
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Alliance for Progress CS

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

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

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

Percentage of Certified Staff: 77% **Total Instructional Staff:** 16

Student/Teacher Ratio: 25:1 **Student Waiting List:** 319

Attendance Rate/Percentage: 95.08%

Second Site Address, Phone Number and Site Director:

1821-39 N. Cecil B. Moore Ave. (Grades 2-5)

1630 N. 16th Street (K-1)

Philadelphia, PA 19121-3202 CEO: Ms. Maria Snipe

Summary Data Part II

Enrollment: 297 **Per Pupil Subsidy:** Reg. \$8,183.58 Sp. Ed. \$17,788.75on

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	295
Hispanic:	2
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
76%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 39 as of 7/1/2010

Instructional Days and Hours

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

SECTION I. EXECUTIVE SUMMARY

Educational Community

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

(one lead teacher and one para-educator) in grades K-4 and one teacher in 5th grade. In 2009-10, AFPCS applied to the District to modify the Charter Agreement and expand to include middle school, including grades 6-8. This would increase enrollment by 150 students (50 students each in 6th, 7th, and 8th grade) in the next three years. The District approved a modification of 25 additional students in the 6th grade for the 2010-11 school year.

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

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

Mission

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

Vision

Alliance for Progress Charter School is committed to excellence, recognizing that we must promote continuous lifelong learning, higher order thinking, hands-on investment, and community activism in order to best encourage our student population as they work toward their goals and dreams. Our future goals include expanding our student population. We are planning to add a middle school component that will continue to

develop academic achievement and leadership skills for our current students. We will expand our facility, adding a multipurpose center that can be utilized by both our families and community. Lastly, we envision our school will rank amongst the top 5 high achieving schools in Pennsylvania. Our students will be high achievers through targeted and rigorous instruction that is data-driven. We also seek to be a model technology elementary school. AFPCS has incorporated technology goals into our vision, including:

- Establish partnerships with businesses, universities, and organizations to help upgrade and support technology and educational programs in our school.
- Maintain a technology lab that will provide resources, training and leadership in utilizing technology in the classrooms and community.
- Ensure that every student will use one or more forms of technology on a daily basis.
- Ensure that every student will have technology instruction by a highly qualified technology teacher no less than once per week.
- Make technology accessible to students and teachers anywhere in the school and ensure our service is fully compatible and standardized (wireless internet, portable lab, network).
- Support all teachers so that they will be technology leaders and feel competent using technology and integrating it into their instruction.
- Ensure that all students will have access to a variety of technological delivery systems.
- Establish technology that will enhance the home-school connection.

To build upon our success, one of our school's strategic goals is to expand to include middle school, including grades 6-8. In April 2009, we submitted an application to expand from a K-5 school to a K-8 school — adding grades 6-8 over the next three years. With the additional grades we want to increase our enrollment by 150 students (50 students per each additional grade). On June 16, 2010 the School District of Philadelphia approved the expansion of our program for the upcoming year (2010-11), allowing for the school to add 25 sixth grade students. We await the decision on our expansion request for 7th and 8th grade.

The addition of the middle school program will extend the high-quality educational choice found in Alliance's current program into middle school. Without this program, it is anticipated (based on a feeder-school analysis), that 42% of our students would have to attend a middle school program in a school currently in School Improvement status or worse, including 19% who would have to attend a school identified by the School District of Philadelphia as a Renaissance School.

We intend to utilize the same successful focus and instructional formula as the elementary school as we expand to include grades 6 to 8. Included in our academic plan are many of the best practices for student success indicated in the School District of Philadelphia's Imagine 2014 initiative, including:

- Clear and uniform teaching standards and expectations for teachers — AFPCS will use PDE's Standard's Aligned System and the School District of Philadelphia's Core Curriculum to ensure that all our teachers know what they should be teaching and when.
- Professional Development on differentiated instruction, academic rigor, and using data to inform instruction — These items are included in our newly approved 3-year professional development plan and are included among the strategies in our academic plan above.
- Teams of teachers working collaboratively — As stated, our schedule will have daily time scheduled for collaboration, even including co-teaching as necessary.
- Coaches or master teachers for all schools — Alliance currently employs a Mentor Teacher and an Instructional Director, both of whom serve as peer coaches for teachers.
- Personalized learning environments through team teaching and "looping" for English and math teachers in which teachers stay with students more than one year — In the 7th and 8th grades, Alliance will have one teacher each for English, Math, Science, and Social Studies, with students "looping" for both years.
- Longer eight-period schedule to provide additional opportunities for exploration and enrichment — Alliance will replicate the extended learning blocks for reading and math that have proven successful in the elementary program in our new middle school program.

One of the major tenets of Imagine 2014 is quality choices, in which "we will give our students every chance to be successful, we will build a system of schools in which success is rewarded and failure is not tolerated ..." One of the recommended methods for doing this under Imagine 2014 is to "reward high-performing schools with greater autonomy and replicating their success." Alliance for Progress is a high-performing school. We believe that our children deserve no less than our very best, and, as such, high academic performance is our focus and what drives everything we do.

Shared Values

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

The expectations of all students at AFPCS are:

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

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

Academic Standards

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

- Completed the course and state-mandated requirements at the presently assigned grade.
- In the opinion of the professional staff, achieved the instructional objectives set forth in the present grade.
- Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.
- Met all attendance requirements.

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

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

Strengths and Challenges

STRENGTHS

Parents as Educational Partners: Alliance for Progress boasts a level of parent involvement that is truly exceptional. In 2009-2010, our average parent participation in Parent/Teacher conferences exceeded 90%. This reflects that our parents view themselves as vital partners in their children's education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations, etc. Each month, the school holds a Family Literacy Night with a unique theme, a student performance, a meal, and a parent/family education component. In 2009-2010 our Family Literacy Nights included nights devoted to math, science, educational games, black history, and a summer camp expo. And, we keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school

A Culture of Support and Learning:

The 2009-2010 end-of-the-year student survey highlighted the culture that we have built at Alliance. Our students understand that it's important to learn and they know how to get help if they need it. When asked about what was their favorite part about Alliance students had this to say (notice more students stated that they liked teachers than recess):

- Teachers (x30)
- Recess (x28)
- Field Trips (x22)
- Math (x16)
- Science (x11)
- Education (x10)
- Reading (x10)
- What I like best about school is the education.
- I like the principals because they help us through a lot and they plan the best trips in the whole world.
- The best thing about my school is that they don't allow violence to happen in or outside the school.
- The best thing about school is coming to school because we can learn more.
- This school has lots of positive smart teachers and lots of goals too.
- We get a lot of time after school to catch-up on work or to learn more about things.
- I like the school's trips because they are a boat load of fun.

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

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

Improved literacy curriculum: In 2009-10 AFPCS implemented an improved literacy curriculum that follows Philadelphia Core Curriculum, which is directly aligned to PA Standards and PSSA eligible content. Literacy is taught by using modeled, shared, guided, and independent reading and writing.

Incorporating the arts in the classroom: At a time when the arts are too often being sacrificed in the name of test preparation, AFPCS creates a culture that integrates the arts in classroom and extracurricular activities. All teachers incorporated weekly art lessons into their schedules on Fridays. Teachers received a scope and sequence to follow (below) and PD training on how to create purposeful lessons. Lessons were sequenced from Kindergarten (basic) to Grade 5 (complex) with a variety of concepts, skills, and artist biographies. Student winners were chosen each month (2 from each grade) and artwork was sold at the Spirit of Alliance Charity Event. Additionally, the school has an award winning music program, and our choir participates in the annual Music in Park choir competition and performs at the annual 5th grade play and winter concert.

Highly Qualified Paraprofessionals: While a significant expense, AFPCS believes that students benefit from the smaller adult to student ratio and the increased opportunities for small group and individualized instruction that our highly qualified paraprofessionals provide. We have one paraprofessional per classroom in grades K-2 and one per grade-level in grades 3-5. They are here for the entire school day and actively engaged in the education of the students. Next year, our paraprofessionals will receive professional development specific to their roles and responsibilities.

High Interest Out-of-School-Time Programming: Students at Alliance for Progress have various opportunities to learn in non-traditional settings outside the classroom.

Project GREEK: Thirty 4th and 5th graders meet every Tuesday after school and learn to experience collegiate life from the perspective of a student in a fraternity or sorority. Students are expected to treat each other as sister and brother, respect

school/home rules, and support their family members. Three full-time staff and one parent volunteer support the activity.

Black History Program: This annual program is run off-site with full staff participation including costumes, research, and advertisement. In 2009-10, 300 people attended the program.

Winter Concert: This program also occurs off-site and over 300 people participate annually in K-5th grade. All staff participate with songs, instruments, and advertisement.

5th Grade Events: Fifth grade students participate in a number of special events during their final year at Alliance. With the help of parents and volunteers, 45 families participated throughout the year, including a class trip on May 21st to Co Co Keys in Mt. Laurel, NJ, and a play on May 25th at Temple University- Underground, and in a dance on June 11th at Patterson's Place

Summer Camp Expo: 30 families attended and were able to select camps and complete applications for their children at a Family Literacy Night on April 29th. Camps were invited from the area to come and discuss their programs with the families. Each camp director presented and had a table to publicize their camp at the expo.

Building Upon Alliance's Successes with our Middle School Program: In July 2010, the School District of Philadelphia granted Alliance for Progress a charter modification, allowing us to serve a sixth grade class (of 25 students) in the 2010-2011 school year. We look forward to implementing our educational model in the new Middle School Program, ensuring the achievement and success of every student through a technologically rich and individualized learning environment.

AREAS OF IMPROVEMENT

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

Using Guided Reading to Improve Student Achievement in Reading: In 2009-10, the implementation of guided reading was emphasized at AFPCS as a strategy for improving student achievement in reading. However some teachers still struggled to effectively integrate guided reading into their daily schedule while keeping other students actively engaged in purposeful work. In 2009-10, with the ultimate goal of raising student achievement in reading, we plan to hold professional development in guided reading

(e.g. Fountas and Pinnell), provide staff with take-away resources in guided reading, and provide ongoing coaching in this instructional practice.

A Renewed Emphasis on Writing: Alliance scored students' writing skills using the PA Writer's Domain for the 1st time this year. They struggled to write on grade level. We will continue daily writer's workshop in grades 3-5 and 3 days per week in 2nd grade. K and 1 will journal write daily and first grade will start to implement the writer's domain rubric in January. This year, they did not introduce their students to the rubric.

Providing Targeted Interventions for Fourth Grade: Fourth grade is typically our lowest scoring grade on benchmark assessments. Next year, we plan to ensure that an experienced, strong performing paraprofessional is working with each classroom and that tutoring groups are formed at the start of the school year to support new learning. In addition, following the first 4sight benchmark test in September, we will create action plans for individual students and for whole classes that will target the areas in which individual or groups of students are struggling the most. Lesson planning will be monitored from the start of school and 4th grade teachers will meet with the mentor teacher and/or instructional director weekly to ensure that plans include a clear model of instruction for students and that all students are being challenged.

Improving Academic Performance Science: Raise student achievement in science to ensure our students gain the inquiry and analysis skills to be successful in high school and beyond, as measured by the PSSA science exam.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

AFPCS hired a new CEO, Maria Snipe at the beginning of the 2008-09 school year. In her second year in this position, 2009-10, Ms. Snipe reorganized the school's administrative structure to emphasize instructional leadership and provide a cohesive implementation of the Alliance educational program in both buildings.

The new leadership team, identified Board members, teachers, parents and educational partners meet formally and informally throughout the year to develop and implement strategic improvements to the school; to monitor the implementation of our strategic plans for professional education, induction; to develop strategic plans in educational technology and student services; and to prepare the annual report. In 2009-10, the group also convened to create and submit a grade modification and enrollment increase application to our charter authorizer. During the application process the team performed a complete analysis of current programs, polices, and activities were completed, including parent and community involvement.

The committee examined the following data during this review:

- TerraNova Spring 2009 test scores for mathematics, reading, language, and science (grades 1-2)
- PSSA spring 2009 test scores for mathematics and reading (grades 3-5) and a multi-year analysis
- PSSA spring 2009 test scores for writing (grade 5)
- PSSA spring 2009 test scores for science (grade 4)
- DIBELS fall 2009 and spring 2010 scores (grades K-5)
- GMADE and GRADE benchmark assessments for 2009-10 (grades K-5)
- 4Sight Benchmark assessments (grades 3-5)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Student feedback on surveys
- Parent feedback on surveys
- Teacher feedback as reported on annual teacher climate and culture survey
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

The school’s leadership team convenes weekly meetings to determine progress on the strategic goals. Meetings include site administrators, Instructional Coordinator, Special Education Coordinator, the mentor teacher, the business manager, and the CEO/Principal.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bermudez, Joanna	AFPCS- Site Administrator	Administrator	CEO
Boyer, Marguerite	Parent	Parent	BOT
Cappuccino, Julianne	Alliance for Progress Charter School	Regular Education Teacher	CEO
Cella, Jim	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
DeSheilds, Dr. Jayminn Sanford	Temple University	Community Representative	Board of Trustees
Drayton, Tasheeva	Alliance For Progress Charter School - Reading Specialist	Administrator	CEO
Dukes, Tyshima	Alliance For Progress Charter School	Ed Specialist - School Counselor	Tyshima Dukes
Elpenord-Senatus, Stephanie	AFPCS - Special Education Coordinator	Administrator	CEO
Grace, Jeana	AFPCS - Instructional Director	Administrator	CEO
Griffin, Larry	AFPCS - Board	Board Member	Board of Trustees

Lloyd, Tina	AFPCS- Site Administrator	Administrator	CEO
Neilson, Christopher	Community Representative	Community Representative	Board of Trustees
Ormont, Jansen	Alliance for Progress Charter School	Regular Education Teacher	Julianne Capuccino, Teacher
Reiser, Melanie	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Rivers, Marilyn	The Women's Christian Alliance and AFPCS Board	Board Member	Board of Trustees
Snipe, Maria	Alliance for Progress Charter School (CEO)	Administrator	Board of Trustees
Stanley, Crystal	Parent	Parent	Board of Trustees
Tedeschi, Kristi	AFPCS- Special Education Coordinator	Administrator	CEO
Young, Sharon	AFPCS	Ed Specialist - School Counselor	CEO

Goals, Strategies and Activities

Goal: I. Improve Student Achievement in Reading

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

Strategy: Data Driven Planning and Instruction

Description: AFPCS will disaggregate data to identify strengths and weaknesses and use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Benchmark Testing

Description: AFPCS examines data both to inform and assess the academic program. Teachers create action plans and evaluate them twice a year. Each teacher collaborates with his or her grade level team and the Supervisor of Curriculum to identify needs based on PSSA, 4Sight, DIBELS and Pearson's GRADE and GMADE benchmark tests. Teachers then create student groups based on skill levels and academic needs and identify best practices to address those needs.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

***Activity:* Grade Specific Planning**

Description: An experienced, strong performing Para-Educator will be working with each 4th grade classroom (typically, our lowest performing grade). Tutoring groups will be formed at the start of the school year to support new learning and we will create action plans for individual students and for whole classes in the areas they are struggling the most (after the 1st 4Sight benchmark assessment). 4th grade lesson planning will be monitored from the start of the year and teachers will meet with a mentor teacher or instructional director weekly to ensure that plans include a clear model of instruction for students and that all students are being challenged.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Activity:* Instructional Director**

Description: In 2009-2010 school year, AFPCS hired an Instructional Director to promote and maintain the integrity of the curriculum and instructional practices that align with the school's mission and increase student achievement and teacher performance.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Activity:* Weekly Cluster Meetings**

Description: Weekly Cluster Meetings for grades 3-5 will concentrate on skill specific strategies to teach students based on individual benchmark exam results. (4Sight)

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Alliance's teachers will employ a wide variety of teaching methods and use standards-aligned instructional materials to raise student achievement among all our students.

Activity: Centers and Literature Circles

Description: AFPCS promotes in-depth and inquiry-based techniques through the use of centers and literature circles. During centers, children explore different concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Content Area Teachers

Description: In 2009-2010, all students (K-5) remained with their homeroom teachers for all academic subjects. This change was made to minimize the amount of time students spent packing and switching classes, minimize student distraction and opportunities to misbehave, as well as increase instructional time for all students.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Differentiated Instruction

Description: The teachers learned how to use a variety of strategies to accommodate various levels of learners in the classroom each day. Strategies include: - Tiered assignments and

projects - Interest centers / Interest Groups - Flexible Grouping - Multiple Levels of Questioning - Co-Teaching - Testing Accommodations (reading the test aloud, wait time)

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Extended Literacy Block

Description: AFPCS continued the implementation of a computer based resource (SI) that provided students with individualized instruction in reading. The literacy block was held every day for 120 minutes to complete the program.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Guided Reading

Description: Guided Reading is an instructional setting that enables teachers to work with small groups of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students the class, enabling them to greatly expand their reading powers. The guided reading program is leveled and provides intensive strategies for all learners. The curriculum comes equipped with integrated theme tests, cumulative lists of leveled books for each grade level, blackline masters, instructional transparencies and posters, and lesson planner CDs. AFPCS intends to invest in further professional development in order to help the teachers effectively implement Guided Reading.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Highly Qualified Paraprofessionals

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Project-Based & Hands-On Learning

Description: Teachers encourage students to be active participants in the learning process: creating songs, raps, commercials; finding better solutions to problems; debating topics; taking something that is incorrect and making it correcting it.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Reading Specialist

Description: In 2009-2010, AFPCS continued to employ a reading specialist that pulled out K-5 students who were identified as reading below grade level on the Grade Benchmark Assessment and provided small group instruction. We are planning on continuing this position in 2010-2011 and incorporating Developmental Reading Assessments into our guided reading and assessment plans.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Standards Aligned, High Quality Reading Curriculum

Description: During the 2009-2010 school year, all grades followed the Literacy Pacing

Schedule provided by the Philadelphia School District's Core Curriculum which is directly aligned to PA standards and PSSA eligible content. Teachers used their Houghton Mifflin Reading Series as a resource for materials/lessons, but learning goals came from the SDP Core Curriculum.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student-Friendly Classroom Libraries

Description: In 2009-2010, AFPCS teachers created student friendly classroom libraries with a variety of literature for the students to pick from. Libraries were modeled after the Children's Literacy Initiative (CLI) library set-up (literature rich, student seating, inviting). Teachers were given a variety of books: leveled readers, library books, student readers to help them incorporate a variety of reading each day.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Incorporate technology into the classroom

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

Activity: KidBiz 3000

Description: We plan to implement KidBiz starting 2010-2011 for all grades. KidBiz could be used in the classrooms on student computers, in the computer lab, before and after school in the comp. lab and from home. Achieve3000® Solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction - from the Lexile Framework to the principles of NAEP.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student Projects

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Study Island

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Weekly Technology Class

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: AFPCS will work to increase parent involvement in the school and student's academic development.

Activity: Family Literacy Nights

Description: AFPCS offered monthly family literacy nights, each with a unique theme, a student performance, a meal, and a parent/family education component.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Parent Meetings

Description: AFPCS has report card conferences at the end of each marking period. We had a 90% attendance rate to the conferences this year. At each meeting, the teachers discussed the student's progress and how the parent could support classroom efforts at home.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

Activity: Care Team (SAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to

exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Parent Training on Special Education Policy

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Student Enrichment Program (STEP)

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Support Low-Performing Students

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

Activity: Academy of Excellence

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Care Team (SAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (Rti) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Individual Learning Plans

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Tutoring Program

Description: In 2009-2010, students performing below grade level on Grade and G-Made Benchmark Assessments in reading and/or math, and any student who dropped 2 or more letter grades in either reading or math on their quarterly report cards received in-house tutoring twice a week. All tutoring lesson plans were created by our Mentor Teacher, Jansen Ormont, a certified elementary education teacher who is currently enrolled in a Master's Program for Educational Leadership. Para-Educators assisted with pulling small groups (no more than 4 students) twice a week. Tutoring sessions were skill specific and students were assessed weekly on each skill. Students who did not master the learning goal by the end of the week continued to be tutored until mastery was achieved.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Test Preparation

Description: Alliance will introduce students to various test materials throughout the year that not

only reinforce concepts in reading and math, but also familiarize kids with types of questions on PSSA with taking a standard test.

Activity: 4-Sight

Description: Students in grades 3-5 took the 4Sight Benchmark Assessments 3 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Literacy Test Prep Period

Description: Students in grades 2-5 participated in literacy test prep periods every week using Buckle Down Pennsylvania PSSA 2nd Edition Reading as the test prep curriculum resource. These workbooks specify the eligible content for the PSSA included on each page. Grade 2 received one ½ hour literacy test prep period per week and grades 3-5 participated in a ½ hour literacy test prep period 3 days/week.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: PSSA Preparation

Description: In 2009-2010, AFPCS initiated a PSSA prep plan that included daily 30-minute test prep periods in grades 3-5, in which teachers used materials from Buckle Down Pennsylvania PA to provide explicit test prep instruction to students. In addition, after receiving the results of each 4Sight Benchmark Assessment, which is directly aligned to the PSSA, teachers had a 1 hour professional development session to disaggregate the data and create action plans for low achieving students. Action plans were skill specific and implemented 3 times per week until the following benchmark test. Each time an action plan was implemented, the data showed that scores went up in areas of concern on the next benchmark test. We are planning on continuing this preparation in 2010-2011.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 8/3/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Academy

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Goal: II. Improve Student Achievement in Math

Description: In 2009-10 we will continue to make AYP by ensuring 72% of our students score at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; OR by achieving our designated GM score.

Strategy: Data Driven Planning and Instruction

Description: AFPCS will disaggregate data to identify strengths and weaknesses and use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Benchmark Testing

Description: AFPCS examines data both to inform and assess the academic program. Teachers create action plans and evaluate them twice a year. Each teacher collaborates with his or her grade level team and the Supervisor of Curriculum to identify needs based on PSSA, 4Sight, DIBELS and Pearson's GRADE and GMADE benchmark tests. Teachers then create student groups based on skill levels and academic needs and identify best practices to address those needs.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Grade Specific Planning

Description: An experienced, strong performing Para-Educator will be working with each 4th grade classroom (typically, our lowest performing grade). Tutoring groups will be formed at the start of the school year to support new learning and we will create action plans for individual students and for whole classes in the areas they are struggling the most (after the 1st 4Sight benchmark assessment). 4th grade lesson planning will be monitored from the start of the year and teachers will meet with a mentor teacher or instructional director weekly to ensure that plans include a clear model of instruction for students and that all students are being challenged.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Instructional Director

Description: In 2009-2010 school year, AFPCS hired an Instructional Director to promote and maintain the integrity of the curriculum and instructional practices that align with the school's mission and increase student achievement and teacher performance.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Weekly Cluster Meetings

Description: Weekly Cluster Meetings for grades 3-5 will concentrate on skill specific strategies to teach students based on individual benchmark exam results. (4Sight)

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Alliance's teachers will employ a wide variety of teaching methods and use standards-aligned instructional materials to raise student achievement among all our students.

Activity: Content Area Teachers

Description: In 2009-2010, all students (K-5) remained with their homeroom teachers for all academic subjects. This change was made to minimize the amount of time students spent packing and switching classes, minimize student distraction and opportunities to misbehave, as well as increase instructional time for all students.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Extended Math Instruction

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: FASTT Math

Description: In 2009-10, AFPCS continued using Scholastic's FASTT Math. The intervention program helps struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. Using the FASTT system (Fluency and Automaticity through Systematic Teaching with Technology), the software provides a continuously adaptive program that efficiently increases math fact fluency in customized, 10-minute daily sessions.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Project-Based & Hands-On Learning

Description: Teachers encourage students to be active participants in the learning process: creating songs, raps, commercials; finding better solutions to problems; debating topics; taking something that is incorrect and making it correcting it.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Standards Aligned, High Quality Math Curriculum

Description: AFPCS also uses Houghton/Mifflin for mathematic instruction. Houghton Mifflin math provides the following: • The curriculum was developed based on more than 30 years of studies on how students learn best. • It provides models and strategies based on high performing classrooms. • It provides the opportunity to differentiate instruction to meet the needs of all learners.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Incorporate technology into the classroom

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

Activity: Student Projects

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Study Island

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Weekly Technology Class

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: AFPCS will work to increase parent involvement in the school and student's academic development.

Activity: Parent Meetings

Description: AFPCS has report card conferences at the end of each marking period. We had a 90% attendance rate to the conferences this year. At each meeting, the teachers discussed the student's progress and how the parent could support classroom efforts at home.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

Activity: Care Team (SAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (Rti) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Parent Training on Special Education Policy

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Student Enrichment Program (STEP)

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Support Low-Performing Students

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

Activity: Academy of Excellence

Description: AFPCS tutoring program focuses on key concepts in Literacy and Math and is offered in the morning and afternoon to all students who were below basic. We will continue to hold morning (7:15-8:00 am) sessions and evening (4:00-5:00 pm) sessions Monday-Thursday. The Academy of Excellence tutoring program runs from October to March. First and second graders receive direct instruction in a small group setting our experienced teachers. Students in

grades 3-5 use two computer programs, FastMath and Study Island. Reports are generated on a consistent basis to monitor progress and attendance.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Care Team (SAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (Rti) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Individual Learning Plans

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

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Tutoring Program

Description: In 2009-2010, students performing below grade level on Grade and G-Made Benchmark Assessments in reading and/or math, and any student who dropped 2 or more letter grades in either reading or math on their quarterly report cards received in-house tutoring twice a week. All tutoring lesson plans were created by our Mentor Teacher, Jansen Ormont, a certified elementary education teacher who is currently enrolled in a Master's Program for Educational Leadership. Para-Educators assisted with pulling small groups (no more than 4 students) twice a week. Tutoring sessions were skill specific and students were assessed weekly on each skill. Students who did not master the learning goal by the end of the week continued to be tutored until mastery was achieved.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Test Preparation

Description: Alliance will introduce students to various test materials throughout the year that not only reinforce concepts in reading and math, but also familiarize kids with types of questions on PSSA with taking a standard test.

Activity: 4-Sight

Description: Students in grades 3-5 took the 4Sight Benchmark Assessments 3 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Math Test Prep Period

Description: A math test prep period was incorporated into the daily schedule for grades 2-5 this year. Students in grades 2-5 participated in math test prep periods every week using Buckle Down Pennsylvania PSSA 2nd Edition math as the test prep curriculum resource. These workbooks specify the eligible content for the PSSA included on each page. Grade 2 received one ½ hour literacy test prep period per week and grades 3-5 participated in a ½ hour literacy test prep period 2 days/week.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: PSSA Preparation

Description: In 2009-2010, AFPCS initiated a PSSA prep plan that included daily 30-minute test prep periods in grades 3-5, in which teachers used materials from Buckle Down Pennsylvania PA to provide explicit test prep instruction to students. In addition, after receiving the results of each 4Sight Benchmark Assessment, which is directly aligned to the PSSA, teachers had a 1 hour professional development session to disaggregate the data and create action plans for low achieving students. Action plans were skill specific and implemented 3 times per week until the following benchmark test. Each time an action plan was implemented, the data showed that scores went up in areas of concern on the next benchmark test. We are planning on continuing this preparation in 2010-2011.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 8/3/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Academy

Description: AFPCS offers a Saturday Academy from October to March. Leading up to the PSSA exams, our 3rd-5th grade students will be required to attend 3 hour sessions on Saturday.

Teachers will provide intensive test preparation including; practice tests, testing strategies, targeted skill development based on benchmark tests and an incentive system to keep students energized.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Goal: III. Improve Student Achievement in Writing

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

Strategy: Data Driven Planning and Instruction

Description: AFPCS will disaggregate data to identify strengths and weaknesses and use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Weekly Cluster Meetings

Description: Weekly Cluster Meetings for grades 3-5 will concentrate on skill specific strategies to teach students based on individual benchmark exam results. (4Sight)

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Writing Assessments

Description: Writing Assessments were given 4 /5 times each marking period. The students were given age-appropriate journal prompts and 45 minutes to respond to the prompt completely independent of the teacher. Grades K and 1 scored their writing using the writing levels as used by the Philadelphia School District. 4 Writing Assessments each marking period allowed us to track and support student writing. Scoring assessments together allowed for a variety of teaching ideas and teacher support. Grades 2-5 scored their writing using the PA Writing Domain. Results of each writing assessment were brought to cluster meetings and action plans were created to

improve the area of writing that most students were struggling with until the next writing assessment. For example, Kindergarten created action plans to emphasize ending sentences with a period, starting with a capital letter and leaving spaces. Grade 3 created action plans to improve upon the area of FOCUS on the writing rubric.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Alliance's teachers will employ a wide variety of teaching methods and use standards-aligned instructional materials to raise student achievement among all our students.

Activity: Incorporate Reading and Writing Throughout the Curriculum

Description: In 2009-2010, reading and writing were incorporated into all subject areas. (ex: health journal, writing in math, science and social studies). Each day, students were engaged in modeled, shared, guided, and independent reading and writing activities.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Project-Based & Hands-On Learning

Description: Teachers encourage students to be active participants in the learning process: creating songs, raps, commercials; finding better solutions to problems; debating topics; taking something that is incorrect and making it correcting it.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Writer's Workshop

Description: AFPCS implemented a Writer's Workshop daily for grades 3-5, twice weekly for grade 2, and daily journal writing for K,1.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Incorporate technology into the classroom

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

Activity: Weekly Technology Class

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: AFPCS will work to increase parent involvement in the school and student's academic development.

Activity: Parent Meetings

Description: AFPCS has report card conferences at the end of each marking period. We had a 90% attendance rate to the conferences this year. At each meeting, the teachers discussed the student's progress and how the parent could support classroom efforts at home.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

Activity: Care Team (SAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Parent Training on Special Education Policy

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

***Activity:* Student Enrichment Program (STEP)**

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

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

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

***Activity:* Academy of Excellence**

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

***Activity:* Care Team (SAP)**

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program. CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Individual Learning Plans

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Tutoring Program

Description: In 2009-2010, students performing below grade level on Grade and G-Made Benchmark Assessments in reading and/or math, and any student who dropped 2 or more letter grades in either reading or math on their quarterly report cards received in-house tutoring twice a week. All tutoring lesson plans were created by our Mentor Teacher, Jansen Ormont, a certified elementary education teacher who is currently enrolled in a Master's Program for Educational Leadership. Para-Educators assisted with pulling small groups (no more than 4 students) twice a week. Tutoring sessions were skill specific and students were assessed weekly on each skill. Students who did not master the learning goal by the end of the week continued to be tutored until mastery was achieved.

Person Responsible Timeline for Implementation Resources

Grace, Jeana	Start: 9/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: IV. Safe School Environment

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

Strategy: Improve Classroom Management

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

Activity: Classroom Management - Professional Development

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Chris Hamsher - Regional Training Center

- Company

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

- 1) Address instruction and assignments to challenge academic achievement while continuing to assure individual student success. This includes explicit discussion about academic rigor and student behavior.
- 2) Act to stop inappropriate behavior so as not to interrupt the instructional activity.
- 3) Students must be aware of the connection between tasks and grades.
- 4) Differences between effective and ineffective praise

Harry Wong (1998) states that classroom management is the greatest predictor of student and teacher success. The management of the classroom determines how time and activities are effectively organized to maximize student learning. Teachers at AFPCS will learn more constructive ways to manage the classroom and therefore increase student achievement.

For classroom teachers, school counselors and education specialists:

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

Educator Groups Which Will Participate in this Activity

Role

Grade Level

- Classroom teachers
- Principals / asst. principals
- School counselors

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

Follow-up Activities

Evaluation Methods

- Peer-to-peer lesson discussions
- Meet w/ stud. serve

- Participant survey
- Portfolio
- Number of Referral (Number of discipline referrals sent to office, indicating level of infractions)

Status: In Progress — Upcoming

Activity: School Wide Positive Behavior System

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

Person Responsible Timeline for Implementation Resources

Snipe, Maria

Start: 8/1/2009

-

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Increase School Safety

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

Activity: CPR - Professional Development

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The Red Cross or Karen Gotlieb, emergency planning specialist	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
- Teachers will learn the proper techniques and become certified in CPR.	It is important to have teachers certified in CPR just in case of a medical emergency.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

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

- School counselors (grades 9-12)
- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Recertification 	

Status: In Progress — Upcoming

Activity: First Aid

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.50	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

American Red Cross - South Eastern Pennsylvania Chapter	<ul style="list-style-type: none"> • Non-profit organization 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>The Red Cross states the following objectives for their first aid training: Describe how to recognize and respond to an emergency.</p> <ul style="list-style-type: none"> - Describe the purpose of the Good Samaritan Laws. - Describe the difference between consent and implied consent. - Describe the three emergency action steps. - Identify when and how to call 9-1-1 or the local emergency number. 	<p>The Red Cross has been one of the leading emergency responders training providers for 125 years.</p>	
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- Explain when and how to move a person from a dangerous scene.
- Identify how to minimize the risk of disease transmission when giving care.
- Demonstrate how to minimize the risk of disease transmission when giving care.
- Demonstrate how to check an unconscious person for life-threatening and nonlife-threatening conditions.
- Demonstrate how to check a conscious person for life-threatening and nonlife-threatening conditions.
- Identify the signals of shock and describe how to minimize its effects.
- Describe how to prioritize care for injuries and sudden illnesses.
- Identify the signals of various soft tissue and musculoskeletal injuries.
- Identify the signs and symptoms of sudden illness, including stroke, diabetic emergency, poisoning and allergic reactions, and describe how to care for them.
- Identify the signs and symptoms of heat- and cold-related emergencies and describe how to care for them.
- Demonstrate how to control bleeding.
- Identify the signals of head, neck and back injuries and explain how to care for them.
- Demonstrate how to care for a muscle, bone or joint injury.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Review of skills 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Goal: V. Teacher Certification and Retention

Description: AFPCS will meet and work to exceed teacher certification and HQT requirements. NCLB and the state require that 75% of all certifiable staff will possess a valid PA certification in

the subject area in which they are assigned, we are working towards 100%. Additionally, NCLB and the state, require 100% of all core content teachers will meet the NCLB definition of highly qualified. AFPCS will also improve teacher retention rates.

Strategy: Increase the number of certified teachers

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

Activity: Professional Learning Community

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	8	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Alliance for Progress Charter School	<ul style="list-style-type: none"> School Entity 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.	The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for
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- struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

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

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

Status: In Progress — Upcoming

Activity: Review IPEPs tri-annually

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

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

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

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

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

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	90	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Alliance For
Progress Charter
School

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

- Teachers will be able to determine their professional education goals.
- Teachers will develop a plan for meeting the goals.
- Teachers will reflect on the progress towards their goals and make any modifications/changes to ensure the obtainment of their goals.

Current research on effective professional development supports involving teachers in the planning and design of their own professional development. This strengthens the content of professional development and encourages buy-in from teachers.

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

For classroom teachers, school counselors and education specialists:

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

to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

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

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Consistently working to improve our student's academic performance we have continued to modify and mold our program to improve instruction and student learning. Our curriculum was transformed to accommodate the demands of local and state standards and the No Child Left Behind Act. This change, combined with the diligence and hard work of the past administration and classroom teachers moved an academically struggling school into an institution of rigorous learning and high academic achievement.

Alliance for Progress Charter School fulfills its mission of high academic achievement by implementing a rigorous instructional program for all students. Organized, consistent curriculum and writing rubric throughout the school. Teachers in each grade know exactly what they have to accomplish in a week and in each 6 week period. A review week is included every 5 weeks to re-teach. Learning objectives (aligned to PA Standards and PSSA eligible content) were given to the teachers on the 1st day of school so they knew exactly where to start and exactly where they needed to go.

What curriculum does your charter school utilize?

AFPCS implements core curricula in all subject areas that ensure a comprehensive and well-rounded academic program. In 2009-2010, AFPCS continued utilizing the Houghton/Mifflin in reading and math programs. The Houghton Mifflin series is a scientific-based and research-based curriculum aligned with the Pennsylvania State standards. It provides explicit, rigorous, and systematic instruction for students. The Houghton/Mifflin curriculum is leveled to support the learning needs of low-level, mid-level, and high-level students. All the instructional narratives provide support and supplements for teachers to accommodate all learners. The curriculum also provides supplemental information that affords teachers re-teaching opportunities and resources. The guided reading program is leveled and provides intensive strategies for all learners. The curriculum comes equipped with integrated theme tests, cumulative lists of leveled books for each grade level, black line masters, instructional transparencies and posters, and lesson planner CDs.

Literacy

The Literacy Block was extended for all grades. Teachers had 2 hours in their daily schedule dedicated to the Literacy Block, which included Message Time Plus (K-2), journal writing, reading (guided, shared and independent), word study/grammar, and writer's workshop. *Each day, students were engaged in modeled, shared, guided, and independent reading and writing activities. In addition, reading and writing were incorporated into all subject areas. (ex: health journal, writing in math, science and social studies).*

Literacy was the focus this year, so teachers were required to implement guided reading each day. Each class had leveled readers (below level, on level, and above level) to use. Teachers attended a workshop on guided reading at PD where they viewed videos from Fountas & Pinnell. Teachers also created student friendly classroom libraries with a variety of literature for the students to pick from. Libraries were modeled after the Children's Literacy Initiative (CLI) library set-up (literature rich, student seating, inviting). Teachers were given a variety of books: leveled readers, library books, student readers to help them incorporate a variety of reading each day. Each class created a student friendly classroom library. Teachers started guided reading groups daily. Para-Educators used leveled readers to read with small groups of students. Independent reading was incorporated into the daily schedule during dismissal. Grades K-2 participated in 100 Book Challenge.

During the 2009-2010 school year, all grades followed the Literacy Pacing Schedule provided by the Philadelphia School District's Core Curriculum which is directly aligned to PA standards and PSSA eligible content. Teachers used their Houghton Mifflin Reading Series as a resource for materials/lessons, but learning goals came from the core curriculum, which is directly aligned to PA Standards and PSSA Eligible Content.

The reading curriculum includes the following features:

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

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

- *Teachers models and discusses his/her own reading processes.*
- *The primary instructional emphasis is on comprehension and fluency.*

- *Teachers activate prior knowledge.*
- *The teacher measures the success of the reading lessons based on students' reading habits, attitudes, comprehension and performance.*

Writing

AFPCS implemented the School District of Philadelphia's Writing Plan which outlines the instructional milestones for each grade level. They instituted a daily *Writer's Workshop* for grades 3-5, twice weekly for grade 2, and daily journal writing for K-1.

The Philadelphia School District Writing Plan outlines the steps in the writing process that students must learn: Prewriting/Brainstorming, Writing, Revising, Editing, and Publishing. Students are expected to learn informational, narrative, and persuasive writing. The full plan including instructional milestones for each grade is attached. Student's writing (grades 2-5) was scored using the PA Writer's Domain Rubric and K-1 scored writing samples using the writing scale used by the Philadelphia School District. Teachers incorporated Modeled, Shared and Interactive Writing into their daily schedules. XXX We can attach this rubric if we want XXX

Four Writing Assessments each marking period allowed us to track and support student writing. Scoring assessments together allowed for a variety of teaching ideas and teacher support. The students were given age-appropriate journal prompts and 45 minutes to respond to the prompt completely independent of the teacher. Grades K and 1 scored their writing using the writing levels as used by the Philadelphia School District. Grades 2-5 scored their writing using the PA Writing Domain. Results of each writing assessment were brought to cluster meetings and action plans were created to improve the area of writing that most students were struggling with until the next writing assessment. For example, Kindergarten created action plans to emphasize ending sentences with a period, starting with a capital letter and leaving spaces. Grade 3 created action plans to improve upon the area of FOCUS on the writing rubric.

Math

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

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

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

- *Teachers strive to help students understand key concepts and key mathematics vocabulary.*

- *Teachers use manipulatives.*
- *Teachers implement cooperative learning.*
- *Teachers require critical thinking through the use of problem solving.*
- *Students must justify their thinking.*

Social Studies

In the 2009-2010 school year, Grades K-5 used the TCI (Teacher's Curriculum Institute) Social Studies Curriculum. The curriculum, Social Studies Alive!, includes hands-on, and large and small group activities. Students complete independent work in the provided notebook that contains journal prompts and higher order thinking problems.

Science

The teachers received the science core curriculum and instructional goals from the Philadelphia School District and followed the scheduling timeline which is aligned to PA standards and PSSA skills. Teachers ordered/requested materials as needed and used resources available from FOSS science kits to engage students in scientific investigations and experiments.

Specials

During the 2010-11 school year, students will continue to rotate through the following special area classes: physical education/health, technology, and music. In 2010-11 through 2012-13, we will add a minimum of one additional specialty teacher per year (as reflected in our 5-year financial plan) to include Study Island/Computers, Art, and Spanish as specials.

EXPANSION- Middle School Curriculum

To build upon our success, one of our school's strategic goals is to expand to include middle school, including grades 6-8. Our expansion will begin in September 2010 by adding a sixth grade class and increasing our enrollment by 25. We want to add an additional grade each year until we reach eighth grade, but are awaiting District approval of an enrollment increase of that size.

In preparation for the expansion, we have researched and adopted a middle school leveled curriculum. AFPCS's middle school curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code. Specifically, Alliance will use the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, and Science in grades K-8 and for Social Studies in grades K-3. Alliance was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level.

Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what students outcomes “look like” at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered. During the 2010-11 school year, students in the new 6th grade class will receive instruction in social studies in accordance with PA standards and using the School District of Philadelphia’s Core Curriculum. 6th graders will use TCI’s History Alive! The Ancient World.

How does the charter school promote in-depth and inquiry-based teaching and learning?

AFPCS promotes in-depth and inquiry-based techniques through the use of centers, literature circles and project based learning. Students work cooperatively in all subjects, exploring new ideas and adventure. The use of manipulatives and content area materials are incorporate into the reading, math, science and social studies programs. During centers, children explore different concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts.

In 2009-2010, all students K-5 remained with their homeroom teachers for all academic subjects. This change was made to minimize the amount of time students spent packing and switching classes and to minimize student distraction and opportunities to misbehave. We wanted to increase instructional time for all students. In addition, teacher observations and student assessments revealed stronger math instruction than literacy instruction. Our belief was that if the stronger teachers provided instruction in all subject areas, then literacy scores would improve.

What strategies does the charter school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics?

The AFPCS mission is to ensure the academic success of every student through a technologically rich and individualized learning environment. To meet our mission we have implemented several programs to identify and support students who are performing below level.

Differentiated Instruction: *The teachers learned how to use a variety of strategies to accommodate various levels of learners in the classroom each day. Strategies include:*

- Tiered assignments and projects*
- Interest centers / Interest Groups*

*Flexible Grouping
Multiple Levels of Questioning
Co-Teaching
Testing Accommodations (reading the test aloud, wait time)*

Tutoring Program: In 2009-2010, students performing below grade level on Grade and G-Made Benchmark Assessments in reading and/or math, and any student who dropped 2 or more letter grades in either reading or math on their quarterly report cards received in-house tutoring twice a week. All tutoring lesson plans were created by our Mentor Teacher, Jansen Ormont, a certified elementary education teacher who is currently enrolled in a Master's Program for Educational Leadership. Para-Educators assisted with pulling small groups (no more than 4 students) twice a week. Tutoring sessions were skill specific and students were assessed weekly on each skill. Students who did not master the learning goal by the end of the week continued to be tutored until mastery was achieved.

Reading Specialist: In 2009-2010, AFPCS continued to employ a reading specialist that pulled out K-5 students who were identified as reading below grade level on the Grade Benchmark Assessment and provided small group instruction. We are planning on continuing this position in 2010-2011 and incorporating Developmental Reading Assessments into our guided reading and assessment plans.

PSSA Preparation: In 2009-2010, AFPCS initiated a PSSA prep plan that included daily 30-minute test prep periods in grades 2-5, in which teachers used materials from Buckle Down Pennsylvania PA to provide explicit test prep instruction to students. In addition, after receiving the results of each 4Sight Benchmark Assessment, which is directly aligned to the PSSA, teachers had a 1 hour professional development session to disaggregate the data and create action plans for low achieving students. Action plans were skill specific and implemented 3 times per week until the following benchmark test. Each time an action plan was implemented, the data showed that scores went up in areas of concern on the next benchmark test. We are planning on continuing this preparation in 2010-2011.

Grade 2 received one ½ hour literacy test prep period per week and one ½ hour math test prep period per week. Grades 3-5 participated in a ½ hour literacy test prep period 3 days/week and a ½ hour math test prep period 2 days/week.

Care Team/SAP : The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's Care Team serves as its early intervening service, Tier II, Response to Intervention (RtI) program.

CARE team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or social/emotional concerns that interfere with success in school. Over a t 3-4 week period, the CARE Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress.

After 3-4 weeks, the CARE Team member for that student returns to the CARE team with all data, notes and a report of progress. At that time, the CARE team will discuss and determine additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

Any staff members who have evidence of concern for a child may participate in Care Team meetings as necessary, but the CARE team consists primarily of the following individuals:

- **C.E.O. — Maria Snipe**
- **Progress Building Site Administrator — Tina Lloyd**
- **Main Building Site Administrator — Joanna Bermudez**
- **Director of Curriculum & Instruction — Jeana Grace**
- **Mentor Teacher — Jansen Ormont**
- **School Counselor — Sharon Young**
- **School Nurse — Stacey Oxendine**
- **Special Education Director — Kristi Tedeschi**

What types of strategies are used to actively engage students in the learning process?

***Academic Feedback:** Teachers learned in cluster meetings how to respond to student questions and comments by providing immediate, specific, high-quality feedback. Instead of simply informing the students of the accurateness of their responses, teachers learned the following ways to enhance learning through feedback:*

- **Para-phrasing or summarizing student comments to deepen learning for all students—this is the correct answer that (student) gave and this is why it is correct.**

- **Verbalizing to all what they see that is being done correctly or incorrectly and why: “I see many students indenting at the start of each new paragraph. Indenting is important because.....”**
- **Teaching students to provide each other with feedback: for example, a student may show another student a graph and verbalize the thought process they used to find an answer instead of giving the child the correct answer.**

Questioning: *Teachers became familiar with the various levels of Bloom’s Taxonomy: the importance of sequencing questions from basic to complex, preparing questions in advance, and including high level questions that require students to think, analyze, and evaluate their learning.*

Project-Based and Hands on Learning: *Teachers encourage students to be active participants in the learning process: creating songs, raps, commercials; finding better solutions to problems; debating topics; taking something that is incorrect and making it correct.*

Expert Groups: *teachers delegated to student groups. Students would research a topic and present new learning to their peers.*

Instructional Director and Mentor Teacher: *Teachers worked closely with the Instructional Director and Mentor Teacher to create creative, interactive, interesting lessons and activities that engaged all students on all levels. Less emphasis was placed on workbooks and teacher talk, and more emphasis on student talk and interaction.*

Literature Circles: *High level readers in grades four and five participated in Literature Circles with the Mentor Teacher where they could engage in level-appropriate discussion and instruction.*

PROFESSIONAL DEVELOPMENT

All Alliance for Progress grade teachers, para-educators, and support staff participated in a range of professional development sessions throughout the school year. Both internal and external presenters covered the following topics were covered throughout the year:

- 4SIGHT Initial training for New Users
- Comprehensive Student Assistance Program
- TCI Social Studies Alive

- Pearson Gmade/Grade Training
- Classroom Management
- Gradequick Training
- Art in the Classroom
- Guided Reading
- SAP Training/International Month
- Bringing Literacy to Life in the Classroom-Garden State Discovery Museum
- Classroom Inventory

To ensure that faculty members receive the support they require to execute the curriculum and assist students in meeting the academic needs, Alliance will employ a system of instructional coaching, mentoring, collaborative planning, and co-teaching.

- ***Specifically in the area of literacy instruction, teachers will be given time to collaborate, co-plan, and, when deemed necessary, co-teach to increase student's academic achievement.***
- ***Both veteran and newly employed teachers will be supported by the Instructional Director and Mentor Teacher with weekly Grade Group Meetings, weekly cluster meetings, in-class support, model lessons, observations with feedback, and Individual Growth Plans.***

Attached to this report are Alliance's PD and Induction Approval letters as well as our writing plan.

Rigorous Instructional Program - Attachments

- AFPCS INDUCTION APPROVAL
- AFPCS PD APPROVAL LETTER
- AFPCS WRITING PLAN 09-10

English Language Learners

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

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

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

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

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

Alliance's LEP Report is attached.

English Language Learners - Attachments

- AFPCS LEP EDHUB REPORT 09-10
- AFPCS ELL POLICY

Graduation Requirements

Alliance for Progress Charter School is an elementary school, serving students in grades K-6. As such, this section is not applicable.

Special Education

Special Education

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

Inclusion Model: Alliance for Progress Charter School's special education program is based on the inclusion model. Alliance recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that supports the development of a least restrictive environment (LRE) model for special

education students. At AFPCS students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

Special Education Coordinator: The special education coordinator has an important role at AFPCS. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/She also discusses the intervention models that are in place for each child and guarantee that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEP's. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

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

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

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

Care Team: Alliance's Care Team serves as its early intervening service. The Care Team will include the teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team will help develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. Students may also be referred to the Care Team if special services are needed or required for the student.

Alliance's Special Ed Policy, Confidentiality Policy, and Discipline Policy are attached.

Special Education - Attachments

- AFPCS SPED CONFIDENTIALITY POLICY
- AFPCS SPED POLICY
- AFPCS SPED DISCIPLINE POLICY

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Nicole Pennington	.25	Supplemental Learning Support	AFPCS	7	Grades 2-5
Nicole Pennington	.25	Itinerate Life Support Skills	AFPCS	7	Grades 1-5
Cashonna Thomas	1.0	Itinerate Learning Support	AFPCS	11	Grades K-5
Kristi Tedeschi	.5	Itinerate Learning Support	AFPCS	11	Grades 3-5

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Steopping Stones Children's Partial Program	1.0	Full time emotional support	5534 Pulaski Ave., Philadelphia, PA 19144	1	Student has been in this placement since 10/20/2009

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator- Elpenord	AFPCS	1.0
Special Education Coordinator- Tedeshi	AFPCS	1.0
School Counselor- Young	AFPCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Occupational Therapist	3 hours
Therapy Solutions	Speech Therapist	3 hours
Germantown Psychological Associates	Psychological Services (04/10 — 06/10)	3hours
Umar Johnson	School Psychologist (09/09-03/10)	3 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

PSSA RESULTS

We have received PSSA results in preliminary format, which we have attached to this report. As we have just received the data, we are still in the process of performing comprehensive analysis of the data. However, below is a discussion of AFPCS results from the last five years.

In 2008-2009, Alliance made AYP for the fourth consecutive year. Over the past five years Alliance has made tremendous growth. In math, we have increased our proficiency rates by 51% to 66% proficient in 2008-09 and improved by 32% to 48% proficient.

AFPCS's academic success was the result of a radical shift towards data driven decisions. Alliance now uses formative and summative assessments to gauge overall and individual student growth as well as identifying strengths and weaknesses that need to be addressed by our teachers. Students who experience difficulty mastering proficient or advanced levels in reading, mathematics, and science are identified by a combination of standardized test data, teacher feedback, and student performance on ongoing assessments. Our ability to achieve AYP is a result of implementing these benchmark tests with fidelity. Below is a summary of our AYP status of the past five years.

School Year	AYP Status
2008-2009	Made AYP
2007-2008	Made AYP
2006-2007	Made AYP
2005-2006	Making Progress
2004-2005	School Improvement 2

Our PSSA scores have seen tremendous growth over the past five years. In math, our students have increased proficiency by 51% to 66% proficient in 2008-09. This is 10% percent higher than the state performance goal. Alliance students also increase the number students performing at the advanced level to 22% while decreasing the below basic scores to 2%.

Math					
School Year	Advanced and Proficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2008-2009	66	22	44	32	2
2007-2008	48.6	7.5	41.1	25.3	26
2006-2007	40.6	9.5	31.1	27	32.4
2005-2006	29.3	8	21.3	39.4	31.4
2004-2005	15	3	12	38	47

In reading, we have had similar improvement in increased proficiency. In 2008-09, we had 48% score at proficient or above which was 32% increase from 2004-05. Each year we have continued to increase our proficiency levels and decrease the number of students performing below basic.

Reading					
School Year	Advanced and Proficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2008-2009	48	4	44	20	32
2007-2008	37	4.1	32.9	26.7	36.3
2006-2007	31.1	6.1	25	27	41.9
2005-2006	22.2	3.4	18.8	25.4	52.4
2004-2005	16	5	11	25	59

LOCAL TESTS

AFPCS employs a battery of benchmark tests - 4Sight, GMADE, GRADE, DIBELS and Study Island to evaluate student progress 3-5 times throughout the year.

GRADE and G-MADE: Pearson Education’s Group Reading and Diagnostic Evaluation (GRADE) was administered in September and January. GRADE evaluates reading readiness for kindergarteners including: Phonological Awareness, Early Literacy Skills, and Phoneme Grapheme. For 1st through 5th graders, GRADE assesses Vocabulary (word reading, word meaning, vocabulary), Comprehension (sentences, comprehension, passage comprehension), and oral language (listening comprehension).

Pearson Education’s Group Mathematics Assessment and Diagnostic Evaluation (GMADE) was administered in September and January. GMADE evaluates Kindergarten through 5th grade on math concepts and communication, operations and computation, as well as processes and application.

Results 2009-2010

GRADE: Grades K, 1, 2, and 5 had an overall average INCREASE in their reading grade equivalency from September to January. Grades 3 and 4 had an overall average decrease in their reading grade equivalency from September to January.

GMADE: ALL GRADES had an overall average INCREASE in their math grade equivalency from September to January.

4Sight: Students in grades 3-5 took the 4Sight Benchmark Assessments 3 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

4Sight Results from September-March

GRADE	Reading- SEPTEMBER	Reading- MARCH	RESULTS	Math- SEPTEMBER	Math- MARCH	RESULTS
3	38.87%	53.04%	? 14.17%	49.05%	59.18%	? 10.13%
4	46.89%	46.42%	? .65%	49.56%	62.09%	? 12.53%
5	46.17%	57.77%	? 11.60%	37.24%	52.75%	? 15.51%
GRADES 3-5 COMBINED	43.77%	52.0%	? 8.23%	45.82%	58.40%	? 12.58%

DIBELS: Alliance administered DIBELS in September and January.

USING TEST RESULTS

Alliance strives to expand the use of data-driven decision making. Staff receives extensive professional development in this area in order to identify student needs and differentiate instruction.

Following each DIBELS and GRADE/GMADE assessments, the Reading Specialist disaggregated the data to identify strengths and weaknesses. She then met with each grade group to implement strategic, targeted, focused instructional interventions to improve student learning. Students who struggled with skills identified by DIBELS were pulled by the Reading Specialist for individualized support.

Students performing below grade level on GRADE/GMADE were identified and discussed at CARE Team Meetings. Students were placed in small groups and tutored twice weekly by the Special Education Coordinator (Mrs. Elpenord), the Special Education Teacher (Mrs. Pennington) and the Mentor Teacher (Ms. Ormont). Teachers brought the results of tutoring to CARE meetings to discuss who needed continuing support and who was making adequate progress. Teachers used research-based strategies to tutor (touch math, guided reading, etc.)

The Instructional Coordinator disaggregated each set of 4Sight data. Teachers received bar graphs that showed how each grade was performing in each of the following categories:

Reading:

- Comprehension and Reading Skills
- Interpretation and Analysis of Fiction/Non-Fiction
- Learning to Read Independently
- Reading Critically in all Content Areas
- Reading, Analyzing and Interpreting Literature
- Open-Ended Response

Math:

- Numbers and Operations
- Measurement
- Geometry
- Algebraic
- Data Analysis and Probability
- Open-Ended Response

Teachers also received Item Analysis for their class which allows you to see how many students took the test, picked the correct question, and what percentage of the total students taking the test answered correctly. The questions that relate to a specific subscale are grouped together.

Teachers met in Cluster Meetings immediately following each 4Sight test and created action plans based on the data above. Teachers highlighted the questions in Item Analysis that showed that most of their students chose the incorrect answer. *For example, if most of the students answered an identifying simile question incorrectly, the teacher would create a plan to re-teach figurative language with 3 different strategies until most students mastered the skill.* Teachers highlighted

questions to re-teach for any item that more than 1/2 of their students answered incorrectly. In addition, teachers created action plans for how they would increase student achievement for the lowest category on the bar graph. Teachers would incorporate 2 mini-lessons weekly in that category into their daily schedules until the next benchmark test to improve scores in that category. Teachers brought student work samples and updates on student achievement to each weekly cluster meeting.

Due to the fact that our 4Sight scores continued to increase throughout the school year, we will continue to incorporate daily 1/2 hour test prep into our schedules next school year and continue to administer the 4Sight Benchmark Assessment. The students will take the test 5 times prior to the PSSA.

Results from DIBLES and GRADE/GMADE for each individual student were compared to report card grades to ensure consistency. Students struggling in all areas were put into small groups and tutored weekly.

TESTING PLANS (10-11)

AFPCS is planning to replace the GRADE and GMADE test with the Predictive being used by the School District of Philadelphia. We also plan to purchase Developmental Reading Assessments (DRA-Pearson). DRA's allow teachers to do the following:

- Effectively evaluate each student's reading ability with a research-based assessment with demonstrated reliability and validity.
- **Give educators the tools they need to observe and document student reading abilities as well as inform instructional practice.**
- **Determine each student's independent (or instructional) level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension**
- **Quickly determine student's instructional needs with the completed Continuum. Based on those needs, teachers create a plan documenting what each student needs to learn next with the Focus for Instruction. Once the assessment is complete, teachers can use this information to differentiate instruction and create instructional groups.**

We will continue to administer the 4Sight Benchmark Assessment. The students will take the 4Sight five times before the PSSA in 10-11. Weekly Cluster Meetings for grades 3-5 will concentrate on skill specific strategies to teach the students including but not limited to the following:

Skill	Strategy
-------	----------

Summarizing and Information Text	Talk Across the Fingers
Retelling a Narrative	
Answering Multiple Choice Questions	Question-Answer Relationships (QAR)
Determining Main Idea	2W's
Answering Multiple Choice Questions	Eliminating Strategy
Determining Author's Purpose	Questioning the Author
Summarizing	Magnet Summary
Making Inferences	It says...I say...And so...

DRA and the Predictive will replace DIBELS. Kindergarten students will take a letter recognition/sound test created by the Instructional Director in May, before starting Kindergarten. They will retake this assessment in September, January, and May. The January and May assessment will include Dolch Pre-Primer Sight Words and nonsense words to assess word blending.

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

At Risk Students

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

Student Assessment - Attachment

- AFPCS Preliminary AYP

Teacher Evaluation

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

- All teachers receive an informal observation between September and October. Teachers requiring additional mentorship may be required to participate in an Individual Growth Plan to receive additional informal observations and support before their formal observation.
- All teachers receive one announced formal observation before January and one unannounced formal observation before June.
- All para-educators receive one announced informal observation before January and one unannounced formal observation before June.

Informal observations are announced and are conducted by the Instructional Director. Formal observations are conducted by certificated administrators and the Instructional Director. Pre-conferences and post-conferences are conducted to review all announced observation reports. Post-conferences are conducted to review all unannounced observation reports.

All announced observations and conferences are scheduled and dates are given to staff members in August.

Our Instructional Director, Jeana Grace, completes all informal and formal teacher and para-educator evaluations. She is a certified (Instructional II) Elementary Education teacher in Pennsylvania and a certified TAP evaluator. Ms. Grace was previously a Master and Mentor Teacher as part of the Teacher Advancement Program, which requires extensive teacher observations and teacher support.

All staff receive employee evaluations mid-year and at the end of the school year. An evaluation meeting takes place to review the report and discuss professional goals for each individual. In the case that any observation is deemed unsatisfactory, with more instructional components to refine, rather than to reinforce, an *Individual Growth Plan* will be created to provide the teacher with further support and teaching resources.

The goal is to improve teacher instruction in order to improve student academic achievement. We want every teacher to feel as though they have access to instructional resources and the support necessary to implement these resources in the classroom.

An Individual Growth Plan will focus on 1-2 instructional component(s) at a time to strengthen with the support of the Instructional Director and the Mentor Teacher. Once an Individual Growth Plan has been created, the teacher will:

- Meet *at least* weekly with the Instructional Director to discuss progress, student achievement, express concerns, review lesson plans, and ask questions.**
- Receive a model lesson by either the Instructional Director or the Mentor Teacher.**
- Receive co-teaching opportunities as needed.**
- Self-reflect about instruction in writing to track progress.**

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

Teacher Evaluation - Attachments

- AFPCS FORMAL OBSERVATION FORM
- AFPCS INFORMAL OBSERVATION FORM
- AFPCS PARA OBSERVATION FORM
- AFPCS EVALUATION FORM- INST.I
- AFPCS EVALUATION FORM- INST.II

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2009-2010, Alliance for Progress hired Jeana Grace as an Instructional Director. The Instructional Director promotes and maintains the integrity of the curriculum and instructional practices that align with the school's mission and increase student achievement and teacher performance. Specific duties include: creating a curriculum team; reviewing lesson plans and grade input; conducting observations; supervising teacher individual growth plans; and overseeing student progress and reporting. Ms. Grace holds a Supervisory Certificate in Curriculum and Instruction, and has nearly ten years experience as a teacher and (Lead, Mentor, and Master) in Philadelphia.

Alliance for Progress also hired Jansen Ormont as a Mentor Teacher for 2009-2010. The Mentor Teacher is fully released from classroom teaching assignments in order to fulfill teacher leadership roles including: working with the data coordinator to analyze student data and provide feedback and mentorship to teachers areas of need; facilitate and monitor instructional and classroom goal setting; model teaching strategies; mentor

teachers on a regular basis to improve/augment instruction; and provide professional development to staff on an as needed basis.

Additionally, Alliance added two Site Managers (one at each building) to oversee the operational performance of the prospective sites. Specific duties of both Site Managers (at their prospective sites) include: supervising staffing and security; serving as the disciplinarian; as well as managing transportation, food services, facilities maintenance, and vendors.

The Site Manager at the Main Building, Joanna Bermudez is a certified Principal and holds a Masters Degree in Education. Before joining Alliance, Ms. Bermudez taught Spanish at Girard College High School, coordinated their after-school program, and Directed Camp Girard. Additionally, as a Business Manager at Tennis Prep, Inc., she gained experience managing the day-to-day operations of an organization. In addition to the duties listed above, as Site Manager of the main building, Ms. Bermudez supervises the Before and Afterschool program as well as ensures that all documents for that program are in compliance with the Department of Human Services.

Alliance hired Tina Lloyd as the Site Administrator at the Progress Building. Like Joanna Bermudez, Ms. Lloyd holds a Masters Degree in Education. Prior to joining Alliance, Ms. Lloyd served as a Testing Administrator and Lead Teacher at Mathematics, Civics and Sciences Charter School in Philadelphia before gaining experience as an Assistant Director and Curriculum Coordinator at Girard College High School. Ms. Lloyd has extensive experience in education management, teaching, counseling, and training. In addition to the Site Administrator duties listed above, Ms. Lloyd supervises the coordination of summer school and staff and coordinates and organizes the fire and evacuation drills.

Board of Trustees

Name of Trustee	Office (if any)
Ms. Marilyn H. Rivers	President
Ms. Karen Trawick	Secretary & Treasurer
Ms. Edith Stevens	Member
Mr. Bruce Trawick, Esq.	Member
Ms. Shirley Davis	Member
Rev. Christopher Neilson	Member
Mr. Larry J. Griffin	Finance Committee Chair
Dr. Jayminn Sandford-DeSheilds	Member

Professional Development (Governance)

Board members are given copies of the School Code describing the role of school boards as well as copies of the school's by-laws. In 2008-09, Alliance contracted with PlusUltre, an education

consulting firm specializing in strategic planning. A board training on legal obligations of the Board, including Ethics Act, Sunshine Act, Right to Know, etc. will be scheduled in 2010-11.

Coordination of the Governance and Management of the School

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

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

Alliance is fortunate to have a positive working relationship with the School District of Philadelphia. AFPCS participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including the data group meetings. In addition, APFCS' administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services.

AFPCS is also active in the Pennsylvania Charter School Coalition. The Coalition continues to work with the School District of Philadelphia to improve communication between the charters and the District.

Coordination of the Governance and Management of the School - Attachment

- AFPCS BOT MEETING SCHEDULE 10-11

Community and Parent Engagement

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

In addition, the Board holds the administration accountable for maintaining high levels of parent involvement in the school. As stated previously, this is one of the school's greatest assets. In 2009-2010, our average parent participation in Parent/Teacher conferences exceeded 90%. This reflects that our parents view themselves as vital

partners in their child's education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations. Each month, the school holds a Family Literacy Night with a unique theme, a student performance, a meal, and a parent/family education component. In 2009-10 our Family Literacy Nights included nights devoted to math, science, poetry, literacy, health, and Black history. And, we keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

In 2009-10, AFPCS surveyed our parents to gain a better understanding of our parents concerns and opinions. The survey included responses from each grade level. Overall, the feedback from parents was very positive. In the open-ended questions, parents listed the following as Alliance's strengths:

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

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

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

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

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

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

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

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

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

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

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

The responses and data that we received from this survey is included in our planning sessions for the 2010-11 school year, in addition to the formulation of our 5-year strategic plan.

In 2009-10 we had an active advisory board which included the following officers:

Crystal Stanley — President

George Fitchett — Vice President

Constance Williams — Treasurer

Ms.Overton — Secretary

Parent Committee's were formed for each major event at the school. Parents signed on to be a part of the committee of their choice. The committee members were to contact each other and the staff member who spearheaded the event and coordinate what type of efforts they could support. Alliance hosted a variety of family and community events in 2009-10 including:

Family & Friends Frenzy — this program is held during every report card conference. Parents and staff members and local community partners donate items and the school sells raffle tickets and for \$1 per ticket or 6 for \$5 and whatever name we pull from the raffle that person wins

Family Literacy Night — this event is held monthly to ensure that we meet the needs of the whole child supporting the family. Parents and students are invited to attend at no cost and dinner, refreshments of some sort is served and then we work together on some sort of project

Cherrydale — this event is a school wide fundraiser which students, family members and staff all participate to raise money for our school. Items are sold through a brochure which is given to every student. The participants collect the money and send it to the school. The participants all receive a prize.

Valentine's Day — at this event the school purchases small items to sell to the students as gifts for their family members.

Mother's Day Sale — at this event the school purchases small items to sell to the students as gifts for their mothers, grandmothers, aunts, etc.

Kiddie Prom — this event is new to Alliance as a way to teach our youngsters about events and dining out. The parents purchase tickets for the students to attend. The school in turn pays for a place to have the function, sells tickets to the parents, hires a photographer, and host the event. The profit is made from the balance left over from the ticket sells plus an additional \$10 per photo package purchased.

We have worked this year to create stronger community partners including:

Temple University: College of Education (Dr. DeShields) International Affairs Office Community Relations Office (Juvenzio Gonzalez) Temple Police Department Christmas Party
Beech Interplex Foundations (Christine Brown) Halloween Festival Event Community members roundtable
State Representative Jewel Williams
22 nd Police District (Officer Dawn Dixton) Christmas party for under-privileged children
MECCA Salon
Patterson's Place
City View Pizza
Hollywood Shoes

Community groups are often invited to visit and tour the school for special events and celebrations and community members are represented on the AFPCS Board of Trustees. Our students also served as community partners - reaching through community service. Students made thank you posters for our community partners to show their appreciation. Kindergarten and first grade students helped to clean up the neighborhood on Earth Day.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2009-2010, Alliance for Progress conducted a number of fund-raising activities, many of which were parent led. These fundraisers included: Cherrydale Pizza and bake sales; Spirit of Alliance Silent Auction; Harvest Day Photo Fundraiser; Friends and Family Frenzies; Holiday Bazaar; Holiday Concert DVD sales; Ice Pop Fundraiser; Haiti Fund; Valentine's Day sales; Juice Puch Fundraiser, Black History Month DVD sales; Kiddie Prom; and Dress Down Days. The Cherrydale Pizza and bake sales made over \$5,000 and the Silent Auction brought in about \$10,000 to purchase items and supplies to

supplement the literacy curriculum and build the school library. The smaller fundraisers brought in over \$5,800 collectively, which went towards a variety of uses including: class trips; school wide events/expenses; Haitian relief; 5th grade graduation and Kindergarten Step Up Day; 5th grade play; and the Choir's music competition at Dorney Park in May.

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

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

Fiscal Solvency Policies

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

Additionally, OmniVest worked diligently with Alliance to remedy all outstanding mandated expenditures during 2008-09 and to ensure that all financial programs were fully compliant. OmniVest also worked closely with the Board to develop a five-year strategic fiscal plan to improve the school's fiscal solvency. The end result was a positive fund balance, albeit a small one (\$1,755) in the Fiscal Year ending June 30, 2009.

Alliance finally boasted a \$231,977 surplus in the fiscal year ending June 30, 2010. Alliance will continue to contract with OmniVest and to maintain the financial practices discussed above so that they remain fiscally solvent.

Accounting System

In July 2008, Alliance began to contract with OmniVest Properties Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Alliance also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2009. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- AFPCS PRELIMINARY STATEMENTS 09-10

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

Certified Public Accounting firm J. Miller and Associates will complete AFPCS's audit for the 2009-10 school year. The audit is not complete at this time and we expect it to be finished by Fall 2010. The engagement letter with J. Miller and Associates is attached to this report. The audit report for FY 2008-2009 is also attached for your review. The audit found that the financial statements are fairly stated. A "clean" audit report was issued. There were no deficiencies in internal control over financial reporting that were considered to be material weaknesses as reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on Audit of Financial Statements performed in accordance with Government Auditing Standards. Additionally, the School's financial statements were found to be free of material misstatements. There were no findings associated with this audit.

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

- AFPCS AUDIT 08-09

- AFPCS AUDIT ENGAGEMENT 09-10
- AFPCS AUDIT 09-10

Citations and follow-up actions for any State Audit Report

AFPCS did not undergo a state audit conducted by the Auditor General in 2009-2009, or, to date, for 2009-2010. AFPCS understand our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2009-10 AFPCS made only minor repairs to the facility, largely of a cosmetic nature. However, the school did leverage Title I ARRA funds to purchase equipment for a new computer lab.

Future Facility Plans and Other Capital Needs

In 2010-11, AFPCS will be making leasehold improvements estimated at \$140,000, which will include installing new windows, upgrading doors and security, and improving technology. Additionally, while the additional 25 sixth grade students will be housed within the current facility, AFPCS will need to purchase additional furniture to reconstitute a classroom.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SAFETY

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

HEALTH & WELLNESS

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

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted by Alliance for Progress to the Division of School Health by September 2010. At the time of this report's submission, Alliance had not submitted the 2009-2010 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon submission of the PA Department of Health. The receipt for the 08-09 reimbursement is attached.

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

Attached to this report are Alliance's Wellness Policy, Health Reimbursement from 08-09, and the PDE-4101 Fire Drill and Bus Evacuation Drill Certification submitted to PDE.

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

- AFPCS HLTH.REIMBURSEMENT 08-09
- AFPCS WELLNESS POLICY
- AFPCS PDE-4101 09-10

Current School Insurance Coverage Policies and Programs

For the 2010-2011, school year Alliance procured liability insurance coverage through the insurance brokerage firm The Addis Group, Inc., as follows:

Type of Insurance Coverage	Limit
Professional Liability	\$2,000,000
Commercial General Liability	\$3,000,000
• Products-completed operations aggregate	\$1,000,000
• Per Occurrence	\$1,000,000
• Personal & advertising injury	

<ul style="list-style-type: none"> • Damage to rented property (any one fire) • Medical expense (any one person) 	\$1,000,000 \$10,000
(includes sexual molestation and physical abuse)	
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000/\$5,000,000
Workers Compensation & Employers' Liability	\$500,000

A copy of the 2009-10 ACORD Certificate of Liability Insurance is attached to this report as well as the 2010-11 ACORD.

Employee insurance in 2009-10 included: medical/vision insurance (AETNA); dental insurance (United Healthcare); life insurance and long term disability (The Hartford); and optional, employee-responsible, additional insurance through AFLAC.

Current School Insurance Coverage Policies and Programs - Attachments

- AFPCS ACORD 10-11
- AFPCS ACORD 09-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2009-10, the school employed 25 professional staff members, as reported on the PDE 414 including a CEO, Instructional Coordinator, Test Coordinator, Special Education Coordinator, and two Site Administrators. Of the 23 staff members that started in the fall, 10 (43.5%) were returning from the 2008-2009 school year and 22 (95.7%) remained with the school for the entire 2009-2010 school year.

During our period of leadership transition, we have experienced some turnover in our teaching staff. We had approximately a 40% retention rate from 2008-2009 and are expecting a much higher rate for the teachers returning the in fall. We expect with a solidified leadership team in 2009-2010 that we will have higher retention numbers going into 2010-2011 and beyond.

Alliance's PDE-414 Certification Verification is attached to this report as well as the LEA Staff Profile submitted to PIMS.

Quality of Teaching and Other Staff - Attachments

- AFPCS PDE-414 09-10
- AFPCS LEA STAFF PROFILE 09-10

Student Enrollment

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

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

For the 2009-2010 school year, there were more applicants than available seats in the school, so an admissions lottery was held. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2009-10, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

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

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

For 2009-2010, only students who would be 5 years-old by September 1, 2009 were considered for enrollment in the school. Students who meet the age requirements followed the AFPCS admissions policy.

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

	Initial Enrollment	Number Dropped	Number Added	Year End

K	50	1	0	49
1	51	1	2	52
2	51	1	1	51
3	51	2	2	51
4	53	2	0	51
5	50	8	1	43
Total	306	15	6	297

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

Of the 297 students in grades K-5 students who were enrolled in the school at the close of the 2009-2010 school year, 294 (99%) are presently enrolled to return in September.

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

As a testament to our early intervening services (i.e. Care Team) and our holistic approach to education, Alliance did not have any disciplinary incidents that resulted in expulsion in 2009-2010. As such, no students were required to leave the school. The 15 withdrawals during 2009-2010 were voluntary.

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

Alliance has a historically low turnover rate during the school year — less than 5% of our enrollment withdrew during the 2009-2010 school year and less than 4% of our enrollment withdrew during 2008-2009. This stable enrollment is attributable to our academic success, extensive parent involvement, and integrated student support services which assist the school in removing barriers to learning.

We are currently enroll the number of students designated in our charter and will be adding 25 6th grade students in the 2010-2011 school year per the charter modification granted in July 2010.

Student Enrollment - Attachment

- AFPCS ADMISSIONS POLICY

Transportation

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

In 2009-2010, none of our students with disabilities required transportation as a related service in their IEPs. Alliance understands that any Alliance student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Alliance will provide this service at the school's expense.

Food Service Program

The food services program is provided by the Archdiocese of Philadelphia. The service offers breakfast to all students, and lunch and snacks for students who stay for the after school program. The school participates in the Free and Reduced Lunch Program; approximately 76% of the students qualified this year.

Student Conduct

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

The expectations for all students at AFPCS are:

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

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

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

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

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

Alliance had one student that received a five day suspension, but did not have to initiate the expulsion process in 2009-2010. The school administration and Board are aware of its obligation for due process as required in Chapter 12 of the Public School Code. Specifically, Alliance is prepared to follow the due process procedures below for suspensions of 4-10 days and expulsions:

Due Process for Informal Suspension Hearings

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

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.

- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

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

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

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

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

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

The Hearing Officer shall inform the parties that:

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

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

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

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

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

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

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

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

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

In 2009-2010, 47 students were involved in 74 suspensions. No students were expelled during the 2009-10 school year. In 2009-2010, AFPCS is initiated a school-wide positive behavior management system to build to address the increase in suspensions between the 2007-2008 school year and the 2008-2009 year. The Safe Schools Report from PIMS is attached to this report.

Student Conduct - Attachments

- AFPCS DISCIPLINE POLICY
- AFPCS SPED DISCIPLINE POLICY
- AFPCS SAFE SCHOOLS REPORT 09-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Alliance for Progress CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school’s Chief Executive Officer.

Name: Ms. Maria Snipe **Title:** CEO/Principal

Phone: 215-232-4892 **Fax:** 215-232-4893

E-mail: msnipe@afpcs.org

Signature of the Chief Executive Officer and Date

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

Name: Ms. Marilyn Rivers **Title:** Board President

Phone: 215-232-4892 **Fax:** 215-232-4893

E-mail: mphr@juno.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Ms. Kristi Tedeschi **Title:** Special Education Coordinator

Phone: 215-232-4892 **Fax:** 215-232-4893

E-mail: ktedeschi@afpcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- AFPCS SIGNATURE PAGE 09-10