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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:** Community Academy of Philadelphia CS  
**Address:** 1100 E Erie Ave  
Philadelphia, PA 19124-5424

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Community Academy of Philadelphia CS

**Date of Local Chartering School Board/PDE Approval:** 08/21/1997

**Length of Charter:** 5 years    **Opening Date:** 09/01/1997

**Grade Level:** pre-K-12    **Hours of Operation:** 8:00 a.m.-3:00 p.m.

**Percentage of Certified Staff:** 87%    **Total Instructional Staff:** 77

**Student/Teacher Ratio:** 32/1    **Student Waiting List:** 681

**Attendance Rate/Percentage:** 87.89%

## Summary Data Part II

**Enrollment:** 1204 **Per Pupil Subsidy:** regular ed. \$8183.52, special ed. \$17,788.68

### Student Profile

<b>American Indian/Alaskan Native:</b>	1
<b>Asian/Pacific Islander:</b>	23
<b>Black (Non-Hispanic):</b>	213
<b>Hispanic:</b>	930
<b>White (Non-Hispanic):</b>	24
<b>Multicultural:</b>	13

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
80%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 149

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	175	180	180	181	716
Instructional Hours	0	0	1132	1164	1164	1171	4631

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS), was the first in Philadelphia to receive a charter in 1997, and one of the first charter schools founded in the state of Pennsylvania. CAPCS's roots, however, began in 1980 when Joseph Proietta founded its predecessor, One Bright Ray Incorporated, which was formerly known as The Community High School. Mr. Proietta previously taught in Catholic schools and was an administrator for social services agencies. Through these experiences, he recognized the vital need for a school that responded to both the academic and social/emotional needs of students. Today, Community Academy uses a comprehensive educational program that provides both college preparatory and remedial classes to 1200+ students in urban Philadelphia. 77% of the students are Hispanic, 18% of the students are African-American, and 5% are Caucasian, Asian, or Multi-racial. 11% of the students are classified Special Education and 10% of the students are English Language Learners. 85% of elementary students and 78% of middle school students are classified economically disadvantaged.

Our mission continues to be directed to the underserved and often at-risk population of the inner city. The school is divided into three distinct but connected divisions: Lower School (pre-K to 4), Middle School (5-8), and Upper School (9-12). School-wide support services are provided by our Emotional Support Team (EST), our full-time Certified Pediatric Nurse Practitioner, and our Day Care established 16 years ago in 1994 as a critical support for teen parents as they worked toward graduation from high school.

All school programs have available assistance of the Emotional Support Team (EST). In 2009-2010, the EST was made up of 2 Licensed Clinical Counselors, 1 Clinical Counselor, 2 Licensed Social Workers, 1 Certified School Counselor, 2 Psychologists, and 2 Paraprofessionals. The EST made 6,557 contacts with the students of which 651 were unduplicated students. (Please note that this number is over half of our overall school population.) Our Psychiatrist provided 85 consultations (43 unduplicated). Over 357 students attended EST groups, like Affect Management, Social Skills, or ADHD group, from the Middle and Upper schools. As a result of our intense program to help students to avoid conflicts with their peers, 278 conflict resolutions were completed in the Upper and Middle School.

In addition to our emotional and health-related supports, we have an array of academic supports to meet the many and varied needs of our students. Students in need of academic assistance are referred to our CORE team who will monitor, support, and if necessary refer students for further evaluation. Both students and teachers are supported by our nine-member Special Education department (including one Nationally Certified School Psychologist and one Bilingual Certified School Psychologist), our English as Second Language program, our Reading Department staffed with five full-time Certified Reading Specialists, and School Library and Media Specialist. In grades K-12, students may receive more personalized instruction in the form of small group pull-out and also push-in support in the areas of reading, math and English as a Second Language instruction.

This marked the second year of implementation of our new math program K through 6. In addition, in 2009-2010, we supplemented and updated our science program in grades K-8 with a more hands-on, investigative lab-based series and provided lab equipment for science classes in our lower and middle school. We also increased our music class offerings, added the offering of individual music lessons and have also added annual music and dramatic performances to our school's repertoire and our students' memories of their time at CAP.

The CAPCS' Upper School has five placement tracks, including our Intensive Learning Program. Tracks I and II are advanced tracks that

promote advanced thinking skills and 40% of the current Upper School students are in these accelerated, advanced tracks. Our Intensive Learning (IL) Program is a unique remedial, compensatory education spans all four years of high school. This program is designed to give meaningful support to students that are on very low reading and math levels. Conversely, to meet the needs of more accelerated learners, this past school year our Advanced Placement (AP) Track consisted of four CollegeBoard-approved classes: AP Calculus AB, AP English Literature and Composition, AP Biology, and AP United States History. In the 2010-2011, we will add AP Spanish for a total of 5 AP classes.

82% of 2010 Community Academy of Philadelphia graduates reported plans to continue their education at a four-year or two-year university. As part of the mandatory Graduation Requirements, all members of the Class of 2010 passed Senior Competency Exams and Senior Project (oral and written components). Our 2009-2010 Honor Society had 78 inductees.

We have also increased the availability of technology to our faculty and students with the addition of a Mac Mini and a SMARTBoard in every classroom with some select lower school classrooms also receiving a SMARTable geared toward interactive lessons for our younger students. Likewise all teachers of record now have their own laptop computer to better bridge the planning from home to school and to have increased availability of online resources for instruction and professional development.

For the 2010-2011 school year, plans are also underway to purchase two mobile laptops labs with 15 computers each for shared use among the divisions for purposes of assessment and instruction. To promote use of our SMARTBoards and to support on-going efforts in formative assessment two classroom sets of 32 interactive "clickers" each will allow teachers to have the option to poll their classes, ask multiple choice questions, review key points, etc. with almost instantaneous results charts for the entire class to track its own progress towards instructional goals.

CAPCS has a full line-up of extracurricular activities highlighting the athletic, musical, artistic, dramatic, and creative skills of our students. The Art Program had its first gallery opening this year. Parents were invited to view the display. CAPCS's athletic program belongs to PIAA and has since expanded to 7 teams: softball, baseball, soccer, basketball, and volleyball. In the Upper School, 27% of the male population participated in sports and 23% of the female population

participated in sports. Participation has increased by 3% from the previous school year. The Poetry Café, a fund-raiser for our literary annual wherein our local poets perform their original works, had a second successful year. *The Promethean Reader*, the literary magazine, celebrated its 10<sup>th</sup> year of publication. The CAP News Team had another successful year of broadcasting locally to each Upper School classroom. In 2010-2011, the CAP News Team will podcast its announcements to expand the technological possibilities of their broadcasting. The music program is also expanding at CAP, the Choir has increased its participants and the elementary school has added to the Choir program. Our very popular Drill Team continues to have faithful participation from students in both the Middle and Upper Schools.

An important part of CAP's mission is to encourage students to explore beyond their immediate circumstances. Educators at CAP work to provide the skills necessary and to instill an appreciation for life-long learning. Local school trips as well as the Annual Overseas Trip and the North Carolina Outward Bound excursions give students an opportunity to explore and learn outside the classroom. Students prepare for their departure by doing research and preparation to enhance their learning during the experience.

Growth Chart (as marked by number of homerooms) Academic years 2001 through 2009

	K-4	5-8	9-12
2001-2002	0	3	6
2002-2003	10	6	6
2003-2004	10	6	6
2004-2005	10	9	9
2005-2006	11	9	16
2006-2007	11	9	19
2007-2008	12	11	19
2008-2009	11	11	19
2009-2010	10	11	20

\*Plus one pre-school class in day care.

For the Community Academy, CS, the year 2009-2010 marked the 30<sup>th</sup> Anniversary of our commitment to offer a safe, quality education to at-risk and high-risk students and their families. Though we are challenged by uneven progress in PSSA scores, Community Academy remains steadfastly committed to our original mission.

## **Mission**

Our mission is to effectively serve urban youth in search of a positive school experience in a supportive environment. Community Academy of Philadelphia, Charter School is dedicated to offering a quality education while also responding to the non-academic student issues that can have a significant impact on academic and overall emotional/social functioning.

## **Vision**

Community Academy of Philadelphia, CAPCS, a Pennsylvania Charter School and project of International Education and Community Initiatives (Incorporated) dba ONE Bright Ray, Inc., is a unique, compensatory, alternative charter school (grades K-12). As such, it is an independent public school. Our school is accredited K-12 by the Middle States Association of Colleges and Schools Committee on Institution wide Accreditation. The academic year 2009-2010 will be our thirtieth year serving at-risk youth and families in Philadelphia.

Our school serves urban, high-risk young people in search of a positive school experience in a supportive environment and an atmosphere free of negative labels. Our students come from widely divergent backgrounds that may include having been truant, dropped-out, repeatedly failed, or expelled from the Philadelphia public schools, as well as families and students seeking an alternative to large, impersonal public schooling. To accomplish this, our 1200+ students are divided into three smaller schools each with its own administration, social services, special education and reading teams. As such, CAPCS acts as a "second chance" for students and families whose needs have not or cannot be met by large comprehensive government-run schools.

CAPCS believes that attention to the whole child requires a small intimate setting. The school challenges each student to explore his/her personal and academic potential as future adult Americans in an evolving democracy and ever-changing world. In the words of Epictetus and the motto of One Bright Ray, "Only the educated are free."

Our school holds paramount the needs of our students, and challenges the faculty and staff to be creative and nurturing. Our school values personal responsibility. We believe that a trusting, caring and mutually respectful relationship must exist between adults and young people. We affirm that a safe environment, free from violence, abuse and intimidation is possible within a framework of adult leadership.

Every aspect of CAPCS is dedicated to providing a quality education while keeping in mind the

special needs of our students. CAPCS is a multi-racial, multi-ethnic, and multi-religious family that holds brotherhood and cooperation as essential values. CAPCS does not discriminate based on race, color, sex, sexual preference, religion, disability, or ethnic or national origin, but rather seeks to empower the diverse young people of Philadelphia through a productive and satisfying school program.

To accomplish this vision, we have set these goals:

To engender a sense of accountability in which students assume responsibility and consequences for their own actions.

To promote a safe, calm and disciplined environment in which students can come to discover and develop their talents.

To recognize that education is a process that allows the students to integrate knowledge with life experiences.

To instill an appreciation that the search for knowledge is a life-long journey based on the skills learned at the Community Academy of Philadelphia CS.

To empower the student to recognize his/her needs and use resources to solve problems effectively.

To foster a spirit of unity in which each individual recognizes his/her own self-worth while respecting others.

To foster mastery of basic skills as the foundations for achievement in any endeavor.

To instill an ethic that hard work and self-discipline are the cornerstones of success.

To provide the student with strong and positive adult role models.

To provide counseling and social services to aid students and their families in their adjustment and/or re-adjustment to school life, address individual needs, and ultimately prepare for post-secondary life.

To produce opportunities through various activities that allow the student to become responsibly independent and effectively independent.

To encourage students to explore outside themselves and their immediate circumstances and to explore things not found in their day-to-day encounters.

To assist and depend upon the active positive co-operation of the parents (families) of the students to teach essential values required for academic and personal success.

## **Shared Values**

Learnedness through a sound education is the key to success; a safe environment is the home for learning; and tranquility within you is the birthplace of learning.

Upon receiving our first charter in August 1997, The Community High School changed its name, and Community Academy of Philadelphia, a Pennsylvania Charter School, set out to bring its message of hope to a broader community. In 2001, CAP's charter was renewed, and it was the only Philadelphia charter school that year to receive approval for enrollment expansion. As planned, we added kindergarten to grade 3 classes in the autumn of 2001 at a satellite location.

The next year, CAP continued its expansion with grades 4 and 5 opening at a second satellite campus. At 4th Street (the home of The Community H.S., since 1981), we kept grades 6 to 12.

In June 2002 our founding non-profit corporation, International Education and Community Initiatives (IECI) (now known as One Bright Ray, Inc.), secured a Pennsylvania charter school record \$17.0 million in Standard & Poor's "A" rated municipal revenue bonds through the Philadelphia Authority for Industrial Development (PAID). CAPCS immediately began renovation of a 118,000 sq. ft. former Kraftcheese factory on 6.5 acres at 1100 E. Erie Avenue. In September 2003, all three schools were combined at our new Erie campus.

(By the way, our 2820 North 4th Street campus is now occupied by our sister school, Fairhill Community High School, which carries on the Community High tradition. The shared mission of CAPCS and One Bright Ray (OBR) has since expanded with SDP contracts for OBR Fairhill CHS, North Philadelphia CHS, and W. Wilson Goode CHS and a Baltimore City SD, Baltimore Community High School. (Note: CAPCS and OBR are now separate with different EINs, 501(c)3's, and run by separate Boards.) However, though separate entities, and CAPCS joyously guarding its independence as a charter school, the missions of the two organizations, both founded by Mr. Proietta, show a shared mission with the SDP in attacking the problems of at-risk and high-risk youth and families in Philadelphia (and Baltimore!).

Under Mr. Proietta's leadership as Chief Executive Officer, CAPCS extended its secondary school accreditation in 2004 and applied for accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation (CIWA), for its comprehensive N-12 program. The CIWA Visiting Team evaluated our school program in May 2005, and after receiving a sterling oral report, CAP was given school-wide accreditation on December 1, 2005. CAPCS is accredited through 2015.

Community Academy remains a leader in educational programs that include both college preparatory and remedial classes targeted for urban youth; in addition, the school provides a full range of non-academic services. In 1994, CAP opened its day care center and in 1997 a teen clinic, Lisa's Place. The Emotional Support Team was created in 2000; it now includes a staff psychiatrist, two full and one part-time therapists, three licensed social workers/therapists, and a lower school counselor. CAP has two school psychologists (one bi-lingual English/Spanish) and special education and ELL teams.

When opened in 1980, The Community High School served 60 students. In September 2003 when Community Academy opened its new state-of-the-art school site, it served 1,000 students in grades K-12. In 2004, CAP re-organized as three mini-schools, lower (nursery/day care and K-4), middle (5-8), and upper (9-12) with 1,200+ students on our 6.5-acre, urban campus. Each with its own principal. With a brand new gym, CAP joined the PIAA in 2005.

Founded in 1980, the year 2010 marked our 30th anniversary. CAPCS is proud of its accomplishments and over 1500+ graduates. From The Community High School to Community Academy Charter School (CAPCS), and the Teresa Gonzalez Mena Early Childhood Center, as well as, the shared missions of its sister schools: One Bright Ray Inc., and our Fairhill, North Philadelphia, and W. Wilson Goode Community High Schools, the family serves over 1750 young people from 6 weeks to 21 years of age in the City of Philadelphia.

CAPCS is committed to the values of providing a complete education to the whole child. We provide services beyond reading, writing and arithmetic, including health and emotional support. We are focused on the inner city and the problems of the young and their families who are looking for a brighter future. Our logo, "One Bright Ray," was "given" to use by a Philadelphia Inquirer reporter in 1980 in one of the first stories about The Community High School immediately after we opened in West Philadelphia in the midst of gang warfare. He wrote that we were "a bright ray in a sea of darkness" after a murder involving racial violence in Finnegan Park. In the circumstances of our founding can be found the mission we have clung to for 30 years and values

we bring to everything we do: Learnedness through a sound education is the key to success; a safe environment is the home for learning; and tranquility within you is the birthplace of learning.

## **Academic Standards**

Our academic standards adhere to the Pennsylvania State Standards for each grade appropriate subject. Our curriculum is designed to provide students with the necessary instruction to meet these rigorous standards. We also aim to align with the standards of national educational organizations, i.e. National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE).

Teachers are held to the tracking of student attainment of these standards. Each teacher must submit a standards-aligned curriculum checklist along with their plan books for periodic principal review and approval.

Attainment of these standards is measured by students' ability to demonstrate acquisition and application of their knowledge. Teachers employ multiple assessments, often in varied formats, to ensure an authentic assessment of student achievement on a given standard or skill set. As mandated, assessments for students with disabilities are modified according to the accommodations set forth in a student's Individualized Education Plan (IEP). When appropriate, changes in assessment are also used when measuring the knowledge of our English Language Learners (ELLs).

The standards, curriculum, and assessments are valuable tools to focus and to measure learning. They are used to guide new teaching methods for all students and especially for those children who are not achieving at an expected pace.

## **Strengths and Challenges**

The 30th graduating class of 2010 had 92 graduates, garnering over \$263,550 in scholarships and grants, with 80 percent of students attending a four-year college/university in the fall.

"There is nothing so useless as doing efficiently that which should not be done at all."

In FY 2010, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS) completed its thirteenth year as a charter school, ninth year as a K-12 school, and its 30th year as a middle and high school serving at-risk/high risk youth in Philadelphia. In June 2010, the Academy graduated a class of 92 students with a 97.0 percent senior year graduation rate. Our overall K-12 attendance rate for AY2010 was approximately 87-89.0\* percent. Our average daily membership (ADM) was approximately 1205.\* There are over 250 upper school students in accelerated, college-preparatory English courses and about 200 students in the advanced, college-preparatory math classes. One hundred and twenty students are enrolled in high school remedial classes. Six students took the AP math class, 11 students took AP Biology, 19 students took AP US History and 9 AP English. AP Spanish will be added in AY2011. Our ELL students showed a school-wide increase of 5.4 percent according to the WIDA ACCESS test with first and second grades leading the way with an average increase of 20 percent. CAPCS provided an appropriate education for 148 students with IEPs and 15 students with 504 plans.

This year all our teachers' aides successfully completed the paraprofessional test and are highly qualified for the job in accordance with NCLB. Teacher retention was high with the Upper School posting 94 percent, the Middle School 93 percent, and the Lower School 100 percent retention rates.

The 30th graduating class of 2010 had 92 graduates, garnering over \$263,550 in scholarships and grants, with 80 percent of students attending a four-year college/university in the fall. Scholarships were garnered to LaSalle University, Temple University, Wilkes University, Rosemont, Penn State, West Chester University, Holy Family University, as well as others; several members of the class will be attending community colleges, trade schools or have enlisted in the US Army, Navy, and Marine Corps. These outcomes put to the lie the AYP one-test-fits-all nonsense of NCLB and "Race to the Top." Our total 1981 to 2010 graduates, many of whom would not have graduated from high school without CHS/CAPCS, have passed the 2000+ mark.

Community Academy (CAPCS) is divided into three divisions, the Lower School (day-care nursery, pre-K to 4), Middle School (5-8), and Upper School (9-12). In addition, school-wide support services are provided by our ten-member Emotional Support Team (EST), Lisa's Place Health Services, day-care, special education department, including our two in-house school psychologists (one bilingual), ELL co-coordinator, and in-house reading support team. Regular reading and math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instructions with six PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

All members of the class of 2010 passed our internal Minimum Competency Tests and senior projects (oral and written components are a graduation requirement). Advanced Placements scores were published this summer, and CAPCS for the first time had a junior score a "3" on an AP test (US History AP).

CAPCS offers a continuum of services for all students, so that most students' needs can be met on site at our school. The special education department has collaborated with members of administration, emotional support team, reading department, and health services to ensure that each IEP is implemented successfully. CAPCS contracted with the Delaware County IU to evaluate all special education programs and classroom modifications in SY2009. All school programs have available the assistance of the Emotional Support Team (EST). In FY 2010, the EST was made up of 3.0 clinical counselors (MA, 2 LPC), 2.0 social workers (LSW), 1.0 certified school counselor (MS) and 2.0 certified school psychologists, and 1.0 paraprofessional (AS), as well as, a medical team including a psychiatrist (MD) one day per week, a full-time certified pediatric nurse practitioner (MSN-CPNP), and a certified medical assistant (AS). In addition, the EST (excluding our nurse and visiting nursing students in Lisa's Place) made 6,557 contacts with students of which 727 were unduplicated students. Our psychiatrist provided 85 consultations (43 unduplicated). 229 students attended 357 EST sessions of 7 groups (affect management, social skills, book club, life skills, teen parent support group, self-esteem, anti-bullying, ADHD) in the Lower, Middle and Upper Schools, and 861 conflict resolutions were handled.

The school showed slight improvement in the PSSA's and the Terra Novas in 2007. However, after receiving a School Improvement Award for the 2001 PSSA and as our enrollment grew rapidly, we dropped slightly in 2002 and only slightly improved in the following years. On average, scores on the Terra Nova were a bit better. CAPCS made AYP in AY2005-2006, 2009, but did not in AY2007 and AY2008. (Official PSSA's and 2010 AYP will not be available until after this report is due).

AYP is no fair measure of CAPCS. It is time that the educational establishment in America stood up to the bullies in the Administration. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the Bush Administration has shot from the hip and ignored common sense and logic. No Child Left Behind is no exception, and yet, the Obama Administration has followed through with core absurdities of this misguided and failed administration. An administration that a 2007 Washington Post series headline encapsulated as: "The Unforeseen Path to Cruelty." As a critical website reports sarcastically: "Public disgrace, humiliation, torture and punishment are scientifically proven to improve motivation, reading skills and test scores." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis

of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar business with the reading program scandals just the tip of the iceberg.

NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws, the independence of which is being destroyed by NCLB), encourages cheating, and wastes the tax payer's money on tests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. It has destroyed a decentralized educational system that made America great and replaced it with a European-style central government bureaucracy more suited for France or the Soviet Russia than Philadelphia, Pennsylvania. As professor Peter F. Drucker is quoted in the ASCD Newsletter: "There is nothing senseless as doing efficiently that which should not be done at all." We have been forced to waste the past seven years chasing the dream of a right-wing, fascist plutocracy bent on revenge against any educational system that promotes the kind of thinking, critical citizenry envisioned by Thomas Dewey. However, the most important factor affecting our test scores is based on the racist and nonsensical AYP formula versus CAPCS' commitment to its mission to serve the students of the inner city: at-risk, high-risk, and economically disadvantaged students of Philadelphia: a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of students necessary to achieve well. It has all but destroyed the love of learning and the fine arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes, but doesn't support. The Community Academy refuses to "teach to the test" or use long discredited "get rich quick" strategies like those reported by a "bragging" DC schools spokesperson: "One principal established a 10th-grade academy to provide intensive preparation for students taking the test. Another introduced a Saturday "Kickball Quiz Bowl," offering iPods and movie passes to students who correctly answered sample test questions. And one constantly apprised students of their pre-test scores, hoping to make them responsible for improvement." (Washington Post 7/11/2008 B01).

The greatest challenge for CAPCS is to stay true its mission to provide a complete education to its at-risk population without succumbing to the pressure to being a test giving machine. We do not cheat on admissions; we take all comers. We have a reputation for dealing with children and families in distress, and therefore, those are the families who come to us. We offer a full-range of services, and there are only so many hours in the day. We offer the courses and experiences that an inner-city child needs to become a full person, not just what the failed makers of NCLB think they should have.

Our greatest challenge is to exist in a world where the emperor has no clothes. We have succeeded for 30 years and NCLB has failed to meet any of its own standards for 9 years, yet we are measured against it. We have real success, yet we are measured against humanly impossible goals, such as, 100% literacy and 100% HQT teachers. We have real success, but are measured against unscientifically-tested concepts like, "Are certified teacher's better than non-certified teachers?" Or promises not kept, such as, the USPDE spokesman at a PDE meeting in Pittsburgh in 2002 who promised, "NCLB will not interfere with any State's Charter School Law.

For the Community Academy, CS, the academic year 2009-2010 was a good year. We were heartened by the pre- and post-test scores that showed a more than one-year improvement for each year a student attends CAP, but we are challenged by the slow progress in PSSA scores and chagrined that we have wasted so many resources on the Bush Administration's and the Obama USDE's misguided quest. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to at-risk and high-risk students and their families, even if that means never reaching unachievable (if we stay faithful within our mission) AYP or other arbitrary goals that distract from our vital mission.

Community Academy of Philadelphia, Charter School, is accredited by the Middle States Association (MSA) of College and Schools, Commission in School-Wide Accreditation (CIWA) for N-12, and is a member of the Hispanic Association of College and Universities (HACU), Hispanic-Serving School Districts (HSSD).

\*Not yet verified on our student management system. SY2010 attendance was affected by winter storms and 2009-10 flu pandemic.

Submitted July 31, 2010

Joseph H. G. Proietta EDM

President and CEO

John M. FitzSimmons MD MBA

Chair of the Board of School Directors

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

### **Strategic Planning Process**

Community Academy of Philadelphia, a Pennsylvania Charter School, has been striving for over 30 years to provide our at-risk students with excellence in our academic program, support systems, and increased opportunities for both enrichment and remediation. We have grown tremendously over the past three decades from 12 students to over 1200. Our most notable growth has occurred after moving to a new state-of-the-art facility to combine our K-12 program into one cohesive learning community. Many adjustments have been made to accommodate the varied learning needs of the students who joined our community with gaps which must be addressed. The sacrifice of test score achievement in the short run is far overshadowed by our overall success. It is simply another challenge to which Community Academy will rise and will surmount. As a result of these actions, and the accompanying student achievement, our school currently holds the status of "Corrective Action II". We are working diligently as a school community of parents, administrators, students, teachers, and stakeholder to meet AYP and successfully cycle out of "Corrective Action."

This strategic planning process is the part of our on-going effort to provide our students with an optimum learning experience. The plan details support at all levels: academic and emotional support for students, professional development and mentoring for teachers, and collaboration and ideas exchange for administrators.

We will focus our efforts in four main areas:

1. Quality Teaching is paramount for any school's success. We employ highly qualified teachers and will give them on-going and consistent support through the leadership of strong principals. Teachers will be made familiar with their students needs and will be given the tools and guidance necessary to meet those needs and push those students to the next level.
2. Quality Leadership is the backbone of any successful organization. We will arrange our administrative structure to facilitate frequent and meaningful communication and collaboration among administrators as well as encouraging professional development opportunities that will support and inform their leadership.
3. Artful Use of Infrastructure with Community Academy has always set us apart from other educational institutions. With our Emotional Support Team, Special Education and ESL, and

Reading Departments we will continue to provide at-risk students with the coping skills they need to deal with personal traumas or academic hurdles so that they can continue their education. In addition, the planned development of our newest assets in technology will also serve to greatly facilitate and personalize learning.

4. A Continuous Learning Environment will exist, not only with our students but also with our teachers and administrators. A calendar of continuous Professional Learning and Collaboration details multi-level support to meet our goals.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alberta O'Brien	CAP Employee, US Principal	Administrator	CAO
Anthony Richichi	CAP Employee, US Teacher	Secondary School Teacher	CAO
Beiderman, Kim	ESL Coordinator	Regular Education Teacher	CAO
Cassandra McLaughlin	CAP Employee, Special Education Supervisor	Special Education Representative	CAO
Elizabeth McCluskey	CAP Employee, CAO	Administrator	CEO
Gina Bittinger	CAP Employee, MS Principal	Administrator	CAO
John Mostak	CAP Employee, Upper School teacher	Secondary School Teacher	CAO
Kim Jetter-Henson	CAP Employee, Senior Reading Specialist	Administrator	CAO
Merideth LeMasters	CAP Employee, MS Teacher	Regular Education Teacher	CAO
Rivera, Lisette	EST Supervisor	Ed Specialist - School Counselor	CAO
Rosa Ramos	CAP Employee, LS Principal	Administrator	CAO
Solis, Nicole	CAP	Elementary School Teacher	CAO
Stefanie Ciarrochi	Special Education Coordinator	Special Education Representative	CAO
Williams, Wendy	Parent	Board Member	CEO
Wolfe, Judy	School Nurse, Certified Pediatric Nurse Practitioner	Ed Specialist - School Nurse	CAO

## Goals, Strategies and Activities

### **Goal: Communicating with the Community**

**Description:** Community Academy of Philadelphia Charter School will enhance and upgrade the communication systems to facilitate exchange between school professionals and parents to address the multiple needs of the learning community.

## **Strategy: Maintain Accessible Informational School Web Site**

**Description:** Community Academy of Philadelphia Charter School maintains a high quality, easily navigable web site that provides the community with information about the school, Board Meetings, and provides a portal for parents, students and the community to interact with the school.

### **Activity: Implement New Mac Mini OSX Snow Leopard Server as Web Server**

**Description:** Our Current web server is a legacy Win 2000 Standard, 4U server with an internal 6 tape DDS4 back up drive. This server is currently 7 years old and the Phoenix tape drive has failed. The cost of replacing the tape drive on a 7 year old IBM server far exceeds the cost of replacing the server altogether with the new Mac Mini Snow Leopard Server. Our Current Backup solution with BRU by TOLIS and the number of Agents we have allows us to add this new Mac Server to our existing Backup routine to our Quantum SuperLoader3.

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

Smith, Christopher	Start: 7/7/2010 Finish: 7/16/2010	\$1,176.00
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**Status:** Not Started — Overdue

### **Activity: Maintain Ownership of the School's Domain Name Registration**

**Description:** Community Academy of Philadelphia Charter School renews it's Domain Name Registration on a five year basis.

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

Smith, Christopher	Start: 8/12/2010 Finish: 8/12/2011	\$100.00
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**Status:** Complete

## **Goal: Curriculum and Learning**

**Description:** The curriculum and learning goals and objectives will improve student learning by improving the quality of the curricula used by students and teachers in all disciplines. This improved curricula, coupled with strong staff development efforts and the use of proven teaching strategies by teachers will enable the Community Academy of Philadelphia Charter School to provide for the educational needs of all students. The goals from the technology plan will help the

school provide more targeted instruction to achieve learning goals while providing it with tools for monitoring student achievement. All educators will continue to identify, prioritize, and incorporate the use of technology to achieve learning objectives in all disciplines within each school's curriculum as appropriate.

### **Strategy: Continuation of Alexandria Library Circulation System**

**Description:** Community Academy of Philadelphia Charter School will continue to use Alexandria Library Circulation System to manage the inventory in the library.

### **Activity: Alexandria Software Subscription Update**

**Description:** Yearly site license renewal for Alexandria Library Circulation System.

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

Smith, Christopher	Start: 6/9/2010	\$799.00
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

6/21/2010	This is complete and we have upgraded to the latest version and migrated the Data Center From the Legacy Win2000 server to an OS X Server install.
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### **Activity: Continuation of SmartMARC Brodart Z39.50 Based Cataloging Service**

**Description:** This service allows the librarians to lookup new books by ISBN number and add them to Alexandria.

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

Smith, Christopher	Start: 5/31/2010	\$595.00
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

6/21/2010	This service was renewed.
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### **Activity: SmartMARC™ v5, Windows Renewal**

**Description:** Site license renewal for SmartMARC™ v5 that allows the librarians to utilize the SmartMARC Brodart Z39.50 Based Cataloging Service.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 6/9/2010 Finish: Ongoing	\$50.00
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**Status:** Complete

**Date Comment**

6/21/2010 This Site license renewal was completed.

**Strategy: Continuation of Plagiarism Prevention Service**

**Description:** Community Academy of Philadelphia Charter School is committed to students using technology to research and create presentations research projects, homework, and class work and assure the originality of the work submitted.

**Activity: Continuation Of Our Subscription to Turnitin.com**

**Description:** iParadigms technology creates unique digital “fingerprints,” or patterns, from text documents submitted for originality checking. Those patterns are then compared with the patterns of other information in iParadigms' massive databases, derived from the web as well as thousands of other sources likely to be used for plagiarism, such as: books; encyclopedias; subscription-based publications and databases; newspapers and periodicals. Search results are then compiled into an Originality Report, which can be reviewed just seconds after a student's work is submitted. These reports help ensure that, once submitted, a student paper can never be sold, recycled, or traded among students from different years, in other classes, or at other institutions, without being detected as unoriginal work by Turnitin.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 4/3/2009 Finish: Ongoing	\$4,480.00
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**Status:** Complete

**Date Comment**

6/21/2010 This service was renewed.

**Strategy: Implementation of NWEA, Northwest Evaluation Association, computer adaptive testing, for student evaluations rated on a Common RIT scale.**

**Description:** We have identified the need to discontinue our relationship with Renaissance

Software as our tool to perform student assessment tests. Instead, we have chosen to partner with NWEA, Northwest Evaluation Association, where students use computer adaptive testing, to be evaluated and are rated on a Common RIT scale. This system is being implemented during this summer.

**Activity: Finalize Contract With NWEA.**

**Description:** We have chosen to partner with NWEA, Northwest Evaluation Association, where students use computer adaptive testing, to be evaluated and are rated on a Common RIT scale. This system is being implemented during this summer.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/7/2010	\$57,850.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Implement Mobile Testing Lab for NWEA**

**Description:** We have identified the need to discontinue our relationship with Renaissance Software as our tool to perform student assessment tests. Instead, we have chosen to partner with NWEA, Northwest Evaluation Association, where students use computer adaptive testing, to be evaluated and are rated on a Common RIT scale. This system is being implemented during this summer. As such we are also ramping up technology to support the testing environment and are looking to acquire two Mobile Learning Centers from Apple with a total of 30 MacBooks.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/19/2010	\$33,000.00
	Finish: 8/19/2010	

**Status:** Not Started — Overdue

**Strategy: Reinforcement of Standards-Based Mathematics Instruction and Assessment**

**Description:** Professional developments focused around a foundation of conscious alignment to PA Mathematics Standards including familiarization with Ed Hub resources especially the Standards Aligned System (SAS), NetTrekker, and Assessment Anchor notecards.

**Activity: Professional Development in Core Subject Standards and Standards Aligned Systems**

**Description:** Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>

*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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</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>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|--|

mentoring

**Status:** In Progress — Upcoming

## **Strategy: Reinforcement of Standards-Based Reading Instruction and Assessment**

**Description:** Professional developments focused on a foundation of conscious alignment to PA Reading, Speaking, and Listening Standards with emphasis on regular use and reference to PDE's Standards Aligned System (SAS) and other Ed Hub resources, e.g. Assessment Anchor notecards as well as other tools provided by the state including use of the NetTrekker search engine.

## **Activity: Professional Development in Core Subject Standards and Standards Aligned Systems**

**Description:** Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	75

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

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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<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</li></ul>
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resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.

area of the educator's certification or assignment.

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

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

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

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

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

- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)
- Civics and Government
- Mathematics
- History

#### **Follow-up Activities**

#### **Evaluation Methods**

- | <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>• 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>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |

**Status:** In Progress — Upcoming

## **Goal: Data Management**

**Description:** Community Academy of Philadelphia Charter School will continue to improve the school wide student information management system used to track student progress and to provide administrators and teachers with information for instructional planning.

### **Strategy: Continuation of Email Spam & Virus Firewall Filtering**

**Description:** Community Academy of Philadelphia Charter School has taken a very serious and proactive approach to SPAM and Virus filtering by employing a state-of-the-art Barracuda Spam & Virus Firewall 300. The Barracuda Spam & Virus Firewall is an integrated hardware and software solution for complete protection of our email server. It provides a powerful, easy-to-use and affordable solution to eliminating spam and viruses from our organization by providing the following protection: i. Anti-spam ii. Anti-virus iii. Anti-spoofing iv. Anti-phishing v. Anti-spyware (Attachments) vi. Denial of Service Furthermore, the Barracuda Spam & Virus Firewall protects our email server with twelve defense layers: i. Network Denial of Service Protection ii. Rate Control iii. IP Reputation Analysis iv. Sender Authentication v. Recipient Verification vi. Virus Scanning vii. Policy (User-specified rules) viii. Spam Fingerprint Check ix. Intent Analysis x. Image Analysis xi. Bayesian Analysis xii. Rule-based Scoring

**Activity: Renewal of Barracuda Spam & Virus Firewall 300 Energize Updates**

**Description:** Three year renewal of current of Barracuda Spam & Virus Firewall 300 Energize Updates

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 4/3/2010	\$2,498.00
	Finish: 4/3/2010	

**Status:** Complete

**Date Comment**

6/21/2010 This three year was completed.

**Activity: Renewal of Barracuda Spam & Virus Firewall 300 Instant Replacement**

**Description:** Three year renewal of Barracuda Spam & Virus Firewall 300 Instant Replacement service on the appliance.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 4/3/2010	\$1,149.00
	Finish: 4/3/2010	

**Status:** Complete

**Date Comment**

6/21/2010 This renewal was completed.

**Strategy: Continuation of Sonicwall Firewall Subscriptions**

**Description:** In order to maintain CIPA compliance Community Academy of Philadelphia Charter School maintains a Sonicwall Pro 3060 with Premium Content Filtering Service, Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service.

**Activity: Renewal Sonicwall PRO3060 Dynamic Support Software and Firmware Updates**

**Description:** Renewal of Sonicwall PRO3060 Dynamic 24 X7 Support & Software and Firmware Updates

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 11/1/2009	\$4,200.00
	Finish: 11/1/2009	

**Status:** Complete

**Date**      **Comment**

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6/21/2010 This renewal was completed.

**Activity: Renewal Sonicwall PRO3060 Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service**

**Description:** Renewal of Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service

**Person Responsible Timeline for Implementation Resources**

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Smith, Christopher	Start: 9/11/2009	\$5,180.00
	Finish: 9/11/2009	

**Status:** Complete

**Date**      **Comment**

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6/21/2010 This service renewal was completed.

**Activity: Renewal Sonicwall PRO3060 Premium Content Filtering Service**

**Description:** Renewal Sonicwall PRO3060 Premium Content Filtering Service to maintain CIPA compliance.

**Person Responsible Timeline for Implementation Resources**

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Smith, Christopher	Start: 10/31/2009	\$1,495.00
	Finish: 10/31/2009	

**Status:** Complete

**Date**      **Comment**

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6/21/2010 this service renewal was completed.

**Strategy: Continued Hosted Use of Pearson's Web-Based PowerSchool Student Information System.**

**Description:** This product provides Community Academy of Philadelphia Charter School with improved capturing of attendance, streamlining and standardizing on a grade book platform, and greater ease of communication with parents and students through the use of the parent and student portal.

### **Activity: Continuation of Hosted Pearson's PowerSchool Student Information System**

**Description:** Community Academy of Philadelphia Charter School will continue its contract with Pearson to host their web-based PowerSchool Student Information System.

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

Anna Duvivier	Start: 7/1/2009 Finish: Ongoing	\$5,460.00
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**Status:** Complete

#### **Date Comment**

6/21/2010 This agreement was renewed.

### **Activity: Provide PowerSchool Training to New and Returning Staff**

**Description:** New and returning teachers and academic staff will be trained on the proper use of Pearson's PowerSchool product as it pertains to his/her specific job responsibilities.

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

Duvivier, Maria	Start: 8/20/2009 Finish: Ongoing	\$5,000.00
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**Status:** In Progress — Upcoming

#### **Date Comment**

6/21/2010 Training was provided this year to new and returning teachers and academic staff will be trained on the proper use of Pearson's PowerSchool product as it pertains to his/her specific job responsibilities and will occur again in the upcoming year.

### **Strategy: Hosted Barracuda E-Mail Archiving & Retention Solution**

**Description:** In order to comply with FRCP Rule 26, Community Academy of Philadelphia Charter School will implement a robust and hosted 3rd party Barracuda E-Mail Archiving & Retention Solution.

### **Activity: Implementation of MTG Hosted Barracuda E-mail Archiving Solution**

**Description:** Community Academy of Philadelphia Charter School will make a three-year commitment to Micro Technology Groupe, Inc. to purchase, install, and manage a Barracuda

Message Archiver 350. MTG will configure emails from the Community Academy of Philadelphia Charter School's email server to be archived on the Barracuda Message Archiver 350 and MTG's IT Staff would manage the appliance. The Message Archiver would be housed in a Internet Data Center with redundant power and Internet connections.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 6/3/2009 Finish: Ongoing	\$29,750.00
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**Status:** Complete

**Date      Comment**

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6/10/2009 The contract has been executed and we are currently in the planning and implementation phase.

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6/21/2010 This service is in place.

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***Strategy: Improved Backup Performance***

**Description:** We have identified the need to improve our backup performance by supplementing current backup software and hardware in place with updated technology, to improve the speed and efficacy of our data backups.

***Activity: Continuation of BRU Software Extended Support Agreement***

**Description:** Community Academy of Philadelphia Charter School will maintain its annual support agreement with Tolis Group makers of BRU Backup Software.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 2/8/2010 Finish: Ongoing	\$1,240.00
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**Status:** Complete

**Date      Comment**

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6/21/2010 This agreement was renewed.

***Strategy: Improved Off-Site Storage Of Backup Media***

**Description:** Community Academy of Philadelphia Charter School has identified the need to improve the security and reliability of Off-Site Backup media for Business Continuity purposes.

***Activity: Iron Mountain Data Protection Program with SecureBase Chain of Custody Service***

**Description:** Community Academy of Philadelphia Charter School has engaged Iron Mountain to pick up maintain our backup media off-site at a secure location with a secure chain of custody on a regular basis.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 6/2/2009 Finish: Ongoing	\$8,640.00
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**Status:** Complete

## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** Graduate rate will meet an 80% threshold and/or show growth.

### **Strategy: Maintain High Graduation Rate**

**Description:** Our Emotional Support Team will continue to provide at-risk students with the coping skills they need to deal with personal traumas so they can continue their education. In addition our teachers and various interventions including our Reading Specialist Team, Special Education and ESL Departments, offer on-going academic support for all students, especially those at-risk for dropping out.

### **Activity: Supporting the At-Risk Student: Health and Emotional Well-Being**

**Description:** This series will cover the teacher’s role, and the supports available to meet students’ emotional, behavioral needs. The overall goal is to provide support and/or coping skills so that they can successfully complete their studies and be productive adults. Teachers and administrators will continue to stay in frequent (i.e. at least weekly) communication with our Emotional Support Team regarding irregularities in student attendance, student grades, etc. to identify students in need of emotional support. In addition our academic intervention will continue to support students at risk of failure.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/26/2009 Finish: 6/13/2012	\$2,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	2	85
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider’s Department of</b>

Name		Education Approval Status
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Community Academy of Philadelphia, a PACS

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will be provided with resources to use in identifying early warning signs in terms of emotional distress or in the case of a critical health issue. Likewise, other warning signs, potential emotional triggers, awareness of mood shifts, irregular behavior will also be reviewed. Teachers will be presented with ways to best handle an emergency that might arise, include notification and first responder duties as well as their role in interacting with a student who is in an on-going situation that puts him or her at high risk of reckless behavior, dropping out, etc.

Our Emotional Support Team members and our School Nurse (who is a certified Pediatric Nurse Practitioner) attend frequent trainings and are up-to-date on the best practices within their field of expertise. That knowledge paired with a sound understanding of the unique needs of our at-risk population make them ideal presenters.

*For classroom teachers, school counselors and education specialists:*

- 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 leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Health, Safety and Physical Education</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- Weekly check-ins
- Participant survey

**Status:** In Progress — Upcoming

### **Activity: Workshop Series: Interventions and Support: Reaching All Students**

**Description:** This workshop series will provide support, resources, and new approaches to teachers who are supporting the learning needs of students with a learning disability, a 504 Plan, or students with limited English proficiency who require support in that area.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,500.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
The series will present educators with Teachers will become knowledgeable about the resources available to them both within the school through our Special Education Department, Reading Specialist Department and English as a Second Language coordinator. Teachers will also become familiarized with resources on PDE's website and those available through the Pennsylvania Training and Technical Assistance Network (PaTTAN).	The interventions and supports will often be presented as part of a turnaround training from participation in a state-sponsored program whether related to ESOL, Special Education, or for students with behavioral issues such as ADHD, ODD, etc. Because proper intervention is so critical, such presentations are invariably endorsed by experts and promote widely-accepted best practices.	<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</li> </ul>

the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS PERFORMANCE**

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

### **Strategy: Reinforcement of Standards-Based Mathematics Instruction and Assessment**

**Description:** Professional developments focused around a foundation of conscious alignment to PA Mathematics Standards including familiarization with Ed Hub resources especially the Standards Aligned System (SAS), NetTrekker, and Assessment Anchor notecards.

### **Activity: Professional Development in Core Subject Standards and Standards Aligned Systems**

**Description:** Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Community Academy of Philadelphia, a Pennsylvania Charter School

- School Entity

Approved

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**Knowledge and Skills**

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**Research and Best Practices**

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**Designed to Accomplish**

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The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.

The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.

*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.

*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**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Civics and Government</li> <li>Mathematics</li> <li>History</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>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>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> </ul> |
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**Status:** In Progress — Upcoming

**Activity: Workshop Series: Best Practices in Education**

**Description:** This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

**Person Responsible**

**Timeline for Implementation Resources**

Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,000.00
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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Community Academy of Philadelphia, a PACS

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.

By definition this workshop series will be designed around practices with a proven record of effectiveness and that have been supported through various educational studies.

*For classroom teachers, school counselors and education specialists:*

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

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

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

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- Creating lessons to meet varied student learning styles

**Status:** In Progress — Upcoming

## **Goal: READING PERFORMANCE**

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

### **Strategy: Reinforcement of Standards-Based Reading Instruction and Assessment**

**Description:** Professional developments focused on a foundation of conscious alignment to PA Reading, Speaking, and Listening Standards with emphasis on regular use and reference to PDE's Standards Aligned System (SAS) and other Ed Hub resources, e.g. Assessment Anchor notecards as well as other tools provided by the state including use of the NetTrekker search engine.

### **Activity: Professional Development in Core Subject Standards and Standards Aligned Systems**

**Description:** Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Community Academy of Philadelphia, a Pennsylvania Charter School

- School Entity

Approved

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**Knowledge and Skills**

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**Research and Best Practices**

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**Designed to Accomplish**

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The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.

The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.

*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.

*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**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Civics and Government</li> <li>Mathematics</li> <li>History</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>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>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of participant lesson plans</li> </ul> |
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**Status:** In Progress — Upcoming

**Activity: Workshop Series: Best Practices in Education**

**Description:** This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Community Academy of Philadelphia, a PACS

- School Entity

Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.

By definition this workshop series will be designed around practices with a proven record of effectiveness and that have been supported through various educational studies.

*For classroom teachers, school counselors and education specialists:*

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

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

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

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- Creating lessons to meet varied student learning styles

**Status:** In Progress — Upcoming

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

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

### **Strategy: Maintain High Student Participation Rate**

**Description:** Teachers and administration will continue to stress the importance of attendance everyday and especially on PSSA testing days. The testing coordinator will continue to coordinate with teachers to ensure that absent students are tested upon their return to school.

### **Activity: Frequent Communication on the Importance of Attendance**

**Description:** The importance of daily attendance and attendance on test days is stressed throughout the school year. Daily phone calls home are made for every absent student every day. In addition, prior to testing days, the dates and importance of attendance are posted on our school website and flyers are sent home to parents. When a student is absent on a testing day every effort is made to complete make-up testing and maintain our participation rate.

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

Anna Duvivier	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

6/10/2009	These announcements are posted on the website when requested.
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## **Goal: Supporting At-Risk Students**

**Description:** The support of at-risk students is central to the school's mission and the overall structure of the programs within the school. Our support services exist so that students can find a way to surmount or cope with their difficulties and be able to learn in the classroom.

## **Strategy: Consistent Communication among Teachers, Administration, and Support Services**

**Description:** Student needs often require the concerted help from more than one department depending on their academic, emotional, health, language, or other individual challenges. Frequent communication and collaboration among these departments is critical.

### **Activity: Monthly Meetings of Support Services Department Heads**

**Description:** Each month the supervisors of the Emotional Support Team, Special Education, Reading Department, English as a Second Language, and the Chief Academic Officer will meet to discuss the efficacy of services in place for students with the most severe needs. In addition, there will be on-going collaboration and exploration of new ways the departments can work together on existing or new programs in the school.

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

Elizabeth McCluskey	Start: 10/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Weekly Faculty Meetings**

**Description:** Confidential conversations among teachers and support services specialists occur on a regular basis and serve to assist in the identification, intervention and monitoring of student progress in coping with various challenges that would otherwise interfere with student progress in school.

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

Alberta O'Brien	Start: 10/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: Continue Referral Process for Students Exhibiting At-Risk Behaviors**

**Description:** Continue to implement the referral processes for students with emotional, health, special, and/or academic needs.

### **Activity: Frequent Communication on the Importance of Attendance**

**Description:** The importance of daily attendance and attendance on test days is stressed throughout the school year. Daily phone calls home are made for every absent student every day. In addition, prior to testing days, the dates and importance of attendance are posted on our school website and flyers are sent home to parents. When a student is absent on a testing day every effort is made to complete make-up testing and maintain our participation rate.

**Person Responsible Timeline for Implementation Resources**

Anna Duvivier	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

6/10/2009 These announcements are posted on the website when requested.

**Activity: Review existing data on student and/or gather additional data**

**Description:** Using previous testing, file review, student/teacher interview, etc. and or other information, the best attempt to measure student strengths and weaknesses will be made in order to make sound recommendations on the best means of supporting the student for success in school.

**Person Responsible Timeline for Implementation Resources**

Rivera, Lisette	Start: 10/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Continue to Provide Professional Development**

**Description:** Professional development is critical to the updating, honing, and maintenance of the professional knowledge and skills of teachers and administrators.

**Activity: Professional Development in Core Subject Standards and Standards Aligned Systems**

**Description:** Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.



teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• 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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</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>• 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>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|--|

**Status:** In Progress — Upcoming

**Activity:** Supporting the At-Risk Student: Health and Emotional Well-Being

**Description:** This series will cover the teacher’s role, and the supports available to meet students’ emotional, behavioral needs. The overall goal is to provide support and/or coping skills so that they can successfully complete their studies and be productive adults. Teachers and administrators will continue to stay in frequent (i.e. at least weekly) communication with our Emotional Support Team regarding irregularities in student attendance, student grades, etc. to identify students in need of emotional support. In addition our academic intervention will continue to support students at risk of failure.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Elizabeth McCluskey	Start: 8/26/2009 Finish: 6/13/2012	\$2,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	2	85
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will be provided with resources to use in identifying early warning signs in terms of emotional distress or in the case of a critical health issue. Likewise, other warning signs, potential emotional triggers, awareness of mood shifts, irregular behavior will also be reviewed. Teachers will be presented with ways to best handle an emergency that might arise, include notification and first responder duties as well as their role in interacting with a student who is in an on-going situation that puts him or her at high risk of reckless behavior, dropping out, etc.	Our Emotional Support Team members and our School Nurse (who is a certified Pediatric Nurse Practitioner) attend frequent trainings and are up-to-date on the best practices within their field of expertise. That knowledge paired with a sound understanding of the unique needs of our at-risk population make them ideal presenters.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <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 leaders with the ability to <u>access and use appropriate data</u> to</li> </ul>

- inform decision-making.
- Instructs the leader in managing resources for effective results.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</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> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Activity: Workshop Series: Best Practices in Education**

**Description:** This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	5	75
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is	By definition this workshop series will be designed around practices with a proven record of	<i>For classroom teachers, school counselors and education specialists:</i>
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to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.

effectiveness and that have been supported through various educational studies.

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

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• 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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <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 learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul> |
|---|---|

**Status:** In Progress — Upcoming

## Activity: Workshop Series: Interventions and Support: Reaching All Students

**Description:** This workshop series will provide support, resources, and new approaches to teachers who are supporting the learning needs of students with a learning disability, a 504 Plan, or students with limited English proficiency who require support in that area.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,500.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educators with Teachers will become knowledgeable about the resources available to them both within the school through our Special Education Department, Reading Specialist Department and English as a Second Language coordinator. Teachers will also become familiarized with resources on PDE's website and those available through the Pennsylvania Training and Technical Assistance Network (PaTTAN).	The interventions and supports will often be presented as part of a turnaround training from participation in a state-sponsored program whether related to ESOL, Special Education, or for students with behavioral issues such as ADHD, ODD, etc. Because proper intervention is so critical, such presentations are invariably endorsed by experts and promote widely-accepted best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>

*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> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

**Status:** In Progress — Upcoming

## **Goal: Use of Modern Technology Tools**

**Description:** Community Academy of Philadelphia Charter School will continue to provide students and teachers updated computer equipment in labs and classrooms.

**Strategy: Assess our current inside video distribution center and equipment for the need of Upgrade in light of conversion to all digital Broadcast by cable providers.**

**Description:** As our local Cable provider has begun switch to all digital broadcasting, we have addressed this initial need by replacing our 7 year old TV's last summer with Elgato EyeTV Digital/Analog tuners in all classrooms connected to a Mac Mini and projected on a SMARTBoard. In the next year or two we will need to have an outside vendor assess our current inside video distribution center and equipment to address the need to upgrade this infrastructure to accommodate all Digital cable.

**Activity: Evaluate video distribution center and equipment to address the need to upgrade this infrastructure to accommodate all Digital cable.**

**Description:** We will need to engage our A/V vendor to have our current video distribution center and equipment assessed as to whether or not it requires upgrading to accommodate our cable provider's switch to all Digital broadcasting and how that impacts our ability to internally broadcast on our reserved channel.

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

Smith, Christopher	Start: 7/30/2010 Finish: Ongoing	\$15,000.00
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**Status:** Not Started — Overdue

## **Strategy: Drive Technology To All Classrooms In The School**

**Description:** Provide all teachers with the same technology available in each classroom and continuity around which curriculum and software choices can be based upon.

**Activity: Additional Computers added to Classrooms for Student Use**

**Description:** We have identified the need to make more computers available for student use in the classroom and as such are equipping some of the lower school and middle school classrooms with Mac Mini's to address this need.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/6/2010 Finish: 7/8/2010	\$33,752.00
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**Status:** Not Started — Overdue

**Activity: Implement 100Mbps FiberOptic Internet Service**

**Description:** With the increased demand on our network by the successful implementation of 50 SAMRTBoards and 50 Mac Mini's throughout the school and the addition of 22 more teacher Laptops, we have reached the saturation point of our available Internet bandwidth a 3Mbs. We have addressed this need by contracting with Cogent Communications to provide 100Mbs over Fiber to the school in July of 2010.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/6/2010 Finish: Ongoing	\$80,400.00
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**Status:** Not Started — Overdue

**Activity: Implement Apple Xserve as Educational Application Server**

**Description:** This unit is being Spec'd as an Application Server to host/run educational software (i.e. Key Skills, TTL, etc. ) for the LS, MS, and US. This is becoming necessary as we have been running this software on our enterprise servers and when these applications do not respond properly or require the server to be restarted to recover from an issue it affects the entire enterprise. With this server in place we would be able to remediate these issues without affecting the entire enterprise.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 8/31/2009 Finish: Ongoing	\$8,268.00
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**Status:** Complete

**Date      Comment**

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6/21/2010	This server is implemented and severing, educational applications such as network editions of Sunburst Software titles, as well as hosting the the Alexandria Library Server.
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**Activity: Implement SMARTboards In All Classrooms**

**Description:** Drive technology to all classrooms in the school with an ambitious plan to equip each classroom with a SMARTboard connected to Apple Mac Minis providing all teachers with the same technology available in each classroom and continuity around which curriculum and software choices can be based upon.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/1/2009 Finish: 8/31/2009	\$244,604.00
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**Status:** Complete

**Date      Comment**

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6/21/2010	We successfully completed the install configuration, training and roll out of 50 SMART boards in all classrooms.
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***Activity: Implement SMARTBoards In Remaining Educational Rooms***

**Description:** We are undergoing the completion of outfitting the outstanding Educational Rooms with SMARTBoards. We will be adding 7 more SMARTBoards to the final Educational Rooms that did not receive this technology last summer.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 6/28/2010 Finish: 7/1/2010	\$30,465.00
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**Status:** Not Started — Overdue

***Activity: Implement SMARTtable Interactive Learning Centers***

**Description:** To familiarize our students with this interactive technology at the very youngest of our population we are endeavoring to implement 4 SMARTtable Interactive Learning Centers geared toward delivering interactive instruction to our K-1 Grade levels.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/1/2009 Finish: 8/31/2009	\$32,615.00
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**Status:** Complete

**Date      Comment**

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6/21/2010	We successfully installed and implemented the 4 SMARTtable Interactive Learning Centers to serve our K-2 grades with this hands on technology.
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### **Activity: Upgrade Network Infrastructure**

**Description:** We've identified the need to upgrade our network switch infrastructure for the 2010-1011 year and beyond to meet our growing bandwidth needs and use of modern multicast technologies such as Bonjour and multimedia content delivery. Our current MDF and IDF infrastructure consists of Layer 1 & 2 Netgear switches that are 7 years old, and are EOL devices. They are beginning to fail causing the Fiber backbone to no longer be able to establish a link between MDF and IDF's throughout the building as these ports have died. This upgrade work is slated for the summer.

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

Smith, Christopher	Start: 7/5/2010 Finish: 7/16/2010	\$27,681.00
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**Status:** Not Started — Overdue

### **Strategy: Provide Teachers and Students With Updated Productivity Suites**

**Description:** Community Academy of Philadelphia Charter School is committed to providing teachers and students and staff with up-to-date productivity suites to stay current with trends in technology and keep with our four year replacement cycle on such technology.

### **Activity: Implement Apple iWork '09 on all Macs in Production**

**Description:** Community Academy of Philadelphia Charter School will acquire a K-12 Site License for iWork '09 and implement on all existing Macs in Production.

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

Smith, Christopher	Start: 7/1/2009 Finish: Ongoing	\$250.00
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**Status:** Complete

#### **Date Comment**

6/21/2010 iWork '09 has been installed on all Macs currently in production.

### **Activity: Implement Microsoft Office 2008 for Mac Standard on all Mac in Production**

**Description:** Community Academy of Philadelphia Charter School will acquire a licenses for Microsoft Office 2008 for Mac Standard and implement on all existing Macs in Production.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 7/1/2009 Finish: Ongoing	\$11,119.00
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**Status:** Complete

**Date Comment**

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6/21/2010 MS Office 2008 for Mac has been purchased and installed on all Macs currently in production.

**Strategy: Provide Teachers With Laptop Computers**

**Description:** Provide teachers with laptop computers to assist them in preparing class assignments, developing interactive instruction, and interacting with the online SIS.

**Activity: Provide Teachers Additional With Laptop Computers**

**Description:** Acquire an additional 20 MacBooks for teachers.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 6/15/2009 Finish: 6/15/2009	\$22,272.00
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**Status:** Complete

**Date Comment**

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6/21/2010 Teachers were equipped with an additional 20 MacBooks.

**Activity: Provide Teachers Additional With Laptop Computers**

**Description:** Continue to provide teachers with MacBooks to assist with preparation and instruction, and research with the acquisition of an additional 27 Laptops.

**Person Responsible Timeline for Implementation Resources**

Smith, Christopher	Start: 11/12/2009 Finish: 2/15/2010	\$26,839.00
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**Status:** Complete

**Date      Comment**

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6/23/2010 These Computers were purchased and distributed to the faculty.

**Strategy: Update Main Computer Lab**

**Description:** In accordance with Community Academy of Philadelphia charter School's 4-5 year replacement cycle certain upgrades are necessary in the main computer lab.

**Activity: Acquire New Three-Student Workstation Tables for Main Computer Lab**

**Description:** We will be replacing the outdated tables in the computer lab that are not designed for our desired forward facing configuration of the main computer lab with 11 new Three-Student Workstation Tables that are equipped with cable raceways for optimal room layout and usability.

**Person Responsible Timeline for Implementation Resources**

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Smith, Christopher	Start: 8/19/2009	\$5,400.00
	Finish: Ongoing	

**Status:** Complete

**Date      Comment**

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6/21/2010 Main Computer lab has been updated with NEw Three-Student Workstation Tables.

**Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

Susan Ostrich from the School District of Philadelphia on November 24, 2009.

**Statement of Quality Assurance - Attachment**

- Quality Assurance 09-10

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

Curriculum content for all subjects is standardized throughout the elementary, middle, and high school. The skills and areas for instruction are contained in the curriculum guidelines, and accompanying curriculum checklists, prepared for each level. The

guidelines are written and revised periodically by a committee of teachers, subject area team leaders, and administrators. Pennsylvania State Standards and standards from approved national organizations, such as NCTM and NCTE may also be included in the curriculum guides. Teachers align their lessons to all grade appropriate PA State Standards and track their progress using curriculum checklists which are submitted with their plan books for review by their principal. In the lower and middle grades, teachers use a uniform, research-based textbook series for English, math, science and social studies that is also aligned to PA State Standards. In this way our students progress from year to year with a consistent program which is crucial to the learning, retention, and progression of learning the skills and content under the framework set by the state standards.

In the high school, each teacher develops his/her syllabus which must be aligned to both state standards and the school curriculum. Teachers must submit their syllabi annually to their principal to obtain approval, to defend compliance with accepted standards. The principal approves/ disapproves as appropriate. Likewise, teachers must submit standards-aligned curriculum checklists along with their plan books for regular review by their principal.

The curriculum follows the program mandated and supported by the PA State standards which form the structure for our school's appropriate and rigorous curriculum. It is organized to meet our students' entitlement to the most effective and efficient education possible.

The school program is also designed with built-in supports such as our reading specialist team, our math and reading pull-out system, our Special Education department, our English as a Second Language supports, our Emotional Support Team, our Intensive Learning program, etc. to meet the needs of students that cannot be addressed in a typical classroom.

Our school offers many opportunities for professional development and is very much of the belief of investing in teachers' skill development as one of the most effective means of improving a school's academic program. Teachers are encouraged to make use of research-based methods to lead students, on their appropriate level, to approach learning tasks on multiple levels of understanding and investigation. Teachers are pushed to stretch their students beyond rote knowledge and skill application to higher modes of learning in analysis, synthesis and evaluation of their subject matter. Students are guided to learn by being encouraged to question, to make predictions, and to make educated conclusions across the curriculum and to also make connections among their multiple disciplines.

Our teachers work to balance the difficult task of having both realistic

and high standards for our students operating below grade level. Understanding the need to stress core knowledge and basic principles is key in advancing students towards their proper grade level; otherwise students become frustrated and lack motivation to work towards success. Each of our teachers is available for tutoring for a full hour after every school day and many tutor students early in the morning before class as well.

In addition, students in our elementary school with significant skill deficits have their regular educational program supplemented with reading and/or math pullout support. Our six-member certified reading specialist team includes one reading specialist designated to each school division: K-4, 5-8 and 9-12 to enhance classroom teaching, provide professional development, and three others who assist in the management of our large caseload of pullout instruction for our neediest readers.

In addition, as a large portion of our new students enter our school in the 9<sup>th</sup> grade, students with severe educational deficits are placed into our Intensive Learning Program. This program offers one classroom per grade (9-12) that offers the stability of a self-contained classroom and the support of a full-time teacher and bilingual teacher's aide as well as daily instruction by a certified reading specialist.

Our teachers employ a variety of different teaching methods in efforts to respond to research on differentiated instruction and varied learning styles and needs of our students. The addition of SMARTBoards in each of our classrooms has opened the possibilities of interactive learning on a higher level as well as providing teachers with the ability to bring technology resources into the classroom to support student learning. Likewise, in efforts to maximize student engagement, the use of manipulatives and hands-on learning is prevalent in our math and science courses. In our lower grades group recitation is also used at times to reinforce established skills. Structured collaborative learning is used across all disciplines and grades throughout the school. In addition to these other methods the upper grades are also exposed to lecture and note-taking to prepare them for typical college classroom.

## **Rigorous Instructional Program - Attachments**

- Professional Development Approval Ltr
- Teacher Induction Approval Letter

## **English Language Learners**

All potential ELL students are assessed for English language proficiency using the home language survey, personal interview, test score review, teacher input, and/or parent notification.

Students are determined to be ELL under the school's eligibility criteria. ELL students are provided facilities comparable to those provided to the overall student population of the school. The ELL program staff consists of a full-time, certified ESL teacher who does a combination of push-in and pull-out planned instruction and bilingual teacher aides who are given in-house training to fully implement the program within the classrooms. ELL students are generally not segregated from their English-speaking peers except as necessary to implement the ELL program. For the 2009-2010 SY we served 97 ELL students

#### Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, CAP uses both of the required exit criteria listed below. In addition, CAP ensures that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

#### Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level	ACCESS Score	Required W-APT Scores*
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

\* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

#### SPECIAL CIRCUMSTANCES:

1. For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to basic on the PSSA.
2. For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.
  - a) Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

#### Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.
3. All transitioned former ELL students are monitored for a period of 1 year and adjustments are made when necessary.

#### Graduation Requirements:

1. Students must report to their senior advisors when they are assigned in May/June to begin the senior projects and create a post-secondary plan.
2. Seniors must pass 4 out of 5 sections of the Minimum Competency Exam.
3. Seniors must pass the written and oral component of the Senior Project.
4. Senior must have completed a total of 23.5 I.U. credits, with a minimum of 4 mathematic credits, 4 English credits, 4 history credits, and 4 science credits.
5. Transfer students may apply for exemptions from the Principal.
6. Seniors will be placed on "senior probation" if they receive:
  - a) Warning notices in the 4th quarter.
  - b) Warning of an "unsatisfactory" in conduct.
  - c) failing grade on their senior project.
  - d) failing grade on their senior competency exam.
  - e) suspension.

## English Language Learners - Attachments

- LEP Data 09-10
- Title III eGrant 09-10 (1)
- Title III eGrant 09-10 (2)

## Graduation Requirements

### 12<sup>TH</sup> GRADE GRADUATION REQUIREMENTS

1. Students are responsible for reporting to their Senior Advisors both when they are assigned in May/June of their 11<sup>th</sup> grade year and throughout their 12<sup>th</sup> grade year.
2. Seniors **MUST** pass 4 out of 5 sections of the Minimum Competency Exam by May 31<sup>st</sup> or earlier.
3. Seniors **MUST** pass the written component **AND** the oral component of the Senior Project.
4. Seniors **MUST** have completed a total of 23.5 I.U. credits, not including SSR credits, with a minimum of 4 mathematics credits, 4 English credits, 4 social science credits, and 4 science credits, 1 writing credit, 1 foreign language credit, 1 physical education credit, .5 credit for the written senior project component and .5 credit for the oral senior project component.
5. Community Service Credit will be required for Graduation equivalent to 30 hours.
6. Transfer students may apply for exemptions from the Principal.
7. Out-of-state transcripts require at least 3 months to evaluate.
8. Out-of-country transcripts require at least 6 months to evaluate.
9. All appeals on transcripts must be made to the Principal by the end of the first marking period of the student's senior year.

### SENIOR PROJECT REQUIREMENTS

In order to fulfill graduation requirements, seniors must complete a senior project. The Senior Project includes both a written and an oral component. Seniors must earn a passing grade for each component. Students will be given the official project guidelines on the first day of school, or, for transfer students, shortly after entrance to the school. The official project guidelines are posted on the website under the heading "Senior Project" for the parents and stakeholders. Students are held to these guidelines and are responsible for responding to updates and revisions of these guidelines. As a mandatory graduation requirement, students are strictly held to the project requirements, grading policy, due dates, and penalties, and appeal process as outlined in those official guidelines. Seniors are placed on "senior probation" if they receive:

1. Warning notices.
2. Warning of an "unsatisfactory" in conduct
3. A failing grade on either component of their senior project.
4. A failing grade on more than one subject of their senior competency exams.
5. A suspension.

#### Walking privileges

1. Graduates must fulfill **all** graduation, academic, and discipline requirements in order to "walk," i.e. participate in Graduation Exercises.
2. No student who has failed to meet any graduation requirement, e.g. Senior Project, Competency Exam, etc. will be permitted to "walk" at graduation.
3. No student with an "F" as a Final Grade, in any scheduled class including SSR, will be permitted to "walk" at graduation.
4. No student with an "Unsatisfactory Conduct" in the Fourth Quarter as a Discipline Grade, or in any scheduled class, including SSR, will "walk" at graduation.
5. No student found cheating on his/her Senior Final Exams will be permitted to "walk" at graduation.

## Special Education

Community Academy of Philadelphia Charter School is dedicated to serving the needs of all students, including those with special needs. Students experiencing academic difficulties are assisted through regular education intervention strategies, 504 service plans, and Individualized Education Plans (IEPs). Community Academy provides a continuum of services for identified students, implementing a variety of supports in order to educate students in their least restrictive environment, creating a climate for success among all students.

A student experiencing academic difficulty in the classroom may be referred to the Core Team by a teacher, parent, principal, or student. The Core Team is a collaborative approach to developing, implementing, and monitoring interventions that promote the success of all students. Using the Core Team model, teams uncover the underlying reasons for academic difficulties and develop practical, classroom-friendly interventions to address these issues. This approach involves the collection and analysis of data in the academic area of concern. Upon data review, the team identifies, implements, and progress monitors the interventions, targeted at improving the particular area of academic need. The Core Team consists of the following members; referring teacher/staff member, counselor, principal/vice principal, special education coordinators, school psychologists, parent, and student. There are several possible outcomes of the Core Team. A student may positively respond to interventions implemented and makes effective progress in which case the interventions continue on as needed basis. The student may not respond well to the interventions implemented and additional interventions may be recommended at this time. The student may not respond well to the interventions and the team may suspect that a disability may be present. A full psycho-educational assessment is then conducted by a certified school psychologist. The assessment may include cognitive, academic, and social-emotional testing. Additionally, interviews with staff and parents and observations occur. Results of testing are shared at a Multidisciplinary Team Meeting (MDT). In some cases, students may not participate in the Core Team process, and instead proceed directly to psycho-educational testing if requested by a parent or teacher/staff member.

If a student is classified with a learning disability, the IEP team meeting is convened and an appropriate program is developed for the student based on the results of the psycho-educational testing. It is the mission of CAPCS to ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate, . Through specially designed instruction and modifications, many students are able to find success in the regular education classroom, the least restrictive environment (LRE). Support is provided by special education teachers as well as by reading and math specialists in the regular classroom and in learning support classrooms. Speech and language therapy, occupational therapy, and counseling services are also provided as a related service. A full continuum of services is provided to students who require more intensive or small group instruction that cannot be provided in the regular classroom. These supplementary services are provided by certified special education teachers and reading and math specialists and are provided in conjunction with regular class placement. Instruction is provided using research-based instructional materials and teaching methods based on each student's individual needs as listed in the student's IEP.

Progress is monitored throughout the school year and changes are made to students' programs as needed. These changes are implemented through an IEP meeting. The IEP is used as a working document throughout the school year to ensure the student's needs are being met. Collaboration of members of the IEP team at CAPCS is vital to each student's academic success. Special education and regular education teachers, school counselors, reading and math specialists, certified nurse practitioner, school psychologists, and parents are in regular communication to ensure appropriate delivery of services. A psychiatrist on staff one day per week at CAPCS also provides services to special education students as needed.

During the 2009-2010 school year, CAPCS provided an appropriate education for 148 students with IEPs and 15 students with 504 plans. 43 students participated in the Core Team process.

## Special Education - Attachment

- Special Education

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stefanie Ciarrochi	.57	Learning Support	CAP	14	none
Maureen Cooper	.50	Learning Support	CAP	21	none
Cassandra McLaughlin	.27	Learning Support	CAP	16	none
Shannon Maicher	.69	Learning Support	CAP	10	none
Danielle Finnega	.60	Learning Support	CAP	20	none
Ilisa Noble	.65	Learning Support	CAP	13	none
Jayda Pugliesi	.76	Learning Support	CAP	16	none

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	na	na	na	0	All current special education instructional programs are operated by the charter school.

### Special Education Program Profile - Chart III

<b>Title</b>	<b>Location FTE</b>	
Reading Specialist	CAP	5.00
Special Education Supervisor	CAP	1.00
School Psychologist	CAP	0.10
Bilingual School Psychologist	CAP	0.15
Paraprofessionals	CAP	12.00
Special Education Coordinator	CAP	4.00
Math Specialist	CAP	0.58
Counselor	CAP	0.32
Counselor	CAP	0.14
Counselor	CAP	0.20
Counselor	CAP	0.11
Counselor	CAP	0.31
Psychiatrist	CAP	0.31

### **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>
Abington Speech Pathology Services	Speech and Language Therapy	24 hours
Abington Speech Pathology Services	Occupational Therapy	12.5 hours

### **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	No	No	No	Yes	Yes	Yes
Acuity	No	Yes	Yes	No	No	No
4Sight Benchmark	No	No	No	Yes	Yes	Yes

#### **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	Yes	Yes	Yes	No	No	Yes	No
Acuity	No	No	No	Yes	Yes	No	No
4Sight Benchmark	Yes	Yes	Yes	No	No	Yes	No
Senior Competency Graduation Exams	No	No	No	No	No	No	Yes
PASA	No	Yes	No	No	No	No	No

#### **Student Assessment**

[Please note: At the required submission deadline of this Annual Report, the official Adequate Yearly Progress File has not yet been released. Until that information is available, we are attaching information that was compiled in-house using the master PSSA data file released in July 2010.]

We include, but do not rely solely on, the scores on standardized tests, namely the PSSA, as indicators of students' deficient areas and areas of focus for teachers. The current PSSA scores indicate the need for marked intervention in our mid and upper level grades in mathematics and reading intervention in our 5th - 7th grades. We are addressing the need for more frequent skill level specific data for students to offer teachers more tangible guidelines on skill deficits in order for our data to more effectively drive instruction by implementing Measures of Academic Progress (MAP) testing in the 2010-2011 school year. Under the guidance of school administration, our chief academic officer, master teachers, and subject area team leaders including our reading specialist team, ESL coordinator, and special education team, we are striving to guide teachers to use the skill deficit areas as targeted goals and develop the most effective and efficient means of meeting them while adhering to the state standards. These results, and a desire to motivate student progress, have also been an influential factor in our action plan targeted at increasing students' mathematics and reading, writing, speaking, and listening skills.

We typically use a review of standardized tests and a student's transcript as indicators of their current achievement level. We also make use of the comparative data made available by the emetric and the Pennsylvania Value-Added Assessment System (PVAAS) to monitor individual students' growth as a result of our academic program and to target key areas of weakness or gaps for grade levels in certain subject areas. Administrators and teachers can use the measurements to see what is working and should continue to be emphasized in our program; likewise, such results offer another means of identifying students who have not shown appropriate growth within a given time period. These students can then be redirected to one of our many academic support services including our Core Team which is often the first step in reviewing students' needs. In addition, for the past two years we have been bringing teams to PDE-run Governor's Institutes and Standards Aligned System trainings for standards-based professional development. We are continuing to get additional professional development on navigating through the many resources on the SAS Portal and look forward to sharing them with our teachers as a useful support for core academic growth.

We measure student achievement through a variety of indicators aimed at appealing to the different learning styles and multiple intelligences of our 1200+ students. As a result our teachers use a variety of assessment tools to measure student success. In addition to the more traditional quiz and test assessments, our students often are assessed on their achievement in independent projects that act as a catalyst motivating to explore their capabilities in art, public speaking, problem solving and creativity. Our K-8 students also contribute to and maintain working portfolios throughout the entire school year as another means of showcasing their achievement. At the end of each year, the materials are reassessed by the student and teacher and the student's permanent portfolio accompanies him or her into the next grade.

Academic intervention is built into our educational framework. In our lower and middle grades, teacher and parent referrals often begin the Core Team process that initiates an official monitoring of student weaknesses and the causes for it. In many cases, teachers are provided with strategies that assist the student without further formal intervention. In other cases, students may be referred for further assessment and support via our Emotional Support Team and/or our Special Education Department or our English as a Second Language Department. In the upper grades, there are often many entering 9th graders or transfer students who arrive with myriad achievement deficits for their appropriate grade level. Our unique Intensive Learning (IL) classes are designed to complement student needs and support individual weaknesses while adhering to standards and pushing students to overcome previous setbacks. This program is completely dedicated to breaching achievement gaps. Each class has a full-time teacher and a full-time bi-lingual teacher's aide; students receive daily instruction by a certified reading specialist and often

have push-in support from our Special Education Department and English as a Second Language Coordinator.

Throughout the school year, our students are given fair warning of failure with mid-quarter progress reports for parents. Parent access to grades was greatly augmented with 2009-2010 the debut of our PowerSchool Parent Portal which allows parents and students to view grades and assignments in real time. In addition at least two rounds of warning notices, accompanied by appropriate parent/teacher communication, are sent to elementary and middle school students in danger of retention and to 12th grade students whose grades have jeopardized their graduation status. Open communication among students, parents, and teachers is consistently emphasized and encouraged.

In addition, all of our teachers from K-12 remain in school a full hour after classes have ended for purposes of tutoring and availability for struggling students. On-site summer school is available for upper school students needing to make up credits to stay on their appropriate grade level or for students seeking enrichment in a certain subject.

## **Student Assessment - Attachment**

- 2010 PSSA Percentages by Grade and Subject

## **Teacher Evaluation**

Our teacher evaluation process is intended to provide both teachers and our students with the most favorable conditions for teaching and learning. Particular areas of focus lie in mission and philosophy, classroom atmosphere, instructional delivery, learning atmosphere, and professional responsibilities. Informal observations are discussed with teachers daily, and formally at the post evaluation conference. For purposes of Instructional II certification, our evaluation form is transferred to the PDE 476 form provided by the state.

At minimum, the Principal will observe formally non-tenured teachers two times each year. Tenured teachers will be formally evaluated one time each year in May. All formal observations are scheduled. The observation will take place during an entire class period. A formal post-conference follows each observation, typically later that day or the following day. During the post-conference, the Principal shares her observations. In addition, the teacher and Principal will share their thoughts about what went on during the class, discuss any problems that arose, problem solve, if necessary, and ascertain any further support needed for the teacher. Teacher and staff evaluations are executed by certified Division Principals. In the Upper School, department heads do informal evaluations, however, formal evaluations of teachers, are completed by the Principal. PIL credits are up to date for the certified Principals.

Community Academy of Philadelphia believes that comprehensive, ongoing professional development is central to school improvement and student success. Dr. Robert Marzano states that teacher education increases student achievement by 22%. To that end, Community Academy of Philadelphia Staff Development promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all administrators, faculty and staff. In addition, the administration, faculty and staff are advised of any professional development activities via email, newsletters, and weekly faculty/staff meetings. Administrators that evaluate teacher performance have gone to PIL accredited workshops during this school year.

The professional development of the administrative evaluators includes training that relates to instruction of students with disabilities and is designed for educators who work primarily outside and inside the area of special education. The staff development programs promote learning and collaborating with colleagues, reflect best practices, and be guided by the goals of the school. Instructional staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect

on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs and to develop meaningful programs for students. The Division Principals meet with the Chief Academic Officer on a weekly basis to review and organize on-going Professional Development.

## Teacher Evaluation - Attachment

- Faculty Eval 09-10

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The Vice President of the Board of Directors resigned due to family commitments. The position remains vacant. Community Academy of Philadelphia has had no other leadership changes for SY 2009-2010.

### Board of Trustees

Name of Trustee	Office (if any)
Thomas Baldino	Board Member
Nick A. Cinnali	Board Member
Loretta Crespo	Board Member (parent)
Andres Jalon	Board Member
Jack M. Fitzsimmons	Board Chairman
Joseph H. Proietta	Secretary
Frank Viola	Treasurer
Hazel Hagger	Honorary Board Member
Wendy Williams-Blackson	Board Member

### Professional Development (Governance)

The Mission Statement of CAP articulates the school's commitment to ethical, fair, honest dealings with the entire school community. The Board by-laws, employee, manual, and the student handbook are extensions of that commitment. The students and their parents are presented a copy of the handbook each school-year and are required to present written confirmation that it has been read and understood. The handbook establishes clearly the conduct and decorum expectations for CAP students and their families. The employee manual is presented to all new employees and updated annually. Both the student handbook and the employee manual, should extraordinary circumstances or events warrant such, may be updated during the course of any school year.

The by-laws are reviewed each year, but are less frequently revised. Board members and senior management are covered under the sunshine act, which requires financial disclosure statements and board meetings that are open to the public. In addition, board members must sign statements the attest that there are no conflict of interest in dealings regarding the school. In addition, The board members have each received the "guide to Pennsylvania public official and

employee ethics law.” counsel attends all board meetings and trains members on legal, ethical, (including the sunshine law) requirements of their positions.

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

The School’s founder and CEO, who authored these systems, remains deeply involved in the operation of the school. His weekly faculty and staff meetings, as well as his day-to-day contact with school operations, ensure that our systems remain true to the School’s objectives. The Board Chair is a founding member and the Board includes several members that have long-term experience with the School and its mission. The Chief Academic Officer and Special Education department attends monthly meetings at the School District Of Philadelphia

The mission driven nature of the school requires frequent and introspective reviews of policies and procedures to ensure that they are consistent with the school’s philosophies and beliefs. These reviews may be as formal as those that occur during Middle States re-accreditation and Pennsylvania charter renewal examinations with the School District of Philadelphia or during less formal evaluations during the normal execution of school duties. Self-evaluation is part of the school culture.

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

- 2010-2011 Board Meetings

## **Community and Parent Engagement**

At Community Academy of Philadelphia Charter School we truly value the impact that family and community involvement can have in the overall educational experience of our students. We believe that the education of our students can be greatly enhanced by the involvement of parents and families in their children’s education. We advocate strong connections among home, school, and the community and trust that these relationships can help to reduce negative behaviors and choices that can impact the future of our students. We also realize that these connections can be meaningful in reducing obstacles that impede student achievement.

Research indicates that when parents are involved in their children’s education, the attitudes, behaviors, and achievement of students are positively influenced. In fact, in one study, family participation was found to be twice as predictable of academic success as family socioeconomic status. The research further suggests that parent/family involvement can result in the following:

- Improved grades and test scores
- Increased graduation rates
- Increased school attendance
- Increased motivation
- Increased self-esteem
- Lower instances of suspension/expulsion
- Decreased use of drugs and alcohol
- Decreased incidents of violent behaviors

There are also immense benefits of parent/family involvement for the school. Teacher morale can be increased when relationships are formed between home and school. Teachers can better meet the individual learning needs of their students when they have established a connection with their home life. This can only lead to higher student achievement and overall positive outcomes. Family engagement benefits families in many ways. Most parents have a true desire

to help their children succeed in school and want to form relationships with teachers and school administration.

At Community Academy of Philadelphia Charter School we offer a number of opportunities and activities throughout the school year for parental and community involvement. This year there was one parent representative on our school board. We are planning for a Home and School association in the coming school year.

The following activities and opportunities were offered in the 2009-2010 school year for direct communication between home, school and community to promote family engagement and involvement:

- Updated school website with school information, calendars and contact information
- PowerSchool Parent Portal allows parents to view grades, assignments and student progress
- Email and voicemail communication for parents to contact all teachers and school staff
- Kindergarten Summer Program and Orientation
- Back to School Night held in September 2009
- Progress reports sent home to parents on a quarterly basis
- Parent/Teacher Conferences held quarterly including day and evening hours
- In grades K-8, a daily activity calendar is sent home to report on student behavior
- Secret Reader in the Lower School Division
- Philabundance food drive in collaboration with the NFL Moms' Association and Senator Tartaglione
- Kindergarten Thanksgiving Feast Celebration
- NFL Moms' Association Read Across America Celebration
- 30th Anniversary Celebration 2009-2010
- School-wide Career Day
- College Fair
- Collaboration with Juniata Park Senior Center
- Mini Workshops for parents of students with exceptionalities
- Literacy Night held for families to explore new books and ways to share a love of reading with their children
- Hosts to the Charter School Spelling Bee
- Elementary Division Bookfair

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

There are no major fund-raising activities planned at this time.

### **Fiscal Solvency Policies**

Community Academy has created an Contingency Fund that we will set a side funds for going forward. This will allow CAP to prepared for unforeseen circumstances.

## **Accounting System**

The financial accounting system used by the school provides the necessary information to:

- 1) Prepare financial reports that present fairly the financial position and results of financial operation of the funds and account groups of the LEA in conformity with GAAP.
- 2) Determine and demonstrate compliance with finance-related and contractual provisions (such as subsidy calculations).

The accounting policy and procedures followed by the school are in compliance with the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools. The School utilizes The LIFE System accounting software, which is also in compliance with the standardized chart of accounts listed in the above referenced manual. At the direction of the CEO, the school uses a zero-based budget procedure.

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

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

- Preliminary Statement

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

Our school's current auditing firm is Siegal and Drossner, PC. The attached Audit report reflects year end June 30, 2009. Our next Audit is scheduled for August 2010.

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

- Audit June 30, 2009

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

There were no citations or follow-up actions for any State Audit Report.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

#### **Improvements for the 2009-2010 School Year:**

1. Availability of breakfast to all students.
2. Installation of:

- a. Grill to the school's kitchen area to enhance breakfast program.
  - b. Additional cameras in the high school entrance.
  - c. Card access to a door.
  - d. SMART Boards, white boards and associated infrastructure in all classrooms.
  - e. Hand free soap and towel dispensers in all restrooms, in order to reduce the spread of germs and influenza.
  - f. Steel loading dock compactor door to increase building security and sanitation.
3. Security enhancement:
- a. Training and certification of security officers, specifically in properly teaching them how to use batons and handcuffs.
  - b. Streamlining of the Upper School Division entrance by installing additional cameras.
  - c. Installation of card access to the main stairwell door. This allows students to access the second floor without entering the public lobby area.

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

### **Future Improvements:**

\*\*Note: the items listed below were postponed from last year due to the State Budget.

1. Acquiring a modular building to enhance school enrichment programs, as well as, extra-curricular activities.
2. Extending the pedestrian walkway at the Erie Avenue entrance.
3. Upgrading door alarms to the daycare and kindergarten classroom doors.
4. Replacing water heaters throughout the building.
5. Adding:
  - a. Kitchen equipment and table steamers in order to enhance lunch program.
  - b. Theatrical lighting, audio upgrades, and acoustical gym panels to enhance the quality of sight and sound of stage performances.
6. Installing:
  - a. Hands free faucet in all restrooms to reduce the spread of germs and influenza.
  - b. Cubicle walls with doors in order to improve sound suppression in the Atrium.
  - c. Additional lighting in parking lot "B" in order to enhance safety.

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

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

Each student has an individual health record which is kept in a locked filing cabinet. Included are the data from all yearly mandated health screenings, medical and physical exams, health history, immunization history, and episodic flow sheet as required by The Department of Education and The Department of Health.

The health services office provides parents with written BMI and BMI percentiles with an explanation of age appropriate values for normal, at risk, and overweight children. Basic guidelines on nutrition and physical activity are included.

Promotion of dental health information is featured each fall at the annual Back to School Night at the health services booth. Each February during Dental Health Month age specific information provided by the Pennsylvania Dental Association is given to 3rd grade students.

Physical activity and physical education along with health education are incorporated into the grade appropriate curriculum. Children with asthma are identified and individual plans are developed and implemented to allow maximum participation in physical activities. Children with other physical limitations are encouraged and allowed to participate at their best individual level. A personal hygiene program specific to the fourth grade was provided by a school social worker.

The high risk, high volume health issues identified at CAP are asthma, dental caries, and obesity. Development of new educational activities that include the students, health educators, and science teachers is targeted at these health issues.

Select faculty and staff members receive fire prevention education. Select faculty and staff participated in a CPR/AED training course in August 2008. This course is held biannually for new employees and for recertification. The AHA Heartsaver course will be scheduled for August 2010 orientation. The school has 2 AED's that are visible and accessible. Our school security officers complete an approved Security Officer Training provided by Temple University. The safety training in Pediatric First Aid for early child care providers; and select teachers and teachers aides for our aftercare program was not held this year. The course is being scheduled for this school year, 2010 to 2011.

Our operations department has been trained to handle all equipment hazards and is knowledgeable with safety standards. MSDS manuals are available at each end of the building for staff and emergency personnel. We have scheduled fire drills for faculty, staff, and students during school hours in the building and on the school buses. The local fire department participates in evaluations. Documentation of all fire drills is kept in the administrative office. The school safety/emergency plan was revised in May 2010.

The Food Service Director has an active role in making the Federal School breakfast and lunch program available to all students. Competitive foods are available in the cafeteria. Soda and caffeinated beverages have been removed from the cafeteria.

The 2008-2009 Request for Reimbursement of School Health Services Report is attached. The 2009-2010 Request for Reimbursement of School Health Services Report is in process of completion for submission by September 30, 2010, which is the due date.

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

- Cap Wellness
- Submitted reimbursement form

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

General Liability  
Auto Liability  
Personal Property  
Workers Compensation  
Commercial Umbrella

We currently offer our employees Keystone Health Plan East (100%), Personal Choice (partial employee contribution), Delta Dental, \$50,000 life insurance policy and PSERS.

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

- Auto Insurance
- Property & Liability Insurance
- Umbrella Insurance
- Workers Compensation
- ACORD
- Auto Insurance coverage
- General Liability Package
- Umbrella Coverage
- Worker's Compensation
- Umbrella Details
- Auto Insurance Details
- General Package Details

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Patterns and Reasons:

CAP takes deliberate steps to create a strong professional learning community.

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, CAP has very high standards for our teaching staff. As a result, some turnover is expected. The total number of personnel for the 2009-2010 academic school year was 169. Out of the 169 employees 10 of them were either terminated, non-renewed contracts, or resignations(ie. moving out of state, etc.). The percentage of returning staff from 2009-2010 SY was 92%.

The CEO establishes a school culture which fosters cooperation, encourages professional development, and empowers creating a community of leaders. The faculty and staff meetings held once a week encourages high levels of participation in school level decision-making and monitors progress. The CEO creates a collaborative and proactive school culture, which anticipates needs, initiates responses, and monitors progress.

The CEO recognizes and encourages the development of curricular expertise among teachers and resources and promotes sharing among staff to encourage skill development and reflection about teaching practices (e.g. team teaching). The CEO in collaboration with the Board of Directors evaluates the program and staff to determine the degree of implementation achieved and to ensure that turnover and retention patterns are studied.

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

- Verification Form

### **Student Enrollment**

Community Academy of Philadelphia Charter School follows strict admissions and enrollment procedures and policies that comply with state law.

Each year Applications of Intent to Enroll for grades Kindergarten to Twelfth are available and accepted during the period of December 15th and March 31st. All applications must be complete and received by the March 31st deadline in order to be accepted. Applications are not selected on a first come, first serve basis. Incomplete or inaccurate applications are not accepted. For applications for prospective Kindergarten students, the child must be five years of age by September 1st of the school being applied for. For prospective First Grade students, the child must be six years of age by September 1st of the school year being applied for.

Parents or guardians must complete an Application of Intent to Enroll for each child they wish to enroll. Applications are considered complete when submitted with the following attachments:

1. Proof of Age: a photocopy of prospective student's birth certificate, baptismal certificate or passport. Hospital records are not accepted.
2. Proof of Residency: a photocopy of a utility bill, vehicle registration, lease or mortgage statement.

Submission of original documents is required if the applicant is selected for admission.

To comply with charter school law, a public lottery is held when the number of applications exceeds the number of available spaces in the school. When applications are complete, parents are notified of the lottery dates and are given a student identification number for the lottery. Once applications have been selected, available spaces are offered in order of the lottery results and the remaining applications are placed on a waiting list. If spaces become available during the school year, they are offered to students on the waiting list. If a student is not been offered a space and remains on the waiting list they must reapply for the following school year as applications are valid for one school year only.

When a student is offered a space at the school, the parent is called to schedule an enrollment meeting. Original documents listed above and additional documents must be submitted at this meeting including an enrollment form.

#### **2009-2010 Enrollment History**

<u>Grade</u>	<u>Initial Enrollment</u>	<u># Dropped</u>	<u># Added</u>	<u># Transferred</u>	<u>End of Year (Returning in Fall '09)</u>
Kindergarten	0	0	61	2	59
First Grade	60	0	1	0	61
Second Grade	64	0	0	0	64
Third Grade	65	0	0	3	62
Fourth Grade	65	0	1	3	63
Fifth Grade	66	0	2	4	64
Sixth Grade	98	0	4	5	97
Seventh Grade	98	0	7	7	98
Eighth Grade	94	0	8	8	94
Ninth Grade	85	0	91	21	155
Tenth Grade	138	0	33	22	149

Eleventh Grade	138	1	20	22	135
Twelfth Grade	97	1	7	9	94
Totals	1068	2	235	106	1195

- 47 Students transferred to schools within the School District of Philadelphia.
- 6 Students transferred to Charter Schools in the City of Philadelphia.
- 4 Students transferred to Private/Parochial Schools in the City of Philadelphia.
- 42 Students transferred to schools out of the City of Philadelphia.
- 4 Students transferred to Online/Home School in the City of Philadelphia.
- 1 Student Enrolled in the Army.
- 1 Student transferred due to incarceration.
- 2 Student dropped out of school.
- 1 Student expelled.

Enrollment trends continue to be consistent with past experience. Student turnover continues to stay low especially in the Elementary Division of the School. Students and families seem pleased with their experience at Community Academy of Philadelphia thus, we generate an extensive waiting list each year. Students and families that enroll at Community Academy of Philadelphia are looking for a secure place that offers a strong academic program complemented by effective student services that address student needs.

## Student Enrollment - Attachments

- Lottery Parent Letter
- Application Cover Letter

## Transportation

Prior to the school year beginning the School District of Philadelphia is provided with all of the student's names, addresses, date of birth and grade. The parents as well as CAP are informed by mail of who qualifies for transportation to and from school. Along with the letter of approval, parents are given a time and location for pick up and drop off. During arrival and dismissal times students are supervised by CAP personnel. In addition, Community Academy of Philadelphia has its own two school buses for field trips and other school events that require students to be transported. In the event that any additional busing is needed CAP personnel will contact a private busing company.

Septa student transpasses are distributed at the school.

### Transportation Accommodations for special education students

Students who are eligible for special education are entitled to free transportation to school that takes account of their disability. If the child needs special transportation such as a lift bus, that service must be listed on the child's IEP and will be provided. During SY 2009-10, students were transported due to IEPs or health reasons.

## Food Service Program

The lunch program is overseen by the operations department. Community Academy of Philadelphia provides meals and nutrition education services to the students in grades Kindergarten to 12th. Our goal is to provide nutritious, well-balanced, student preferred, and economical meals. We have school-wide (K-12) participation in the federal lunch program. In accordance with the regulations of the Free and Reduced Lunch Program(FRL), meals are available for free and reduced rates to families that apply and qualify.

The program is monitored by our Operations department, which has an employee that has over five years of experience in dietary management. The CAPCS' food service management presently has a full time employee who covers the daily operation of the day-to-day functions of the food services. Our food service supervisor has been involved in several training and seminars. Our food service supervisor has certificates from the City of Philadelphia,(Food Establishment Personnel Food Safety Certificate), Servsafe Certification, Certificate of Achievement, (NSLP Annual Training Course).

Our building has two dining areas; one room is for the elementary (K to 4) and middle school (5th to 8th) students to dine. The other dining area is for high school students. We have seven lunch periods per day. This year we were able to incorporate breakfast for the entire student body. The Food Service is sub-contracted through Primo's Grille.

## **Student Conduct**

Every aspect of CAP is dedicated to providing a quality education while keeping in mind the special needs of our students. We believe that a trusting, caring, and mutually respectful relationship must exist between adults and young people. We affirm that a safe environment, free from violence, abuse and intimidation is possible within a framework of adult leadership. Therefore, we have a strict discipline code to establish a "zero tolerance policy."

CAP's Code of Conduct must be carried by students at all times. Students assume a sense of responsibility in maintaining a safe and calm environment. The Code of Conduct is also available online for the public. CAP has a clear code system that outlines levels of offenses and corrective actions. Suspensions can be denoted as either in or out of school.

Suspension is a separation from classes, activities, and all other privileges in which the student is subjected to until parent is notified and behavior is corrected.

Students are required to make up all class work and tests missed during a time of suspension. At the time of the infraction, the Vice Principal or Principal will invite the parent to a meeting, at which time the student and parent can express any extenuating circumstances they feel merit reconsideration. The decision will be sent by USPS registered mail. This shall, in all likelihood, require make-up work after school. The time period to make up all missed work may not exceed one (1) week from the date of reinstatement. Truancy Hearings: After three unexcused absences, a student will sit in the Discipline Office for a period not to exceed three days and for each of those days will serve a one-hour detention after school. Parents are required to schedule a meeting with the Vice Principal. If the meeting is not scheduled, the student may be suspended out-of-school.The due process for all appeals is detailed in the Student Handbook, which is attached.

Every aspect of CAP is dedicated to providing a quality education while keeping in mind the special needs of our students. CAP is a multi-racial, multi-ethnic, and multi-religious family that holds brotherhood and cooperation as essential values. CAP does not discriminate based on race, color, sex, sexual preference, religion, disability, or ethnic or national origin, but rather seeks to empower the diverse young people of Philadelphia through a productive and satisfying school program.

Education at the Community Academy of Philadelphia is based firmly on the belief in shared responsibility. Participants: (children, parents, teachers, administration, and support staff) constitute a family. Every effort is made to keep open the lines of communication and work out differences in a loving, caring atmosphere. The focus of our vocation is the child and he/she is the primary consideration. All suspensions and disciplinary notes are explained to the parents immediately. Written paperwork is given to students and parents in regards to any suspension. Hearings both, formal and informal, are set up at the earliest convenience of the parents. It is our mission to get students back into the classroom as soon as possible.

*“For the apparel oft proclaims the man.”- William Shakespeare.* Uniforms are mandatory for all students regardless of age. No student may attend class out of uniform. Uniform requirements are clearly outlined in the Student Handbook.

### **Suspension/Expulsion Report (K - 12)**

<b>Infraction</b>	<b>Duplicated</b>	<b>(Out of school) Suspensions (#)</b>
<b>Fire Drill</b>	<b>0</b>	<b>0</b>
<b>Act 26</b>		
<b>Fighting/Assault</b>	<b>1</b>	<b>15</b>
<b>Sexual Harassment</b>	<b>0</b>	<b>1</b>
<b>Bullying /Hazing</b>	<b>0</b>	<b>0</b>
<b>Possession of Prohibited Item</b>	<b>1</b>	<b>4</b>
<b>Disruption of school</b>	<b>7</b>	<b>29</b>
<b>Leaving school without permission</b>		<b>1</b>
<b>Repeated School Violations</b>	<b>7</b>	<b>17</b>
<b>Endangering or threatening of school personnel, students</b>	<b>0</b>	<b>0</b>
<b>Theft</b>	<b>0</b>	<b>0</b>
<b>Verbal Argument/Encouraging a fight</b>	<b>6</b>	<b>12</b>

### **Student Conduct - Attachment**

- Code of Conduct '09-'10

### **Signature Page**

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

### School Year: 2010

The Community Academy of Philadelphia 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 Community Academy of Philadelphia 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:** Joseph H.G. Proietta **Title:** Founder and CEO

**Phone:** (215) 533-6700 **Fax:** (215) 533-6722

**E-mail:** jproietta@communityacademy.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:** John M. FitzSimmons **Title:** Board Chairperson

**Phone:** (215) 533-6700 **Fax:** (215) 533-6722

**E-mail:** board@communityacademy.org

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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:** Cassandra McLaughlin **Title:** Special Education Supervisor

**Phone:** (215) 533-6700 **Fax:** (215) 533-6700

**E-mail:** cassandcmclaughlin@communityacademy.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachment

- Signature Page