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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Monday, February 14, 2011**  
**(Last Accepted: Monday, February 14, 2011)**

**Entity:** Crispus Attucks Youthbuild CS  
**Address:** 605 S Duke St.  
York, PA 17403

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Crispus Attucks Youthbuild CS

**Date of Local Chartering School Board/PDE Approval:** May 1999;renewed 2007

**Length of Charter:** 6   **Opening Date:** August 10, 2009

**Grade Level:** 12   **Hours of Operation:** 7:30 A.M - 4:30 P.M.(students: 8:00-3:00)

**Percentage of Certified Staff:** 88.88%   **Total Instructional Staff:** 9

**Student/Teacher Ratio:** 15   **Student Waiting List:** 70

**Attendance Rate/Percentage:** 82.66%

## Summary Data Part II

Enrollment: 167 Per Pupil Subsidy: 7792.2

### Student Profile

|                                 |    |
|---------------------------------|----|
| American Indian/Alaskan Native: | 0  |
| Asian/Pacific Islander:         | 0  |
| Black (Non-Hispanic):           | 90 |
| Hispanic:                       | 56 |
| White (Non-Hispanic):           | 12 |
| Multicultural:                  | 6  |

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
93

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 23

### Instructional Days and Hours

| Number of:          | K (AM) | K (PM) | K (F.Time) | Elem. | Middle. | Sec. | Total |
|---------------------|--------|--------|------------|-------|---------|------|-------|
| Instructional Days  | 0      | 0      | 0          | 0     | 0       | 180  | 180   |
| Instructional Hours | 0      | 0      | 0          | 0     | 0       | 1170 | 1170  |

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

#### What is YouthBuild USA?

The Crispus Attucks YouthBuild Charter School located in York, Pennsylvania is currently associated with the national YouthBuild, USA program and the Bill and Melinda Gates Foundation; (<http://www.gatesfoundation.org/default.htm>). For almost 25 years, YouthBuild USA has galvanized the positive energy of unemployed young people to rebuild their own communities and their lives through work, education, responsibility, and family. Currently there are 200 YouthBuild programs across the country and 23 alternative charter schools nationwide. YouthBuild USA is a national nonprofit organization that supports a nationwide network. Since 1994, more than 25,000 YouthBuild USA, young people have helped rebuild their communities, transform their lives and create more than 10,000 units of affordable housing. Strong emphasis is placed on leadership development, community service and the creation of a positive mini-community of adults and youth committed to success.

#### A Historical Perspective - Crispus Attucks YouthBuild Charter School - York, PA

In 1996, The Crispus Attucks Association in York, Pennsylvania founded a new academic program for Youth who had dropped out of the traditional school. The Crispus Attucks YouthBuild Program began as a GED program for at risk youth between the ages of 17 — 24. This program was modeled after the first National YouthBuild USA program in Harlem New York. The objective of the program was to provide learners with an opportunity to acquire job related skills in the field of construction while simultaneously taking classes to earn a GED. The program offered GED classes one week and construction work the alternate week.

In 1999, the Crispus Attucks YouthBuild Program petitioned the York City School Board and Pennsylvania Department of Education for permission to evolve into the Crispus Attucks YouthBuild Charter School. In 2000, the school became a state approved alternative, public charter high school accessible to all York County youth between the ages of 17 and 21. Most recently, the York City school District renewed the charter for another 5 years up to 2012.

Since 2000, with the assistance of the school's strategic planning team we have strategically and artfully used our infrastructure to systemically cultivated a continuous learning climate that addresses quality teaching, quality leadership and student achievement. Students are encouraged to believe in effort based ability and enhance their resiliency skills. The Crispus Attucks YouthBuild Charter School has evolved into a quality school with a rigorous aligned curriculum where students with potential acquire the opportunity to earn their high school diploma and accessibility to post-secondary opportunities.

### **Executive Summary**

The priority of the Crispus Attucks YouthBuild Charter School is Student Learning. The 2006-2009 Strategic Plan is based on the shared philosophy that all students will learn. The current plan was developed with active participation of the Crispus Attucks YouthBuild administrators, teachers, staff, parents, students, Board members, community leaders, and community representatives. The involvement of the many people enhanced the quality of this Strategic Plan. The committee used the framework established by the Pennsylvania Department of Education to facilitate an alignment of the six components of Pennsylvania's standards-aligned instructional system as defined through PDE's four lenses: quality teaching, quality leadership, artful use of infrastructure, and continuous learning ethics. These components established the foundation of our School's goals.

The 2006 -2009 Strategic Plan demonstrates the School's systemic approach to ensuring a coherent framework for all learners. Through consistent and pervasive practices, this plan will detail how Crispus Attucks YouthBuild Charter School will achieve Adequate Yearly Progress goals for all students. .

It is our purpose to provide instruction that will provide equitable post secondary opportunities for all Crispus Attucks YouthBuild students. The School is committed to this credence and will endeavor to meet and exceed the expectations laid out in our Strategic Plan. The 2006-2009 Plan is a road map of the steps Crispus Attucks YouthBuild Charter School will implement to invoke change relevant to student learning.

**During the 2008-09 school year, the focus was on student achievement. NCLB goals were added to the annual report and highly qualified teachers were monitored. Professional Development activities were planned around standards alignment; anchors; improving math and reading; classroom management; wellness; and the Professional Code of Conduct. The 2009-10 estategic plan continued the emphasis on student achivement for all at risk students. More explicitly in the ar instructional delivery and data analysis to better inform instructional practices.**

## **Mission**

### **Mission Statement**

"A Student's success is only dependent upon their efforts, commitment and tenacity rather than factors outside their control. Equal opportunities require equal access to knowledge. However; opportunity without preparation is an empty promise." Crispus Attucks YouthBuild Charter School is a school for students defined to be at-risk as outlined in public school law 1703 and .

It is the mission of the Crispus Attucks YouthBuild Charter School, to put practices into place to

ensure every student is prepared to access post high school opportunities and prepared to become productive, self-directed and a contributing member of an ever changing, global society.

This will be accomplished by providing a rigorous education that promotes continuous learning throughout life, responsible decision making, effective communication skills, and respect for self and others.

## **Vision**

### **The Vision**

The vision of the Crispus Attucks YouthBuild Charter School is to improve student learning through the development of a rigorous curriculum that focuses on cultivating independent learners, encourages divergent thinkers, and fosters continual learning for student and staff person. An Expansion committee has been named to consider facility and program expansion for the next charter renewal cycle.

## **Shared Values**

### **Student Learning:**

WE BELIEVE all students can learn.

WE BELIEVE learning must occur in an academically, emotionally and physically safe and supportive environment.

WE BELIEVE a challenging and diverse educational curriculum aligned with Pennsylvania State Standards supported by high quality resources in conjunction with frequent monitoring will enhance student learning.

WE BELIEVE all students should have equal access to post secondary opportunities.

### **Professional Practice:**

WE BELIEVE the implementation of research based instructional strategies is paramount in ensuring student achievement for all learners.

WE BELIEVE student achievement is enhanced when professional development for administrators, teachers, and staff is continuous, persistent and driven by qualitative and quantitative data.

WE BELIEVE effective school leadership is essential in meeting and exceeding state and national expectations.

WE BELIEVE to raise standards for students, teachers, and Principals we have to use data to inform instruction and focus on continuous improvement.

### **Relationship amongst Members:**

WE BELIEVE in order to achieve and maintain a secure and conducive educational environment, no individual or group has the right to disrupt the educational process of any learner.

WE BELIEVE cooperation, collaboration, and commitment from the students, parents,

community, administration, faculty, and support staff are essential for success in learning.

WE BELIEVE everyone within the school and community must be treated with dignity and respect and recognized for his/her uniqueness.

WE BELIEVE family and community involvement are the backbone of our educational programs.

## **Academic Standards**

### **Rigorous Instructional Program**

Crispus Attucks YouthBuild Charter School's curriculum is aligned with the Pennsylvania Department of Education's academic standards, anchors and eligible content. The Anchors and eligible content guides the curriculum and the curriculum guides the lesson plans. The Charter School has adopted an instructional practice that addresses essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course is coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified five best practices strategies from [www.bestevidence.org](http://www.bestevidence.org), to address our goals for the 2007-2008 school year.

**Strategy # 1:** Assessment anchors and eligible content were identified for each content area. We are focused on students learning.

**Strategy # 2:** We will use curriculum mapping to measure progress, identify challenges and make adjustments as needed.

**Strategy # 3:** We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices. Pssa testing will start in 2009 school year.

**Strategy # 4:** Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.

**Strategy #5:** Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

### **Special Education**

The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teaches the lesson with the subject teacher. For those learners with Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and previewing techniques to accelerate the student's learning curve.

### **ELL**

The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law. All students are given the Home Language Survey. Based on the results from the survey, selected students were given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners. The assessments reflect the Code of Fair Testing Practices in Education.

### **Graduation Requirements**

All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:

- All students must successfully complete all courses with an average of 70% or above in each course.
- 2) All students must successfully complete the Senior Technology portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. In additions, all students must pass the Research course which mandates reading 6 books a year.
- 3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved formative assessment.

4) All students must complete three college applications, three employment applications, an ACT, SAT or college entrance exam and successfully complet the V.I.E.W. program delivered by the Crispus Attucks Employment and Training Program.

## Strengths and Challenges

Strengths:

| Concern | Strengths | Challenges | Comments  |
|---------|-----------|------------|---|
|         | X         |            | Most Staff and Students feel collaborative school culture.  |
|         | X         |            | Crispus Attucks YouthBuild Charter School is a small learning community based program. 100% of our staff are Highly Qualified. All students have equal access to every Educator at our school. The students who have been identified as "at risk" within our system have two Educators per classroom.                                     |
|         | X         |            | Our School uses a site based system to collect, analyze and disseminate data efficiently and expeditiously for use by the school data team.   |
|         | X         |            | Results from formative assessments and benchmark exams are share regularly with the staff during the biweekly data dialogue meetings and quarterly with the parents and students. Students are kept abreast of their weekly course averages. The community is kept informed of the schools results via a monthly disseminated newsletter. |
|         | X         |            | The CAYBCS staff participate in weekly Professional Learning community meetings every Wednesday from 3:00 pm to 4:30 pm . The sole purpose of these weekly meetings is to examine student work and assess the fidelity of instructional practice.   |
|         | X         |            | In addition to collaborating with local University services, the Crispus Attucks YouthBuild Charter School has subcontracted with an independent consultant to provide technical assistance to facilitate school based improvement planning efforts and support the successful implementation of those improvement plans.                 |
|         | X         |            | Crispus Attucks YouthBuild Charter School is a small school with a total of 9 teachers. Our teachers are involved with an intense data collaborative professional development process.  |
|         |           | X          | The data from these documents indicate an decrease in enrollment for African American students.<br><br>This is a root cause that is worthy of extensive dialogue. We discovered because there are a limited amount of slots for our   |

|   |  |   |  |
|---|--|---|--|
|   |  |   | Charter School and with the recent increase of enrollments from other York County students, the available slots were divided equally amongst all applicants.   |
|   |  | X | The teaching staff needs to identify best practice strategies for ALL students in math and monitor the progress of the Latino Subgroup. Perhaps review the fiction and non-fiction text to ensure students are reading a diverse selection of high interest novels where their culture is reflected.   |
| X |  |   | Establishing excellence in serving our ELL population has become a challenge as demand for these services and funding to secure staff to keep our staff to student ratios low is not growing at the same pace of our ELL subgroup.   |
| X |  |   | Since many of our students have been inactive in their home districts, we have encountered a challenge in acquiring the last special education paperwork. It is often difficult for home districts to locate this paperwork thus straining our 10 day window to remain in compliance to know and render services to incoming special education students. |

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

#### **A Clear Goal: THE FOCUS IS ON STUDENT LEARNING**

The strategic planning process generated discussions around shifting from focusing on teaching to focusing on student learning. The committee used the previous annual reports and Getting Results designed for Pennsylvania School Districts to address all components relating to student learning.

This strategic plan is our roadmap for a coordinated, systemic effort emphasizing comprehensive instructional practices that will make a real difference. This blue print emphasizes accountability for every student, teacher, administrator, staff member, parent, and the rest of our entire community of learners. It will be implemented with fidelity with the School's enduring commitment to STUDENTS FIRST. Revisions for the 2009-10 plan were based on data from pre and post tests; teacher professional development discussions; and input from the expansion committee.

### Strategic Planning Committee

| Name                         | Affiliation                  | Membership Category              | Appointed By         |
|------------------------------|------------------------------|----------------------------------|----------------------|
| Baxter, Nicole               | York City School District    | Parent                           | Board                |
| Bonnie Hastings              | Teacher                      | Secondary School Teacher         | other teachers       |
| Byers, Jazmin                | Harrisburg Community College | Business Representative          | Board                |
| Cathy Bellone                | Teacher                      | Special Education Representative | other teachers       |
| Donna Williams               | Business Manager             | Administrator                    | other adm.           |
| Jacqueline A. Martino-Miller | CEO                          | Administrator                    | self adm. assignment |
| Jerry Hall                   | Technology                   | Ed Specialist - Instructional    | board                |

|                      |                          | Technology                         |       |
|----------------------|--------------------------|------------------------------------|-------|
| Lakiesha Jenkins     | Alumni                   | Community Representative           | Board |
| McNiel, Adrienne     | University of Pheonix    | Business Representative            | Board |
| Michael D. Jefferson | Assistant CEO            | Administrator                      | Board |
| Michael Newsome      | Business Leader          | Business Representative            | Board |
| Miller, Newton       | Principal                | Administrator                      | Board |
| O'Conner, Delzier    | Heart of God Church      | Parent                             | Board |
| Valerie Forman       | case manager             | Ed Specialist - Social Restoration | Board |
| Watkins, Donna       | Neighborhood Association | Community Representative           | Board |

## Goals, Strategies and Activities

### **Goal:** curriculum alignment

**Description:** We use PSSA results, pre and post scores in reading and math on both TABE and Gates MacGinitie assessments for student benchmarks and have teachers use the data for professional development activities

additional professional activities include:

classroom management

cultural diversity

crisis management

curriculum mapping

student work protocols

5x5 analysis

Classroom engagement techniques

### **Strategy:** professional development action plan

**Description:** develop a comprehensive prprofessional development plan for assessing teacher performance in improving student achievement achievement

pre/post test analysis in math and reading

initiating research program to enhance reading skills

developing TIP program -Tailored Individualized Program meeting student needs in developing academic skills and professional development programs to match

### **Activity:** workshops

**Description:** workshops are planned for all staff on curriculum alighment;anchors; testing; rasing student achievement; wellness; classroom management; curriculum mapping; educational intervention.

| Person Responsible | Timeline for Implementation          | Resources |
|--------------------|--------------------------------------|-----------|
| Miller, Newton     | Start: 8/9/2010<br>Finish: 5/11/2011 | -         |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
| 1.00                        | 8  | 20  |

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

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

|   |  |  |
|---|--|--|
| A series of PD sessions on the instructional initiatives we have agreed upon as a team in our shared values will enhance, introduce, and refine these necessary skills that are thought to be evident in good teaching. | All sessions are based on components outlined in the 16 best practices of HP2 schools. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> |
|---|--|--|

*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>Other educational specialists</li> </ul> | <ul style="list-style-type: none"> <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>Arts &amp; Humanities</li> <li>World Languages</li> <li>Mathematics</li> <li>History</li> </ul> |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
|----------------------|--------------------|

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Status:** In Progress — Upcoming

**Strategy: providing professional development programs**

**Description:** to design professional workshops for all staff programs will feature:  
 standards update by teachers attending PDE workshops  
 anchors for math and reading by PDE staff  
 curriculum mapping by approved consultants  
 crisis management by approved outside agencies  
 Educational Initiatives by CEO after receiving training  
 improving student achievement by data analysis and instructional improvement  
 meeting nclb goals via annual benchmarks

**Activity: 3 day workshop in August**

**Description:** Each teacher will participate in a 3 day PD camp that will re-establish the collective approach of the school in the arenas of Professional Learning Communities, Classroom Management, Student Work rotocols, Classroom Engagement, Cycle of Effective Instruction, Cooperative Learning, and Differentiated Instruction.

| Person Responsible | Timeline for Implementation          | Resources |
|--------------------|--------------------------------------|-----------|
| Miller, Newton     | Start: 8/9/2010<br>Finish: 8/11/2010 | -         |

| Professional Development Activity Information |  |   |
|---|--|---|
| Number of Hours Per Session                   | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 5.00  | 3  | 20  |

| Organization or Institution Name         | Type of Provider | Provider’s Department of Education Approval Status |
|--|------------------|--|
| Crisus Attucks Youthbuild Charter School | • School Entity  | Approved   |

| Knowledge and Skills   | Research and Best Practices                            | Designed to Accomplish  |
|--|--|---|
| The whole staff will review the previous years PD session highlights in attempt to establish a unified front | Every topic is detailed in the 16 effective strategies | <i>For classroom teachers, school counselors and education specialists:</i> |

in the approaches all educators utilize in the arenas of PLC's, Classroom Management, Student Work Protocols, Classroom Engagement Techniques, Cycle of Effective Instruction, Cooperative Learning, and Differentiated Instruction.

used in HP2 schools.

- 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.
- 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>• School counselors</li> <li>• Other educational specialists</li> </ul> | <ul style="list-style-type: none"> <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>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• World Languages</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>• Analysis of student work,</li> </ul> | <ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> </ul> |
|--|--|

- with administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** Complete

| <b>Date</b> | <b>Comment</b>   |
|-------------|--|
| 8/31/2009   | Very profitable workshop. A series of viable real time needs were developed for further professional development |

## **Goal: Graduation Rate**

**Description:** Crispus Attucks YouthBuild Charter School will improve graduation rates by 10% for EVERY student.

### **Strategy: Post Secondary Development**

**Description:** The CAYBCS will engage all learners in hands on relevant career development work experience opportunities. Students will have a choice of electing to participate on the construction site or as a CNA for the local Nursing Home Organization.

In addition all students will complete a individual exit student plan detailing the post secondary plans after earning the high school diploma.

### **Activity: Additional tutoring for academic deficient areas and SAT; ACT preparation**

**Description:** Tutoring programs will be introduced on as need basis based on monthly assessments, PSSA data and Gates-McGinitie data.

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

|                |                                     |   |
|----------------|-------------------------------------|---|
| Donna Williams | Start: 10/1/2008<br>Finish: Ongoing | - |
|----------------|-------------------------------------|---|

**Status:** In Progress — Upcoming

### **Strategy: software program to track graduation rates**

**Description:** A data warehousing system to house information on each student's progress toward graduation

### **Activity: CBLE software for basic skills**

**Description:** Intervention software will be ordered by math teacher and instructional leader. The software will complement the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

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

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2009<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** At least 45% of all students will demonstrate adequate yearly growth in Mathematics, as measured by the Gates McGinity state approved exam.

### **Strategy: Alignment of relevant skills**

**Description:** The School's schedule will reflect a curriculum correlation between relevant classes. For example the students will travel from Math class, to Art Class (working on a similar skill) and then apply the learned skill on the worksite. (i.e. fractions and measurement)

### **Activity: Technology - Web-based interactive programs**

**Description:** Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

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

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

### **Strategy: remedial software programs**

**Description:**

**Activity: software to match identified anchors**

**Description:** in service for math teacher on new software

**Person Responsible Timeline for Implementation Resources**

|                |                 |            |
|----------------|-----------------|------------|
| Donna Williams | Start: 1/1/2007 | \$4,000.00 |
|                | Finish: Ongoing |            |

**Status:** Complete

**Date Comment**

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|           |  |
|-----------|--|
| 9/16/2009 | PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content. |
|-----------|--|

**Strategy: Webased tutorial programs**

**Description:** Ramp-Up Mathematics builds a supportive environment where teachers and students are active participants in the exploration of mathematical concepts  
Lessons are organized around Rituals and Routines that help teachers vary activities and differentiate instruction with:  
Independent work, where students are encouraged to use resources such as the Concept Book and their notes to answer their questions  
Partner and small-group work where students share and discuss ideas, strategies, and solutions  
Presentations where students share their work and ideas in a safe and supportive setting  
Whole-group discussions where students discuss solutions and strategies, and the teacher addresses the misconceptions that led to incorrect answers

When students are working independently

**Activity: Additional tutoring for academic deficient areas and SAT; ACT preperation**

**Description:** Tutoring programs will be introduced on as need basis based on monthly assessments, PSSA data and Gates-McGinitie data.

**Person Responsible Timeline for Implementation Resources**

|                |                  |   |
|----------------|------------------|---|
| Donna Williams | Start: 10/1/2008 | - |
|                | Finish: Ongoing  |   |

**Status:** In Progress — Upcoming

## Activity: America's Choice - Ramp up Math

**Description:** Ramp Up will be used in tutoring sessions as an intervention to address student weaknesses. Students who do not respond to individualized software will be exposed to Ramp Up in small group settings.

| Person Responsible | Timeline for Implementation            | Resources  |
|--------------------|--|------------|
| Miller, Newton     | Start: 8/18/2010<br>Finish: 12/15/2010 | \$8,000.00 |

### Professional Development Activity Information

| Number of Hours Per Session               | Total Number of Sessions Per School Year                        | Estimated Number of Participants Per Year          |
|---|---|--|
| 2.00                                      | 2   | 12   |
| Organization or Institution Name          | Type of Provider  | Provider's Department of Education Approval Status |
| Crispus Attucks YouthBuild Charter School | <ul style="list-style-type: none"> <li>School Entity</li> </ul> | Approved   |

| Knowledge and Skills  | Research and Best Practices   | Designed to Accomplish  |
|---|---|---|
| Teachers will learn and practice the components and strategies associated with the Ramp-Up model. | Americas Choice is listed in the the best practices of what works clearing house. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in</li> </ul> |

managing resources for effective results.

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

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| <b>Role</b>  | <b>Grade Level</b>  | <b>Subject Area</b>  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul> | <ul style="list-style-type: none"><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> |

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

**Status:** In Progress — Overdue

**Activity: Technology - Web-based interactive programs**

**Description:** Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

**Person Responsible Timeline for Implementation Resources**

---

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

**Goal: meeting ayp**

**Description:** AYP will be determined in 2010 by the graduation rate.

**Strategy: Webased tutorial programs**

**Description:** Ramp-Up Mathematics builds a supportive environment where teachers and

students are active participants in the exploration of mathematical concepts  
 Lessons are organized around Rituals and Routines that help teachers vary activities and differentiate instruction with:  
 Independent work, where students are encouraged to use resources such as the Concept Book and their notes to answer their questions  
 Partner and small-group work where students share and discuss ideas, strategies, and solutions  
 Presentations where students share their work and ideas in a safe and supportive setting  
 Whole-group discussions where students discuss solutions and strategies, and the teacher addresses the misconceptions that led to incorrect answers

When students are working independently

**Activity: Technology - Web-based interactive programs**

**Description:** Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

**Goal: PLATO**

**Description:** The math, english, special education, and SAT prep staff was trained on the PLATO system. Each staff mentioned above is proficient in creating classes, learning paths, accessing reports and editing student demographics.

**Strategy: Computer Based Intervention**

**Description:** Personal Education Plans are created and executed for each student to address weaknesses in math and reading utilizing the PLATO learning environment.

**Activity: software to match identified anchors**

**Description:** in service for math teacher on new software

**Person Responsible Timeline for Implementation Resources**

|                |                 |            |
|----------------|-----------------|------------|
| Donna Williams | Start: 1/1/2007 | \$4,000.00 |
|----------------|-----------------|------------|

Finish: Ongoing

**Status:** Complete

**Date**      **Comment**

---

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

**Activity: Software to match reading anchors**

**Description:** teacher to select priority items for anchors

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

---

|                |                 |            |
|----------------|-----------------|------------|
| Miller, Newton | Start: 1/1/2007 | \$3,750.00 |
|                | Finish: Ongoing |            |

**Status:** Complete

**Date**      **Comment**

---

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

**Goal: READING**

**Description:** At least 54% of all students will demonstrate adequate yearly in growth in Reading, as measured by the state approve Gates McGinitiy Exam. \* This school only has one grade; 12th.

**Strategy: remedial software programs**

**Description:** Computer based learning environments that will assist in providing academic prescriptions to address student weaknesses

**Activity: Software to match reading anchors**

**Description:** teacher to select priority items for anchors

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

---

|                |                 |            |
|----------------|-----------------|------------|
| Miller, Newton | Start: 1/1/2007 | \$3,750.00 |
|                | Finish: Ongoing |            |

**Status:** Complete

| <b>Date</b> | <b>Comment</b> |
|-------------|----------------|
|-------------|----------------|

---

|           |  |
|-----------|--|
| 9/16/2009 | PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content. |
|-----------|--|

### **Activity: Technology - Web-based interactive programs**

**Description:** Students identified as two or more grade levels behind in math will have double Math courses. The second Math course will be an acceleration web based program like Plato or Ramp up Math

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

---

|                |                 |            |
|----------------|-----------------|------------|
| Donna Williams | Start: 1/1/2007 | \$4,000.00 |
|                | Finish: Ongoing |            |

**Status:** In Progress — Upcoming

## **Goal: Technology in the classroom**

**Description:** All teachers will be trained in basic operation of MicroSoft Excel

### **Strategy: Computer Based Intervention**

**Description:** Personal Education Plans are created and executed for each student to address weaknesses in math and reading utilizing the PLATO learning environment.

### **Activity: CBLE software for basic skills**

**Description:** Intervention software will be ordered by math teacher and instructional leader. The software will compliment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

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

---

|                |                 |            |
|----------------|-----------------|------------|
| Donna Williams | Start: 1/1/2009 | \$4,000.00 |
|                | Finish: Ongoing |            |

**Status:** In Progress — Upcoming

**Activity: software to match identified anchors**

**Description:** in service for math teacher on new software

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** Complete

**Date Comment**

---

|           |  |
|-----------|--|
| 9/16/2009 | PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content. |
|-----------|--|

**Strategy: remedial software programs**

**Description:**

**Activity: CBLE software for basic skills**

**Description:** Intervention software will be ordered by math teacher and instructional leader. The software will compilment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2009<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

**Activity: software to match identified anchors**

**Description:** in service for math teacher on new software

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** Complete

**Date      Comment**

---

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math, english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

**Strategy: remedial software programs**

**Description:** Computer based learning environments that will assist in providing academic prescriptions to address student weaknesses

**Activity: CBLE software for basic skills**

**Description:** Intervention software will be ordered by math teacher and instructional leader. The software will compliment the curriculum mapping and be able to meet individual needs for each student.

PLATO, Maxskil, Apangea, Nova Net are the CBLE's we are examining.

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2009<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** In Progress — Upcoming

**Activity: software to match identified anchors**

**Description:** in service for math teacher on new software

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Donna Williams | Start: 1/1/2007<br>Finish: Ongoing | \$4,000.00 |
|----------------|------------------------------------|------------|

**Status:** Complete

**Date      Comment**

---

9/16/2009 PLATO learning environment has been adopted to create differentiation within the math,

english and SAT prep classrooms. Specific learning paths are established and matched to eligible content.

## **Goal: TECHNOLOGY PLAN**

**Description:** Our goals are as follows:

1. To utilize our new software package to better manage our student data, including administrative reports, class schedules, student grades, and attendance.
2. To upgrade our telephone communication system to accommodate the expansion of our charter school.
3. To upgrade our file server to accommodate the expansion of our charter school.
4. To utilize our distance learning equipment.

### **Strategy: Technology Plan Implementation**

**Description:** Improve and expand our technology tools to improve the quality of the Charter School and provide more accurate and timely information.

#### **Activity: Cable and PC expansion**

**Description:** Category 5e or 6 cable to expand Charter School internal cabling. 1000 ft - \$95.00 per bulk cable quantity depends on expansion per rooms (estimate of 4).

Update computer equipment for expansion 50 pc computers (P4, 1gig memory, 20 gig hard drive, 10/100 network card) donation if possible (pennstate and york college).

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

|            |                                      |            |
|------------|--------------------------------------|------------|
| Jerry Hall | Start: 7/1/2010<br>Finish: 8/20/2010 | \$1,200.00 |
|------------|--------------------------------------|------------|

**Status:** Not Started — Overdue

#### **Activity: Continue to be CIPA Compliant**

**Description:** Cipa compliant (<http://www.fcc.gov/cgb/consumerfacts/cipa.html>) - our filter software is through [www.contentwatch.com](http://www.contentwatch.com) CP200 (hardware) we have a service agreement until May 20, 2012 after that time we will need to pay a yearly fee for updates which estimate \$2000.00

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

|            |                 |            |
|------------|-----------------|------------|
| Jerry Hall | Start: 8/3/2010 | \$4,000.00 |
|------------|-----------------|------------|

Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: File Server for YouthBuild**

**Description:** File Server for YouthBuild - Hardware purchase upgrades for the file server and maintenance for replacement parts that fail range in price from \$2,000.00 to \$3000.00

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

|            |                                      |            |
|------------|--------------------------------------|------------|
| Jerry Hall | Start: 6/7/2010<br>Finish: 8/12/2010 | \$3,000.00 |
|------------|--------------------------------------|------------|

**Status:** Not Started — Overdue

### **Activity: Software Update**

**Description:** Update Software for YouthBuild Microsoft Office 2007 Suite or Stay with Office 2002 version - licenses can be purchased through [www.techsoup.org](http://www.techsoup.org) a company that partnerships with Microsoft and other vendor's at deep discounts of software and hardware. 50 licenses Office 2007 \$1,000.00 and also Windows Server 2008 Premium \$250.00

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

|            |                                     |            |
|------------|-------------------------------------|------------|
| Jerry Hall | Start: 6/30/2010<br>Finish: Ongoing | \$2,250.00 |
|------------|-------------------------------------|------------|

**Status:** Not Started — Overdue

### **Activity: Technology Activities**

**Description:** Install and utilize new software package, RenWeb

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

|               |                                      |             |
|---------------|--------------------------------------|-------------|
| None Selected | Start: 5/1/2009<br>Finish: 8/31/2009 | \$82,098.00 |
|---------------|--------------------------------------|-------------|

**Status:** Complete

| Date | Comment |
|------|---------|
|------|---------|

|           |  |
|-----------|--|
| 9/16/2009 | Package was installed and in use, however the package is not approved by PDE and presents some challenges when addressing the PIMS and safe Schools reports. |
|-----------|--|

## Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

During the 2009-10 school year, the Crispus Attucks YouthBuild Charter School used a targets curriculum aligned with PA Academic Standards and Assessment anchors to meet academic targets.

Crispus Attucks YouthBuild Charter School's curriculum was aligned with the Pennsylvania Department of Education's Big Ideas, Concepts, and Competencies. The Concepts and Competencies guided the curriculum and the curriculum guides the lesson plans. The Charter School adopted an instructional practice that addressed essential questions, higher order thinking skills, guided practice and effective instructional strategies as identified by the United States Department of Education (Marzano). Each course was coordinated and implemented in a manner designed to result in proficient or advance levels for all students. A copy of our Chapter 4, content standard -aligned curriculum is located in every teacher's classroom and in our Central office.

To continue to meet the developmental and academic needs of all students, we have identified five best practices strategies from [www.bestevidence.org](http://www.bestevidence.org), to address our goals for the 2009-10 school year.

**Strategy # 1:** Assessment anchors and eligible content were identified for each content area. We are focused on students learning.

**Strategy # 2:** We will use curriculum mapping to measure progress, identify challenges and make adjustments as needed.

**Strategy # 3:** We used periodic formative and summative benchmark assessments to predict AYP targets. Adjustments will be made to better match the learner's ability with the teacher's instructional practices.

**Strategy # 4:** Professional Learning Communities will continue to engage the staff in best practice' data dialogue meetings. Results will be tracked for gaps, strengths and feasible root causes.

**Strategy #5:** Teachers developed common assessment benchmark exams and standardized rubrics to gauge student's progress towards proficiency.

In addition, we continued monitoring the use of our adopted instructional procedures to ensure adequate growth for each student.

The CAYBCS instructional model is designed to help students become self-directed learners through active inquiry. The lessons are designed to assist students in linking prior knowledge, life experiences and external events to new information. Individual student progress is monitored and Teacher lesson plans are adjusted to meet the learner's needs.

To accelerate academic skill development, content knowledge and learning strategies of students performing below standards in reading, CAYBCS has implemented Project Read/Language Circle Balanced Reading Strategies. One on one tutoring was delivered to students who did not fair well in math.

The following teaching strategies were used to actively engage students in the learning process.

- During the 2009-10 school year, the CAYBCS continued with the constructivist problem based learning strategies.
- To encourage students to use higher order thinking skills, teachers replaced objectives with Essential Questions.
- Teachers framed tasks around cognitive activities such as analysis, interpretation, and prediction to foster construction of new meanings.
- Students were provided additional wait time to construct new meanings and develop their prior knowledge.
- Teachers used graphic organizers to encourage students to write about their own understanding of concepts prior to teaching the desired skills
- Teachers spent more time in developing vocabulary in context via graphic organizer

## **Rigorous Instructional Program - Attachment**

- Teacher Induction Plan and Professional Development Plan

## **English Language Learners**

The Crispus Attucks YouthBuild Charter School's ELL program meets the three part test mandated by federal law.

1. All students are given the Home Language Survey.
2. Based on the results from the survey, selected students are given the Woodcock Munoz Language Survey and the Hartcourt Educational Measurement assessments.
3. The results from both exams are used to determine the appropriate level of instruction for the limited English language learners.

The assessments are based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel and periodically evaluated. The students in our ELL program are learners whose primary language is not English and are integrated into the regular educational program with support services from the Spanish teacher.

There are currently no supporting documents selected for this section.

## **Graduation Requirements**

### **Graduation Requirements**

All Crispus Attucks YouthBuild Charter School students must adhere to the following requirements prior to earning the right to receive a high school diploma:

1) All students must successfully complete all courses with an average of 70% or above in each course.

2) All students must successfully complete the Senior Technology portfolio and culminating project. The purpose of the project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

3) All students must demonstrate adequate yearly progress in reading and math, as indicated by two years of grade level growth from the State approved criterion referenced assessment.

4) All students must complete the Research Program including the prescribed number of articles and books per year.

5) Selected students must take the SAT , PSSA or ACT test or the Vocational Aptitude Test.

6) All students must complete three job applications, three college applications, and three technical school applications during the third phase of the portfolio experience.

## Special Education

### Special Education

The Crispus Attucks YouthBuild Charter School uses the Procedural Safeguard Notice and other Special Education mandated forms designated by PDE to identify and provide services to students with special needs. To address the developmental and academic needs of all students, the Charter school uses the full inclusion model and services through Lincoln Intermediate Unit 12. Our certified Special Educator and trained Para-professional, travel with designated class sections and co-teach the lesson with the subject teacher. For those learners with Specific Design Instruction, the Charter School uses differentiated instructional strategies, scaffolding and previewing techniques to accelerate the student's learning curve.

For the school year 2009-10, the Charter School did have a trained Para-professional to work with our certified Special Educator made possible through ARRA funds.

## Special Education - Attachment

- SPECIAL EDUCATION

### Special Education Program Profile - Chart I

| Teacher       | FTE | Type of class or support | Location                                  | # of Students | Other Information |
|---------------|-----|--------------------------|---|---------------|-------------------|
| Cathy Bellone | .33 | Learning Support         | Crispus Attucks YouthBuild Charter School | 13            | n/a               |
| Cathy Bellone | .33 | Emotional Support        | Crispus Attucks YouthBuild                | 5             | n/a               |
| Cathy Bellone | .34 | Mental Retardation       | Crispus Attucks YouthBuild                | 5             | n/a               |

## Special Education Program Profile - Chart II

| Organization                        | FTE | Type of class or support     | Location                                  | # of Students | Other Information  |
|-------------------------------------|-----|------------------------------|---|---------------|--|
| Lincoln Intermediate Unit 12        | .15 | School Psychologist          | Crispus Attucks YouthBuild Charter School | 19            | They conduct Psychological Evaluation testing require to update student's IEP            |
| Office of Vocational Rehabilitation | .10 | Career Exploration Counselor | Crispus Attucks YouthBuild Charter School | 11            | They provided transitional services for students with IEPs who are schedule to graduate. |

## Special Education Program Profile - Chart III

Title                      Location FTE

Cathy Bellone YBCS      1

## Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service                   | Amount of Time Per Week |
|--|---------------------------------|-------------------------|
| LIU 12   | Psychologist Services - testing | 1                       |
| OVR  | Career Counseling Exploration   | .5                      |

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification    K    1    2    3    4    5

Not Applicable      No    No    No    No    No    No

### Student Assessment - Secondary

Test/Classification    6    7    8    9    10    11    12

iii. Gates McGinnities    No    No    No    No    No    No    Yes

1. PSSA                      No    No    No    No    No    No    Yes

### Student Assessment

Our local state approved standardized assessment is used as a diagnostic tool and a benchmark assessment for incoming Charter School students. The results from the school year 2009-10 standardized Gates McGinitie assessment indicated growth for all graduates. CAYBCS students demonstrated more growth in reading than math. These results have led the school to implement

intensive math acceleration tutoring sessions and data dialogue meetings. Staff will be trained in analyzing data to make informed decisions and adjust instructional practices.

There are many strategies in place to ensure all students are making adequate yearly progress. Students take the Gates McGinitie Diagnostic Exam at the beginning, mid-term, and end of the year. The results of this test are shared with the students and parents in mandatory conferences. Communication with students, parents or guardians is made throughout the year via conferences, phone calls, home visits, and or email. Any students at risk are encouraged to attend tutorial sessions and seek resiliency assistance from their case managers.

Data analysis protocols will be a part of ongoing professional development sessions. The analysis of all local assessments, in-house formative assessments, and past PSSA data will provide valuable input for the adjustment of direct instructional strategies to whole classrooms and to students needing intervention.

PSSA assessments were given to all students not having taken the tests at their home school districts prior to enrolling in CAYBCS beginning in October 2009.

## **Student Assessment - Attachment**

- Pre-Post Exam Data 2009-2010

## **Teacher Evaluation**

The Crispus Attucks YouthBuild Charter School uses PDE 426, PDE 427 and the PDE 428 to evaluate teachers. Our primary concern is "Are the students learning?" and "What does the data say?"

The main features of the school's teacher evaluation plan are:

- 1) Category I - Planning and Preparation
- 2) Category II - Classroom Environment
- 3) Category III - Instructional Delivery
- 4) Category IV - Professionalism
- 5) Category V - Student progress

The individual responsible for teacher evaluations was our instructional leader, Newton Miller. He conducted formal and informal teacher observations, provided feedback and recommended strategies to improve student performances. Exit conferences were held with each teacher and signed evaluations are on file for the school year.

Teachers are encouraged to use planning to collaborate with the Special Education Teacher to map out the curriculum so that previewing and acceleration instructional techniques can assist the learners demonstrating academic proficiency. The planning periods are inextricably linked to staff development that will lead to student achievement.

## **Teacher Evaluation - Attachments**

- Organization Overview
- The Mission and Vision Statements
- TEACHER EVALUATIONS, PDE FORM 426
- TEACHER EVALUATIONS, PDE FORM 428
- TEACHER EVALUATIONS, PDE FORM 426A
- TEACHER EVALUATIONS, PDE FORM 427

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Jacquie Martino-Miller continues as CEO.

Mr. Newton Miller assumed the position of Instructional Leader in August of 2009. He remains active in that position.

### **Board of Trustees**

| <u>Name of Trustee</u> | <u>Office (if any)</u> |
|------------------------|------------------------|
| Adrienne McNeil        | President-09           |
| Robert Redman          | Secretary-08           |
| Christine Blevins      | 08                     |
| Michael Newsome        | 08                     |
| Darcel Kimbel          | 08                     |
| Edquina Washington     | 08                     |
| Rebecca Lanzino        | 09                     |
| Eugene Washington      | 09                     |
| Kendall Menzer         | 09                     |
| Jazmin Byers           | 09                     |
| Thomas Englerth II     | 09                     |
| Grace Quarterly        | 09                     |

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

In accordance with the Public Officials Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) on a monthly basis. Professional Development was provided to the Board as follows:

Topic covered was an informational session covering various charter school issues. The information was provided to the Board by the CEO & the Board President.

Presentation was from Charles Woodard and Valerie Foreman, Case Managers, who discussed the duties of the case managers and their observations of the students.

In addition, at each Board meeting both the Board Treasurer and the Business Manager spend time reviewing the financial statements and providing additional financial information so that the Board members become more familiar with the financial transactions for the Charter School, including the budgeting process, audits, and reporting compliance issues.

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

The School Board of Trustees manages the charter school and follows the charter approved by the Board of Directors of the York City School District.. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement. Two designated Board members were

appointed to our Title I parental involvement team. Meeting notes are kept to document and gauge progress regarding our parental involvement policy. New leadership beginning with the 2009 school year will provide additional vision for the charter school.

Our Board is an active member of PSBA Association.

In accordance with the Public Officials Act and the Sunshine Law, the Crispus Attucks YouthBuild Charter School conducted School Board Meetings (open to the public) during the following dates: Board of Trustees meetings are held the fourth Monday of each month at 6:00 pm. All meetings are held at CAYCS in the conference room. Regular legal updates are held for the members of the Board.

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

- 2009-10 Board Meeting Schedule

## **Community and Parent Engagement**

The School Board of Trustees is an active partner in the community. Crispus Attucks YouthBuild Charter School is a small learning community program. The Board collaborates with the CEO and the staff to encourage continuous parental involvement. Two designated Board members were appointed to our Title I parental involvement team. Meeting notes are kept to document and gauge progress regarding our parental involvement policy. Many activities are planned to promote community and parent involvement.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Several fundraisers were conducted by the students and faculty. The activities were as follows:

- Blood Drive
- Talent show and fashion show
- Two Alumni vs. Current Students basketball games.

Because these fundraisers were very popular with the students, it is anticipated they will be continued and expanded for next year. In addition, the Board of Trustee continues to explore a marketing & development plan for the School that will create some additional funds for the future.

### **Fiscal Solvency Policies**

The Charter School follows Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting the Annual Financial Report. The accounting system is maintained on an accrual basis using the Pennsylvania State Chart of Accounts for Pennsylvania's Public Schools.

### **Accounting System**

The Charter School receives the majority of its funding through several grants, contracts with numerous School Districts, various subsidies from the PA Dept. of Education, and contributions from the community.

Monthly financial statements are prepared and reviewed by the Business Manager, Finance Committee, Executive Staff and Board of Directors. In addition, a three month cash flow is prepared and reviewed regularly to ensure that any unbudgeted items can be handled promptly. The Charter School also maintains a Line of Credit with a local bank. For the current fiscal year, there were no draws made against the Line of Credit.

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

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

- Preliminary Statement of Revenues and Expenditures, 6/30/10

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

For the fiscal year ending June 30, 2010, the Charter School has retained the audit firm of ParenteBeard CPA's. The audit will begin the week of July 26, 2010 and it is anticipated the final audit report will be issued by October 31, 2010. Based on preliminary discussions with the auditors, it is expected that an unqualified audit opinion will be issued.

For the June 30, 2009 year-end, the audit was performed by ParenteBeard CPA's (formerly BeardMiller & Company). For the fiscal year ending June 30, 2009, the Charter School's audit was issued October 26, 2009 in accordance with Government Auditing Standards and the requirements of U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations. The audit was issued with an unqualified opinion and there were no findings or questioned costs. A copy of the June 30, 2009 audit is attached.

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

- June 30, 2009 audited financial statement

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

In 2008 the Charter School underwent its first audit by the Pennsylvania Auditor General's Office. The years under audit were 2004 through 2006. As a result of that audit, several findings were issued--refer to Note 9 in the previously submitted June 30, 2008 audited financial statements. The final report was issued on June 17, 2010 from the Auditor General's Office.

During our preliminary exit conference with the auditors, we discussed various issues concerning reporting and documentation; we have implemented numerous procedures to strengthen our procedures and believe we are in compliance with all requirements.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

1. During the 2009-10 fiscal year, the Charter School did not purchase any furniture, fixtures or equipment. The Charter School rents its classrooms and office space from Crispus Attucks Association.
2. The Charter School is working on a plan to increase its capacity of students over the next few years. Effective July 1, 2010, the Charter School has entered into a new lease with Crispus Attucks Association to rent additional classrooms and office space. During July and August, 2010, the Charter School will purchase any required furniture, fixtures or equipment for the expansion.

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

The Charter School is working on a long term facility strategic plan to increase its capacity for expanding the school to accommodate additional students.

The long term facility strategic plan process is in the secondary stages and is expected to be activated by August 2010. The outcome of this process will provide direction for the future expansion of the Charter School.

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

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

- The Charter School has complied with Pennsylvania Department of Welfare's 3800 regulations regarding health and safety requirements. (e.g. fire prevention, safety standards, requirements to hold fire drills) The Charter school passed the yearly audit without any findings.
- Every potential student must provide health and immunizations records prior to being granted permission to physically enroll.
- In compliance with the new Chapter 12 wellness requirements and in collaboration with the Food Service Director, the CAYBCS's wellness policy was revised and implemented accordingly.
- We do not receive reimbursement for School Health Services due to the granting of a waiver received from the PA Department of Health dated March 6, 2008 for the school year 2007-08 and beyond.

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

- Compliance with Health and Safety Requirements

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

The Charter School has the following employee insurance coverage in place:

- Health insurance through Keystone/Capital Blue Cross; Dental Insurance through Eastern Life Health; Vision insurance through Vision Benefits of America. Coverage is available to all employees at a shared-cost. Employees may obtain dependent coverage for health, dental and vision at their cost.
- Life insurance , equivalent to an employee's salary is provided by Jefferson Pilot at no cost to the employee.
- Business insurance is through the Glatfelter Agency as follows: (a certificate for this insurance coverage is attached).
  - Business property insurance for the contents of the Charter School. Insurance coverage on the building is maintained b Crispus Attucks Association. This policy is combined with the policy for the Crispus Attucks Association
  - Crime Insurance for Employee dishonesty and money and securities, both inside and outside the premises. Also includes non-compensated officers as employees.
  - Commercial General Liability Insurance with a General Aggregate Limit of Liability of \$2,000,000.00
  - Business Auto Insurance for Non-Owned and Hired Auto with a 1,000,000 limit
- Directors' and Officers' Liability Insurance with a Limit of Liability of \$2,000,000
- Commercial Excess Liability Insurance with w Per Occurrence Limit of \$10,000,00. This policy is combined with the policy for Crispus Attucks Association
- Workers Compensation insurance is provided by the Pennsylvania State Insurance Fund and has limits of \$100,000/\$500,000/\$100,000; we have requested an insurance certificate from SWIF, but have not received it as of yet.

## Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate, June 30, 2010

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

| Teacher          | Area of Certification   | Years Teaching | Highly Qualified Teacher | Returning Staff | Completed entire School Year |
|------------------|-------------------------|----------------|--------------------------|-----------------|------------------------------|
| Cathy Bellone    | Special Education       | 4              | Yes                      | Yes             | Yes                          |
| Reginald Stancil | Science Educator        | 2              | Yes                      | Yes             | yes                          |
| Barbara Gonzalez | Spanish                 | 27             | Yes                      | Yes             | Yes                          |
| Bonnie Hastings  | Social Studies          | 17             | Yes                      | Yes             | Yes                          |
| Timothy Hoke     | Math                    | 5              | Yes                      | Yes             | Yes                          |
| Evelynn Eighmey  | Art Educator            | 13             | Yes                      | Yes             | Yes                          |
| Gregory Bowman   | Construction Technology | 1              | Yes                      | Yes             | Yes                          |
| Tracy Hanegraaf  | English Teacher         | 3              | Yes                      | Yes             | Yes                          |

|               |      |    |     |     |     |
|---------------|------|----|-----|-----|-----|
| Newton Miller | K-12 | 16 | Yes | Yes | Yes |
|---------------|------|----|-----|-----|-----|

The Crispus Attucks YouthBuild Charter School has one emergency certified teacher: spanish teacher.

## Quality of Teaching and Other Staff - Attachments

- PDE 414 2009-10
- 2009-10 Staff Profile ACS

## Student Enrollment

The Charter School Application provided by PDE is the form our students complete upon enrollment. The applicants are required to bring proof of residency documents, birth certificate, photo identification and social security cards, and school records. They must have a recent physical examination by a doctor completed within the past six months and prospective students must complete the application in full before enrollment can commence. The policy of the school is to keep the enrollment between between 100-110 students. The number of applicants on the waiting list is currently 70; The enrollment during the 2009 - 2010 school year ranged from 100-110.

When full capacity is reached by the beginning of our school year, applicants are placed on a waiting list until vacancies become available. A new cohort of students are enrolled at the beginning of trimesters 1,2, and 3 (August, November, February). Currently, the leaver model is utilized to calculate graduation rates. As the state adopts the cohort model for graduation rates our calculations will adjust.

Enrollment History:

- The only grade level at the Crispus Attucks YouthBuild Charter School is 12th grade.
- The total number of students enrolled for the 2009 - 2010 school year was 167
- The number of students who transferred was 0
- The number of students who left voluntarily or other was 63
- The number of students who graduated 66
- The number of students who enrolled in the first trimester making them graduation eligible in the 2009-2010 school year 104
- The Graduation Rate for the 2009-10 School Year 64.71%
- The number of students who are scheduled to return to complete their graduation requirements 57

## Student Enrollment - Attachment

- 2009-2010 student enrollment

## Transportation

As in accordance with PA School Code Laws, the students' home district is responsible for arranging transportation for the learner. Parents or Guardians are required to contact the home school district to arrange transportation to and from school. In regards to inclement weather closings or delays, students follow the home school district's schedule. Each school district's

transportation company is given a copy of the Charter School's policies and school calendar. A list of all bus students and pertinent data is kept in the main office.

## Food Service Program

Crispus Attucks YouthBuild Charter School utilizes the free and reduced lunch program by having all students complete the required meal application for free and reduced price meals. This form is included in the initial application. All Students are offered breakfast and lunch.

## Student Conduct

The Crispus Attucks YouthBuild Charter School believes the development of self-discipline and acceptance of individual responsibility is one of the important goals of our school. Our Student Discipline Code is aligned with PA School Code Laws and adheres to all Chapter 12 regulations. The Student Discipline Code is intended and designed to make students accountable for any and all actions deemed inappropriate by school authorities.

In accordance with Chapter 12 of PA School Code Laws, the CAYBCS' student discipline policy balances the student privacy rights and its responsibility to provide student, faculty and authorized visitors with a safe, orderly and drug free learning environment. The CAYBCS adheres to two types of due processes: substantive and procedural. The substantive due process is implicated by rules and regulations written in the discipline policy handbook. Whereas, the procedural due process follows a prescribed constitutional procedure for more severe behavioral situations. All CAYBCS students are given proper notice, an opportunity to be heard, and a hearing that is conducted fairly.

### Disciplinary Incidents Statistics 2008-09

|                                     |                             |
|-------------------------------------|-----------------------------|
| # Incidents                         | 74                          |
| #Students involved in the incidents | 48                          |
| # Suspensions                       | 54 (Average of 2 days each) |
| # Expulsions                        | 1 (one trimester)           |

### Types of incidents

|  |    |
|--|----|
| • Fighting                             | 0  |
| • Minor Altercation                    | 0  |
| • Harassment/Intimidation/Bullying     | 0  |
| • Threats toward staff                 | 2  |
| • Possession of a knife                | 1  |
| • Vandalism                            | 0  |
| • Possession of a controlled substance | 0  |
| • Other Code of conduct violations     | 71 |

### Demographics of incidents

|        |    |
|--------|----|
| • Male | 58 |
|--------|----|

- Female 16
- White 3
- Black 37
- Hispanic 34

## **Student Conduct - Attachment**

- STUDENT CONDUCT

## **Signature Page**

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

School Year: 2010

The Crispus Attucks Youthbuild CS within Lincoln IU 12 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 Crispus Attucks Youthbuild 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:** Jacqueline Martino-Miller    **Title:** C.E.O.  
**Phone:** 717-848-3610    **Fax:** 717- 843-3914  
**E-mail:** jmartino@crispussattucks.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:** Adrienne McNeil    **Title:** President, Board of Directors  
**Phone:** 717-848-3610    **Fax:** 717- 843-3914  
**E-mail:** amcniel@crispussattucks.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:** Cathy Bellone    **Title:** Special Education Resource Coordinator  
**Phone:** 717-848-3610    **Fax:** 717- 843-3914  
**E-mail:** kbellone@crispussattucks.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Signatuer page 2009-10
- signature Page 2009-10