve 3000, a web-based supplemental instruction program that supports differentiated instruction in the classrooms.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 9/2/2009 Finish: 5/12/2010	\$16,200.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - with Achieve 3000, Inc. and DCIU	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ol style="list-style-type: none"> <li>1. Use web-based software to differentiate instruction in core curriculum</li> <li>2. Select lessons related to state standards</li> <li>3. Assess student progress</li> </ol>	<p>Achieve3000 offers web-based DIFFERENTIATED READING instruction, based on research of R.C. Anderson, National Writing Commission, National Reading Panel, Carol Anne Tomlinson &amp; Linda Kucan. Research indicates that students learn better when content is differentiated based on their individual needs; &amp; any effective solution to improve student performance must also motivate student. Achieve3000 solutions motivate students by developing intrinsic interest in literacy &amp; true love of learning.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

*For school and district administrators, and other*

*educators seeking leadership roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** Not Started — Overdue

**Activity: Direct Instruction**

**Description:** Training for new K-2, special education teachers and instructional aides is provided throughout the year. The hands-on in-service workshops are required for the highly scripted method teaching of the Direct Instruction approach. The pre-service and in-service trainings give teachers the guidelines about procedures (quality control of the teaching), setting goals and assessment (data collection). Our aides in the DI classes have the same teaching responsibilities as the classroom teachers in the Direct Instruction approach. So their pre-service training and in-service training is required and ongoing.

Person Responsible	Timeline for Implementation	Resources
Christine Matijasich	Start: 9/7/2009 Finish: 6/10/2010	\$20,000.00

**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	7	25
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Chester Community Charter School	• School Entity	Approved
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**Knowledge and Skills Research and Best Practices Designed to Accomplish**

1. Language for learning 2. Reasoning in writing 3. Decoding 4. Spelling 5. Reading mastery 6. Comprehension	DI is a research-tested Curriculum that has shown to be effective with low-income, urban children, such as those at our school.	<i>For classroom teachers, school counselors and education specialists:</i>
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In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Direct Instruction in these skills was recommended by the National Reading Panel Report (2000).

- 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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use

appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> </ul>

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

**Status:** Not Started — Overdue

**Activity: Direct Instruction Travel**

**Description:** During the month of July teachers and reading coaches will participate in the National Conference on Direct Instruction in Oregon. Participation in the conference will allow the CCCS staff to continue their training and update their skills in the DI approach.

Person Responsible	Timeline for Implementation	Resources
Christine Matijasich	Start: 7/18/2009	\$11,600.00

Finish: 7/24/2009

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Association for Direct Instruction	<ul style="list-style-type: none"> <li>Association</li> </ul>	Not approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<ol style="list-style-type: none"> <li>1. Language for learning</li> <li>2. Reasoning in writing</li> <li>3. Decoding</li> <li>4. Spelling</li> <li>5. Reading mastery</li> <li>6. Comprehension</li> </ol>		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

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

**Status:** Not Started — Overdue

### **Activity: Reading Interventions**

**Description:** Description: CCCS uses evidence-based instructional interventions for students who have reading difficulties. The interventions cited are not exhaustive of all approaches used but provide a base for the implementation: guided reading, scaffolding, connecting to prior knowledge, phonemic awareness exercises, and word wall routines, through the Wordly Wise Program. Students with reading deficiencies are assigned to reading specialists for clinical diagnosis and strategic interventions. Reading specialists serve as consultants to classroom teachers to assist in higher order interventions that include reading comprehension and concept attainment activities.

One critical intervention that was instituted this year was the contracting of grade tutors. These degreed support staffers were assigned struggling students who needed one on one support in targeted areas that were identified through benchmark assessment. This supplemental support provided one-to-one tutoring sessions or small group instruction, generally conducted in a pull-out session during the school day. Tutors provided literacy and numeracy intervention as prescribed by the classroom teacher or grade director.

Supplemental Education Services (SES) is another program that CCCS implements to provide intervention strategies. Summer School support for the first time was provided to students who need sustain the skills that were taught throughout the

#### **Person Responsible Timeline for Implementation Resources**

Penny Burrall	Start: 9/9/2009 Finish: Ongoing	\$1,000,000.00
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**Status:** Not Started — Overdue

### **Strategy: Monitor each student's progress**

**Description:**

**Activity: DIBELS**

**Description:** Administration of DIBELS to students in grades K-3 three times per school year

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nicole Goodson	Start: 9/9/2009 Finish: 1/1/2015	\$1,300.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	1	60
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Chester Community Charter School	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
1. Test administration 2. Test interpretation 3. Student placement 4. Application of results to lesson planning for individual students	DIBELS is part of the school's Reading First Program and, as such, is an invaluable means of diagnosing students' reading needs and also measuring their progress over time. Assessment, such as the DIBELS, is key within the Context of State Accountability in that it can provide a vivid, public report of reading outcomes; can inform instruction to help schools, teachers, and children achieve important reading outcomes; and is crucial to the educational agenda. Most importantly, for young children in the early grades, the purpose of assessment is to identify difficulties early so as to provide additional instructional intervention to achieve grade level reading outcomes. At Grade Level: Students on track to achieve reading outcomes with an effective comprehensive reading program. Needs Additional Intervention: Students who need some additional instructional intervention above and beyond an effective comprehensive reading program to achieve grade level outcomes.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"><li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>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.</li></ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"><li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li></ul>

Needs Substantial Intervention:  
 Students who need substantial additional instructional intervention to achieve grade level outcomes. - Reading First Academy Assessment Committee, Team Leader Edward J. Kame'enui, University of Oregon

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities Evaluation Methods**

<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>
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**Status:** Not Started — Overdue

**Activity: Learnia web-based tracker**

**Description:** Web-based tracking of student progress on reading standards

**Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/9/2009 Finish: Ongoing	\$28,401.00
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**Status:** Not Started — Overdue

**Activity: PSSA Practice tests**

**Description:** Using PSSA Practice tests, measure students' progress on Reading standards on a bi-monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that period.

**Person Responsible Timeline for Implementation Resources**

Linda Portlock	Start: 9/9/2009	\$18,161.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Provide incentives**

**Description:**

**Activity: Incentives for reaching reading benchmarks**

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

**Person Responsible Timeline for Implementation Resources**

Steven Lee	Start: 9/9/2009	\$5,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Target students for improvement**

**Description:**

**Activity: Identify students for targeted assistance**

**Description:** Identify students in the Basic and Below Basic categories using last year's PSSA data.

**Person Responsible Timeline for Implementation Resources**

Pat Sciamanna      Start: 8/31/2009      \$24,565.00  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: PSSA Preparation - Reading**

**Description:** PSSA Prep materials for students

**Person Responsible Timeline for Implementation Resources**

Pat Sciamanna      Start: 9/9/2009      \$12,095.00  
Finish: Ongoing

**Status:** Not Started — Overdue

**Activity: PSSA Preparation - Writing**

**Description:** PSSA Writing test preparation materials

**Person Responsible Timeline for Implementation Resources**

Pat Sciamanna      Start: 9/9/2009      \$12,095.00  
Finish: Ongoing

**Status:** Not Started — Overdue

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

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

**Strategy: Incentive Program**

**Description:**

**Activity: Student attendance competition**

**Description:** Increase student motivation to attend school through monthly competition between classrooms.

**Person Responsible Timeline for Implementation Resources**

Steven Lee	Start: 9/9/2009	\$2,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

### **Strategy: Participation Checklist**

**Description:**

#### **Activity: Testing accommodations**

**Description:** Special education staff provide various appropriate testing accommodations based on student eligibility for each type of accommodation.

**Person Responsible Timeline for Implementation Resources**

Stephanie Hallowell	Start: 9/9/2009	\$52,227.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Statement of Quality Assurance**

There is currently no data saved for this section.

### **Statement of Quality Assurance - Attachment**

- Statement of Quality Assurance 2008-2009

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

**What curriculum does your charter school utilize?** Chester Community Charter School is committed to an educational framework that meets or exceeds state content standards. Our curriculum is mapped to the Pennsylvania content standards and its assessment anchors. The curriculum maps are reviewed and revised annually with the entire faculty. This review takes place during a one-week staff development/curriculum development activity at the end of each school year and again as a follow-up activity a week before school starts in September. The school will be implementing a research-based writing program in the fall. Adopted textbooks and supplemental resource materials support the scope and sequence of the curriculum maps and state standards.

**Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?** Curriculum maps are developed from the Chapter 4 content standards. These maps serve as a guide for instruction. They also facilitate the basis for assessment and remediation. The curriculum materials used by CCCS meet the PA state curriculum standards and are scientifically research based. The planned instruction is aligned to the sequence of the standards and assessment anchors. Some of the book publishers used to support instruction includes the following: Harcourt Brace, Pearson, and Prentice Hall. Documentation of alignment is reflected in the scope and sequence of the researched-based textbooks and teacher resource manuals.

**How is the curriculum organized to meet the developmental and academic needs of students?** The curriculum is organized to meet the developmental and academic needs of our students by a student-by-student tracking process that looks at each child's progress as measured by assessments linked directly to the standards mentioned above. This information is both aggregated to get school-wide data on our progress and disaggregated to get classroom and student group level information to guide teacher planning. This past fall CCCS instituted the Pearson Learnia Benchmark assessment system to monitor the progress of all students in the testing grades (3-8). The process allowed school personnel to closely monitor student achievement and it also identified specific skills for remediation.

**How does the charter school promote in-depth and inquiry-based teaching and learning?** Our school's mission is to empower students as learners and one of the ways that we implement this mission is through the inquiry-based methodology. We accomplish this by utilizing methods such as multiple-intelligences, cooperative and collaborative learning and meeting the state standards by ensuring that they are incorporated early in planning lessons and guiding students toward questions that will help them learn the required materials. Teachers are encouraged to use the Bloom's Taxonomy approach that helps in designing lessons and sharpens students' critical thinking skills. Teachers have been trained in differentiated instruction and scaffolding strategies that are designed to increase student retention and understanding of the content knowledge. Renzulli learning approach will be implemented in the fall of 2009 to support the instructional program of students assigned to the enrichment program.

**What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?** To accelerate academic skill development for students who are performing significantly below grade level, CCCS

provides a host of strategies and programs to support student achievement. First, teachers are encouraged and trained in to use a variety of teaching strategies to engage students in the classrooms. Again these strategies include differentiated instruction, cooperative learning, and scaffolding.

We rely on our DIBELS monitoring progress data to assess student growth and align instructional strategies to meet student needs. Our DIBELS data show that our students are making progress in reading at all levels. Students are moving from the minimal level to the basic and proficient/levels throughout the year. Collaborative planning and professional development continue to help our teachers in their pursuing academic success for all students.

Instructional technology plays a major focus in the supporting students who are below standard in literacy and numeracy skills. Achieve 3000, a web-based supplement to the language arts curriculum allows CCCS' students the opportunity to advance in reading and comprehension at different ability levels with the same content. By the end of the spring of 2010, every student in grades three to eight will be given an XO laptop computer that will be used expand his/her access to technology. This gift/investment assist in closing the digital divide and ensuring that the students of CCCS have educational tools they need to succeed in the 21<sup>st</sup> century. The XOs have been used to facilitate student writing, accessing of information on the internet and using the laptop for the purpose of assisting students in improving numeracy skills. Our use of Direct Instruction also facilitates the advancement of these students as well as addressing the needs of students who come to us performing significantly below standards in literacy and mathematics skills.

Afterschool tutorial services are offered to students who qualify for the support. Students who come from low-income households and are designated in need of academic improvement are encouraged to enroll in state-approved supplemental educational services (SES) programs. These extra academic services provide tutoring and remedial help to students in reading, language arts and math. In the fall 2008, CCCS contracted degreed professionals from its local substitute teaching agency to serve as classroom tutors. The individuals provided daily tutoring sessions to students who were identified as function below grade level. The tutoring was individualized and tailored to the needs of the students. In the fall of 2009, CCCS will no longer contract this service from the substitute service agency, but will assume local control by hiring degreed professionals, who have the passion and gift for teaching to serve as classroom teachers. CCCS also receives students from Newman College who serve as tutors for low performing students in grades K-2.

CCCS will operate a summer school program in July of 2009 designed for students who students who did not meet the AYP targets in reading and math. The summer school program also offers classes in the fine arts (music, art, theatre) that give students the opportunity to focus on activities that develop self-esteem and individual talents. Students who attend this five week program are taught by a highly qualified teaching staff and who allow for flexible grouping with a three to one student to teacher ratio.

**What types of teaching strategies are used to actively engage students in the learning process?** To achieve all of the above we have a dual methodological focus. In our lower school we use Direct Instruction to make certain that all of our children become proficient in the basic skills. A thematic approach to curriculum that is spiraled to foster in depth learning while maintaining the overall growth is used in the upper grades.

## **Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Rigorous Instructional Program

## **English Language Learners**

### **Chester Community Charter Schools ELL Program Guide**

**Mission Statement:** Chester Community Charter Schools (CCCS) mission is to equip English Language Learners (ELL) with the language proficiency and independence necessary to meet or exceed state and district content standards while preserving the individuals language and culture.

**Educational Approach:** CCCS has selected English as a Second Language (ESL) as its educational approach. ESL instruction is an academic discipline that is designed to teach ELL's social and academic skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. The ESL program model that CCCS has chosen is a push in/pull out model.

**Instructional Program:** The ESL teachers focus on specialized vocabulary, learning strategies and literacy. All of which are aligned with the Pennsylvania Language Proficiency Standards in Reading, Writing, Listening and Speaking.

The ESL instructional program is multifaceted. Instructional materials used are SRA's Language For Learning and Vocabulary Picture Pack. We use The Oxford Picture Dictionary for Kids. The picture dictionary presents over 700 words in the context of pictures that tell stories. We also use The Oxford Picture Dictionary for Kids Across Content Areas for our upper elementary students.

The ESL teacher uses resources from the general education curriculum such as ESL extensions and leveled readers.

Students are encouraged to work on the computer with our Rosetta Stone program.

**Planned Instruction for ESL Classes:** Students will receive daily instruction in Reading, Writing, Speaking and Listening through either a pull out or push in program. Students will be grouped according to their age and proficiency level. The amount of time that a

student will receive services is based on PDE's recommended amount of daily instructional time.

**Planned Instruction for Content Area Classes:** Our ESL students are placed in ELL friendly classrooms with other ELL students. This facilitates collaborations between the ESL and general education teachers.

ELL content area teachers are provided with leveled readers or ESL extensions to their reading program. This ensures that the ESL student gets the right level of challenge, while following the same curriculum.

**Identification:** Identification is based on responses to the Home Language Survey, which is a required part of the registration process.

A student's language proficiency will be assessed if a language other than English is answered on any of the questions on the Home Language Survey.

As required by PDE, CCCS uses the WIDA- Access Placement Test (W-APT)

The ESL teacher will review the results and determines placement and time for those who present language difficulties.

Parents are notified of placement in the ESL Program. Parents receive information on the level of English proficiency, type of program, hour per week, exit criteria and teacher contact information.

**Ongoing Assessment:** The ESL teacher will monitor progress in language proficiency by completing an ESL progress report three times per year.

Informal assessment takes place all year by observation and interactions with the content area teacher.

A formal state English Language Proficiency assessment is administered annually (WIDA Access Test). This test is designed to measure progress and/or attainment of the student's English Language Proficiency for each of the four language domains.

**Exit Criteria:** CCCS follows Pennsylvania's required exit criteria when exiting ELL's from the ESL program. In order to exit the ESL program a student must:

- \*Score at least Basic on the PSSA
- \*Score a 5.0 in all domains on a Tier C Access test.
- \*Have final grades of "C" or better in core subject areas
- \*Scores on district wide assessments that are comparable to Basic on PSSA

**Monitoring:** Monitoring is required for 2 years after a student exits the ESL program.

The primary purpose is to monitor a former ELL's academic achievement and to ensure that they are continuing to progress and be successful.

Working collaboratively the ESL and classroom teacher will complete a Post Exit Monitoring Form.

During the 2 year monitoring period any student encountering academic difficulties that are determined to be a result of English Language Skills may be reclassified and placed back into the ESL program.

**Grading/Assessment:** ELL's will be graded using the same grading system as all other students.

ELL's are entitled to PSSA accommodations which are published by PDE each year.

**Retention/Promotion:** An ELL will not be retained in a grade solely based on their language proficiency. For an ELL to be retained, CCCS will demonstrate that all appropriate accommodations and modifications were made to ensure success.

**Communication with Parents:** Communication with parents will be in the parents preferred language and mode of communication. CCCS will provide translators for both written and oral interactions.

## **English Language Learners - Attachment**

- LEP Program Report for 2008-2009

## **Graduation Requirements**

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

## **Special Education**

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

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

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

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

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

## **Special Education - Attachment**

- Special Education Policy Manual

## **Special Education Program Profile - Chart I**

<u>Teacher</u>	<u>FTE</u>	<u>Type of class or support</u>	<u>Location</u>	<u># of Students</u>	<u>Other Information</u>
Teacher A	1.00	Learning Support	CCCS	17	n/a
Teacher B	1.00	Learning Support	CCCS	15	n/a
Teacher C	1.00	Learning Support	CCCS	11	n/a
Teacher D	1.00	Learning Support	CCCS	18	n/a

Teacher E	1.00 Learning Support	CCCS	13	n/a
Teacher F	1.00 Learning Support	CCCS	12	n/a
Teacher G	1.00 Learning Support	CCCS	15	n/a
Teacher H	1.00 Learning Support	CCCS	14	n/a
Teacher I	1.00 Learning Support	CCCS	15	n/a
Teacher J	1.00 Learning Support	CCCS	17	n/a
Teacher K	1.00 Learning Support	CCCS	18	n/a
Teacher L	1.00 Learning Support	CCCS	15	n/a
Teacher M	1.00 Learning Support	CCCS	13	n/a
Teacher N	1.00 Learning Support	CCCS	17	n/a
Teacher O	1.00 Itinerant	CCCS	43	n/a
Teacher P	1.00 Itinerant	CCCS	39	n/a
Teacher Q	1.00 Itinerant	CCCS	40	n/a
Teacher R	1.00 Emotional Disturbance	CCCS	9	n/a
Teacher S	1.00 Emotional Disturbance	CCCS	9	n/a
Teacher T	1.00 Resource	CCCS	15	n/a
Teacher U	1.00 Itinerant	CCCS	30	n/a

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.40	School Psychologist	CCCS	53	n/a
Therapy Source	1.00	Speech Therapy	CCCS	37	n/a
Therapy Source	1.00	Speech Therapy	CCCS	41	n/a
Therapy Source	1.00	Speech Therapy	CCCS	40	n/a
Therapy Source	1.00	Speech Therapy	CCCS	38	n/a
Therapy Source	1.00	Speech Therapy	CCCS	39	n/a
Therapy Source	.50	Speech Therapy	CCCS	21	n/a
Therapy Source	.40	Speech Therapy	CCCS	16	n/a
Therapy Source	.40	Speech Therapy	CCCS	17	n/a
Therapy Source	.40	Speech Therapy	CCCS	18	n/a
Therapy Source	.20	Speech Therapy	CCCS	12	n/a
Therapy Source	.20	Speech Therapy	CCCS	10	n/a
Therapy Source	.80	OccupationalTherapy	CCCS	44	n/a
Therapy Play	.20	Physical Therapy	CCCS	8	n/a
Peggy Twigg	.60	OccupationalTherapy	CCCS	35	n/a
Staffing Plus	1.00	One-on-one	CCCS	1	n/a
Staffing Plus	1.00	One-on-one	CCCS	1	n/a
Staffing Plus	1.00	One-on-one	CCCS	1	n/a
Therapy Source	.20	School Psychologist	CCCS	21	n/a
Robert Broderick	.10	School Psychologist	CCCS	3	n/a

Springfield Associates	.10	School Psychologist	CCCS	2	n/a
Springfield Associates	.10	School Psychologist	CCCS	6	n/a
Springfield Associates	.10	School Psychologist	CCCS	1	n/a
Springfield Associates	.10	School Psychologist	CCCS	1	n/a
Christine Miehle	.10	Speech Therapy	CCCS	12	n/a
Valerie Wagner	.10	Speech Therapy	CCCS	17	n/a
Thema Williams	.10	Speech Therapy	CCCS	14	n/a

### Special Education Program Profile - Chart III

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

### Special Education Program Profile - Chart IV

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

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
---------------------	---	---	---	---	----	----	----

PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No
Learnia Benchmark System	Yes	Yes	Yes	No	No	No	No
PSSA Practice Tests in Reading	Yes	Yes	Yes	No	No	No	No

## Student Assessment

### Growth in Student Achievement by Grade Level on the PSSA Math Tests during the 2007-2008 School Year

NOTE: At the time of this writing the official 2008-09 PSSA/AYP results were not available. CCCS met the state AYP targets school-wide, at 56.1% proficient and advanced during the 2007-2008 school year. The 7<sup>th</sup> grade made at least one year's growth in math and all other grades continuously succeed in its gains by moving students from below basic categories to higher level categories. The Economically Disadvantage subgroup met the math AYP target with the two year average. The Hispanic subgroup also met AYP through special consideration, as noted through the confidence interval. The IEP subgroup did not meet the target for AYP in math. Our participation rate for math was 98.9%, exceeding the target of 95%.

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

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

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

Goal #2: The *Learnia* benchmark assessment software program will be used to assess students on the concepts and skills set forth in the PA State Assessment Anchors. This software program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principles and school administrators, and classroom teachers.

The tests will be administered approximately every six to seven weeks. The reports generated from the assessment will provide teachers and principals with information for developing relevant instruction strategies and interventions.

Goal #3: Periodic testing on the PSSA practice math assessments will be given to track overall performance of students. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year. Individual student progress will be monitored and required changes in instructional practices will implemented.

Goal #4: Professional development opportunities will be scheduled throughout the year to assist teachers in implementing differentiation in math instruction in order to meet the needs of all students. Leadership training will also be provided for principals

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

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

### **Aggregate Test Scores and Database Management Using Local Measures**

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

### **Growth in Student Achievement by Grade Level on the PSSA Reading Tests During the 2007-2008 School Year**

NOTE: At the time of this writing the official 2008-09 PSSA/AYP results were not available. The school did not meet 2007-2008 AYP reading targets overall, or within any subgroups. The 6<sup>th</sup> grade students made AYP overall, but not within the IEP or Hispanic subgroups. The 7<sup>th</sup> and 8<sup>th</sup> grade students made at least 1 year's worth of growth in the reading target. All grades made gains by moving students from below basic categories into higher level categories. The 7<sup>th</sup> and 8<sup>th</sup> grade students met AYP in the Hispanic subgroups. Our participation rate for reading was 98.4%, exceeding the state target of 95%.

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

General Education:

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

Goal #2: The *Learnia* benchmark assessment software program will be used to assess students on the concepts and skills set forth in the PA State Assessment Anchors. This software program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principals and school administrators, and classroom teachers.

The tests will be administered approximately every six to seven weeks. The reports generated from the assessment will provide teachers and principals information for developing relevant instruction strategies and interventions.

Goal #3: Periodic testing on the PSSA practice reading assessments will be given to track overall performance of students. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year. Individual student progress will be monitored and required changes in instructional practices will implemented.

Goal #4: Professional development opportunities will be scheduled throughout the year to assist teachers in implementing differentiation in language arts instruction in order to meet the needs of all students. A new research-based writing program, Step Up to Writing, will be implemented in the fall of 2009. Professional development activities will

be scheduled to show the strong correlation between reading and writing and how they are interdependent processes. Leadership training will also be provided for principals

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

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

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

Goal #3: Special education student progress will be monitored through the *Learnia* benchmark system. Instruction will be targeted for each child accordingly.

Goal #4: Itinerant and resource room teachers will be given greater professional development in several categories over the course of the 2009-10 school year. The Elwyn Institute, Delaware County Intermediate Unit will provide training in: understanding IEPs; differentiated instruction; monitoring small group instruction; implementing reading intervention programs; implementing behavioral interventions; progress monitoring , writing measurable goals and others programs. Special education teachers will also be included in the professional development opportunities that will be scheduled for the general education teachers.

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

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

Goal #7: The adaptive version of the general education core curriculum materials will be purchased and implemented in Resource Rooms with accommodations and general education classrooms.

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

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

### **Aggregate Test Scores and Database Management Using Local Measures**

Aggregate and individual student test scores on the *Learnia* benchmark assessment in reading are shared with teachers, principals and grade directors in order to determine overall and

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

## **Student Assessment - Attachment**

- Local Test Data

## **Teacher Evaluation**

a) Teachers are evaluated based on their implementation of Effective Teaching Strategies and the Charlotte Daniels' model as developed through her Framework of Teaching. The four domains of the Framework of Teaching: planning & preparation, classroom environment, instruction, and professional responsibilities support the CCCS' philosophy of linking evaluative strategies to student success. Principals follow the state procedures and utilize the appropriate forms to evaluate all teachers.

b) The following individuals were responsible for teacher and staff evaluation during the 2008-09 school year: Steven E. Lee, CEO; David Clark, Assistant Superintendent of Student Services; Linda Portlock, Senior Director of Accountability; Melvyn Burroughs, Principal; Allan Hart, Principal; Doreen Harvell, Acting Principal; Charles Hughes, Principal; Christine Matijasich, Assistant Principal; Darnell Medley, Principal; and Donald Odom, Principal.

c) The Professional Development of these evaluators follows:

- **Our CEO, Mr. Steven E. Lee**, completed both his BS in Elementary Education and MA in Curriculum in Curriculum and Instruction at Delaware State University. He is certified as an Elementary School Administrator, Supervisor of Student Services, and Teacher for grades 1-8. His training includes staff development in team leadership/consensus building, crisis management/school security, school law, Parent Involvement Program "I Care," writing and math rubrics, seven habits of highly effective leaders, elementary and middle school standards-based mathematics, writing meaningful school improvement plans, balanced literacy, and emergency management administration.
- **Dr. David Clark, Assistant Superintendent of Student Services**, completed his doctorate in Educational Innovation and Leadership at Wilmington College; his Teacher Certification in Special Education and Master of Instruction at the University of Delaware; and his bachelor's degree in Human Services at Antioch University. He has Pennsylvania Principal Certification. During his 20+ years as an educator, Dr. Clark has held positions of special education coordinator, teacher, assistant principal, and charter school chief administrative officer. His broad experience in student services and in urban environments enhances his working relationships with parents and community agencies. His expertise includes: specialized needs of at-risk youth, multi-cultural counseling, prevention programming, cognitive development, and school-family communication.

- **Dr. Linda Portlock, Senior Director of Accountability**, has a rich and varied educational background. She has a doctorate in Early Childhood Education from Temple University and has Pennsylvania principal and superintendent certifications. During Dr. Portlock's tenure as an educator, she has held the positions of classroom teacher, supervisor of student services, principal and acting superintendent. She has over 20+ years of experience in K-12 public school sector. In addition, Dr. Portlock has been an adjunct professor at Millersville University and West Chester University.
- **Dr. Melvyn Burroughs, School Principal**, has been a principal for a total of 20 years, first at an alternative high school in Massachusetts, and subsequently at elementary level charter schools in Pennsylvania (in Chester and Philadelphia). In addition to his extensive experience, he has a doctorate in Educational Administration from the University of Massachusetts and a Masters in Urban Education from Springfield College through the Teacher Corps, a program that aimed to link the school with the community. His studies included teacher evaluation, special education, and instructional techniques consistent to the mission of Chester Community Charter School.
- **Dr. Alan Hart, School Principal**, had an Ed. D. in Educational Leadership from Widener University, an M. Ed. in Applied Psychology from Teachers College Columbia, an MS in Physical Education from Morgan State University, and a BS in Elementary Education from Livingston College. He also had graduate credits in education from West Chester State College and the University of Delaware. He was certified as a principal and an elementary school teacher, as well as a physical education teacher. He passed away in April 2009.
- **Doreen Harvell, Acting Principal**, has completed the following: School Leadership Certificate Program, Wilmington University; Master of Education and Elementary Education, Widener University; and Bachelor of Science in Health Education K-12, West Chester University. She is highly qualified in Language Arts, possessing Pennsylvania Instructional II, K-12. She is also a Certified Principal in Pennsylvania and Delaware. During her 20 + educational career, she has served as Adjunct Professor, Principal, Assistant Principal, Instructional Facilitator and Classroom Lead Teacher.
- **Charles Hughes, School Principal**: Mr. Hughes earned a Bachelors of Science from the University of Minnesota majoring in Elementary Education, a Master Degree in School Leadership from the University of Iowa and 60 Graduate credit hours in Educational Leadership for Nova Southeastern University. Mr. Hughes has served as a school principal for over 25 years in schools with various sizes and demographic make-ups. His most recent position was Head of School at The Thomas Edison Charter School in Wilmington, Delaware, where he was the founding principal and school leader for over 7 years.
- **Christine Matijasich, Assistant Principal**, earned her Bachelor's of Science from West Chester University in Elementary Education. After completing her Bachelors, and teaching for a few years, she returned to Neumann College and

earned a Masters in School Leadership. Mrs. Matijasich continued her education at Neumann and received her Supervisory certification. She was also trained as a coach/trainer through the National Institute for Direct Instruction and as a Reading Coach through Pennsylvania's Reading First Initiative. Mrs. Matijasich taught for a number of years in Chester, before becoming Curriculum Manager and now Assistant Principal.

- **Ms. Darnell Medley, School Principal**, has a Masters in Educational Administration from Temple University and was trained as a coach in the school's instructional approach through the National Institute for Direct Instruction. She also completed Coach's Training through the state's Reading First Initiative at the Governor's Institute.
- **Mr. Donald Odom, School Principal**, earned both a BS in Distributive Education and an MA in Education at Delaware State College. During his 30+ year career in education, Mr. Odom has worked in progressively higher levels of responsibility from Career Guidance and Placement Counselor, to lead teacher, assistant principal, and to Principal in the Red Clay School District in Delaware.

## Teacher Evaluation - Attachment

- Teacher Evaluation

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

- The school created a full-time position of Senior Director of Accountability to oversee the curriculum and instructional programs.
- The school added one new principal position for the 2008-09 school year to provide support and leadership for the increase in student enrollment and in number of teachers and staff. Additionally, we replaced one principal who left at the end of the 2007-08 school year and one who passed away in April 2009.
- Changes to the Board included: two resignations and selection of two new Board members to replace those who had left.

### Board of Trustees

Name of Trustee	Office (if any)
Peter Barrow	None
Sean Finnegan	Secretary/Treasurer

Mr. Joseph T. Kelly, Jr.	None
Cheryl Moran	None
William Murray	None
The Honorable Spencer B. Seaton, Jr.	Chair

## **Professional Development (Governance)**

When a new member joins the Board, School Solicitor orients that individual to the laws and regulations that apply to Pennsylvania charter schools, including the Sunshine Law. Additionally, Board members may participate in ongoing professional development as it relates to their respective roles and responsibilities.

## **Coordination of the Governance and Management of the School**

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

## **Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees Meeting Schedule

## **Community and Parent Engagement**

The Chester Community Charter School seeks to engage our school community through a partnership concept as well as placing a premium on active parental involvement. Our school community and our parent base have several opportunities to become involved with CCCS. Partnerships with local churches, colleges and universities, the Freeman Cultural Arts Center, and the Chester Boys' and Girls' Club help to build a strong bond between our school and the community which it serves.

CCCS has a strong and active PTA, which provides both leadership and support to parents, students and staff. They plan and sponsor events that help our school academically, and socially. CCCS parents have an opportunity to participate in several parent workshops throughout the school year, such as, "Helping your Child Become Successful in School," "Understanding the IEP Process," and "PSSA Nights." Parents also have the opportunity to attend a series of Open Houses and Parent/Teacher Conferences to gain a better understanding of the academic progress of their child and the additional programs the school has to offer to better meet the unique individual needs of our students.

Another successful program for CCCS parents is the Parent Report Card Program. In this program, parents are graded each trimester in various categories. The grading scale used is the

same as the State rubric used to assess the PSSA (i.e., advanced, proficient, basic, and below basic). Using this scale helps parents become more familiar with the States' scoring system on the PSSA. The highest scoring parents are invited to a Parent Dinner at the end of the school year as a celebration of their accomplishment. Various prizes are awarded at the dinner.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

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

### **Fiscal Solvency Policies**

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

### **Accounting System**

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

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues and Expenditures

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

- Touey & Co., LLP is the Chester Community Charter School's independent audit firm.
- The last audit was dated May 14, 2009 for Fiscal Year ending June 30, 2008 (school year 2007-08).
- Touey & Co., LLP issued an unqualified opinion on the financial statements of the Chester Community Charter School for the fiscal year ended June 30, 2008. In addition, there were no findings or questioned costs pertaining to the single audit of our federal programs.
- Our independent auditors are not expected to complete their audit fieldwork for the 2008-09 until December 2009 and issue their audit report until January 2010.

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

- Audit 2009

## **Citations and follow-up actions for any State Audit Report**

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

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

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

### **Future Facility Plans and Other Capital Needs**

We have no plans at this time to add additional school buildings.

We are currently in the process of making both of our campuses wireless facilities for computer purposes.

These plans fit in perfectly with our 5-year strategic plan that envisions two campuses (East and West sides of town) devoted to supporting learning and community development.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

- The Chester Community Charter School takes health and safety issues very seriously. During the 2008-09 school year, we had six classroom buildings, the oldest of which is seven years old. All of our buildings are equipped with a sprinkler system as well as the double protection of fire extinguishers.
- We hold a fire drill every month during which time we hold back a student unbeknownst to the teacher so that we can check to make sure that attendance is being taken.
- We also review every child's individual health folder to make sure that Physicals, Shot Records, and Dental Health Records are up to date. We formally and informally notify parents of any missing records and we exclude children from attending school in compliance with state law.

- Our CFO is currently (July 2009) working on the health reimbursement for the 2008-09 school year. We prepared and submitted the health reimbursement for the 2007-2008 school year also at this time last year and received the reimbursement in November 2008.

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

- School Health Services Reimbursement 2009
- Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

## **Current School Insurance Coverage Policies and Programs**

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

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

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

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

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Acord 2009

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

CCCS professional staff:

- Total number of professional positions in 2008-09 = 159
- Total number of professional personnel in 2008-09 = 170

- Number returning from the 2007-08 school year = 99
- Number with us for entire 2008-09 school year = 146

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

- Of the 159 professional staff who started in September 2008, 92% stayed the entire 2008-09 school year.
- Of the 133 professional staff positions employed at the school during the 2007-08 school year, 99 or 74% returned for the 2008-09 school year. This was an increase of 4 percent more professional employees returning in fall 2008 compared with fall 2007; this increase in the return rate was an improvement of approximately 6 percent over the prior year's rate of returns.
- Reasons for turnover reflect the youthful status of the majority of our professional staff; this characteristic results in personal mobility (e.g., marriage, pregnancy, or return to college for an advanced degree) or lack of “fit” in our urban setting necessitating separation. To address the latter issue, we have been proactive recruiting professional staff from urban education programs; additionally, we provide extensive professional development in issues relating to urban education.
- One of our administrators passed away during the school year.

#### CCCS Quality of Teaching and Other Staff Reports Status as of July 29, 2009

Report #1: LEA Staff Profile and ACS. This ACS for Staff indicates two different counts, 149 and 150. A correction has been sent to our PIMS Administrator to correct this to read 150 for both. We are awaiting this correction. As soon as the correction is effective, we will reprint the ACS, sign and submit.

Report #2: Course Enrollment and Instructor ACS. The ACS for Course has various inaccuracies. Corrections have been sent to our PIMS Administrator and we are awaiting these corrections to become effective. At that time we will reprint the ACS, sign and submit.

Report #3: HQT ACS. Our PIMS Administrator, Steve Vaughn of Chester Upland School District, advises that the HQT reports are not available on PIMS. He is in contact with the PIMS Help Desk to determine when this data will be available.

### **Quality of Teaching and Other Staff - Attachment**

- PDE-414 2008-2009

### **Student Enrollment**

a) Student enrollment procedures and policies:

Student enrollment is done in accordance with the Pennsylvania Charter School Law.

To enroll in kindergarten at our school, a child must be at least five years old by September 30<sup>th</sup>.  
To enroll in first grade at our school, a child must be at least six years old by September 30<sup>th</sup> of that school year.

To enroll in kindergarten at our school, a child must be at least five years old by September 30<sup>th</sup>.  
To enroll in first grade at our school, a child must be at least six years old by September 30<sup>th</sup> of that school year.

b) Enrollment trends:

• **Student Enrollment History: 2008-2009**

<b>Grade</b>	<b>Initial Enrollment</b>	<b>Dropped Voluntarily</b>	<b>Added</b>
K	324	34	47
1	327	25	19
2	305	24	24
3	298	28	15
4	339	22	12
5	251	24	12
6	238	22	12
7	158	12	6
8	112	18	7
<b>Total</b>	<b>2,352</b>	<b>209</b>	<b>15</b>

The monthly average enrollment for the 2008-2009 school year was 2,347 students.

The number of students who completed this school year and are currently enrolled to return in September = 2,198.

The total expulsions for the 2008-2009 school year = 0.

Student transfer trends: 99% of student transfers are due to relocation outside of our district. Although, as a charter, we do accept out of district students, the students who move and leave chose to leave due to transportation issues.

## **Student Enrollment - Attachment**

- Student Enrollment

## **Transportation**

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

## Food Service Program

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

## Student Conduct

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

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

b) Three hundred two (302) offenders and 107 victims were involved in 298 incidents, resulting in 375 out-of-school suspensions, 20 in-school suspensions, and 0 expulsions.

## Student Conduct - Attachment

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

Status: In Progress

Assigned To: Louise Vitiello Show History

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

Comment:

Student Conduct

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

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

Attach: Discipline Policies

Main Toolbar

Normal

Student Conduct

**Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Chester Community CS within Delaware County IU 25 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2008 - 2009 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **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 Community 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.

### **Signature Page - Attachment**

- CCCS Signature Page