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# Pennsylvania Department of Education

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

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

**Entity:** Philadelphia Performing Arts CS  
**Address:** 2600 S Broad St  
Philadelphia, PA 19145

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Philadelphia Performing Arts CS

**Date of Local Chartering School Board/PDE Approval:** March 2000

**Length of Charter:** Renewed for 5 years    **Opening Date:** September 2000

**Grade Level:** K-8    **Hours of Operation:** 7:45-3:30

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 35

**Student/Teacher Ratio:** 1:25    **Student Waiting List:** 700

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

Enrollment: 477 Per Pupil Subsidy: \$8,183.58

### Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	25
Black (Non-Hispanic):	92
Hispanic:	12
White (Non-Hispanic):	323
Multicultural:	24

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
60

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 62

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	163	167	167	0	167
Instructional Hours	0	0	1141	1169	1169	0	1169

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Our school community is a totally urban population, serving the children of Philadelphia. Our students are inner-city youth who are coming from a variety of backgrounds educationally, economically, and socially. Our school parents range from professors, doctors, pharmacists, teachers, business owners, politicians, construction workers, plumbers, electricians, food industry employees, government employees to stay at home parents. The community supports some very light industry, business, and many food industries, most of the school families parents are involved in some type of service industries.

The Philadelphia Performing Arts Charter School is the only Elementary Performing Arts School in Philadelphia. Utilizing the arts as a catalyst, strategies such as cooperative learning, small multi-age groups, particularly for dance, music instruction (both in instrumental and vocal) and visual arts are an integral part of the program. An integrated thematic curriculum, project based learning and problem solving are being offered to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Each child will receive daily instruction in traditional academic areas as well as the visual and performing arts. The educational program emphasizes equally both academic and artistic excellence. Daily instruction in French, Ballet, Creative Writing, Vocal Music (chorus), Music Theory, Instrumental Music (violin), and Visual Art are offered to every student, as well as, standard driven academic curriculum with current instructional materials and a "state of the art" technology lab. The academic portion and the cross-curricular momentum continues with the inception of a new and complete science lab, where the students are exposed

to Innovation in Science on a weekly basis. This interactive hands approach to science realizes our ambition to have an inquiry based science program.

The Curriculum Facilitators provide new and experienced teachers with effective instructional techniques (which includes meeting the individual needs and learning styles of all students.) They make available classroom coaching and model lessons within the classroom for teachers. This gives teachers the opportunity to observe master teachers at their craft. In addition to the in house curriculum facilitators, quality staff developers from various universities, public and private educational institutions, and authors offer a myriad of strategies, interventions, and techniques for the faculty. This supplies current "researched based" theory, practices, and resources, so that faculty are able to transfer the standard-driven curriculum to the children, thus allowing the students to experience an engaging and integrated, interactive curriculum. These various techniques allow for quality instruction to be achieved. A variety of best practices techniques are used by the teachers so that the students are the recipients of these methods. Our academic ambitions are that the goals and successes can be met at all levels by the students. These goals are reached through modeling, professional development, coaching, classroom demonstrations, and the use of "best practices" in each classroom.

Our instructional plan embraces multiple intelligences. The students are exposed to a program rich in the arts and our academic curriculum is enhanced with this multiple intelligences approach. This enhancement ensures that our instructional program provides all students with a means to demonstrate their knowledge and skills regardless of their academic abilities. Our students progress and excel in the academic areas of Reading and Math based on curriculum based assessments, PSSA standardized tests and Terra Nova tests results. We are always striving to improve Reading and Math skills so that all of our students will reach the proficient or advanced levels of performance. We hope to achieve this goal by continuing to implement an integrated standards driven curriculum. (Some events which will afford the students these opportunities include: visiting museums, historical sites, the Constitution Center, Literature to Life presentations, School Wide Science Fairs, participation in and at the Philadelphia Opera Company, attendance at the seasonal ballet performances, production of a schoolwide Winter and Spring concerts which include grades K through 8.

Every classroom, grades K-8, has a library of selected titles. Students in grades 4-8 read and receive instruction on a variety of novels during the course of the school year. The novels and the Literature circles offer a wide selection of trade books each marking period in addition to the Harcourt Brace Reading Program, which is the brand new 2009 edition of Story Town. Students are reading and writing in all curricular areas. The students participate in the Math 24 competition, in house. Our schoolwebsite has enabled students in grades 5-8 to have a voice and a broader audience. The students have the opportunities and challenges of keeping the website current and exciting. The school yearbook was edited and published by students with the assistance of our Visual Art teacher. It chronicled the vibrant life of the events, activities and wonderful experiences and everyday happenings at the Philadelphia Performing Arts School. The outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company, Swedish Museum and the Kimmel Center have enriched the lives of all our students by exposing them to cultural events and by affording them numerous opportunities to attend the productions at no cost. In addition numerous trips to New York City theatrical productions enriched the lives of our students as they attended major productions. Students have performed in the following mainstream productions on the Avenue of the Arts and the area immediately surrounding the avenue. Various grades visit landmarks that are associated with their course of study for example the fourth and fifth grade visit historical sites in the Philadelphia area to coincide with their social studies curriculum. The science department

- Pennsylvania Ballet Nutcracker at the Academy of Music
- Annual Winter Concert at the Merriam Theater
- Annual Spring Concert at the Kimmel Theater

- Performed at the Christopher Columbus parade
- Participated in the Center City Opera Company
- Performed at the Curtis Center for Holiday Festivities
- Participated in the Annual Competition for Vocal and Instrumental Groups

Weekly student council meetings were held yielding many service project, events, and school functions as well as giving students the opportunity to make suggestions and become part of the educational process. This year's fund raising projects consisted of a jump rope contest for the Heart Association, Thanksgiving Baskets for our needy families, and the Ronald McDonald House, as well as supporting local tragedies such as house fires of our students, all were a huge success.

In summary, individual attention, individualized instructional practices, differentiated instruction, adapted and modified practice activities, and accommodations made in testing afforded all our students, even those with disabilities, access to the curriculum, materials and instructional strategies needed to receive an enriching education. Our goal is to have our students become well rounded individuals who pursue excellence in every part of their lives.

Our belief is that every child is gifted and has talents that can be broadened and expanded. Our mission is to discover, nurture, and promote the development of those talents, so that every student will meet or exceed world-class standards, both academically and in the arts.

## **Mission**

The future of our nation depends on our ability as educators to create and be creative. When designing the operation/curriculum/environment/and climate of our school, this creativity must be at its peak and become the main focus of our plan. During the coming decades our most important natural resources will be human resources. If our nation is to continue to meet the challenge of the future, today's schools need to develop creative leaders who are critical thinkers and problem solvers.

The Philadelphia Performing Arts Charter School was founded on the belief that every child is born with many different intelligences. Our School's environment is designed to identify, nurture and develop each child's intelligences and provide the learning opportunities and experiences needed to enable each child to become creative thinkers, problem solvers, responsible citizens and appreciators of the arts.

The Philadelphia Performing Arts Charter School harnesses the most innovative teaching and learning techniques, utilizing the arts as a catalyst, and serves as a model format for education in the 21st Century. The arts humanize the curriculum while affirming the interconnectedness of all forms of knowledge.

Students enrolled in Kindergarten through 8th are offered a rigorous thematic academic curriculum as well as a complete Fine Arts program that includes visual arts, classical ballet, instrumental music, music theory, vocal and choral. Innovations in Science, Creative Writing and French language classes connect the academics to the arts.

In PPACS' hallways, classrooms and art studios, learning is an active journey to a multitude of personal, intellectual and spiritual discoveries.

Our mission is to:

Educate each child according to age and development, so that learning and growth are united;

Integrate the developing mind and body of the child with academics and the performing arts;

Ensure each child's excellence in core academic skills;

Awaken and preserve the spirit of our children through the visual arts, vocal arts, instrumental music, creative writing, classical ballet, French language, innovations in science, creative writing, informational technology, and;

Nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.

## **Vision**

The Philadelphia Performing Arts Charter School is the only elementary performing arts school in Philadelphia. The vision of our school is to utilize the arts as a catalyst to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Our instructional vision is to embrace multiple intelligences by exposing all of our students to a program rich in the arts with a means to demonstrate their knowledge and skills regardless of their academic abilities. We also provide outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company, the Philadelphia Orchestra, and the Kimmel Center. The children's lives are enriched by affording them numerous opportunities to attend productions at no cost with additional trips to Historic Philadelphia, Baltimore, Washington D.C. and New York to attend major exhibitions, museums, historical sites, and major productions.

It is believed that every child, even a child diagnosed as having a disability, is gifted and has talents in a variety of areas. Our individual and collective responsibility to our youth is to discover, nurture and encourage the development of those talents, so that every student will meet or exceed world-class standards, both academically and in the arts. In order to achieve our vision, we offer a comprehensive educational program, which equally emphasizes and promotes academic and artistic excellence.

In an attempt to have No Child Left Behind, the principal, along with all of the teachers, continually and closely analyze student data and test results both standardized, criterion, reference data and locally administered/teacher made evaluations to determine best practices, student learning styles and instructional strategies that will meet the needs of all of our students. Our vision is to have all of our students achieve proficiency in all subject areas and to strive to achieve the advanced levels of performance to become productive citizens.

## **Shared Values**

We believe that all children can learn and achieve. Philadelphia Performing Arts Charter School is dedicated to excellence through the arts. PPACS is a teaching and learning community where instruction in collaboration with the arts is child centered and developmentally appropriate. We believe that in a safe environment and with high expectations, all children can learn, achieve goals, become life long learners, and become valued members contributing to the good of a community. Parents, teachers, administrators, and students value the uniqueness of Philadelphia Performing Arts Charter School and work together to enable success in all areas. The principal provides many opportunities for the faculty to attend programs to ensure effective instructional

techniques that include meeting individual needs and learning styles. The parents are an integral part of our school through participation in our Home & School, coaching, lunch program, volunteering on trips, as well as being invited to attend various events at our school, both educational and social. There is continuous communication between teacher and parents with scheduled conference times throughout the year, as well as telephone conferences, personal appointments, and email communication.

During the year, students participate in arts programs under the direction and guidance of the art team teachers, while the classroom teacher provides additional instruction for academic success. The value and commitment to the Performing Arts Curriculum is evident through parental support and participation in all performances. The parents display a tremendous outpouring of support during all of our performances, the winter and spring concerts, and seasonal performances. The wardrobe committee costume more than 500 students for each performance depending upon the venue of the show. Our teachers and aides are also supplied with custom made costumes from our own wardrobe room, when they appear in the shows. Classroom teachers' work with the arts team to provide integrated lessons so that students will receive the rigorous academic instruction as well as performance preparation and the full integration of the arts into the academic areas. Students participate in every aspect of the concerts and performances. The events are so successful because of the parental support, the quality of the arts teams' work and the support of entire school staff. The parents' assistance, teachers' involvement, administrators' leadership, and students' participation are the key components that make our school so successful.

## **Academic Standards**

Our academic standards for student achievement are consistent with those in section 4.12 of 22 Pa. Code.

**Reading:** Harcourt Brace "Story Town" series, copyright 2009, is a complete reading/language arts program for Kindergarten through sixth grade and "Elements in Literature" is the complete reading/language arts program used in grades seven and eight.

High quality children's literature is arranged in meaningful thematic units that encourage students to apply their learning to issues in their own lives and communities. The program places great emphasis on direct, systematic skills instruction. The Literacy Block in the K-3 classroom was enhanced by using the Comprehensive Literacy Framework as a guide for all grades. In addition to Shared Reading Practices (using Harcourt text), "Read Alouds" (Informational and Fictional Texts), are guided and incorporated into the Readers' Workshop so that the needs of all readers are met and strategies are provided so that every child becomes a proficient or advanced reader. Tools used in order to measure students' growth are implemented to drive instruction through assessments to reach children who need intensive instruction and progress monitoring. Teachers will monitor progress at various times throughout the school year.

The new robust vocabulary offered in the Story town series provided the students with higher level vocabulary words. This robust vocabulary was well accepted by the students as evidenced by the PSSA results in Reading. Integrated Word Study and vocabulary, reading for fluency and comprehension skills will be more in focus for upper grades as children become engaged in "guided" literature circles during Readers' Workshop. Strategies for success will be taught so that all children can be independent readers. (self-monitoring, thinking critically, making inquiries, etc.)

Writers' Workshop (also part of the literacy block) - K through 8 teachers are continuously given staff development with the Writers' Workshop and guided reading. Devising plans for implementation of Writers' Workshop are being incorporated into the K-8 classrooms with a concentration on assessing student needs, conferencing to meet individual needs and using fiction and non-fiction writing across the content areas. CRI's are done four times a year to attain an accurate reading level for each student. The CRI's are done on an individual basis so

that we have the most accurate reading level for each child. If specific problems continue; further diagnostic testing is done to determine the reading problem. The CRI's are given to each individual child so that every reading level will be accurate. This is done to ensure that the child's reading level is appropriate. The correct level ensures that their frustrational, instructional and independent reading levels are noted.

Each teacher has received extensive training so that they are more than capable to administer the variety of reading assessments being used at the school. Grade 2 through 8 received additional support in sentence structure, vocabulary, and grammar with the addition of the Sadlier Vocabulary Workshop Program and the grammar component of the Story Town reading series. This initiative was added to address areas of the PSSA testing in order to meet the needs of our students. In Grades 1 and 2 the students use Buckle Up to further enhance the curriculum for Reading. In Grades 3 through 8, the students use Measure Up to support the Reading work needed for the PSSA section. PPACS also continued the interaction with Saint Joseph's University, particularly Dr. Mary Applegate and Dr. Tony Applegate to foster teacher awareness of new approaches to deliver reading instruction. The teachers received individual coaching, modeling of lessons, and group sessions from the professors. In this third year of the program, the professors actually taught in every room and then prepared the teachers to model lessons for the professors. This learning initiative continued during the entire 2009-2010 school year on a weekly basis. Graduate students from the reading department of Saint Joseph's University also visited the classrooms and assisted the teachers with centers and literature circles. This program will continue for the 2010-2011 school year. The University has written a grant to provide our staff with substitutes for the classrooms while our teachers are being instructed by the professors.

Our reading program, Story Town, provides a reading text, a practice skill book, a grammar book, a language handbook, extended materials for accelerated students. It also includes "take home" reading books for advanced students, average students and students who need intervention. The cycle through which skills are introduced, re-taught, reviewed, and tested provides teachers with clear, comprehensive instruction. Language Arts lessons combined with appropriate literature provides a balanced reading/language arts program for diverse learners with multiple intelligences. The program has an additional component which addresses the needs of struggling readers.

Study Island is used by all students on a weekly basis. The students are encouraged to use the home piece of the student island program to hone their skills and for the parents to become interactive partners in the educational goals set for their students.

Advanced students in grades sixth through eight are identified through PSSA scores, report card grades and teacher recommendations. These students are taught by the advanced reading teacher, five days a week, with an advanced and robust curriculum. These students are then eligible to take the advanced placement reading/language examination at Central High School. They are also prepared for advanced classes in the various high schools which they attend.

### **Math:**

The Sadlier, Progress in Mathematics follows the NTCM and is organized into six mathematical content strands that cover a number of skills and concepts. These strands include: Operations and computation, numeration, patterns, functions and algebra, data and chance, measurement and reference frames, probability, and geometry. Although a variety of strands are addressed throughout all grades, the expectation for mastery of key components required at each grade level. The Sadlier, Progress in Mathematics series provides students with math journals, study links, student practice books, and home links, which allows for parent/student interaction. The use of daily mental math activities is implemented to sharpen student's skills in:

- Problem solving through the standards using performance based activities so that teachers will be able to assess progress/growth.

- Implementation of math and science that incorporate investigations, problem-solving, deductive reasoning, etc.

Math lessons are taught through problem solving and contain cross-curricular links to literature, social studies, art, music, technology and language arts. The kindergarten program which is geared to the concrete beginning concepts and math skills appropriate for first time learners of mathematics also uses the Sadlier, Progress in Mathematics program. In addition we incorporate the Everyday Math program to supplement our regular series. This has provided students with additional practice and review of skills which enhanced our PSSA mathematics grades. Grades 6 through 8 use the Sadlier, Progress in Mathematics and the Math in Context adaptation of the Everyday Mathematics program. Each teacher has manipulative kits and activity kits which are aligned with the Sadlier, Progress in Mathematics Program and the Everyday Math curriculum for every classroom. The school also purchased the Everyday Mathematics program computer software for every classroom. The Progress in Mathematics Program has the computer program as a piece of its program. At this point the school has purchased every component that the Everyday Math program as well as the Sadlier, Progress in Mathematics program has to offer. Both are programs that prepare students for high school math. A vigorous content, including preparation for Algebra and Geometry, NTCM content and process standards plus practical strategies for taking tests and problem solving are an integral part of the curriculum. The sixth through eighth grade also added the Sadlier math program to their regular math series in order to supplement the Everyday Mathematics and the Math in Context program.

Math 24 club began in September as an after school program with more than 30 students. "24" is an educational game designed to improve math and reasoning skills and teach children the relationship between numbers through a game. The use of numbered game cards gives students the opportunity to test their skill and speed at calculating reaching the number "24". The game is a teaching tool that has proven to be successful in engaging students from diverse economic and social backgrounds. At PPACS, "24 Challenge" is held as an after school activity/club. This school year we had 30 student participants from grades 4-8. After learning game rules, students compete to become school winners. School playoffs determine which students will advance to the regional competition. PPAC's participates in the city tournament when invited. Regional winners from all public, parochial and private schools are present. Tournaments activate entire communities and involve parents and families in the goal to raise mathematics achievement among students. The original "Single Digits 24 Game" has evolved into nine editions and ancillary products that educators, parents, and children have embraced. A level of the game can be introduced as early as Kindergarten, increasing the level of difficulty with each consecutive grade. We plan to have all classes playing "24" as a warm up in their early math instruction. The game serves as a tool to make math appealing, accessible and fun; thereby helping students to excel in math, science and related fields. Again to boost our math skills a supplementary piece was added. The teachers used the Sadlier Program in Mathematics textbook and workbook to provide for additional practice, drill, and extension of mathematics skills for students. The students use Buckle Up in grades 1 and 2 to further enhance the curriculum for Mathematics. In grades 3 through 8, the students use Measure Up to support the work needed for the PSSA mathematics section.

Study Island is used as another resource to enhance mathematics skills. All students from grades two through eight attended classes on a weekly basis. This program is also offered at home for students to practice their skills at home and to offer their parents an opportunity to become partners in their child's academic progress. The study island results are posted on line for the parents to refer to for their child's progress.

Advanced students in grades sixth through eight are identified through the PSSA results, the report card grades, and teacher recommendations. These students receive instruction five days a week, in advanced placement mathematics. These students are then eligible to take the ninth grade equivalency examinations at Central High School. Many of these students are able to skip

ninth grade mathematics and Algebra 1 and advance to geometry.

### **Science/ Innovations in Science :**

The Science Companion is used in Grades Kindergarten through 5. The Science is a comprehensive science program for all students Kindergarten through fifth grade. Each class uses the science lab on a weekly basis as well as whenever they have a special project to complete. The addition of Innovations in Science as a major subject has enhanced the interest of Science in the school. Holt Reinhart Winston Science Series is used in grades sixth, seventh, and eighth. These programs embrace the goals and content objectives of the National Science Education Standards. They satisfy each goal by ensuring the development of scientific knowledge, the processes of science and habits of mind. The foundation of the program lies in a balance of three domains of science: life science, earth science and physical science. Within those domains is the sequential development of the following strands of science: the nature of matter; energy, force and motion; processes that shape the Earth; Earth and space; processes of life; how living things interact with their environments; the history and nature of science; and science and technology. Concept development is driven by three important elements of instruction: investigating through hands-on activities, reading for understanding of science concepts, and linking to additional experiences that provide greater depth of understanding. These texts also recognize the demands placed on teachers relative to accountability in student performance on standardized and state tests in reading and mathematics. The curriculum is enhanced by the use of Foss Science Kits which are interactive kits in line with the curriculum for use in the classroom as part of daily lessons. Also SCIS kits and Harcourt materials are available to supplement as additional materials needed for science experiments or lessons. All of these kits promote high standards, reinforce the scientific method, enhance hands-on activities, and develop the curriculum in the classroom. The Science Lab has proven to be a phenomenal asset to our school, the interactive--inquiry based program. The school science department, under the direction of the Innovations in Science teacher promotes a school wide science fair which features the Innovations in Science methods an inquiry based hands on curriculum. The students possess the ability to use the scientific method. The parents are welcome to attend the fair and enjoy the presentations.

### **Social Studies:**

Harcourt Brace Social Studies is based on National Standards and builds consistent and cumulative learning from Kindergarten through sixth grade. The program allows students at each level to build on major understandings and skills already acquired, and then preparing students for learning yet to come. The powerful ideas provide the principal contexts within which students can integrate major understanding, skills, and their own experiences. These powerful ideas have been selected to help students organize their thinking and develop the competencies they will need as citizens in a diverse, changing, and interdependent world. As they continue in the seventh and eighth grade their program becomes very specific: the seventh grade focuses on geography, governments, and issues that contribute to the world issues of today. The continents of Europe, Africa and Asia are examined carefully and the geographical as well as the satirical events that transpired during the last one hundred years are discussed which lend to the problems that are happening today. The eighth grade looks at the Explorations and Colonization during the time of exploration which again helps the students to understand how these issues contribute to the world issues of today. The United States history is presented and followed from the early settlements to the time frame of this century. Social Studies text in grades Kindergarten through fifth are Harcourt-Horizons and in grades sixth through eighth McDougal Littell. The teachers continually incorporate a variety of countries from Europe, Africa, and Asia. All of the extra programs and activities help the students to incorporate the curriculum into the everyday life and culture of the various countries. The seventh grade teacher has the students incorporate their guided reading and novels into their social studies curriculum. This helps the students research and study the people, cultures, and customs of the countries they studied during the year. The students also used authentic costumes and foods to recreate various people and time periods from their studies.

### **Foreign Language (French)**

Current research adequately demonstrates that children are far more facile at learning a second language when they are young. Because of the importance of French to the language of dance, PPACS has chosen French as the second language for its second language for its students. The primary goal of the French program is the progressive development of proficiency and cultural understanding. This goal is achieved through a thematic unit framework and a standards-based curriculum reflecting the National Standards for foreign language; communication, cultures, connections, comparison and communities. The students visited many of the sites in Philadelphia, which relate to the French culture, French food, and French architecture.

### **Creative Writing**

Creative Writing class has become an integral part of our arts for the students. The creative writing major provides the students with the skills needed to become successful when taking their PSSA Writing tests. It also offers the students in grades K through 5 an opportunity to learn the rudiments of writing concise, comprehensive, and complete compositions and stories. The use of correct grammar, sentence structure, and sequential thought patterns and ideas are the ministry of this program. The creative writing majors are involved in writing restaurant reviews, visiting architectural sites and also writing descriptive reports based on their visits. The students produce a portfolio at the conclusion of their eighth grade year to bring with them to their high school auditions.

### **Technology**

The technology program is driven by National and State Standards. Despite the challenges for many students, using technology has been a big lure to stimulate interest in learning. The "State of the Art" technology lab is used to implement the following components of our Technology curriculum:

Grammar/spellchecker, dictionary, and thesaurus programs assist in the mechanics of writing and editing capabilities of the word processor. Motivation is often increased through the desktop publishing and multimedia capabilities of new computers. A variety of fonts and styles are available, allowing students to customize their writing and highlight important features. Graphic images, drawings, and even video and audio can be added to projects to provide interest or highlight ideas. Multimedia often gives the student the means and the motivation to generate new and more complex ideas. Spread sheets, data bases, and production tools that enable students to work on math or other subjects that may require calculating, categorizing, grouping, and predicting events. Telecommunications and multimedia are providing new learning tools for the students. CD-based books include high-interest stories that use the power of multimedia to motivate students to read. Primary students are turning their computers into a portable canvas through the use of the paint program in Microsoft Office. This popular "paint" program enables students to use the computer in a playful way to create art that's uniquely their own. Playing learning games on the internet for all grades has brought smiles and comments of "This is so cool!!" The computers are a new and exciting tool, and so they are a great motivational technique. The students are getting to do work they might not be as motivated to do with a paper and pencil, thus they are stimulated and excited about the learning process at hand. New white boards in every class and a new technology lab further enhance our technology program. Grades 3 through 8 receive a computerized study island program on a weekly basis in the computer lab. The Science Lab has notebooks which the students use on a daily basis. All students in grade six, seven, and eight have their own personal notebooks which enhance all of their lessons. They use their notebooks during the course of the school day and return the notebooks to the carts at dismissal.

### **The Arts**

Each of the arts, Vocal Music, Dance (Ballet), Creative Writing, Instrumental and Visual Arts follow the National and Pennsylvania State Standards for the arts and humanities.

Knowledge of the Academic Standards for the Arts and Humanities incorporate carefully developed and integrated components:

Application of problem solving skills  
Extensive practice in the comprehension of basic symbol systems and abstract concepts  
Application of technical skills in practical production and performance  
Comprehensive and application of the creative process  
Development and practice of creative thinking skills  
Development of verbal and nonverbal communication skills

### **Professional Development**

A committee of teachers, parents, and community members formulated three goals and an action plan for implementation. Development activities are done with the assistance of certified providers, such as Drexel Foundations Technical Assistant Center, Harcourt-Brace Consultants for Story Town, Everyday Math Consultants, Sadlier Consultants, and PATTAN workshops as well as our curriculum Facilitators and guest speakers. The partnership with Saint Joseph University and their professors is an ongoing initiative that will continue throughout the 2010-2011 school year. Teachers were asked to submit suggested topics and content based on curricular needs, student assessments, school mission, goals and philosophy of the school. Our goal is to provide new and experienced teachers with professional and instructional strategies, researched based on theory and practices and resources to support standards driven curriculum. Based on an analysis of our PSSA and Terra Nova Test scores indicated that teachers needed to learn test taking strategies that could be taught to students to improve test taking competencies. Teachers were given tools to ensure students growth through assessment and screening so that they can effectively monitor progress. Opportunities for the development and understanding of the thematic approach to teaching have been provided. The use of "Common planning time" has been created to assist grade level teachers with this process of incorporating strategies that allow for the integration of curriculum for thematic teaching which focuses on instruction/best practices as they relate to student needs. Common time was provided for the curriculum team to meet as well as common time for the CSP process to occur. Ideas and suggestions were presented during professional development sessions. After a review of the strengths, weaknesses and needs of the teachers, a plan was developed to enable teachers to master skills and instructional strategies that foster an integration of all curricular areas and in the performing arts including Literacy Writers Workshop, Readers' Workshop using the comprehensive Literacy Framework for grades K-3. Staff development opportunities will abound in all curricular areas and will be presented by certified consultants and through modeling, conferencing, coaching and classroom demonstrations by the Curriculum Facilitators. Special education workshops focus on preparing for the IEP meeting, teacher role and responsibility after the IEP meeting, special education regulations modifying/accommodating curriculum, discipline procedures and the CSP Process. Based on the needs of the students as indicated by test results and the needs and requests of the teachers. The teachers received individual coaching, modeling of lessons, and group sessions from the professors. This program will continue for the 2010-2011 school year. PPACS continued the interaction with Saint Joseph's University, particularly Dr. Mary Applegate and Dr. Tony Applegate to foster teacher awareness of new approaches to deliver reading instruction. The teachers received individual coaching, modeling of lessons, and group sessions from the professors. The teachers have applied these strategies in their classroom.

### **Strengths and Challenges**

Our school is continuously addressing strengths and challenges throughout the school year. Ongoing evaluations of the content areas, students' performance and development of programs is of vital importance to assure the continued academic success of all students.

Our school strengths are found in the following:

1. Enrollment - our school is at capacity.
2. Parent Involvement - our school has continuous parental involvement in academics as well as in programs and events.
3. Performances - we have 100% student participation in performances.

4. PSSA Measurable Goal - students have achieved AYP on the PSSA testing
5. Curriculum - we offer an intergraded curriculum throughout the school
6. Faculty - All teachers are highly qualified.

**Challenges:**

1. Identify areas of weaknesses in student achievement on the PSSA testing and work to improve those areas.
2. Profession Development for teachers focusing on multiple intelligences and student learning styles as they pertain to all areas of the curriculum.
3. Incorporating a teacher mentoring program.
4. Provide before school care and after school care for students.
5. Provide time for team meetings with the classroom teachers and the arts team teachers.

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

### **Strategic Planning Process**

Committees were formed to evaluate and summarize our mission, values, and vision. Each committee developed a set of goals and these goals were distributed to the entire group. Once the goals were received a time line was determined so that the goals were achieved in a timely fashion. The committees met once a week to review the goals and implement their plan of action. As each section was completed, the main committee met to assess the information that was presented by the smaller committee groups. Every committee member was given access to the information that evolved from the smaller groups regarding the strategic plan.

The chairperson of the steering committee was responsible to ensure that each group completed their goals in a timely fashion and remained on target. The chairpersons assumed responsibilities for their portion of the report

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Angela Corosanite	CEO	Administrator	Angela Corosanite
Dorothy Shurman	Teacher	Middle School Teacher	Gail H. Avicolti, Ed.D.
Gail H. Avicolti, Ed.D.	Principal	Administrator	Angela Corosanite, CEO
Gina Cedrone	Curriculum Program Facilitator/Reading Specialist	Middle School Teacher	Gail H. Avicolti, Ed.D.
Jaime Mong	Teacher	Elementary School Teacher	Gail H. Avicolti, Ed.D.
January M. Teti	Teacher	Elementary School Teacher	Gail H. Avicolti, Ed.D.
Jerry Santilli	Business Agent	Business Representative	Angela Corosanite
Joann Catrambone	Office Manager	Business Representative	Angela Corosanite, CEO

Roberta Valle	Parent	Parent	Gail H. Avicolti, Ed.D.
Tracy DiMatteo	Student Activities	Community Representative	Gail H. Avicolti, Ed.D.

## Goals, Strategies and Activities

### Goal: MATHEMATICS

**Description:** At least 60% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

#### Strategy: Algebra I Class

**Description:** To prepare students for the successful completion of the Algebra I 9th grade curriculum, so that students will be able to take the high school test in order to opt out the 9th grade algebra course. Students will receive vigorous strategies and instruction for mastery.

#### Activity: Assign summer math packets----students received the summer math packets prior to the of end of school

**Description:** Curriculum team reviews the packets that teachers prepare and the students are then provided with a packet of math activities to be completed and returned to the teachers in September of 2010. This year we added math vocabulary to be studied and memorized, we added multiplication tables to be memorized and advanced math for our proficient and advanced students and basic skills mathematics for our basic and below basic students. We added to the requirements for the math packet. For the 2009-2010 school year, we added mathematical vocabulary so that students will be able to use this terminology to structure sentences and write in math language.

Person Responsible	Timeline for Implementation	Resources
Gail H. Avicolti, Ed.D.	Start: 8/31/2010 Finish: 8/31/2010	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	6	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Philadelphia Performing Arts Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Non-profit organization</li> </ul>	Approved

- Company

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Become exceptionally proficient in the latest math strategies, methods and techniques and will be able to incorporate technology and hands on applications for all grades in mathematics.</p>	<p>In conjunction with St. Joseph's Univ. Professors we follow the plan that their math department has outlined for us and we provide each presenter with an outline of best practices that was provided for us by the university.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to</li> </ul>

create a culture of teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Economics</li> <li>• Geography</li> </ul>

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

**Status:** Complete

**Activity:** Assigned class



**Description:** Teachers meet with principal and curriculum coordinators each month to review benchmarks and to set cumulative testing times. Pacing strategies are implemented at these meetings while incorporating best practices for cumulative test construction.

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

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Professional Education Admin Start: 1/1/2008                      -  
Finish: Ongoing

**Status:** Complete

**Date**                      **Comment**

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7/16/2009 The grade group meetings once a month are an important part of our staff development. At these meetings the teachers have the opportunity to discuss and question school strategies and future plans for the grades, Benchmarks and standardized testing are also discussed. Upcoming events and programs are finalized at this meetings.

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7/16/2009 The level meetings/grade group meetings have proven to be the most effective method of transmitting material and information to the teachers. At these meetings, the PSSA testing and benchmark testing dates and results are submitted to the teachers. Also school issues are discusses and all faculty questions are answered, future plans are made.

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**Activity: Mathematics tests and assessments**

**Description:** All cumulative tests will be collected and turned in to the principal for monitoring. Principal will evaluate student success as emerging, achieving, developing or mastering.

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

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Gail H. Avicoli, Ed.D. Start: 9/6/2010                      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Teacher assigned**

**Description:** Each of the following grade levels will have a teacher assigned to schedule level meetings on a monthly bases in conjunction with the principal. K through 2; 3 through 5; 6 through 8.

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

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Professional Education Admin Start: 1/1/2008                      -  
Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/16/2009 The grade levels are assigned based upon the best division of work and relevance. The k, 1st, and 2nd are best suited together, and have similar issues and concerns. The 3rd, 4th, and 5th grade are another natural break in the grade group and finally the 6th, 7th, and 8th grade are then best suited for meetings.

**Activity: Teacher In-Service provided**

**Description:** An in-service day is scheduled for the teachers in August. All teachers will attend.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 8/25/2008 Finish: 5/27/2009	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8.00	3	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
St. Joseph's University	• College	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
*Teachers will learn better use of best practices and differentiated instruction in math as sited in the core curriculum. *Teachers will be given practices which enables them to move children to a proficient level in mathematics. *Teachers will be instructed in the use of a system wide monitoring that helps them identify the strengths and weaknesses in students to guide their planning.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li><li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li></ul>

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

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

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

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

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

**Follow-up Activities**

**Evaluation Methods**

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

- learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** Complete

### **Strategy: Daily Warm Up**

**Description:** Each grade will use curriculum guidelines and the state standards to devise an effective mathematics warmup for their class. They will incorporate the needs and assessments reflected from their scores in the PSSA's testing.

### **Activity: Evidence of daily activity posted in classrooms**

**Description:** Teachers must post a daily activity in the classroom for view.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Professional Education Admin	Start: 1/1/2008 Finish: Ongoing	-

**Status:** Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	Teachers post the reading centers that the children must complete during the day and the 5th through 8th grade post the literature circle requirements on a daily basis and each class puts a daily edit on the whiteboard for the students to complete.

### **Activity: Evidence of use of maintenance sheets turned in to principal with weekly lessons**

**Description:** Teachers must turn in completed maintenance sheets to the principal for review on a weekly basis. These will be collected on a weekly basis.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Professional Education Admin	Start: 1/1/2008 Finish: Ongoing	-

**Status:** Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009 The maintenance sheets are upgraded each year and a variety of skills are presented to the students.

**Activity: Maintenance Sheets provided to teachers to be used on a daily bases**

**Description:** Principal provided each teacher with a packet of maintenance sheets for grade level to be used on a weekly bases.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Professional Education Admin	Start: 1/1/2008 Finish: Ongoing	-

**Status:** Complete

<u>Date</u>	<u>Comment</u>
7/16/2009	The teachers are given a packet of maintenance sheets that are dated for the entire school year. They are able to give the students these sheets which reflect work in mathematics and language arts. The teachers are also able to construct their own maintenance sheets which may be more subjective than the pre-made tests. These sheets are an important part of the ongoing review of basic skills and they help to keep the students on target for standardized testing.

**Goal: READING**

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

**Strategy: Advanced Reading Class**

**Description:** Students will read a variety of novels, fiction, non-fiction, poetry and plays. They will also visit the Philadelphia sites of any of their readings when applicable. They will be responsible to write a term paper and to complete the vocabulary workshop book at the advanced level. They will also be responsible to complete the Measure Up book in order to take their PSSA test with success. Students will do weekly precises from their readings. Work and tests, papers and reports are expected to be at the advanced level.

**Activity: Students meeting set criteria selected**

**Description:** Students were selected according to the test grades, PSSA results, and overall performance in the classroom. These students were notified of their selection in June, 2008.



Professional Education Admin Start: 1/1/2008 -  
Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/15/2009 In addition to the selected books, we included vocabulary worksheets, grammar and correct usage worksheets and mapping and web skills.

### **Strategy: Vocabulary Development**

**Description:** The students are using the vocabulary workshop books published by Sadlier for grades three to eight this book is used extensively in the grades to support all of the reading forms. In addition, we have added robust vocabulary and it is introduced through the new reading series, Story Town published by Harcourt Brace. The students' PSSA results have risen significantly since the implementation of these additional books and materials.

### **Activity: In-Service for Teachers**

**Description:** Teachers receive professional development during the first two weeks of school, full days during the organizational days and half days during the week that the students return, Throughout the course of the year, teachers receive formal professional development on a monthly basis. They are also able to attend professional development days of their choosing when the topic pertains to our school goals and vision

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

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Professional Education Admin Start: 1/4/2010 -  
Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/16/2009 The teacher-in-service for teachers is a valuable part of their work for maintaining and continuing with best practices and the latest methods and strategies for the students

### **Activity: Teacher In-Service provided**

**Description:** Teachers will attend an in-service on vocabulary development in August, 2007.

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

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Professional Education Admin Start: 8/30/2010 -  
Finish: 6/10/2011

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
8.00	3	35
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sadlier-Oxford book company Presenter: Judith Devine	<ul style="list-style-type: none"> <li>Company</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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\*Teachers will become familiar with the format of the new text.  
 \*Presenter will model the correct use of the new text.  
 \*Philosophy will be explained as to why we are using this book.  
 \*Teachers will be instructed as to "how" and "why" this book is useful in the daily reading program to supplement vocabulary building.

Use of new vocabulary is not taught in isolation but taught with context clues. The use of literary devices to convey meaning will be taught. Successful readers will be able to understand non-fiction text as well as fiction. Problem solving and reasoning skills will be developed at length.

*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.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

aligned to each other as well as to Pennsylvania's academic standards.

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

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

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

**Follow-up Activities      Evaluation Methods**

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

**Activity: Use of Vocabulary Workshop**

**Description:** Students in grades 4 through 8 are to use the Sadlier Vocabulary Workshop book each day as a lead in to their reading series. They are to review work meaning, punctuation, grammar, sentence construction, analogies, homophones, synonyms, and contractions.

**Person Responsible Timeline for Implementation Resources**

Gail H. Aviccoli, Ed.D. Start: 1/1/2009 -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Vocabulary Workshops books purchased**

**Description:** School purchased vocabulary workshop books to be implemented in grades two through eight.

**Person Responsible Timeline for Implementation Resources**

Professional Education Admin Start: 1/1/2008 -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Word of the Day**

**Description:** Teachers will post a "Word of the Day" to increase children's daily vocabulary. Students must define the word, use it in a sentence and are challenged to use the word throughout the day. Teachers will also use the robust vocabulary which is a fundamental part of the Story Town Reading Series

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 9/8/2009 Finish: 6/10/2010	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0
<b>Organization or</b>	<b>Type of Provider</b>	<b>Provider's Department of</b>

<b>Institution Name</b>	<b>Education Approval Status</b>
	Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>
	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>

**Status:** Complete

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

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

### ***Strategy:* Specific time set for absent students**

**Description:** A time will be set aside during the day for students who were absent to take the PSSA test. This will be on-going until the due date of mailing of PSSA so all students who were absent will be provided a specific time to complete the testing.

### ***Activity:* Teacher assigned to monitor absent students**

**Description:** Principal has assigned a teacher to monitor the completion of the testing by all students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 1/1/2008 Finish: Ongoing	-

**Status:** Complete

<b>Date</b>	<b>Comment</b>
7/16/2009	Ms. Cedrone has been assigned to monitor all of the absent students. She provides adequate and proper situations for all of the absent students to be tested.

## ***Goal:* WRITING**

**Description:** To improve student's writing ability while meeting AYP on the PSSA testing. The variety of writing programs and teacher development are all geared to improve students's writing skills.

## **Strategy: Creative Writing Program**

**Description:** To prepare students from Kindergarten through to the eighth grade with the skills and abilities to write coherent-well constructed-paragraphs, stories, narratives, persuasive essays. During the classes, students are exposed to fine literature, poems, propaganda, and other forms of literary expressions. the teacher also exposes the students to grammar rules, correct usage, sentence construction, and other grammatical concepts.

### **Activity: Teacher designated as a creative writing teacher**

**Description:** A teacher has been hired specifically as a creative writing teacher. All students in grades kindergarten through fifth will attend a specific creative writing class. Creative writing is also offered as a major area of study to students in grades sixth through eighth who meet specific criteria.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Professional Education Admin	Start: 1/1/2008 Finish: Ongoing	-

**Status:** Complete

<u>Date</u>	<u>Comment</u>
7/16/2009	Jackie Owens has been the creative writing teacher for the past three years, she has done a wonderful job in organizing the students so that each child has a portfolio and so that each student will participate in writing poems, short stories, persuasive, narrative, and informative essays. The major students from the sixth, seventh, and eighth are able to submit written samples to newspapers, literary magazines, and formal publishing journals.

## **Strategy: Student Portfolio**

**Description:** Each student is required to maintain a portfolio of their writings and collection of their achievements throughout the grades. They must maintain their portfolio throughout the grades and the portfolios are sent to the next grade to be gleaned as necessary. The new work is added to the portfolios as the year progresses.

### **Activity: Students in grades 5-8 have portfolios monitored on an on-going bases**

**Description:** All students in grades fifth through eighth will complete writing assignments and other samples of work that teachers will save on an on-going basis. Selected samples will then become part of the students' writing portfolio.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Professional Education Admin Start: 1/1/2008 -  
Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/16/2009 The creative writing teacher will be responsible for gathering all of the writing samples for the portfolio and then glean the samples from the portfolio and keep the very best samples of work for the next year.

### **Activity: Teacher assigned to students**

**Description:** A specific teacher will be assigned to each student to monitor his or her portfolio. The teacher will keep samples and work with the student to complete his or her portfolio.

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

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Professional Education Admin Start: 1/1/2008 -  
Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

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7/16/2009 A specific teacher is assigned to monitor each child's portfolio. The teachers who have been assigned during this past year the teachers were Michele Kuzmen, Alicia D'Ambrosio, and Gina Cedrone.

### **Strategy: Writing of Research Papers**

**Description:** The seventh and eighth grade students are responsible for writing a comprehensive research paper. The advanced language/reading teacher along with the seventh and eighth grade teachers instruct the students throughout the school year with the goal of having a complete research paper before the end of the year.

### **Activity: Research Papers from grades 6-8 turned into principal each trimester**

**Description:** Students in grades sixth through eighth will complete one research paper each trimester using state standards. These papers will be collected and turned in to the principal each trimester for review.

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

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Professional Education Admin Start: 1/1/2008 -  
Finish: Ongoing

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/16/2009	The students are required to begin a research paper each trimester using state standards. However, at the eighth grade level the students are required to complete a term paper using APA methods.
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## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

- The Philadelphia Performing Arts Charter School follows the Philadelphia School District core curriculum with a vigorous instructional program including the arts and aligned to all of the National standards for academics and arts.
- Documentation includes PSSA results, Terra Nova results, Reading levels tests, teacher constructed tests, student writing portfolios and teacher observations.
- The curriculum is organized to follow the Philadelphia School District core curriculum and pacing and cycles are maintained through the use of the school district website.
- In depth an inquiry based teaching and learning are promoted by the Principal through the use of hands on materials in Mathematics, Science and interactive engaging classrooms across the curriculum.
- Our teachers provide a rigorous instructional program so that every class is excelerated at some level. Those students who continually surface as performing beyond advanced proficient are challenged with additional work in all areas. Those students who preform below standards in literacy and mathematics are assisted by the basic skills teachers and tutoring programs.
- Teachers receive inservice on an ongoing basis so that they are provided the skills to have actively engaged students. They are given opportunities to observe classroom teachers using interactive methods and there are "teacher coaches" available within the school at all times to model interactive classroom styles.

### **Rigorous Instructional Program - Attachment**

- Professional Development

### **English Language Learners**

N/A

There are currently no supporting documents selected for this section.

### **Graduation Requirements**

In order to successfully move on to the next grade, PPACS students are required to meet all academic requirements of their teachers and to compile a passing average grade of 70% in each subject. Promotion is based on teacher measurements, performance and curriculum based assessment.

## Special Education

Comprehensive Support Process refers to the system of support, which is in place in schools and is designed to ensure that no child slips through the cracks, whether the student's needs are academic, social, personal, or emotional. The process begins informally, with classroom or principal accommodations and supports. If either the classroom teacher or parent is concerned about the child's academic progress, the Special Education Teacher will be notified in writing through a Referral for Student Services. A CSP team, consisting of the Principal, Two Curriculum Specialist, Two Learning Specialist, Special Education teacher, school nurse, classroom teacher, and Arts teachers as relevant, meets to discuss the needs of the child, as well as the possible supportive interventions.

If the student requires more support, the entire staff works together to produce a Student Intervention Plan, detailing the efforts they will make to help the student. Once the child is given the support and interventions required through the CSP process, the team gathers to determine whether or not the child is making progress. If it is determined that further evaluation is necessary, the parents of the child are notified and permission to evaluate is requested. The final component of the process, if neither of the above is effective, is a formal Multidisciplinary Evaluation to determine whether the child is eligible for Special Education services.

The child is given a complete Multidisciplinary Evaluation and his/her needs are addressed. We call together a team meeting consisting of the Principal, Regular Education Teacher, Special Education Teach, Learning Specialist, TSS worker, etc) At this time, the evaluation results are discussed and, if necessary, an Individualized Education Program (IEP) is written. In the IEP, the specific needs of the child e addressed through individualized goals and objectives.

The Principal, Resource Room Teacher and Special Education Support Teacher monitor students "at risk". All information on students is kept on file both in the classroom and main office and can be accessed by parents, teachers and administrators. The Principal reviews all interim all Basic Skill reports, Terra Nova results, PSSA results, report cards, CSP process and the implementation of the IEP goals/needs of Special Education students to ensure academic success of all students. The teachers are working diligently to accommodate the learning needs of all our students and are eager to do their best to improve their instructional program where needed.

## Special Education - Attachment

- Special Education

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Michelle Kuzmen	1.00	Special Education	PPACS	31	On a daily basis.
Alicia D'Ambrosio	1.00	Special Education	PPACS	31	On a daily basis

## Special Education Program Profile - Chart II

<b>Organization</b>	<b>FTE</b>	<b>Type of class or support</b>	<b>Location</b>	<b># of Students</b>	<b>Other Information</b>
CATCH	.10	Psychologist	PPACS	60	As needed.
Therapy Solutions	.10	Occupational Therapist	PPACS	2	Weekly
Abbingtion Speech	.20	Speech Therapist	PPACS	13	Weekly

### Special Education Program Profile - Chart III

<b>Title</b>	<b>Location</b>	<b>FTE</b>
Special Education Assistant	PPACS	1.00

### Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Meg Reed	Consultant	as needed
Courtney Barrett	Occupational Therapist	1 day
Elizabeth Navo	Speech Therapist	3 days
Dr. Salvatore Presti	Physchologist	1 day
Alison Santilli	Counselor	5 days

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PSSA Math and Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
TERRA NOVA	No	Yes	Yes	No	No	No
PSSA Science	No	No	No	No	Yes	No

### Student Assessment - Secondary

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
PSSA Math and Reading	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
TERRA NOVA	No	No	No	No	No	No	No
PSSA Science	No	No	Yes	No	No	No	No

### Student Assessment

Our percent of proficiency has increased over the years. When tracking a class, there is a noticeable improvement in the percentage of children who have achieved the proficiency level. We

will continue to implement programs and integrate our curriculum. Our goal is for every child to reach proficient or advanced proficient in 2014 in accordance with the No Child Left Behind Legislation.

- Our text books and instruction are purchased and driven based upon the results of the standardized tests. Staff members particularly basic skills teachers and curriculum support personnel are placed within the classroom to assist those students who are having difficulty mastery Mathematics or Language Arts/Literacy.
- Locally developed tests are used as a further indicator to drive curriculum student improvement and decision making. Students who at any time are falling below the expectations of the program are given immediate support from the classroom teacher and the additional teaching support staff. This CSAP strategy is another avenue implemented by the school so that children are identified quickly whenever a problem occurs.
- Teacher observations, portfolios, teacher anecdotal reports and interim reports all contribute to the student achievement plan and help to monitor student progress.
- Those students who are at risk, failing, or are not making progress are immediately referred to the CSAP team. This team consist of the curriculum support teachers, basic skills teachers, classroom teacher, school nurse, principal and parent. The team constructs a plan so that the child will be able to meet with success and succeed. The team comes together on a regularly scheduled basis to monitor the process of the student. If after the interventions are in place the child is still not meeting with success, the child is then referred for the psycho-educational evaluation and testing to determine if there are any other impediments to be learning. These methods have proven to be very successful within our school population.
- Preliminary AYP results will not be released by the State until August 2, 2010. After results are posted, data will be forwarded.

## **Student Assessment - Attachments**

- Test scores

## **Teacher Evaluation**

The criteria by which teachers are evaluated are based on Philadelphia School District guidelines as well as the Three Minute Walk Through Concept and a written narrative that details and outlines the teachers strength and areas for improvement which includes: Personality (How teachers interact with learners etc.), Preparation (Content of lessons, activities, standards, etc), Pupil Reaction (Students actively participate in lessons and demonstrate academic proficiency at the appropriate levels etc.) Teachers Technique, Materials used in each lesson (Multi media concepts and diversification of teaching strategies). Weekly lesson plans are reviewed and ongoing conferences with teachers are held to discuss the strengths and weaknesses of the instructional program. Upon completion of each formal observation a conference is scheduled with the Principal and teacher to discuss the lesson.

The Principal is responsible for teacher and staff evaluation.

The evaluator is trained in all areas of administration and Special Education. The evaluator also participates in discussion sessions with the school Psychologist, Mental Health workers and case managers from Public Agencies to develop strategies to solve student problems and resolve issues. In addition, all professional development workshops that are offered to the teachers are attended by the evaluator.

## **Teacher Evaluation - Attachments**

- Teacher Evaluation Plan
- Teacher observation form mid year

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Ayden Adler and Krista Alexander were appointed new board of directors members.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Javier Kuehnle	President
Mary D'Anella	Treasurer
Tina Wise	Disciplinary Committee
Mary Rita D'Alessandre	Board Member
DeVita Jenkins	Board Member
John Bumbaca	Board Member
Krista Alexander	Board Member

### **Professional Development (Governance)**

Training was delivered by: Santilli & Thomson, LLC, Sand and Sidel, P.C. Attorneys at Law, and the State Department of Education workshops. All Board members received professional development. The following topics were addressed: Complete explanation of budgetary process, complete line item explanation of budget, disciplinary procedures and policies, sexual harrassment, duties and responsibilities of Board members particularly attendance policies.

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

The Board of Trustees holds monthly meetings to deal with all aspects of the school's operation and governance. Board members communicate with staff through the Chief Executive Officer.

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

- Board of Directors Meetings for 2008-2009

### **Community and Parent Engagement**

A weekly Communications Envelope is sent home with all our students that includes: Notices of all events, programs and trips. A monthly calendar is also sent home at the end of each month. Parents are encouraged to participate in all school functions and activities. School advertisements and articles of interest can be found in the local newspapers and on our web site. Student work and classroom activities are also posted weekly on PPACS web site. Board of Trustees meetings are advertised and open to the public. Staff meetings are held bi-weekly. Home and School meetings are held monthly and classroom teachers provide weekly reports to parents to keep the lines of communication open.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The Home and School Association and Activity Committee conducted fundraising throughout the school year and the school expects to continue the practice during the upcoming school year.

### **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

### **Accounting System**

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements

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

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

- Statement of Revenues and Expenditures 2008-2009 PPACS

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

The school's auditing firm is Citron Cooperman & Company, LLP. The last audit was dated October 23, 2009 for fiscal year 2008-2009 and has a clean unqualified opinion with no findings.

It is impossible to submit an audit for 2009 - 2010 by August 1, 2010. We expect the audit for 2010-2011 to be available by December 31, 2009.

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

- PPACS Audit

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

Our school had not been been audited by the State in Fiscal Year 2009-10.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Philadelphia Performing Arts Charter School leases a facility at 2600 South Broad St. All furniture and equipment was purchased after obtaining quotations from various vendors. The school purchased furniture & equipment cost \$165,000

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

The Board of Trustees and school administration are currently exploring options to lease additional space in the community as well as investigating the acquisition of a new property. The Board has designated a portion of fund balance for capital needs. The lease currently in place is within the limits of the school's future projected budgets

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

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

All health and safety requirements are addressed in our policies and procedures manual in conjunction with all regulations issued by Fire and Police Department. All medical records are maintained by a full time school nurse and locked in a secure filing cabinet to adhere to confidentiality, laws.

Philadelphia Performing Arts Charter School does not provide school lunches. We are in the process of

All of the lunch guidelines effective 7/1/06 will be distributed to the entire school at a series of parent workshops, addressing nutrition. Starting with our back to school night a nutritionist will facilitate workshops providing parents with guidelines.

The nutritionist will also work with our activity coordinator in planning classroom snacks for rewards and parties.

Our vending machines were converted to water and juice machines which follow the guidelines. Snack machines were removed.

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

- Wellness Policy 09-10
- Request for Reimbursement Health Services

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

For medical Insurance the school offers the following plans in accordance with Act22 to employees:

- Personal Choice,
- Keystone Health Plan,
- United Concordia Dental Plan
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

- Worker's Compensation
- General Liability
- Corporate Officers Error and Omissions
- Contents Insurance

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

- Insurance Cert 2010

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

We have 35 professionals on staff, which includes eighteen classroom teachers, one Curriculum program developer one Mathematics specialist teacher and one Reading Specialist teacher. Two hold Level II Instructional Certificates and one is presently working toward obtaining their Level II Instructional Certificate. Eight teachers hold Level II certification, and sixteen have a Masters Degree. Seven Art teachers, our Dance teacher is not certified because there is no program of dance certification. our dance teacher is an Artist in residence. All teachers returned for the school year 2009-20010 with the exception of the sixth grade teacher. All of our teachers provide an effective instructional program which implements strategies intended to promote success for all of our students. The principal conducts both formal and informal classroom observations. All of our teachers have received satisfactory observations/ratings.

The ESPP and PDE 414 for the 09-10 school year was submitted through PIMS.

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

- Staff Assignment

### **Student Enrollment**

All admissions are carried out in accordance with Charter School Law Act 22. The number of applicants from Philadelphia exceeded the projected enrollment therefore a public lottery was held and a waiting list established in lottery order. Sibling preference is honored, as space is available. Parents of selected students will complete all registration forms. Kindergarten students must be 5 years of age by September 1. Enrollment for the school year 2009-20010 are as follows:

Kindergarten — 48

1<sup>st</sup> grade — 55

2<sup>nd</sup> grade — 57

3<sup>rd</sup> grade — 49

4<sup>th</sup> grade — 57

5<sup>th</sup> grade — 59

6<sup>th</sup> grade — 50

7<sup>th</sup> grade — 48

8<sup>th</sup> grade — 54

491 students were initially enrolled as of September 2nd.

14 students left voluntarily during the school year.

477 students completed the school year 2009-2010

## **Student Enrollment - Attachment**

- Admissions Policy

## **Transportation**

Parents provide the transportation for their children to and from school. All Students in grades 7 and 8th receive transpass and students in grades 1 through 6 have a choice of reimbursement or transpass.

## **Food Service Program**

The school has engaged the services of Dowling Food Service. Students receive free and reduced lunches based upon their financial standing. The remainder of the students may purchase their lunch at a significant reduction.

## **Student Conduct**

Discipline focuses on prevention, action and resolution. An emphasis is placed on discipline with dignity. Expectations are articulated in the School Code of Conduct and Board Policies governing discipline are outlined in the Parent/Student Handbook distributed at the beginning of the school year. The PPACS Code of Student Conduct: A Partnership in Responsibility is the driving force guiding student behaviors. Some indicators of social and moral growths are the following:

Our average daily attendance rate has been 95%, which indicates that students are very happy to be attending PPACS. Our suspension rate is very low but there has been one expulsion with no other serious incidents to report (see school profile). Our students enjoy working together in all their classes. This is due to the frequent use and success of the cooperative learning model in all classrooms. Students show a respect for one another as well as for the staff and school. This observation is based on the 100% participation in all classroom activities, extra curricular activities and school wide performances. 95% of our students receive O (Outstanding) or P (Progressing) in the areas of social development indicated on the report card. Our program is designed to encourage students to work together to solve problems in a positive, non-violent manner. The curriculum content in reading, language arts and social studies focuses on multicultural themes that promote understanding and harmony amidst diversity. Incentive programs are in place to reward students for good behavior including participation in after school sports and special activities. Many of our students receive student of the month awards and special trips. Other incentives and activities are planned to foster positive growth in social behaviors. At PPACS there is an acceptance and respect for individual talents, differences and abilities. This builds self-confidence within our students and promotes an environment conducive to learning.

The discipline policy complies with Chapter 12 & 13 of the Public School code. Incidents are referred to the Chief Instructional Officer and/or Chief Executive Officer. After a hearing with the student and conference with parents, a short-term suspension will be authorized by the administrators for those students who willfully violate the Code of Conduct. Expulsion of the student shall be made by the Board of Trustees upon recommendation of the Chief Instructional Officer and/or Chief Executive Officer. A hearing will precede any expulsion with the Chief Instructional Officer, the Chief Executive Officer, parent, student, and a committee of Trustee members.

## **Student Conduct - Attachments**

- Discipline Policy
- Discipline Policy

## **Signature Page**

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

School Year: 2010

The Philadelphia Performing Arts 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 Philadelphia Performing Arts 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:** Angela Corosanite   **Title:** CEO  
**Phone:** 215-551-4000   **Fax:** 215-551-1113  
**E-mail:** acorosanite@ppacs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Javier Kuehlne   **Title:** President  
**Phone:** 215-850-5777   **Fax:** 215-629-1143  
**E-mail:** javierkuehlne@gmail.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Michelle Kuzmen   **Title:** Special Education Teacher  
**Phone:** 215-551-4000   **Fax:** 215-551-1113  
**E-mail:** mkuzmen@ppacs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Signature Page
- Signature Page

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- Signature Page 09-10