Pennsylvania Department of Education

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: Robert Benjamin Wiley Community CS
Address: 1446 East Lake Rd
Erie, PA 16507-1936

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Robert Benjamin Wiley Community CS

Date of Local Chartering School Board/PDE Approval: 2/12/1998 (Original Charter)

Length of Charter: Original Charter = 3 years; early reauthorization = 5 additional years; 2nd reauthorization = 5 additional years. Total Charter years as of June 30th, 2010 = 12 years. **Opening Date:** 8/1998

Grade Level: K-8 **Hours of Operation:** 7:30AM-4:00PM

Percentage of Certified Staff: Core subject HQ = 100%; school -wide instructional staff and non-instructional = 80% **Total Instructional Staff:** 34

Student/Teacher Ratio: 10:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 90.33%

Second Site Address, Phone Number and Site Director:
Only one school in the LEA

Summary Data Part II

Enrollment: 330 **Per Pupil Subsidy:** ESD: $8,575.50(R), $18,130.85(E) and MSD: $8,114.02(R), $16,092.20(E)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	163
Hispanic:	37
White (Non-Hispanic):	77
Multicultural:	53

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 94%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 124

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	177	177	177	0	NA
Instructional Hours	0	0	1,091.5	1,091.5	1,138.7	0	NA

SECTION I. EXECUTIVE SUMMARY

Educational Community

The GECAC Community Charter School, (now renamed the **Robert Benjamin Wiley Community Charter School**), was the first Charter School in northwest Pennsylvania and the 6th school in Pennsylvania to receive a charter. Through the vision of Mr. R. Benjamin Wiley, the commitment of the Board of Directors, the hard work and dedication of the staff of the GECAC agency, and the hopes, needs, and trust of the families of the Erie community, the GECAC Community Charter School came into existence. The mission of the school is to "leave no child behind", articulated by our founder four years prior to that mission statement becoming the mantra for the "No Child Left Behind" legislation. Our goal has been to provide a quality educational opportunity for "children of promise" who were not experiencing success in other educational settings, giving them a vision of success, productivity, and valued membership in school and community, as well as the world around them.

The Robert Benjamin Wiley Community Charter School is located on the east side of the city of Erie, overlooking Lake Erie. It is located in a park-like setting with a spacious playground. Our one-story building spreads across the campus and is totally handicapped accessible with ramps at all doors and a lift at the loading dock. The building is on the grounds of the former International Paper research facility and was converted into our elementary/middle school upon being leased eight years ago. The building houses eighteen classrooms, kindergarten through 8th grades, with grades 7 and 8 located in a separate section of the building and functioning as the middle school. Our Board of Directors and current administration continues to demonstrate a strong commitment to comprehensive and contemporary access to technology. There are multiple computers in every classroom, a computer lab, four mobile

computer labs, six smart boards, three classroom-based computer labs, and three technology units. Additionally, all computers are networked and internet connected. Wireless notebooks have recently been obtained for more intensive student use.

Due to our ability to maintain a waiting list with students from the city of Erie, all of our families are residents of Erie upon enrollment. Our charter allows us to maintain student enrollment for those who may relocate to outlying districts. Our original mission was to serve children determined to be "at risk". The demographics of our school attest to meeting that mission. Currently 94 percent of our student population are classified as "low income". 30 percent of the population is diagnosed as exceptional and in need of special education services. Historically, families and students in upper elementary and middle school grades report that they select the Charter School due to problems in other edcuational settings and the comprehensive, systemic services offered by the school.

Mission

Mission:

"The Robert Benjamin Wiley community Charter School is designed to develop responsible democratic citizens who are prepared to face the challenges of tomorrow. We seek to develop competent students who can compete with students from any school in the country. It is our mission to instill the twin attributes of responsibility and discipline in our students so that they may succeed in their future endeavors."

Vision

Vision:

The Robert Benjamin Wiley Community Charter School will provide a quality education, providing the basis for students to become lifelong learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

Shared Values

Shared Values: (Core Beliefs)

- Every student is capable of learning.
- Every student has the right to a non-threatening, stimulating, positive and supportive educational environment.
- Clearly stated and high expectations enhance student outcomes. The students' academic, social, physical and emotional growth is the shared responsibility of the students and their families, the school administration and staff, and the surrounding community.
- Students need to be lifelong, independent and cooperative learners to face the challenges of the 21st century.
- Significant learning occurs when students understand the relevancy of what they are learning and are able to apply this knowledge to their lives.
- Community pride and involvement enhance the quality of student learning.
- Stakeholders should participate in school governance through direct involvement at the school level and through the school's management system. Shared governance and decision-making provides the opportunity for personnel, parents, community members,

and students to collaborate in the Strategic Plan and promote increased school achievement and improvement in the educational process.

Academic Standards

TARGETED GOALS AND PLAN ACTIVITIES/REQUIRED COMPONENTS

Goals were developed for the 2009-2010 school year and included:

Improvement Target: # 1:
READING:
Student Achievement Improvement Goals: Performance — Reading: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Improvement Target: # 2:
MATHEMATICS:
Student Achievement Improvement Goals — Math: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments**.**

Plan Activities for target #1 and #2:

Intensive in-school interventions are being employed via a research-based intervention model. Universal, daily teacher practices within the model have been implemented and focus on:

Teaching Practices:

- Backward mapping to anchors and eligible content
- Identify gaps in standards alignment within the curriculum across grade levels
- Create daily instructional plans that are aligned to eligible content
- Create flexible and tiered grouping opportunities for instruction
- Identify targets and anchors for every instructional lesson
- Post and announce standard/anchor for each lesson

Content Specific Foci:

Reading:

1. Reading fluency: (Assisted Reading Passages, Paired Reading, Modeled Fluent Reading and Repeated Reading, Daily Vocabulary and Word Walls)
2. Reading Comprehension: (Reciprocal Teaching, Main Idea Maps and Main Idea Graphic Organizers, Advanced Story Maps)

Math:

1. Increased instructional time: extended day model for 2009-2010 equated to an additional 1,092hours of direct instructional time for elementary school and an additional 1140 hours of instructional time for middle school
2. Instructional intervention practices are data informed and focus on:

- Open-ended inquiry-based Math assessment: “Magic Words” an Open-ended “T” organizers to be utilized by all instructional staff for increased Math comprehension and problem-solving.
- Daily Math Vocabulary / Word Walls
- Daily Anchor-based Math drills (“Measuring UP” practice, Daily PSSA item Samplers)

Student Group Specific Foci:

(Guided Reading Practice, Flexible groupings, Tiered instruction, Literacy circles)

Dynamic Assessment Model:

4-Sight Benchmarking was scheduled 4x for 2009-2010 year. Data were analyzed and given all staff with professional support and monitoring following each one of four testing iterations for usage in instructional design. A guiding template for data-driven decision making was implemented in weekly grade level teacher meetings across the curriculum. 4-Sight Sub-scale item analyses and correlations to PA instructional anchors are being utilized in conjunction with each 4-Sight reporting period and staff development for teachers. Weekly Grade Level meetings (agendas and minutes) are being utilized to address curriculum adaptations, Individual Learning Plans, and Teacher & school-wide supports.

Teaching Practices:

- Assessments: authentic and formative to address standards (include 4Sight)
- Utilize PSSA/PASA release items to drive instruction (adopt an anchor)
- Focused instruction based on 4Sight data analysis, individualized for every student by name
- ILP for every students

Individual Learning Plans (ILPS) for all students not on an IEP:

- Individualization and differentiation focus for every student with classroom, school-wide, individual and home-based goals constructed, tracked, and monitored each week.
- Additional monitoring and “formative” focus

Instructionally Based Professional Development to align with standards and instructional priorities of school

- Lesson Plan Creation: incorporate Eligible Content into lessons, set appropriate instructional targets, how to facilitate student learning
- Demonstrations of what ‘good teaching’ looks like
- How to navigate available resources (i.e. PDE website et al)
- Training on mapping 4Sight assessment to Eligible Content and Assessment Anchors
- How to identify/connect assessments to the standards with every formative assessment
- Small-group, differentiated instructional practices
- Action planning (continuous improvement) as collaborative teams
- Specific training within the selected intervention model
- School culture
- School-to-home connection
- Urban eduCation

Improvement Target #3:
Participation: At least 95% of eligible students will participate in required state-wide assessments.

Plan Activities
Continue to utilize multiple measures of communication, as well as organizational tracking systems to insure robust, continued success.

Improvement Target #4:
Student Achievement Improvement Goals — Attendance: Student attendance in school will improve continuously (to an average of at least over 90% each year).

Continue to utilize multiple measures of communication, as well as organizational tracking systems to insure continued success.

Strengths and Challenges

School Strengths:

- 2009-2010 AYP Achievement: Wiley charter made AYP again for the second consecutive year (Highest scores in school history). Based on 2 consecutive years of AYP achievement, the Wiley charter school and LEA officially moved out of Title I school improvement and corrective action classification and the sanction(s) therein.
- 2008-2009 AYP achievement grew to the highest in the school's history at the time, validating our intervention practices and centralized focus on higher student achievement (The LEA "made AYP" in all categories; 21 of 21). 2009-2010 AYP achievement in reading and math exceeded the achievement garnered in 08-09 and preliminary AYP data indicate the LEA has again made AYP, taking the school out of all state school improvement classifications.
- Each of the members of the Board of Directors is an individual with a personal commitment to the mission of the school. Tackling big issues and raising critical questions is an indication of their personal integrity and ability to model what a community of diverse adults can accomplish collaboratively. Board members also volunteer their time, not just in committees, but also through involvement in school activities throughout the year.
- Full school contingent of Highly Qualified Instructors. 2008-2009 Equity Plan and employee qualifications improvement plan ensured that 2009-2010 school year was entered with a 100% HQT proportion. That proprotion was sustained throughout the year
- The involvement of local colleges and universities is a valuable strength relative to school programming. With interns, homework help clubs, and tutoring programs, our students are exposed to college students who are examples of young adults that value education. The R. B. Wiley Community Charter School has an open door policy in terms of affiliation with outside, reputable organizations.
- Partnerships with Mental Health providers to ensure that the comprehensive mental health needs of students and their families are met in a timely and appropriate manner. Our contract for onsite services, our collaboration for referrals and services through the WRAP offices and cooperative relationship for outpatient and therapeutic support staff in the building has had positive impact on children.
- Our ongoing partnership with IU # 5 is a strength and allows for consultation and assistance within diverse areas such as special education, federal programs, English Language Learners, assistance with strategic and school improvement planning, staff development assistance, and IU media resources.

- Academic student recognition programs continue to provide students with an awareness of the rewards of effort and achievement.
- Recent special education audits recognized our comprehensive team of professionals meeting our students' needs, our inclusion practice, our mentoring program, and our early intervention services.
- A host of educational and health professionals, presenting programs of interest and timely issues geared to students and young adults were utilized in staff developments throughout the year.
- Salary enhancements for faculty are continuing to evolve toward parity with local public school system. Techer Incentive Fund focuses on HQT retention.
- Continued innovative programming, such as a full day Kindergarten, uniforms, school family coordinators, staffing patterns, and graduate assistantship opportunity continue and mark the school as an innovative institution with operations that represent "thinking outside of the box" when necessary to help students and families succeed.
- Our Building Level Team is an excellent resource for parents as they make referrals and other contacts for parents and children to connect with outside agencies. The school offers in-house mental health services for students and their parents.
- The Boys and Girls Club is located within 200 yards of the school, providing an excellent after-school care program for our families.
- The school, through Board members and local community support, provide students with field opportunities and exposure to the Arts that they may not otherwise have the opportunity to experience.

Additional, data-supported strengths:

Wiley administration and staff responded to school-wide restructuring and best practice modifications in educational methodology, especially as it related to PSSA achievement across the student population. The use of school-wide assessment methodology and data-informed decision-making is continuing in its intensity and being revised for even more appropriate implementation in order to meet the academic needs of each student. Significant successes from the past two years are continuing in order to meet the standards for the upcoming year. School Improvement Planning across the past 2 traditional school years focused intensely on the model that has garnered objective, statistically signigficant growth in 2007-2008, 2008-2009 (LEA made AYP), and 2009-2010 (LEA made AYP).

- Administrative Restructuring
- Team focus on continuing school wide effective behavior management with the goal of increasing instructional time.
- Continued Implementation of newly piloted math program in grades K-6 incorporating increased focus on PA anchors and standards.
- Additional staff development on the use of available resources relative to standards driven planning, instruction and assessment
- Increased collaboration with IU5 consultant staff for improving teaching strategies in reading and math.
- Improved use of child success team to target students for intensive growth interventions in Below Basic category.
- Dynamic, formative, school-wide assessment (DIBELS, CBM principles; 4-Sight) to continue informing decision-making
- Data-driven decisions regarding grade-level instructional groupings
- Curriculum layering
- Systematic grade-level committee meetings with administrative, teaching, and parent representation

- Intensive teacher observation and supervision Protocol
- Continued Improvement relative to Staff Development Protocol
- Heightened Parent and Community Involvement
- Development of Individual Learning Plans for every student(ILPs)
- Heightened Technological Plan and increased tech-driven organizational and instuctional practices.

Challenges:

Behavioral Management systems and and universal protocol contnue to evolve to heighten support to instructors in order that little instructional time is lost to the maladaptive classroom behaviors of a declining proportion of the total student body. Components of the BIST model have been implemented and the school is embarking on a partnersahp with the Opheilia Project Group to build further capacity for sound, positive, behavioral protocol. Behavior Management Team staffing has been increased to support the initiative as well.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

I. PLANNING PROCESS:
The planning process begins with a notification to parents regarding PSSA test scores and a descriptive interpretation of the school's improvement classification. This letter states why the school is in "corrective action" and how parents may be involved in the planning process. This notification is sent via mail in August.

A 2009-2010 school improvement committee was established with the following membership: CEO/CAO, lead administration, middle school literacy coaches, middle school lead teacher, elementary literacy coaches. elementary lead teacher, director of student services, community members, and parents. Committee meetings were scheduled and held. The Board level Curriculum Committee and all School Board Directors were involved in the process through systematic discussions and updates.

Collaboration with the Northwest Intermediate Unit 5 and submission of the PDE "Getting Results", Generation 6, School Improvement and Planning template was completed and PDE approved for 2009-2010 year. This intensive process brought together all school-wide, community, parent, and collaborative, expert contingents to organize a cohesive, strategic plan for school improvement, inclusive of mandated achievement goals, in addition to localized, school-specific student services goals.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Atkinson, Mark	Charter School	Administrator	Russo; CAO / Olds; CEO
Auld, Ruth Dr.	Mercyhurst College	Community Representative	Board
Bane, Ellen	Charter School	Elementary School Teacher	Russo; CAO / Olds; CEO
Barton, Leslie	Charter School	Middle School Teacher	Russo; CAO / Olds; CEO
Berkholder, Lisa	Charter School	Ed Specialist - Instructional Technology	Russo; CAO / Olds; CEO

Blount, Marc	Charter School	Board Member	Board
Forsythe, Pam	Local Media	Community Representative	Board
Harris, Amy	Charter School	Administrator	Russo; CAO / Olds; CEO
Hayes, Mary	Charter School	Ed Specialist - School Counselor	Russo; CAO / Olds; CEO
Learn, Cherie	Charter School	Elementary School Teacher	Russo; CAO / Olds; CEO
Moore, Tyrone	Charter School	Administrator	Russo;CAO / Olds/CEO
Moyer, Kelly	Charter School	Elementary School Teacher	Russo; CAO / Olds; CEO
Olds, Kathryn	Charter School	Administrator	Russo; CAO / Olds; CEO
Rubino, Lisa	Local business	Business Representative	Board
Russo, Peter	Charter School	Administrator	Russo; CAO / Olds; CEO
Simmons, Benny	Charter School	Parent	Board
Smith, Melissa	Charter School	Middle School Teacher	Russo; CAO / Olds; CEO
Steele, Ron	Local Business (GECAC)	Business Representative	Board
Wilkens, Vanessa	Charter School	Administrator	Russo; CAO / Olds; CEO
Williams, Anthony	Charter School	Parent	Board

Goals, Strategies and Activities

Goal: Improve Data Management Application

Description: Improve data management application so that the administration, staff, and parents will utilize a central database for calculating and tracking academic achievement as well as PDE and NCLB accountability and reporting requirements.

Strategy: Powerschool implementation for 2009-2010

Description: Powerschool will allow for students to have real time access to data on students to record, calculate, report and track academic and discipline goals and achievement.

Activity: Improved data management

Description: 1. Powerschool will allow staff to have real-time access to data on students to

record, calculate, report, and track academic and discipline achievements.
Action Steps
A. Software: Powerschool was purchased and setup to facilitate the data concentration and dissemination.
B. Hardware: A server was bought specifically to house the Powerschool software.
C. Staff Development: The Vendor (Pearson) will be brought in for training for the teaching and administrative staff on fully utilizing the software. Continuing training and support will be provided over time.

2. Powerschool will allow real-time reporting of academic and discipline concerns over the web.
Action Steps
A. Software: Powerschool implementation for outside data access.
B. Hardware: Server setup to be accessed over the web as part of the total web presence.
C. End User: Parents will be given accounts to access their children's information. Also basic training should be provided to parents.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: Ongoing	$1,600.00

Status: Not Started — Overdue

Goal: Increase PSSA Reading and Math Achievement

Description: Reading and Math achievement data will continue to demonstrate AYP

Strategy: Quality Leadership and Structure

Description: Charter Co-Chief leadership model reamins as it has proven to best fit the needs of a school that is both a school and its own LEA/District.

Activity: Administrative Restructuring

Description: Restructuring school administration, as well as redefining critical staff, will allow for a significant increase in teacher support, opportunity for team-teaching, direct instruction, small group differentiation, more effective special needs accommodation, teacher training, evaluation & feedback, as well as strengthened family supports. Structured Group Supervision models are empirically validated, best-practice school reform strategies.
The newly formed administration is made of masters and doctoral level educators with a continuing learning ethic.

Person Responsible	Timeline for Implementation	Resources

None Selected Start: 7/1/2009 -
Finish: 7/1/2009

Status: Not Started — Overdue

Strategy: Reading and Math achievement

Description: NCLB Achievement Targets and continual higher student achievement

Activity: strategies

Description: Charter "concern" is to continually realize achievement data growth and continue with necessary progress initiatives. In this vein, both Math and Reading curriculum, instructional support, and assessment protocol was again revisited for the 2009-10 school years.

Charter has adopted a three-pronged approach to higher student achievement, all of which is driven by data.

Prong 1. An Intervention Model
Prong 2. Extended Day Model
Prong 3. Expanded Student Services

These three prongs comprise the strategy for extended time-on task and comprehensive student services. Extending the school day, providing more time on task is a proven and effective, best-practice strategy for garnering higher student achievement. This additional time on task proved efficacious this year as indicated by significant PSSA improvement to all AYP goals in both reading and math achievement across the aggregate and all sub-groups. Student groupings have also been arranged within the intervention and extended day models in order to best provide instruction to a significantly variable group of students. Special education staff schedules have been modified to best provide support of differentiated instruction, as well as necessary special needs accommodations. Student services has been expanded to provide a more comprehensive and original avenue for educating urban students, including the incorporation of an experiential learning curriculum to be fully implemented in 2009.

The Charter restructured its administrative staff to include literacy and math coaches in an effort to heighten expert, instructional support. This structure allows for significantly more instructional mentoring, modeling, and evaluation. It also serves to increase intructor to student ratio, providing heightened individualization in instructional delivery.

The Cheif Educational Officer (CEO) and the Chief Administrative Officer (CAO), Literacy and Math caoches, and lead teachers continue to meet weekly with management staff, coaches, instrcutional staff, and non-instructional staff to ensure far-enhanced structured group supervision practices.

Wiley continues to utilize only research-based, standards-aligned curricula. Extensive staff trainings were conducted during staff orientation and training (2009-2010) by content experts in reading and in math. The professional development calendar for the 09-10 school year was intensive and included on-site trainings from local training agencies.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 $268,350.00
Finish: Ongoing

Status: Not Started — Overdue

Goal: Instruction

Description: Technology and Instruction

Strategy: Demonstrating Instructional Priority

Description: Technology to facilitate instruction and learning in the classroom:
1. Laptops for student use that are contained in mobile labs, rather than having fixed desktop systems.
Action Steps
A. Hardware: Additional laptops/notebooks will be purchased in sufficient quantities to compliment the existing notebooks within this technology life cycle.
B. Facilities: wireless access points setup to blanket the administrative and teaching areas of the building.
C. Staff Development: Training on how to integrate the access PC's give in the classroom.

Activity: Instruction

Description: Quality Teaching:
Research indicates that:
*Teachers with better qualifications are associated with higher achievement.

*Teacher autonomy is positively associated with higher achievement. Excessive prescription of teaching practices does not appear to raise standards and may have the converse effect.

*Student strategic self-management of learning was associated with higher achievement.

*Greater instructional resources correlate with higher achievement.

*Frequent use of available resources is key.

*Classroom libraries are under-used.

*High interest exists in using computers for learning activities correlates with higher reading performance.

Questions we have examined are:
What is the source and effectivness of benchmarks for grading students?
How does the grading system correlate with other assessments?
Does the grading system take into account all pertinent assessment issues?
What evidence is there that outcomes of assessments are used in ways that enhance

achievement?

We are currently insuring that school-wide protocol follows empiricism:
*SETTING HIGH STANDARDS. When students' work is monitored in relation to high standards, student effort and achievement increase. Researchers caution, however, that standards must not be set so high that students perceive them as unattainable; if they do, effort and achievement decrease. The definition of "high standards" differs across studies, but generally, researchers indicate that students should be able to experience a high degree of success (on assignments, during classroom questioning, etc.) while continually being challenged with new and more complex material.

*HOLDING STUDENTS ACCOUNTABLE FOR THEIR WORK. We establish expectations and guidelines for students' seatwork, homework, and other functions, following through with academic and behavioral standards and limits that facilitate learning and enhance achievement.

*FREQUENCY AND REGULARITY. Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective.

*CLARITY. Clarity about expectations, formats, and other aspects of direction-giving bears a positive relationship to the achievement of the students doing the homework, participating in the classroom questioning session, etc., and must be a staple of school methodology.

*COLLECTING, SCORING, AND RECORDING RESULTS OF CLASSWORK, HOMEWORK, TESTS, AND SO ON must be uniform and systematic. These activities are positively related to achievement, because they produce useful information to teachers and students and because they communicate to students that teachers are serious about effort and completion of assignments.

*FEEDBACK. Providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Some researchers focus on the ways in which feedback is provided, pointing out that students who are having learning difficulties require support, encouragement, and attention to their success if the feedback is to foster achievement of learning goals.

Reading and Math Instruction:
Effective reading instruction is built on a foundation that recognizes that reading ability is determined by multiple factors: many factors that correlate with reading fail to explain it; many experiences contribute to reading development without being prerequisite to it; and although there are many prerequisites, none by itself is considered sufficient.

Our adequate initial reading instruction requires that children:
*use reading to obtain meaning from print,
*have frequent and intensive opportunities to read,
*are exposed to frequent, regular spelling-sound relationships,
*learn about the nature of the alphabetic writing system, and understand the structure of spoken words.

Adequate progress in learning to read English (or any alphabetic language) beyond the initial level depends on:
*having a working understanding of how sounds are represented alphabetically,
*sufficient practice in reading to achieve fluency with different kinds of texts,
*sufficient background knowledge and vocabulary to render written texts meaningful and interesting,
*control over procedures for monitoring comprehension and repairing misunderstandings, and
*continued interest and motivation to read for a variety of purposes.

Our plan looks to insure that first through third grade curricula include the following components:
*Beginning readers need explicit instruction and practice that lead to an appreciation that spoken words are made up of smaller units of sounds, familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words, "sight" recognition of frequent words, and independent reading, including reading aloud. Fluency is promoted through practice with a wide variety of well-written and engaging texts at the child's own comfortable reading level.

*Children who have started to read independently, typically second graders and above, are encouraged to sound out and confirm the identities of visually unfamiliar words they encounter in the course of reading meaningful texts, recognizing words primarily through attention to their letter-sound relationships. Although context and pictures can be used as a tool to monitor word recognition, children are not taught to use them to substitute for information provided by the letters in the word.

*Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both of the latter are regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent.

*Beginning in the earliest grades, instruction promotes comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains, as well as through direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstandings. This instruction can take place while adults read to students or when students read themselves.

*Once children learn some letters, they are encouraged to write them, to use them to begin writing words or parts of words, and to use words to begin writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with invented spelling can be helpful for developing understanding of the identity and segmentation of speech sounds and sound-spelling relationships. Conventionally correct spelling are developed through focused instruction and practice. Primary-grade children are expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing takes place regularly and frequently to encourage children to become more comfortable and familiar with it.

*Throughout the early grades, time, materials, and resources are provided with two goals: (a) to support daily independent reading of texts selected to be of particular interest for the individual student, and beneath the individual student's frustration level, in order to consolidate the student's capacity for independent reading and (b). to support daily assisted or supported reading and rereading of texts that are slightly more difficult in wording or in linguistic, rhetorical, or conceptual structure in order to promote advances in the student's capabilities.

*Throughout the early grades, promotion of independent reading outside school by such means as daily at-home reading assignments and expectations, encouraging parent involvement, and by working with community groups who share this goal.

Even with excellent instruction in the early grades, some children fail to make satisfactory progress in reading. Such children will require our provision of supplementary services, ideally from a reading specialist who provides individual or small-group intensive instruction that is coordinated with high-quality instruction from the classroom teacher.

Title and specialist positions ensure that well-trained staff are available for intervention with children and for ongoing support to classroom teachers. Literacy coaches and their roles are

defined so that two-way communication is required between coaches and classroom teachers about the needs of all children at risk of or experiencing reading difficulties. Coordination is found at the instructional level so that intervention from specialists and coaches continues to coordinate with and supports classroom instruction. All educators engaged in child study or individualized educational program (IEP) meetings for special education placement, early childhood intervention, out-of-classroom interventions, or in-classroom support are well informed about research in reading development and the prevention of reading difficulties and will continue to be.

Instructional Grouping Strategies to employ:
*In-class groupings and individualization for remediation and acceleration,
*Supplemental service groupings for extended-day/year tutoring services,
*Title I groupings,
*Special Services classifications,

Artful Use of Infrastructure requires increased investment:
To be effective, schools such as ours, with large numbers of children at risk for reading difficulties, need rich resources—manageable class sizes and student-teacher ratios, high-quality instructional materials in sufficient quantity, good school libraries, and pleasant physical environments. Achieving this requires extra resources for high-risk children. We are employing strategies for additional grant-realted funds to support our initiatives, as well as always striving toward recruitment, selection, and retention of the highest quality teachers.

A well-designed classroom reading program, delivered by an experienced and competent teacher, may be successful in bringing most students to grade level or above during the primary grades. However, achieving and sustaining radical gains is often difficult when improvements are introduced on a classroom-by-classroom basis. Based on our school-wide performance, school restructuring was employed and considered a vehicle for both prevention and intervention. Ongoing professional development for teachers is a stringent component of restructuring and development efforts.

Additional Instructional Support via Team-Teaching, Structured Supervision, Training and Evaluation is employed:
Well-documented study indicates that setting systematic objectives, providing corrective, focused, criterion-referenced, and timely feedback is essential in heightening supervisory support to teachers. Additional instructional support via literacy coacehs and graduate assistants in the classroom also allows for best practice in direct instruction via increased opportunity for heterogeneous groupings, positive interdependence, interpersonal and small group skill reinforcement, and additional cooperative learning principles. We are currently taking measures to increase the student-to-qualified instructor ratio via these avenues. Additional Instructional Support also accommodates for more opportunity to identify and teach to individual similarity and difference.

SPECIAL EDUCATION:
Our Charter School recognizes its responsibility to provide special education services to those students diagnosed with a disability and in need of special education services. Services are available for students with the following disabilities:
autism, deaf-blindness, emotional disturbance, hearing impairment (including deafness), mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness)

A Continuum of Special Education Services are available through the our Community Charter School.

To support the needs of students with identified need for special education services the Charter School provides a team of professionals:

*Seven full time certificated special education teachers (learning abilities specialists) who provide consultative, itinerant and resource support.

*Full time graduate assistants (students from Mercyhurst College completing their Master's Degree in Special Education) who provide additional assistance in implementing IEP in both regular and special education classrooms.

*Two speech/language therapists.

*Services are coordinated and directed by the Director of Special Services in conjunction with supervisory staff from the Northwest Tri County Intermediate Unit.

The following program options are currently provided on site:
*Supportive special education Intervention in an inclusive setting in the Regular Class (Consultative)

*Supplemental special education intervention in an inclusive setting in the Regular Class (Itinerant)

*Special education services provided in a resource classroom, with the amount of time determined by the IEP team.

*After school tutoring provided to all students identified as needing special education services. These services are available at no cost to parents.

*Extended school year services based on IEP.

*Counseling services as a related service as part of a student's IEP.

*Individual and small group counseling on as needed basis.

Services include collaborative teaching with classroom teachers and assistants, adaptation of materials, lessons, tests, consultation with parents, maintenance of records, reporting to IU, IEP development, progress reporting. Additional services provided through support from classroom teacher assistants, behavior specialists. Two counselors/school family coordinators provide emotional and behavioral support as needed and as required by Individual Educational Plan.
Special Education Contracted Services from Intermediate Unit:
*Supervision of special education teacher, provided by special education supervisor
*Tracking of students
*Insurance of compliance with federal, state regulations
*Consultation, public awareness
*In-service training of staff
*Psychological services: assessment (intelligence and achievement) writing comprehensive evaluation reports, assistance with IEP as needed, review of IEPs, consultation as needed.
*Occupational and Physical Therapy as needed to access educational program.
*Assistive Technology as needed to access educational program.

Contracted Services for Speech/language therapy from ALPHA Speech and Learning Center
*Screening, *assessment, participation in Evaluation process and IEP team, *IEP development, *therapy".

DIFFERENTIATED INSTRUCTION
Teachers differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content--what the student needs to learn or how the student will get access to the information; (2) process--activities in which the student engages in order to make sense of or

master the content; (3) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment--the way the classroom works and feels.

WHY DIFFERENTIATE INSTRUCTION IN THE ELEMENTARY GRADES?
A simple answer is that students in the elementary grades vary greatly, and if teachers want to maximize their students' individual potential, they will have to attend to the differences.
The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

* ASSESSMENT IS ONGOING AND TIGHTLY LINKED TO INSTRUCTION. Teachers are hunters and gatherers of information about their students and how those students are learning at a given point. Whatever the teachers can glean about student readiness, interest, and learning helps the teachers plan next steps in instruction.

* TEACHERS WORK HARD TO ENSURE "RESPECTFUL ACTIVITIES" FOR ALL STUDENTS. Each student's work should be equally interesting, equally appealing, and equally focused on essential understandings and skills. There should not be a group of students that frequently does "dull drill" and another that generally does "fluff." Rather, everyone is continually working with tasks that students and teachers perceive to be worthwhile and valuable.

* FLEXIBLE GROUPING IS A HALLMARK OF THE CLASS. Teachers plan extended periods of instruction so that all students work with a variety of peers over a period of days. Sometimes students work with like-readiness peers, sometimes with mixed-readiness groups, sometimes with students who have similar interests, sometimes with students who have different interests, sometimes with peers who learn as they do, sometimes randomly, and often with the class as a whole. In addition, teachers can assign students to work groups, and sometimes students will select their own work groups. Flexible grouping allows students to see themselves in a variety of contexts and aids the teacher in "auditioning" students in different settings and with different kinds of work

Marzano’s "9" are a Wiley Staple

Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

The following is an overview of the research behind these strategies as well as some practical applications for the classroom.

1. Identifying Similarities and Differences
The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.
Applications:
* Use Venn diagrams or charts to compare and classify items.
* Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking
These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.
Applications:
* Provide a set of rules for creating a summary.
* When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.
Applications:
* Use teacher-prepared notes.
* Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition
Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.
Applications:
* Share stories about people who succeeded by not giving up.
* Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.
Applications:
* Find ways to personalize recognition. Give awards for individual accomplishments.
* "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice
Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.
Applications:
* Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.

* Tell students if homework is for practice or preparation for upcoming units.
* Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.
Applications:
* Assign timed quizzes for homework and have students report on their speed and accuracy.
* Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations
According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.
Applications:
* Incorporate words and images using symbols to represent relationships.
* Use physical models and physical movement to represent information.

6. Cooperative Learning
Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.
Applications:
* When grouping students, consider a variety of criteria, such as common experiences or interests.
* Vary group sizes and objectives.
* Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback
Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.
Applications:
* Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
* Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.
Applications:
* Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
* Keep feedback timely and specific.
* Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses
Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.
Applications:
* Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
* Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers
Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.
Applications:
* Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
* Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Internet Connectivity and Instructional Support

Description: Expand online capabilities and instructional materials

Activity: Technology Development

Description: 1. Acquire increased Internet connectivity throught VelocityNet to facilitate online resources.
Action Steps
A. Hardware: Purchasing affordable bandwidth solutions sufficient for the schools needs.

2. Acquire online enabled software to facilitate knowledge of word processing programs and their application as a tool in daily life, graphics programs and their proper use when preparing materials for real life situations, electronic messaging as a means of communication, the impact of technology on society and understanding how to be an ethical user, how to present data in a graphical way to disseminate information, and allowing an overall enhancement to curriculum.
Action Steps
A. Software: Find and purchase additional software utilizing the internet to deliver custom learning solutions and resources.
B. Staff Development: Training the staff on the applications taking advantage of the internet as a delivery method.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2009 Finish: Ongoing	$16,000.00

Status: Not Started — Overdue

Goal: Professional Development / Induction

Description: Induction plan as integral to Professional Development:

Strategy: Induction and Development

Description: Robert Benjamin Wiley Community Charter School
INDUCTION PLAN
Revised plan 2009

Activity: Development and Induction

Description: INTRODUCTION

Research has shown that the early experiences of beginning educators (teachers and educational specialists) are critical to their professional development. Both attitude and style are likely to be established during the first year of professional service. It is imperative that support and guidance be given to educators as they are faced with new tasks, students, rules, and many other challenging situations during their first year. Therefore, this Induction Plan is intended to be supportive rather than evaluative.

Induction is very important in the process of becoming a competent educator for the following reasons:
• First year professionals develop behaviors in classroom organization, planning, and management that become predictors of their future performance. The first year is crucial in molding the appropriate behaviors and attitudes toward serving effectively in the position and in the profession.
Upon entering the teaching profession, the beginning educator must learn:
the continuous need for high expectations / the essential value of education in our district / the implementation of a standards-based educational system / the rules of our district. / positive ways to communicate with parents, peers, and the community.

Mentors for beginning educators provide guidance, diagnosis, confidentiality, and support on a continuous basis.

It is of particular importance that the mission and goals of the Robert Benjamin Wiley Community Charter School be transmitted to teachers new to our school.

MISSION

The purpose of the Charter School is to develop competent students who can compete with students from any school in the country. It is our mission to instill the twin attributes of responsibility and discipline in our students so they may succeed in their future endeavors. To this end, we commit to ensuring new teachers' transition into the profession of teaching is a positive and meaningful experience.

GOALS

The goal of the Induction Plan is to identify and meet the needs of the beginning teacher by providing guidance and support through the collaborative efforts of an Induction Team; to ensure an orderly and successful passage through the first year of teaching; and to refine the knowledge and skills needed to participate in a standards-based educational system.

The Induction Plan is not limited to only teachers new to the profession of teaching. Teachers with classroom experience and support staff/administrators may also benefit from the activities of this Induction Plan, especially if they are new to the Wiley Charter School. As a result, educators new to the school and/or those who have worked at the school in previous years may be required to participate in this Induction Plan. The details of the Induction Plan they participate in will be determined by their needs and monitored by the Induction Team.

Specifically, the plan is designed to:
1. Provide training for the inductee regarding instructional strategies and school expectations as they relate to curriculum, instruction, assessment, classroom management, and building orientation.
2. Provide a formal structure through which the inductee may become familiar with district policies, procedures, and resources.
3. Promote the personal and professional well being of beginning and experienced educators.
4. Support the inductee through the assignment of a mentor educator and the on-going support of the Induction Team.
5. Increase the retention of promising educators.
6. Satisfy state-mandated requirements.
7. Provide a review of the Code of Professional Practice and Conduct for Educators.
Note: All teachers and educational specialists new to the profession are required to participate in the Induction Plan. The participation of other educators in the Induction Plan will occur as appropriate.

OBJECTIVES

The purpose of the Induction Program is to provide settings and opportunities for new and experienced teachers to be effectively oriented to the patterns, practices, and mission of the Wiley Community Charter School and to develop effective teaching skills and techniques. The objectives of the Induction Program for the inductee include the following:
• Demonstrate a familiarity with our organizational structure, practices, procedures, and schedules.
• Understand the school’s mission.
• Effectively use the various forms, charts, files, and record keeping systems of the school.
• Design and implement a variety of effective lesson plans and teaching techniques.
• Observe experienced teachers in the classroom setting.
• Manage time and talents in such a way as to improve teaching effectiveness.
• Understand curriculum expectations and content of material to be taught.
• Develop professionally as an educator.
• Demonstrate knowledge of the discipline policies and apply them as needed.
• Demonstrate use of an effective grading system.
• Develop and implement lessons for Special Needs Students.
• Inductees will be expected to complete the following in order to meet the objectives previously listed:

* The principal/administrator or designee will meet with new teachers to demonstrate the use of various forms, charts, files, etc. that are in use at our school.
* An office staff person will orient the inductee to telephone, copier, and other pertinent office equipment and provide a tour of the building.
* A mentor will be appointed to meet with the inductee on a routine basis for professional development and support.
* Inductees will study the Code of Professional Practice and Conduct for Educators.

INDUCTION TEAM

The Induction Team will include an administrator, qualified mentor, and inductee. The responsibility of the Induction Team is to aid the inductee in meeting the goals and objectives of the plan.

THE STRUCTURE OF THE INDUCTION PLAN

As new educators are hired, an Induction Team will be identified consisting of the new educator, a mentor, and an administrator. During the August in-service at the Wiley Community Charter School, the Induction Team will meet to review the goals and the components of the Induction Plan. The Induction Program, as defined by this document, will last for at least one school year. The following is an overview of the Induction Plan for the school year:

• Within the first month of school, the inductee will complete a needs assessment (see Needs Assessment form). The mentor will review this with the inductee and develop a professional growth plan (see Professional Growth Plan for Inductee form) based on the needs assessment and other relevant information. This plan will be added to as needed throughout the school year. Note: The Needs Assessment can be utilized as often as needed.
During the first quarter, the inductee and the mentor will meet at least once a week. For the rest of the school year, they will meet at least once every two weeks.
These meetings will allow for discussion of educational issues that arise for the inductee and mentor (see Needs Assessment for suggestions of topics).

The inductee and mentor will complete a meeting log indicating the dates of their meetings and the topics of their discussions (see Inductee — Mentor Meeting Log form).

At least once a quarter, the inductee and mentor will observe each other in the classroom setting (see Inductee Observation and Mentor Observation forms).

At least once a quarter, the Induction Team will meet to review the progress of the Induction Plan. The Team members will review all documentation up to that point and determine future induction activities as needed.

The inductee and mentor meetings/conferences/activities must exceed 15 hours.

Throughout the school year, the inductee will participate in assigned staff development and/or self-selected (with school approval) professional development opportunities (in addition to the inductee-mentor activities). The inductee must participate in at least 6 hours of staff/professional development opportunities (see Inductee Staff / Professional Development Experiences form).

During the last month of school, both the inductee and the mentor will complete an evaluation of the Induction Plan (see Inductee Program Post Assessment and Mentor Program Post Assessment forms).

Prior to the last day of school, the inductee and mentor will compile all documentation of their participation in the Induction Plan and turn the information in to the administrator on their Induction Team.

The administrator on each Induction Team will meet with the Principal for review (see Induction Program Documentation form) of the inductee and mentor's documentation. The information/documentation will be maintained in an Induction Program file in the school's personnel files and a copy will be given to each employee who completes the program.

ROLE OF ADMINISTRATOR

The function of the administrator will be to:
• Identify and recommend mentors to the Principal.
• Train mentors as deemed necessary.
• Assign the new professional a mentor.
• Plan and implement the in-service program for inductees as appropriate.
• Meet with individual mentor/inductee teams as necessary.
• Facilitate scheduling to provide time for mentor/inductee meetings.
• Act as a resource person for the mentor.
• Provide support/training to the mentor regarding mentoring skills (i.e. listening, communication, coaching/conferencing, and problem solving skills and knowledge of adult learning and development), as needed.
• Share with the Principal the reports and forms submitted by the Induction Teams.

SELECTION CRITERIA FOR MENTOR IDENTIFICATION

Consideration will be given to the following criteria when identifying mentors:
• Similar certification or assignment to inductee.
• Outstanding work performance.
• Models continuous learning and reflection.
• Knowledgeable of district/school policies, procedures, and resources.
• Ability to work with students and other adults.
• Effective interpersonal and communication skills.
• Willingness to accept additional responsibility.
• Mentor training or previous experience.
• Compatible schedules so the mentor and inductee can meet regularly.

ROLE OF THE MENTOR:

Specific mentor responsibilities include:
• Facilitate a good start to the year.
• Meet with the inductee regularly.
• Complete all induction documentation as appropriate, maintain Induction Program folder.
• Develop a professional growth plan for (and with) the inductee.
• Model good instructional practices.
• Provide assistance in;
o Teaching the PA academic standards and school curriculum policies.
o Preparing lessons.
o Adapting the instruction process to specific needs of the class.
o Developing effective discipline and classroom organization.
o Managing attendance procedures, grading practices, standardized testing procedures, and records.
o Motivating students for learning.
o Assessing student progress and reporting to parents.
o Other areas, as appropriate.
• Observe the inductee.
• Offer suggestions for improvement.
• Provide professional support.
• Maintain a confidential relationship with the inductee.
• Serve as a liaison.

RESPONSIBILITIES OF AN INDUCTEE

An inductee is a beginning teacher, new to the Community Charter School. The responsibilities of an inductee include:
• Meet with a mentor as described in the Induction Plan.
• Attend induction meetings; participate in induction activities as described in the Induction Plan.
• Communicate needs to respective Induction Team members.
• Implement suggestions or recommendations made by Induction Team members.
• Complete all induction documentation as appropriate, maintain Induction Program folder.
• Schedule reciprocal observations with mentor.
• Read and review selected readings suggested by Induction Team members (i.e. information specific to the school such as provided by Dr. Jawansa Kunjufu).
• Maintain a professional demeanor as per the Code of Professional Practice and Conduct for Educators.
• Maintain a confidential relationship with the mentor.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/31/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Quality Teaching

Description: Quality instruction as defined by contemporary empiricism

Strategy: Instructional Support

Description: Instructional support practices are essential to quality teaching and higher student achievement.

Activity: Instructional planning, cooperative supervision, and evaluation

Description: Quality Teaching and support: Instructional priority and model programming are in re-alignment. New curricular additions for both Reading and Math , and an investment in heightened Reading and Math instructional practices is informed through:
* Guided Reading Investment
* “High Support” text
* Established Literacy Circles & Literacy Centers
* Reading and Math in-school Intervention Model
* Reading and Math extended-day intervention model
* Classroom Skills Checklists (pluralistic child assessment to compliment 4- Sight and DIBELS implementation)

* Weekly grade-level PSSA Practice Sessions utilizing several resources including PDE probes, PSSA Finish Line Assessment Anchors workbooks, and “Measuring Up” workbooks
* Academic Performance contingencies for heightened student investment
* Implementation of Student standards-aligned Assessment Rubrics
* Use of classroom correlation charts for Numbers. Number systems, Relationships; Measurement and Estimation, Mathematical Reasoning and Connection; Problem-Solving and Communication; Statistics and Data Analyses; Probability and Prediction; Algebra and Functions
* Technology integration through collaborative planning

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: System of Behavior/Discipline based on Positive Guidance

Description: Wiley will ensure the heightened development of positive behavior supports within the educational and social community.

Strategy: School protocol

Description:

Activity: Protocol

Description: The school has adopted an Upgraded Behavior/Disciplining System based on Positive Guidance: Behavior Management principles and guidelines have been constructed via best-practice methodology and the BIST Model. Staff trainings continue to occur. School Code of conduct and staff protocol for managing children and behavior are to be distributed and supported annualy.

Utilization of the B.I.S.T. Model helps to bring about lasting changes in students’ attitudes about themselves and those around them. They acquire the skills to be productive students in the classroom, be in control of their own behavior, and find appropriate solutions to their problems.

The school staff, faculty, and administrators play an integral role in supporting students, so they can accept responsibility for their behavior by helping them become aware of what THEY can change:
Attitude
Behaviors
Work habits
Empathy for others

Sense of responsibility
Desire to change

The B.I.S.T. Model enables the school staff to provide safe classrooms, develop personal relationships with all students, and partner with parents in this important process.

What does B.I.S.T. Look Like?

When a student is disruptive (hurtful to and/or about another student or adult; and/or interferes with the learning of other students), the teacher will confront the student in a caring manner without the use of anger.

The student will be given one opportunity to correct his/her behavior. If unable to do so, the student will be asked to go to a “safe place” in the classroom or in another location until he/she is able to accept responsibility for their problem and determine an acceptable plan to address it. The plan may include an apology, a specific contract for improvement, and restitution.

A “safe place” may be any of the following:

Safe Seat — A seat in the classroom, other than the student’s regular seat. The student may stay in the safe seat as long as the disruptive behavior stops. A student may be asked to complete a “think sheet” to help him begin to look at his problem, accept responsibility, and make plans for changes.

Buddy Room — A buddy room is simply the safe seat in another teacher’s classroom. It is meant to provide a safe place for students where the acting out can stop when they are not able to be successful in the safe seat in their classroom.

ISS/Recovery Room - A safe place for students who cannot stop the disruptive behavior in a buddy room or the safe seat. While in the ISS/Recovery Room, students are given time to think through the situation and begin taking responsibility for their actions. A teacher who will guide the students in developing a plan and to learn safe methods for dealing with their feelings supervises this area.

Parents are encouraged to discuss the plan with their child and keep in touch with their teacher. This process opens up communication between teacher and student, teacher and parent, and parent and child. This partnership assists students in becoming responsible successful problem solvers.

What does B.I.S.T. Sound Like?

When students are having a problem with their behavior, they may hear some of the following questions and statements from their teacher:
Are you okay?
Can you do this even if you don’t want to?
What was the problem?
Why was it a problem?
Who did it hurt?
What can you do to take care of yourself and not be in trouble?
What can you do next time this happens?
It’s okay to have a problem, but it isn’t okay to stay stuck with it.

Students will be held accountable for their decisions in a non-punitive manner. When a student has accepted responsibility for disruptive behavior, he will be able to say:

I did it.
I'm sorry.
This is a problem for me.
I accept the consequences.
I am willing to let the adults help me.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Social - Emotional Curricular Addition

Description: "Positive Action" curricular component
Additional Social-Emotional Curricular Component
K-12 Instruction Curriculum

The K—12 curriculum is scoped and sequenced and age appropriate. Lessons teach the philosophy that you feel good about yourself when you do positive actions, and there is always a positive way to do everything. K—12 Instructor's Kits each contain scripted, easy-to-use lessons that are approximately 15 minutes. The kits include prepared materials such as: posters, music, games, plays, and activity sheets (or booklets) and other manipulative for 30 students. A variety of methodologies and strategies are incorporated in the easily-adaptable lessons. Positive Action teaches all elements of achievement. It addresses what—academic learning standards; how—positive actions for the physical, intellectual, social, and emotional areas; and why—motivation to feel good about yourself. K—12 lessons are aligned with PA language arts, social studies, science, and math standards.

Restorative Justice Model in the School:

The Wiley Charter is also committed to developing more thoughtful and effective disciplining practices to challenge a failing paradigm for urban students, the retributive paradigm. New restorative models are being infused to ensure greater student skill in the systemic effects of their decision making on entire communities.

OLD PARADIGM
RETRIBUTIVE JUSTICE
1) Misdemeanour defined as breaking the school rules 2) Focus on establishing blame or guilt, on the past (did he/she do it?) 3) Adversarial relationship and process 4) Imposition of pain or unpleasantness to punish and deter/prevent 5) Attention to right rules, and adherence to due process 6) Conflict represented as impersonal and abstract: individual versus school 7) One social injury replaced by another 8) School community as spectators, represented by member of staff dealing with the situation 9) People affected by misdemeanour not necessarily involved 10)

Miscreant accountability defined in terms of receiving punishment

NEW PARADIGM
RESTORATIVE JUSTICE:

1) Misdemeanor defined as adversely affecting others 2) Focus on problem-solving by expressing feelings and needs and how to meet them in the future 3) Dialogue and negotiation — everyone involved in communicating and cooperating with each other 4) Restitution as a means of restoring both/all parties, the goal being reconciliation 5) Attention to right relationships and achievement of the desired outcome 6) Misdemeanors recognized as interpersonal conflicts with some value for learning 7) Focus on repair of social injury/damage 8) School community involved in facilitating restoration 9) Encouragement of all concerned to be involved — empowerment 10) Accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2009 Finish: Ongoing	$12,000.00

Status: Not Started — Overdue

Goal: Systemic Capacity-Building

Description: Wiley will address the "system" in a systems-driven approach in providing comprehensive education and service to our population.

Strategy: Implement

Description: Implementation

Activity: School-to-Home Connection

Description: Systemic Operations & Extended day and After-school programming:
Systemic Support will be aided by the restructuring of non-instructional support staff, a newly hired Parent coordinator, Student Services Coordiantor and a revitalized resource room for parent materials. Material purchases have also been made to ensure parents have access to best-practice strategies within the home environment. An Extended Day model has been established to support the efforts necessary for continued school improvement. The structure includes flexibility for various programming, including SES tutoring services, PSSA Prep tutoring, as well as embracing contractual collaborations with different organizations according to the needs and interests of our individual school community. The Extended Day, and student services after school model will allow for parent decision-making through the school Leadership Team and the Parent Council.

Person Responsible	Timeline for Implementation	Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Student Services addition for comprehensive educational, psychological and social education

Description: The Wiley Charter is initiating both an Experiential Learning Program and a Student Services Program to ensure a comprehensive framework of educational ansd social exsperiences is inherent in our systemic programming.

The underlying philosophy of experiential learning cycle (ELC) models is Deweyian. By Deweyian it is meant that Experiential Learning Cycle models emphasize that the nature of experience is of fundamental importance and concern in education and training.

A further assumption underlying ELCs is that people learn experientially and that some experiences are educative while other experiences are miseducative. All experiences are understood to be continuous, that is, each experience influences each future experience.

It is the teacher's responsibility to structure and organize a series of experiences which positively influence each individual's potential future experiences. In other words, "good experiences" motivate, encourage, and enable students to go on to have more valuable learning experiences, whereas, "poor experiences" tend to lead towards a student closing off from potential positive experiences in the future.
In many fields related to experiential learning, education, and training, the underlying "theoretical engine" is the idea that people can learn very effectively through direct, hands-on experience, as long as these experiences are well designed and facilitated.

But there are many examples where experience alone is not sufficient for meeting particular learning goals. In such situations, empiricism demonstrates that it seems to work better if the raw experience is packaged together with facilitated exercises which involve thinking, discussing, or creatively processing cognitions and emotions related to the raw experience.

Note that the "Experiential Learning Cycle" we will utilize is referred to as the 4-stage process model discussed extensively by Kolb.

The 4-stage model (experience-reflection-abstraction-experimentation) is Kolb's classic "Experiential Learning Cycle". David Kolb drew on Dewey's philosophy in proposing a 4-stage experiential learning cycle

This model suggests that a participant has a Concrete Experience, followed by Reflective Observation, then the formation of Abstract Conceptualizations before finally conducting Active Experimentation to test out the newly developed principles.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2009 Finish: Ongoing	$137,000.00

Status: Not Started — Overdue

Activity: Systemic Reform

Description: Systemic Approach and Capacity-Building - 100% of school staff is to be engaged in learning new practices that work, based on external evidence and benchmarks of success across multiple classrooms.

Proponents of a systemic approach advocate closer alignment of reform efforts among the parts of the education system because it will produce more sustainable changes and better use of limited resources. "Systems thinking" is borrowed from business economics models and common sense lessons learned by educators in previous reforms.

When the Standards call for systemic reform and address the need for change at the systemic level, they envision less emphasis on some types of policies and programs and more emphasis on others. The following excerpt from the System Standards provides an idea of what would change at the federal, state, and local levels.

Federal System:
Less Emphasis on
* Support by federal agencies for professional development activities that affect only a few teachers
* Federal efforts that are independent of state and local levels
* Short-term projects

More Emphasis on
* Support for professional development activities that are aligned with the Standards and promote system-wide changes
* Coordination of reform efforts at federal, state, and local levels
* Long-term commitment of resources to improving education

State System:
Less Emphasis on
* Independent initiatives to reform components of education
* Assessments aligned with the traditional content of education
* Teacher certification based on formal, historically based requirements

More Emphasis on
* Partnerships and coordination of reform efforts
* Assessments aligned with the Standards and the expanded view of content
* Teacher certification that is based on understanding and abilities in teaching

District System:
Less Emphasis on
* Policies unrelated to Standards-based reform
* Purchase of textbooks based on traditional topics
* Standardized tests and assessments unrelated to Standards-based program and practices
* Administration determining what will be involved in improving education
* Authority at upper levels of education
* Local union contracts that ignore changes in curriculum, instruction, and assessment

More Emphasis on:
* Policies designed to support changes called for in the Standards
* Purchase or adoption of curriculum aligned with the Standards and on a conceptual approach to teaching, including support for hands-on science materials
* Assessments aligned with the Standards
* Teacher leadership in improvement of education
* Authority for decisions at level of implementation
* Local union contracts that support improvements indicated by the Standards

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Systemic technology reform and Support

Description: Wiley continuously updates is technological infrastructure

Strategy: e-rate

Description: allowable e-rate

Activity: allowable e-rate

Description: administrative cell phones, land lines and fiber connection will be within e-rate protocol for reimbursement

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2009 Finish: 7/1/2009	$96,000.00

Status: Not Started — Overdue

Strategy: Technology Growth and Best Practice Reform

Description: Implementing quality standards and best practice practices into everyday technology protocol

Activity: Implementing standards and best practices into our everyday usage of technology.

Description: 1. Implementing a technology life cycle to keep our systems current.
Action Steps
A. Hardware: hardware will be cycled out on a 3, 4, or 5 year life cycle, the exact time or times to be determined. This will ensure that our systems can run current software needed for contemporary educational programs and academic interventions.
B. Staff Development: Staff development will coincide with changes in technology between cycles.

2. Developing a streamlined technology support process.
Action Steps
A. Software: Contract and collaboration with VelocityNet and their Titan Program for on-site and off-site backup and monitoring, and the Implementation of an automated technology support tracking system to provide timely support for all teachers and staff.

3. Develop inter-district and state-wide technology partnerships to enhance and augment our technology assets.
Action Steps
A. Staff Development: Participation in organizations such as the Consortium for School Networking (COSN) and others to provide opportunities for staff development and outreach.

4. Create IT management team, a formal on-site group to drive the overall direction of technology and information systems will be formalized in teh 2009-2010 school year.
Action Steps
A. Staffing: This team wil be comprised of existing, multidisciplined staff. It is essential that this group include members of staff with input into budgetary, strategic planning, programmatic, and administrative aspects of the organization. This team will act as facilitators for future technology planning and specific technology projects such as web site construction and database planning. It will also allow staff to begin discussing needs, ideas, and directions for technology through a diverse, invested membership that will help ensure policy is useful for all members of the organization.

5. Document procedures and policies
Action Steps
A. Staffing: Time will be alloted bi-monthly for IT team to formally document IT processes and progress to goals within the organization.

6. Improve network server, file, and system security
Action Steps
A. Software: Additional software will be purchased to facilitate network security. As well system security software needs to be purchased. Backup software will be purchased to ensure their will not be data loss.
B. Staff Development: Opportunities for staff to learn security enhancing ideas will be developed

7. Manage a formal technology budget
Action Steps
A. Staff: the established IT management team will work with Chief administration to ensure expenditure and efficacy of all expenditures is completed with fidelityhave

8. Technology training plan: IT training for each employee.
Action Steps
A. Software: Using assessment tools from sources like Taglit will be key to implementing this

concept. These sorts of tools will be used to assess the level of computer-related skills of employees.
B. Staff Development: Based on the assessment tools, we may identify means in which to use existing software to increase productivity. Peer training will be employed as well to maximize collegial collaborations.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/15/2009 Finish: Ongoing	$36,000.00

Status: Not Started — Overdue

Goal: Technology Infrastructure

Description: Expanded tecnology initiative realted to more efficient teaching and learning in the classroom:

A. Facilities: wireless access points throughout the building will be purchased to blanket the entire administrative and teaching zones of the building.
B. Staff Development: Training on how to integrate the access PC's in the classroom.

Strategy: Artful use of technology infrastructure

Description: Increase capacity through wireless transition

Activity: Technology Infrastrucure activity

Description: 1. Wireless
Action Steps
A. Facilities: wireless access points will be purchased to blanket the administrative and teaching zones of the building.
B. Staff Development: Training on how to integrate the access PC's in the classroom.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/15/2009 Finish: Ongoing	$68,000.00

Status: Not Started — Overdue

Activity: Technology Software

Description: Reading Interventions utilize on-line Achieve 3000 curriculum as well as on-line study island electronic applications software. In addition, a new sonic wall and anti-virus protecion softwares have been obtained.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2009 Finish: Ongoing	$26,500.00

Status: Not Started — Overdue

Activity: Utilization of resources and learning opportunities

Description: Restructured accountabilities contnue to address particular areas of growth. Additional curriculum support in 2008-2009 via two literacy and two math coaches offered more intensive protocol for team-teaching, teacher observation and support, as well as a more reliable feedback loop with administration and school-wide resources. The creation of a BIST specialist and "Dean of Students" allowed for greater generalization of behavioral efforts across the student population, as well as school efforts into the home environment. An increase in the ability of our families to receive more informed and timely referral services for any comprehensive family concerns was also positively impacted.

Increased opportunities for learning will be afforded throughout the next program year with an emphasis and continued investment in extended-day programming:
1 SES Tutoring: The SES tutoring budget will enable us to increase the number of children serviced via the Reading Now clinic and their contingent of reading specialists. The framework includes 3 after-school hours per week of small group child tutoring services. A staff survey is implemented at the beginning of each school year in order to afford all teaching staff the opportunity for participation in the program and increased opportunity in child outcomes. Parent letters are sent to the homes of all economic disadvantaged families enrolled for the school year. Child participation will be contingent on the approved criterion for selection in the tutoring program as identified by PDE Federal Programs.

2 In-school intervention model for reading and math: School Improvement funds are targeted to be utilized again for additional, direct and purposive instructional programs geared directly toward students identified through data as yet non-proficient. Technology use and eligible content will be at the forefront of PSSA tutoring efforts. Specific sub-groupings and standard accommodations are considered.

3 Athletics/Activities: Wiley is currently implementing an intramural sports and activities calendar, both for increased “wellness” and socialization efforts, as well as additional contingency to comprehensive achievement.

4 Before-school Programming: This programming will continue in order to afford more comprehensive support services to our families in need

5 Parent Involvement Activities

6 Comprehensive Special Needs Programming

Increased opportunities for professional development and investment are being addressed via more thoughtful and objective needs assessment of contemporary instructional trainings whereby best practice and empiricism informs staff surveying. All staff are to be directly invested to training needs via the creation of new grade and content-level reading and math coaches, lead teachers and curriculum committees. To date, technology integration has been surveyed and offered, as well as dynamic assessment, PA assessment anchors, and the infusion of eligible content into planning and instruction. Home considerations too have been and are continually being addressed.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Upgrade student assessment

Description: Wiley continually evolves its assessment and measurement practices

Strategy: implement dynamic, formative assessment models

Description:

Activity: Leadership, Instruction, Learning and Infrastructure

Description: Dynamic Assessment:
Benchmarking, and data-driven decision-making (CBM) are validated best-practice. DIBELS, Curriculum-embedded assessment, and systematic benchmarking will continue to be vital in assisting with making data-informed decisions
* 4sight Benchmarking (computer-based Reading and Math) continues to fully implemented. Baseline benchmarking and multiple testing iterations allow for more reliable prediction data to be utilized in school-wide, formative decision making processes.

Quality Leadership and Structure:
* Administration will plan, implement and oversee data analyses to aid instructors with forward-thinking, data-driven planning and instruction. Instructional coaches and teachers will take an active and systematic role in overseeing consistent data-driven practices. 4-sight will continue to be implemented systematically (quarterly) the next program year. Staff developments will insure that staff receive professional assistnace in order to best utilize school-wide testing results.

Quality Teaching:
* The use of more dynamic assessment models is contemporary best practice in assessment and measurement, allowing for more informed, data-driven decision making for educators and administrators. Combining dynamic models with contemporary technology allows for additional efficiency in practice, and significantly increased the probability that instructional staff will have constant, easy to access data not otherwise available given the traditional school time constraints. Planning and Instruction will be heightened by the informed measurement and technology purchases recently made at Wiley Charter. Teaching practice is also informed by formative assessment in additional ways. Classroom practice subsequent to data analyses can:

*mimic testing format
*be administered more regularly and frequently
*be an integral part of the instructional approach (i.e., well-aligned with the material being taught)
*be collected, scored, recorded and returned to students promptly so that errors in understanding may be corrected before remediation opportunities are missed

Additional effective monitoring practices:
* Formative Models lend insight into many additional and practical, teacher-friendly methods of monitoring student learning; examples of approaches to be used by teachers are:
*Using learning probes and quick repeated measure each week
*Asking students to interpret or summarize material presented to them in the lesson at the close of each instructional session (quick reviews)
*LISTENING to students and thinking about the questions they are asking, noting what parts of the lesson don't seem to be understood
*Implementing all various levels of the standards-based taxonomy of learning objectives must be addressed in planning, instruction and assessment
*“Catching” children doing well: Walking around the class and checking worksheets, calling attention to errors and noting good work being done

Continuous Learning Ethic:
* RBWCCS incorporation into the “Success for All": members center and Training Institute for Staff developments allows for continued and contemporary staff development, as well as evolving utilization of efficient systems via technology

Artful Use of Infrastructure:
* The leadership and support of the administrative team and the Board of Directors.
*Involvement by key members of staff, Board of Directors, the community, and representatives of as many other stakeholder groups as possible as outlined in the Pennsylvania Department of Education requirements.
*Decisions about the mission, beliefs, and goals based upon careful consideration and study of multiple sources of data and research.
*Ongoing monitoring and adjustment of programs and process as necessary.
*Complete "buy-in" by the staff.
*Coordination of funds to offer structured School Improvement Services to students identified as needing remedial and accelerated reading and math instruction. (professional and contract services cost; supplies and materials; additional payroll costs

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The R.B. Wiley Community Charter School utilizes an integration of curricular principles, elements and materials to realize best practice in curriculum design. Pennsylvania content standards and assessment anchors are utilized to form the conceptual framework of curriculum content, and are integral to local assessment methodology. Curriculum mapping is constructed across the entire grade-level population to ensure proper alignment of classroom instruction to state benchmarks and standards, and facilitates a formative process of critical inquiry for continuous improvement**.**

Harcourt Trophies, Guided Reading methodology, and “Everyday Math” are constructed as central, empirically validated curricular elements. The use of technology across central curricular elements is often employed for methodological efficiency.

The curriculum is organized to meet the developmental and individualized academic needs of students. Assessment methodology is currently employed in reading, math and writing to help teachers identity appropriate child groupings, construct learning centers, and inform guided reading practices. Standardized test scores (PSSA, and district level assessments) are used to design instruction based on individualized student need. Supplemental education services (SES tutoring) are implemented for students that qualify for additional instructional support and help provide much-needed intervention to those children most struggling within a traditional learning environment. An intervention model was implemented during the 2008-2009 school year both during-school and after-school to increase the instructional time on task for struggling students in both reading and math. Achieve 3000 and Study Island, along with newly focused and certified intervention staff, have been employed to focus exclusively on higher student achievment for all non-proficient students.

The following essential and effective instructional components were utilized within classrooms.

- Data-driven practice: A commitment to professional development was re-focused this school year and instruction was informed through formative and pluralistic methodology and data.
- Standards-driven planning: The "backwards" design model was implemented during the 2007-2008 school year and heavy investment was provided in professional staff development through tthe Insight Group out of California.
- Grouping: Alternate-grouping formats for differentiated instructional purposes are employed to meet students' needs (e.g., one-on-one, pairs, small group, and whole group). Small, same-ability groups are monitored for student progress, and regrouped to reflect students' knowledge and skills. Flexible groupings provide opportunities for students to be members of more than one group.
- Maximizing Student Learning: Presentation and formatting of instructional practices are varied to elicit maximum student interest and participation, as well as to more accurately

and comprehensively address student understanding. Professional development on the practice of instructional "layering" is currently being planned to embrace a more prescriptive and informed, work-a-day instructional evaluation model.

- Pacing: instructional pacing and emphasis of instruction too is adapted for individuals and groups of children, including those having difficulty learning to read.
- Teaching Struggling Readers: Data-driven student groupings assure that mediation and additional instruction strategies align with core instruction. Ongoing and systematic corrective feedback is provided to students.

Pennsylvania state board requirements for Chapter 4 have been reviewed by school administration and staff. In Pennsylvania, Chapter 4 outlines the basic curriculum standards that must be met in areas of reading, writing, mathematics, and science. In addition, programs must work towards strengthening PSSA performance for meeting requirements under No Child Left Behind, not only within core curricular elements, but also along the entire curricular continuum, inclusive of alternative programming and experiences.

Curriculum, instruction, and assessment are continuously being aligned to PA standards to promote academic achievement in all content areas. Current curricular modification directly addresses disaggregated performance data and informs decision-making for instructional methodology and curricular delivery. All local district requirements for grade promotion are being examined for congruence with local practice and in-line with Chapter 4 guidance. Staff is always encouraged to deliver experiential learning opportunities that will enable student to better understand and manage everyday living.

Staff has been trained, in-line with Chapter 4 requirements, to employ comprehensive PA curriculum standards for:

Reading, Writing, Speaking and Listening	Geography
Mathematics	History
Science and Technology	Arts and Humanities
Environment and Ecology	World Languages
Health, Safety and Phys Ed.	Family/Consumer Science
Civics and Government	Career Education

Local assessments are designed to include a variety of assessment strategies outlined in Chapter 4, section 4.52 including:

Portfolio work by students.
Scientific experiments conducted by students.
Nationally available achievement tests.
Diagnostic assessments.
Evaluations of portfolios of student work related to achievement of academic standards.
DIBELS, and additional precepts of Curriculum-Based Measurement (CBM)

Special education programming is also influenced by Chapter 4, as the school stringently works to comply with IDEA. Provisions are afforded to all children with disabilities enabling them to be involved in, and progress through, the general curriculum in an inclusive environment. Progress monitoring in reading, math and behavior is part of the weekly efforts of the special education team to insure instruction is appropriate and effective with reporting to parents at least quarterly in both narrative and graph form.

R.B. Wiley C.C.S. promotes in-depth and inquiry-based teaching and learning via the use of CEO (Classroom Enrichment Opportunities) classes. The inquiry method is utilized to expose students to specific areas of learning in both a “push-in” and “pull-out” classroom.

The Middle school schedule is designed for more in depth study with longer periods and increased access to technology for research and scholarship.

The following strategies are utilized to *accelerate* academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

- Title I support — In the 2008-2009 school year, the Charter moved to a School-Wide Entitlement Program classification and has been approved via PDE for that initiative.
- Special Education Innovations including the use of full time Graduate Assistants (special education graduate students) to increase individual instruction and accommodations for special education and early intervening students.
- Guided reading program in grades Kindergarten through grade 5
- "Morning boards" (structured daily lessons grades K-8 targeted at direct instruction of specific language arts elements) are incorporated into daily class work.
- Mental health support both inherently within the school and through outside agencies
- Teaching assistants and supportive instructional staff that are involved in small group and learning centers
- Parent training programs
- In-School intervention model
- After school tutopring intervention model
- A school wide Accelerate Reader program has been implemented to increase independent reading.

Technology is used to actively engage students, in particular, equipment such as Smart Boards and mobile labs keep students focused on lesson material. Internet access and Compass Learning also actively engage students in the learning process. Improvement funds have been utilized for the purchase of additional student notebooks and mobile labs.

The Professional Development Plan is a product of staff, administration, parents and institutions of higher education. Outside consultants are contracted to bring in new and data driven strategies. The plan is directly aligned with the School Improvement Plan targets and root causes of concern.

The teacher induction program is designed to provide support, encouragement, structure and feedback to new members of our teaching community. Mentors are assigned to new staff. A needs assessment is completed. Mutual observation (mentors and inductees), and systematic, structure meetings are employed to provide feedback and discuss school-wide instructional issues.

Rigorous Instructional Program - Attachments

- PD Plan
- Induction
- 08- 09 School Improvement Plan Approval
- 2009-2010 School Improvement Project Approval
- 2009-2010 EETT Grant Approval

English Language Learners

English as a second language program description:

The Charter School board and staff have developed a plan to insure that appropriate and required services are provided to students in need of English Language intervention. The school participates in a consortium with Intermediate Unit 5 to provide assistance with staff development, program planning and compliance. Our contract with the Intermediate Unit provides certificated staff to complete assessments, instruction, and consultation to classroom staff, communication with parents, progress assessment and program review. To date the Charter School has not had any students enrolled who were identified on the Home Language Survey as being in need of further assessment. A copy of our English as a Second Language program is included in Attachment C. A brief overview follows.

Program Goals

Goal 1: Students will use English to communicate in social settings.

Goal 2: Students will use English to achieve academically in all content areas.

Goal 3: Students will use English in socially and culturally appropriate ways.

Student and Parent Orientation Procedures:

The staff person assigned the task of enrollment procedures will be aware of the need to ensure all enrolling students/families understand the information presented to them in the English language. If informal interactions and/or the review of enrollment forms (i.e. Home Language Survey) indicate a possibility that the student/family is an English Language Learner (ELL), then the staff person will notify the appropriate administrator.

Identification and Placement:

Assessment process:

Upon selection through the lottery, enrolling staff will assist parents in completing a Home Language Survey (HLS) as required by the Office for Civil Rights (OCR). For those students whose primary language is other than English (PHLOTE), the Charter School will also determine the student's English language proficiency. Screen procedures developed in collaboration with the Intermediate Unit will be used. Screening will be completed within 10 days of enrollment Screening will be completed by designated staff person who has been trained in assessment procedures using appropriate instrument provided by IU # 5, or by referral to IU #5 administrators and completed by IU #5 trained staff.

If assessment indicates a need for ESL Instruction:
ESL instruction at the appropriate level will be provided for the limited English proficient student with local/state funds**.** ESL instruction will be provided through a contract with IU #5 on site at the Charter School. After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency will be determined for appropriate instructional placement.

Instructional Program:
Program Type: The Charter School will utilize the following program for ELLs: **English as a Second Language:** this is a program of techniques, methodology, and special curriculum

designed to teach ELLs English language skills, including listening, speaking, reading, writing, study skills, vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Program evaluation will be conducted with the support and oversight of Intermediate Unit Staff with appropriate certification and training in ESL/ELL programming.

English Language Learners - Attachments

- 2009-2010 LEP documentation
- ELL

Graduation Requirements

The Charter School is chartered to serve students in grades K-8. Graduation requirements (grade 12) are not applicable for our program.

Special Education

The Charter School Board of Directors and staff are committed to providing a full range of quality special education services to those students determined to be eligible for and in need of special education. In keeping with the letter and spirit of IDEA, these special education services to students are delivered in a primarily inclusive model.

From the school's inception, the Charter School has contracted with the Intermediate Unit to provide overall supervision and consultation for the program and have benefited from their expertise in developing polices, programs and practices. The Board of Directors has made a steady and growing commitment to the provision of services to students with disabilities. The school is staffed and structured to allow students with differing abilities to be successful in the regular classroom. Small class size, teaching assistants at each grade level, counselors and additional support staff provide adequate resources for accommodations and modifications.

The Charter School's original mission and vision and ongoing commitment is to provide skilled and committed staff and identify research based strategies that are designed to improve learning for the specific demographics that we serve: urban, minority, low-income, special needs students.

In the 2009-2010 school year, a total of 6 certificated special education teachers provided direct services in the school. Additionally the equivalent of full time speech therapy services is provided by two therapists providing daily support speech language therapy. We continue to contract with the Intermediate Unit for psychological evaluations and special education supervision.

Opportunities presented by IDEA provided for additions to our special education programming. In the fall of 2005, with the support of our Board of Directors, our staff and our parents, we began an "early intervening" program, using special education staff and resources to provide comprehensive interventions to students. With parent participation and agreement, the Child Success Team planned and implemented strategies to provide academic and behavioral assistance to students with the goal of preventing and/or deferring referrals for special education services. Following our special education audit, we worked with IU staff to refine and revise our early intervening planning and anticipate expanding the program to include students struggling with language, speech and communication concerns. Additionally, to assist with "early intervening, the Board of Directors approved a contract with a local mental health services

agency to provide on site counseling and mental health intervening services for students who presented with behaviors that interfered with learning. While parent permission was required for participation, students did not need to wait for county mental health approval and were able to access the services on site. This provided the possibility of services for students whose parents did not have transportation or other availability to access mental health services during the school day. Aggressive outreach to available community services include assistance with referrals for individual and family comprehensive services, and a partnership with server community mental health provider as well as 30 students who receive services through the County WRAP office including mobile therapy and therapeutic staff support.

Our building level team (child success team) provides a forum for teachers and support staff to identify students who may be in need of additional intervention strategies. Our 6 special education teachers and 5 master's degree candidates provide individual assistance for students in the regular classroom as well as in a specialized setting when needed.

The Charter School works collaboratively with Intermediate Unit Staff and professors from local teaching universities to insure that the instructional strategies used by both regular and special education staff to educate eligible students, students at risk for failure and those not making reasonable progress are research based and effective. Ongoing staff development through outside consultants, intermediate unit staff, Pennsylvania Training and Technical Assistance programs, graduate coursework and school planned in-services trainings are designed to build core capability in meeting the needs of these "at risk" and "eligible students.

Additionally, comprehensive training for special education and regular education staff on functional behavior assessments and behavior improvement plans led to improved documentation and outcomes.

Staff development is provided to all Charter School staff on special education strategies, accommodations, modifications and progress monitoring. Special education staff participates in ongoing trainings through PaTTAN and Intermediate Unit 5. On site staff development is provided on behavior planning and progress monitoring.

Special Education - Attachments

- 09-10 Spec Ed Plan
- Special Education Policy and Procedure
- Special Ed Policy and Procedure

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Risner, Kristen	1.0	Learning Support	RBWCCS	18	NA
Mulder, Amanda	1.0	Learning Support	RBWCCS	9	NA
Inman, Brandy	1.0	Learning Support	RBWCCS	10	NA
Sheppard, Karen	1.0	Speech / Language	RBWCCS	36	contracted service
Reynolds, Allison	1.0	Learning Support	RBWCCS	11	NA
Rivera, Natasha	1.0	Learning Support	RBWCCS	15	NA
Bliss, Rebecca	1.0	Learning Support	RBWCCS	17	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Sarah Reed Partial Hospitalization	na	na	Sarah Reed Children's Center	3	The Charter School purchases educational services for students in Partial Program
Stariways Behavioral Health	.3	counseling services	Robert benjamin Wiley Community Charter School	26	Contracted counselling services

Special Education Program Profile - Chart III

Title	Location	FTE
none	NA	NA

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Sheppard, Karen, Alpha Speech and Learning	Speech and Language Therapy (School-based)	30 hours
IU # 5	School Psychologist	7.5 hours
IU # 5	Occupational Therapy	1.0 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
4-Sight Benchmarking	No	No	No	Yes	Yes	Yes
Running records	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
Leveled Reading (Title)	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
4-Sight Benchmarking	Yes	Yes	Yes	No	No	No	No
Special Needs curriculum probes	Yes	Yes	Yes	No	No	No	No

Student Assessment

Note:

Wiley Charter participates in all required PSSA testing, grades 3 though 8. The 2008-2009 school year saw significant achievement growth as indicated by AYP data. The school made adequate progress in 21 out of 21 categories. The 2008-2009 data showed the most statistically significant growth and highest achievement numbers in the history of the school. Reading and Math achievment increased across the aggregate population, the black population, the white population, the economic disadvantaged population, and by the special needs population by proportions significant enough to realize AYP within all subgroups. All attendance targets were realized across all subgroups, and participation targets were hit as well.

The 2009-2010 year again saw the highest achievement in school history, and the Wiley charter made AYP for the second consecutive year, officially removing them from Titel I "School Improvement" or "Corrective Action" classification and sanction.The 2009-2010 AYP profile is as follows:

Welcome to

Pennsylvania AYP Reporting System

Adequate Yearly Progress Status for 2009-2010

105252920 ROBERT BENJAMIN WILEY COMM CS - 7532 ROBERT BENJAMIN WILEY COMM CS

Note: This report uses abbreviations & symbols. View Legend

School Status Report

2009-2010 AYP Status	This School met 21 target(s) out of 21.
	Made AYP

Mathematics

	Participation Goal = 95%	Met Participation Target	Performance Goal = 56%	Met Performance Target
All Students	97.6	Yes	68.7	Yes
White non-Hispanic	100.0	Yes	80.4	Yes
Black non-Hispanic	97.9	Yes	73.3	Yes
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	95.4	Yes	58.3	Yes
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	97.5	Yes	69.7	Yes

Reading

	Participation Goal = 95%	Met Participation Target	Performance Goal = 63%	Met Performance Target
All Students	97.6	Yes	53.6	Yes-SH
White non-Hispanic	100.0	Yes	64.3	Yes
Black non-Hispanic	96.9	Yes	59.6	Yes-CI
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	96.9	Yes	36.7	Yes-SH
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	97.5	Yes	53.7	Yes-SH

Attendance Rate

	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	90.33%	Yes

Legend

Symbol	Definition

~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model

Welcome to

Pennsylvania AYP Reporting System

Adequate Yearly Progress Status for 2008-2009

ROBERT BENJAMIN WILEY COMM CS - ROBERT BENJAMIN WILEY COMM CS

Note: This report uses abbreviations & symbols. View Legend

School Status Report

2008-2009 AYP Status	This School met 21 target(s) out of 21.
	Made AYP: Making Progress in C.A. II (year 2)

Mathematics

	Participation Target = 95%	Met Participation Target	Performance Target = 56%	Met Performance Target
All Students	98.5	Yes	57.5	Yes
White non-Hispanic	98.4	Yes	67.8	Yes
Black non-Hispanic	99.1	Yes	57.8	Yes
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	100.0	Yes	48.3	Yes-CI
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	99.5	Yes	59.2	Yes

Reading

	Participation Target = 95%	Met Participation Target	Performance Target = 63%	Met Performance Target
All Students	98.0	Yes	39.2	Yes-SH
White non-Hispanic	98.4	Yes	52.5	Yes-SH
Black non-Hispanic	99.1	Yes	36.7	Yes-SH
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	98.3	Yes	22.0	Yes-SH
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	99.5	Yes	39.7	Yes-SH

Attendance Rate

	Attendance Rate Target = 90% or Improvement	Met Attendance Target
All Students	90.21%	Yes

Legend

Symbol	Definition
~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model
PR	Proxy

Additionally, the Charter School administers locally designed standards based tests that are tied to standards benchmarks/anchors. 4Sight Benchmark assessments is utilized at 5 iterations during the school year. Those data have been uploaded as attachment within this e-document for the 2008-2009 school year and proved to predict accurately and well our subsequent PSSA performance. Early elementary grades utilize Terra Nova Assessments in preparation for achievement upon entrance into PSSA testing grade-levels.

Test/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12

PSSA: Read/Math				X	X	X	X	X	X				
PSSA Writing						X			X				
Terra Nova		X	X										
4-Sight				X	X	X	X	X	X				

Locally designed tests were utilized to monitor reading and math progression across the year. From a preventive and early intervention perspective, these data provide us valuable insight into the utility of these assessments for early elementary grades. Upper elementary and middle school performance on 4-Sight benchmarking assessments was in-line with PSSA achievement and informs a continued, intensive direction in data-driven planning and instruction for the coming school year. A commitment to true, dynamic assessment principles (CBM; DIBELS) and more contemporary methodology is central to strategic planning for the ensuing year and the school-wide testing efforts therein.

Data to Improve Academic Performance:
The Charter School's original mission, vision and ongoing commitment is to identify research based strategies that are designed to improve learning for the specific demographics that we serve: urban, minority, low-income students. The staffing pattern at the school provides for small group instruction, Title I services in both reading and math, and specialized assistance to teachers in screening and assessing students who may be in need of additional referall and academic/behavioral intervention. Specialized assistance is also provided in tracking ongoing progress through the use of programmatic intervention data. Investment in the newly aquired technology and staff development allows for staff to focus more efficiently on specific skills in need of remediation, instruction or practice for all students. The improvements to our Accelerated Reader program have increased student interest in, and access to, reading. Aggressive outreach to available community services include an onsite mental health program from a community mental health provider as well as students who receive services through the County WRAP office, including mobile therapy and therapeutic staff support.

Our building level team (child success team) provides a forum for teachers and support staff to identify students who may be in need of additional intervention strategies. Our special education teachers provide individual assistance for students in the regular classroom as well as in a specialized setting when needed. Special education staff also provides support to students in the pre-identification process to reduce number of students referred for special education.

Assessment data informed after school tutoring programs as well. These programs were constructed to provide additional help for students identified by teachers as in need of support in reading and math. Students from grades K-8 are eligible to participate in the SES (Supplemental Education Services) provided as part of our school improvement grant. Best-practice classroom strategies used by our experienced teachers have been successful in accelerating pockets of achievement in reading and math. Identification of "bubble students", those students on the data-indicated cusps (or "bubble") of proficiency classifications, allowed for data-informed acceleration. Continued staff development on the PA anchors, eligible content, and the requirement that teachers identify via assessment data skills related to the standards proved effective in focusing instruction on the most critical skills and directly measureable student achievement.

This year saw distinct, objective and significant growth across all AYP achievement indicators. Strategies have been adopted in line with No Child Left Behind in order that we may responsibly address a continued investment in the course ahead.

A) The school had recently restructured the organization from the administrative level to the instrucitonal level, (This is considered a “heavy management support strategy”)

B) The school has also employed what is considered a “light management support model” by Partnering with Outside Organizations for primary improvement strategies (we are working through corrective action with the IU5 Leadership and Consultant Cohort as recognized by PDE.

C) The Charter Board has worked to restructure the organization of the school

D) The Board of Directors is undergoing continual professional development.

Math and Reading Achievement

Our “concern” is to understand growth across data indicators and continue with necessary progress initiatives. In this vein, both Math and Reading curriculum, instructional support, individual learning plans and assessment protocol is being replicated, and even bolstered in order to find proportional growth again next year.

The school has recently adopted and will continue its progression with a research-based, standards-aligned Math curriculum, implemented within K-6. (Every Day Math). Extensive staff trainings have been and will continue to be conducted during staff orientation and training by product and content experts. Much-needed complimentary Assessment Anchors and Eligible content trainings will be held in support of all curricular initiatives.

The school has adopted school-wide technologies in an informed attempt to significantly heighten individualization, differentiated instruction, as well as progress-monitoring/assessment capabilities. Student groupings are also continually being investigated and arranged in order to best provide instruction to a significantly variable group of students in terms of achievement. Special education staff schedules are under modification to best provide support of differentiated instruction, as well as necessary special needs sub-groupings and accommodation.

The school had restructured administrative staff to include operational oversight, math and reading coaches, student behavior management, human resource management, and fiscal evolution. This restructure proposes to allow for significantly more instructional support, supervision, and evaluation through coaches and entitlement staff. A federally reviewed and compliant school-wide entitlement program serve the disadvantaged population that constitutes our school. This will continue to directly affect continual reading and math achievement.

Both administrative and teacher salaries have been re-examined in an attempt to achieve relative equity with traditional school district personnel (primarily teaching staff) to ensure a strengthening of recruitment and selection opportunities, as well as to heighten our retention figures across positions. Over ninety percent of our staff will, in fact, be returning for the 2009-2010 school year.

Instructional priority and model programming align to PA eligible content. New curricula and investment in heightened Reading and Math instructional practices is monitored daily through administrative "walk-throughs":

The new Leadership agenda positively affects instructional Strategies, not only through the aforementioned commitment to intensified instruction, supervision and evaluation, but also through renewed investment by our collaborators. The Charter School continues to work collaboratively with the Erie City School District, the Intermediate Unit Staff and professors from

local teaching universities to ensure that the instructional strategies used by both regular and special education staff are research based and effective. Staff development through outside consultants, intermediate unit staff, Pennsylvania Training and Technical Assistance programs, graduate coursework and school planned in-services trainings will all be designed to build core capability in meeting the needs of all students.

- Recent participation in the IU-driven Curriculum Director Cohort, Principal cohort, Superintendants Cohort
- Re-investment in heightened extended-day and —week services including tutoring services, SES, PSSA tutoring, and weekend services), athletics/activities programming.
- Continuous leadership ethic — Professional Development Plan, Induction, weekly grade- and content-level meetings are governed and implemented by the administrative leadership team and are a core element of the new, practical infrastructure.
- Artful use of infrastructure: daily observational protocol and instructional support, teacher assistant support and training via full inclusion in our development model are occurring. A renewed investment into the continuous improvement of support staff and the "systems approach", critical position restructuring, and data-driven progress reporting have all been implemented and will be evaluated for success.

The highlights of the Charter School Plan for Improvement may be summarized within the essential constructs of best-practice educational systems. Wiley Charter has consciously utilized quantitative and qualitative data from across systems and operations to construct a more comprehensive approach to student achievement and family success.

Quality Leadership:

Meta-analytic research suggests that characteristics of schools with balanced leadership are the result of professionals working toward a collaboratively developed and well-understood mission. The RBWCCS plan and practice embodies a "high leadership capacity" through restructuring administration and staff for best use of highly qualified and skilled professionals.

The School Improvement Plan presents strategies that are informed by comprehensive, best-practice research and practices. A systemic approach is apparent within the plan, emphasizing a pluralistic approach to training, data analyses and decision-making across educational, social, and behavioral achievement domains for children, as well as new supportive and intensified resources for families.

- the plan employs construction of a heightened and genuine data-driven, formative system of progress monitoring
- a broad involvement of administrators, staff, parents, families, consultants, researchers and community collaborators whose collective responsibilities are reflected in their roles and responsibilities.
- reflective, thoughtful, instructional practices that consistently lead to innovation for a unique population of children and families is recognized
- the realization that in constructing this framework, steadily improving achievement is strategically well-planned, monitored, and executed.

Quality Teaching:

NCLB requires each state to submit a detailed plan for ensuring all teachers of core academic subjects were highly qualified by the end of the 2005-06 school year. Improvement plans must include at least two major annual measurable objectives for districts and schools: one for an annual increase in the percentage of highly qualified teachers and the other for an annual increase in the percentage of teachers receiving high-quality professional development. The

Wiley Charter currently realized close to 100% highly qualified teachers and this plan recognizes our need to support and develop that accomplishment with an intensive vigor. The plan recognizes the NCLB provisions to encourage professional development that:

- Increases teachers' knowledge of the academic subjects they teach, and enable teachers to become truly “highly qualified”
- Greatly improves the intensity and frequency of instructional support
- Supports measures to aid in the recruiting, hiring and training of highly qualified teachers
- Advances teacher understanding of effective instructional strategies that are based on scientifically based research, and improve student academic achievement or substantially increase the knowledge and teaching skills of teachers
- Provides training in, and emphasis on, the effective classroom use of technology
- Provides a commitment to recognizing and supporting methods of teaching that support diversity and individualization
- Strengthens the ability of teachers and administrative leadership to use assessment results and other data to inform and improve classroom practice
- Improves the ability of school personnel to work more effectively with parents.

Continuos Learning Ethic

The Wiley plan is built on a premise of continuous learning:

- the sharing of common goals
- shared governance via several avenues including a "cabinet"-level administrative team, grade-level curriculum teams, staff focus groups (Parent, SIP)
- multiple measures for learning are valued
- more clearly defined values and supports
- accountability and equity across responsibilites is stressed
- the school is focused on performance and success

Artful Use of Infrastructure:

Lastly, the Wiley Community Charter School believes that continual improvement planning:

- Increases opportunities for learning and access to quality education for all students, families, staff and administrators as outlined.
- Highlights opportunities to demonstrate an understanding of our population based on objective needs assessment and facilitation of an authentic relationship with our RBWCCS students and families.
- Provides a stringent system of restructured accountability.
- Encourages innovative teaching practices through heightened administrative support, training & evaluation, as well as collaborative relationships with expert consultants, and a commitment to systematic staff development opportunities.
- Offers new professional opportunities for teachers, created through evolving partnerships and contemporary technology.
- Encourages community and parent involvement via intensive supports and specific accountabilities among RBWCCS staff.

Student Assessment - Attachments

- 2009-10 local math data
- 09-10 local reading data

- 2008-2009 local assessment data: math
- 2008-2009 local assessment data: reading
- 07-08 local test data: math
- 07-08 local test data: reading

Teacher Evaluation

In 2006, the board approved the adoption of the PDE forms for teacher evaluations including the use of PDE 426, 427 and 428. This practice was continued during the 2009-2010 school year. Teacher professional development includes structured supervision and observation by peers, mentors and reading and math coaches. “Walk though” observations are tied to specific instructional strategies that are presented at staff development, staff meetings or grade level meetings. Informal observations by the principal or other supervisory staff are part of ongoing staff development. Formal teacher evaluation consists of annual observations for veteran teachers and biannual observations for new staff.

Lead administration has overall responsibility for teacher evaluations, but has the authority to delegate observations to the literacy and math coaches (for some teaching staff) and the Director of Special Education Services (for special education staff). Additionally, a special education supervisor from the Intermediate Unit provides formative observations/assessments of special education teachers

Additional review of best practices and consultation is provided through the Human Resources professional from the Charter School. The evaluator for the special education teachers is a contracted, experienced special education supervisor from the IU #5 . The Intermediate Unit provides extensive ongoing in-service staff development for their special education supervisors. Returning administrative staff at the school has had extensive staff development with national and local consultants on teaching strategies that are effective with urban minority students.

Teacher Evaluation - Attachment

- teacher evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In accordance with the school's bylaws, officers are elected each year by the Board of Trustees at the December meeting during which trustees are elected. Such officers shall serve a one-year term and until their replacements are elected. With the election of officers at the 2008 December Board Meeting, the trustees elected Mr. Marc Blount and Mrs Pam Forsythe as Chair and Vice-Chair respectively.

An administrator search was initiated and conducted in accordance with board protocol to responsibly examine qualified Chief Administrative Officer candidates for the 2009-2010 school year. Following this search, the board selected and retained Kathryn Olds and Peter Russo, Jr. as Co- Chief Executive Officers. Following the 2009-2010 school year, Russo and Olds were each offered an additional 2-year contract to continue as Chief Executives through 2012.

Board of Trustees

Name of Trustee	Office (if any)
Marc Blount	Board Chair
Dr. Phillip Belfiore	Curriculum committee
John Drew	Secretary and Curriculum committee
Edward Dawson	Treasurer
Johnie Atkinson	Management committee
Pamela Forsyth	Board Vice Chair & Management Committee
Benny Simmons	Finance committee
Ronald Steele	Finance committee
Lisa Rubino	Finance committee
Thomas Brown	Finance committee
Seaborn White	Management committee
Anthony Williams	Finance committee

Professional Development (Governance)

The Board of Trustees was provided professional development during the 2009-2010 school year by the school's solicitor, Attorney Tom Pendleton. Attorney Pendleton advised the Board on areas of the Public Officials Act, Charter Procedures and Processes and other legal issues related to education, special education, reporting, contracting, board procedures and human resources.

Coordination of the Governance and Management of the School

The Board of trustees coordinates the governance and management of the school through a Committee Structure. In accordance with the school's bylaws, an executive Committee functions on behalf of the Board of Trustees as necessary to the extent permissable by the Charter School Law and Public School Code. The Executive Committee is comprised of the Board Officers and the Chair of each standing committee, one parent of an enrolled student and one or more additional members of the Board as appointed by the Chairman. The **Management Committee**, consisting of the Chairman or Vice Chairman, one parent of an enrolled student and other members appointed by the Chair, is charged with: developing personnel policies to be adopted by the Board, establishing a code of conduct for staff and students, receiving complaints and request hearings, approving evaluation methods and processes of personnel,e valuating the school's administrator and other related duties as the Board deems appropriate. The **Curriculum Committee,** comprised of the Board Chair or Vice Chair, one parent of an enrolled student, and other members as appointed by the Chair, is charged with: developing the school's curriculum and propose curriculum to the trustees for adoption, developing the board's calender for Board adoption, reviewing text books and recommending text books to the Board of Trustees for adoption, developing a teaching method for student instruction, creating a program to evaluate school performance and other related duties as the Board deems necessary. The **Finance Committee** is charged with fiscal oversight. Each standing committee and the Board of Trustees meets to monitor school governance and management the second Tuesday of every month.

Coordination of the Governance and Management of the School - Attachments

- 2009-2010 Charter Public Board Meetings
- 2008-2009 Board of Trustees Schedule

- 2007-2008 Board of Trustees Meeting Schedule

Community and Parent Engagement

To promote parent involvement, the bylaws of the school require that three parents of enrolled students serve on the Board of Trustees. A parent sits on each of the standing committees: Management, Curriculum, and Finance. This insures that parents have a working knowledge of the school and are given an opportunity for input into school design, administration and operation. The Board has also approved the employment of a Parent Involvement Coordinator who is responsible for providing opportunities for parents to participate at various levels of the school.

Board members also volunteer within the school, working with students, assisting with parents whose students are experiencing academic or behavioral challenges and providing supports to teaching and support staff. Board members volunteer to host monthly meetings with parents. The Board of Directors is composed of exceptionally talented and committed individuals who work collectively and individually to insure the success of the school. Board members are frequent visitors to the school. Not only do they share their time, talent and financial resources with the school, but they enlist the support of their professional colleagues and friends in donating time, energy, and resources.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Parent activity group sponsored fund-raisers are designated to benefit students with contributions to the accelerated reader program, family activities, supplies for behavior modification incentive program and registration fees for summer programs. Future fund-raising activities will be based on the analysis of this past year's activities and relevant initiatives are being determined. Grant writing for future funding is also performed at the school. In addition, after-school sports and activities programs were developed school-wide for the 09-10 program year.

Fiscal Solvency Policies

A fund balance is used to assist with cash flow as needed to keep the necessary and perpetual two month cash requirement on hand. It is the policy of the Board of Trustees to ensure that the fund balance is not touched unless there is an absolute emergency. The budget is monitored on a monthly basis to ensure there is a positive cash flow and that any unexpected expenditures are accounted for from other areas of under-expenditure within the budget. In addition, a line of credit was established at a local bank. There is also a two month surplus by rule maintained at the Charter school.

Accounting System

The accounting system is custom designed utilizing a QuickBooks database which details a general ledger, payroll ledger system (ADP), accounts payable system and accounts receivable system that conforms with the Pennsylvania State Chart of Accounts. Our system allows us to breakout funding source revenue and expenditures, which enables us to complete our PDE reports accurately and on time.

Budgeting and reporting for the general fund is recorded on a modified accrual basis of accounting. Accounting is performed on a cash basis. Reporting is done on an interim and year-end based on the modified accrual system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- preliminary statement of revenue, expenditure and fund balance 2009-1010 (revenue)
- preliminary statement of revenue expenditure and fund balance 2009-2010 (expenditure)
- Preliminary Statement of Revenues / Expenditures & Fund Balance 09
- Revenues Expenditures & Fund Balance June 30th 2008
- Revenues, Expenditures, Fund Balances 07

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

Felix and Gloekler, P.C. audited our annual funds as of June 30, 2009. An exit conference was held on October 19th, 2009 with the Charter school's CAO, CEO, Board of Directors, Business Manager, and Receptionist, and the audit firm's CPA Principal and CPA Senior. (Attached.)

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

- 08-09 financial audit
- 08-09 audit notes
- 08-09 audit opinion
- fiscal audit June 2008
- Auditor's annual report June 30 2007
- Audit report

Citations and follow-up actions for any State Audit Report

There were no current citations as of the June 30th 2009 audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

When possible, the Wiley Charter school utilizes the state contract-pricing list (PEPPM and COSTARS) to achieve the best possible prices. When PEPPM or COSTARS were not available, the charter school obtained quotes for items/services or publicly advertised for items/services as required by the Public School Code of 1949.

Future Facility Plans and Other Capital Needs

The school relocated into a newly renovated building as of January 1, 2001, which currently houses grades K-8. In the 2003-2004 school year, the charter school had a storage facility constructed to house its supplies in order to provide more space for educational use. During the 2005-2006 school year, the charter school formed a facilities sub-committee to address the current and future needs of the school. As for future needs, the Facilities sub-committee is exploring issues brought by school administration to find additional space for growing athletics and activities programming.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

In compliance with the health and safety requirements, the Wiley Charter School has recruited and hired a certified nurse, who is full time. The nurse complies with all PDE and Department of Health regulations regarding maintenance of health records, mandatory screenings. Additionally, comprehensive health education programs have been conducted or scheduled by our nurse. We have added a part time health education position to provide additional instruction to students in grades 4-8 on health and wellness. The school additionally has established a School Safety Committee, composed of students, staff, parents, and community members; has undertaken planning for a Wellness Center, sent and collected information from parent and student surveys, has secured the services of a local physician to give a presentation on the mental health needs and concerns of students and their families for both parents and staff, and review procedures, as appropriate. All staff have received training on the school safety plan. Fire, and emergency safety topics have been incorporated into the curriculum. Documentation of required fire drills has been forwarded to PDE.

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

- 08-09 request for reimbursement of report of school health services
- Health Services Reimbursement 2007-2008
- 2008-2009 Wellness Policy
- Wellness Policy 2007-2008

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies: Health, Dental, Life, Worker's Compensation, General Liability, Officer and Director, Automobile Liability and Excess Liability.

Current School Insurance Coverage Policies and Programs - Attachments

- declaration 08-09, 09-10
- ACCORD & Declaration Pages 07 08

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of Teaching and Other Staff

The Wiley Charter school employs teachers and additional professional staff to support the learning programs for our students. In 2009-2010, the Charter employed two teachers at each grade level, 4 Title I teachers, 7 special education teachers; 1 counselor, 1 information literacy skills teacher (technology and library), one PE, music, and art instructor, and a full time school nurse. For purposes of discussing turnover and retention, only staff hired by the Charter school are considered. For purposes of computing percentages of staff categorized as highly qualified we did include, as per requirement, contracted professional staff.

In order to increase stability of teaching staff, our board of directors collaborated last year to increase teacher salaries to bring them closer to those of surrounding districts. This has reduced salary as a major contributing factor to staff turnover. Based on review by our Human Resources Department, the following are reasons given for professional staff leaving the school.

- Some have elected to go back to College and pursue higher levels of degrees.
- Some have relocated out of town to explore other educational opportunities.
- Some have changed careers and have sought employment in other job markets.

Exit interviews are conducted for employees planning to separate their employment at the RBWCCS. These questions are designed to provide feedback from employee's experiences while employed at RBWCCS.

RBWCCS hiring process conforms to all applicable federal regulations regarding fair hiring practices and employment. RBWCCS is an Equal Opportunity Employer

A professional staff member is an individual employed by a charter school in positions for which state certification would be required in a non-charter public school, including those who are certificated as teachers, supervisors, supervising principals, principals, assistant principals, vice-principals, directors of vocational education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists and school nurses. (24 P.S. 11-1101).

The Chief Adminsitrative Officers, who are the individuals appointed by the Board of Trustees to oversee and manage the operation of the charter school, shall not be deemed a professional staff member.

Quality of Teaching and Other Staff - Attachments

- 2009-2010 PDE 414
- Annual Course Enrollment 2009
- HQT course instructor and course enrollment ACS 2009-2010
- LEA staff profile accuracy certification statement 2009-2010
- 2008-2009 PDE 414
- Elementary & Secondary Professional Personnel Report

Student Enrollment

Lottery/Enrollment and Registration

The Wiley Charter School is a taxpayer-funded school targeting students residing in the City of Erie. It is open to all eligible students on a space available basis and does not discriminate on the basis of race, creed, income, or disability. The School develops policies and procedures in compliance with PA Act 22 and other applicable Federal and State legislation. It is the Policy of the School to enroll students through a lottery entrance procedure. All students are enrolled through a random selection. Upon selection parents or guardians have the choice to accept or pass on the opening for their child or children. All students currently enrolled at the Charter School will maintain their enrollment status unless written notification of withdrawal is received. Lottery applications may be obtained at the school on a year round basis. Applications will be accepted in person, through the mail, or over the phone.

A notice is sent by mail to inform applicants that their application has been received and is on record. Note: Date of application is not a consideration for the lottery drawing. It is the responsibility of the applicant to inform the school of changes with regard to phone number or address so they may be properly contacted regarding enrollment. Applications are stored at the school and separated by grade levels of entering students. A master list of all applicants' names and grade levels are also maintained in the school office as a back up to the original applications. Sibling designation is noted on the master list.

Siblings (brothers and sisters only) residing in the same household of currently enrolled students will be given first priority with regard to enrollment. Priority will be given to siblings upon initial enrollment only. The purpose of allowing siblings priority is to reduce the incidence of family members having to attend different schools. However, if a parent decides not to enroll a sibling of a current student (when selected in the lottery), or withdraws a sibling of a current student, the sibling priority if forfeited. Sibling priority is not valid upon attempting to re-enroll students who have previously attended the Community Charter School. If a sibling is unable to be enrolled due to over enrollment at a particular grade level, a parent may choose to enroll the student(s) for which an opening is available. Students who are not able to be enrolled, due to over enrollment, will retain sibling priority until registration is offered to them, or a parent chooses to remove them from the registration lottery.

Students residing within the city of Erie will be given first priority with regard to enrollment. However, if there are no other students waiting to be enrolled at a specific grade level, a student may be enrolled from another district within Erie County.

Students who were previously enrolled and moved out of the city will have the opportunity to maintain their enrollment status and remain a student at the Charter School. Lottery drawings are held the first week of each of the following months to fill any vacancies in all grade levels, May, June, July, and August. If all vacancies are filled in earlier lotteries then subsequent lottery drawings need not be held. Lottery drawings are held at the school, by school administrators and witnessed by a staff member representing the sponsoring agency, contacted by phone (if available) and by mail to announce their selection. Mail contact is documented on the school mailing log. Those selected in the lottery must complete registration forms with school personnel within 10 days or the opening will be forfeited. If no response from the applicant is received the opening will be forfeited and application will be returned to lottery and marked with the date selected and deadline for response. Once each grade level is full, lotteries will be frozen until openings occur. At that time, drawings will be held only to fill specific openings and may not necessarily be done for each grade level. Following the first 13 days of the beginning of the school year, any students who have not attended school may have their enrollment position forfeited. Any openings that occur will be filled through the lottery procedures listed above. Students who are enrolled after the start of the school year must attend school within 7 school days following the completion of registration. Those failing to attend may forfeit their enrollment position. A written summary of lottery transactions will be maintained at the Charter School.

REGISTRATION PROCEDURE

Admission to the Charter School is open to all eligible students on a space available basis and does not discriminate in its admission policy or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in English, race, color, or religion. Once a student is offered enrollment after lottery acceptance, parents/guardians must complete the enrollment packet and necessary registration forms. To be eligible the student must provide: 1) proof of residence in the City of Erie; or 2) proof of eligible non-resident status elsewhere for space available consideration; 3) proof of minimum age of five years as of September 1st for Kindergartners (birth certificate required); and 4) completed lottery application form. As a part of the enrollment packet, parents/guardians must complete the following: Pupil Registration form; Student Health History Questionnaire, Release(s) for student information; academic, attendance, discipline, and special education records; Emergency Data cards; Application for Free and Reduced Lunch Program; Parent Agreement; and Home Language Survey. Parents/guardians enrolling Kindergarten students must also provide immunization records for the student to be enrolled. Parents/guardians will also be required to complete the Parental Registration Statement, upon registration.

The Charter School policy mirrors the admission policy of the Erie School District to maintain consistency in the city. Students must be 5 years of age by September 1 for Kindergarten, or 6 years of age by September 1 for 1st grade. Parents who express an interest to enroll a student with a later birthday are directed to the Erie School District for assessment to determine eligibility for early enrollment in either system.

Student Enrollment - Attachment

- lottery, enrollment, registration policy

Transportation

The Wiley Charter School is pleased to partner with the School District of the City of Erie for transportation for those students who reside within the Erie district. Buses and drivers are contracted through First Student Transportation. Several children who have moved to outlying districts after enrollment have transportation provided through their home districts, but all students, regardless of where they live, are eligible for transportation. All buses and drivers are provided through the same contractor.

Accommodations for Special Education Students: Due to the high number of special education students enrolled in the Charter School, and to insure safety, the Charter School funds the salaries for bus aides on all four Erie City buses on both the a.m. and the p.m. route. Specialized training is provided for bus assistants by the Director of Student Management, with assistance from the Director of Special Services. The Board of Directors and Administration are aware of the need to provide accommodations for special education students, as needed. Transportation for special education students who receive mental health services after school is provided through a contract with a local MH provider and LIFT services. For special education students who have an IEP that determines the need for additional accommodations, special arrangements are made including accessible vans, door-to-door service, and transportation for students who live closer than the transportation policy provides.

Food Service Program

Two daily meals are provided at the Charter School via the Erie School District. Three food service staff members manage preparation, serving and coordination at the Charter The program follows federal National School Lunch requirements.

The School participates in the Free and Reduced Lunch program as indicated by the high proportion of economic disadvantaged in our population.

Student Conduct

Preemptive Student management

RBWCCS has developed a behavior modification philosophy that is predicated in identifying potential student behavior. This system is managed by a team of individuals who have a variety of skills in the areas of counseling, discipline, social work, and education. One of the strategies employed is the School Wide Effective Behavior Support Program (SWEBS). SWEBS and a philosophic management plan espousing anticipation and prevention rather than discipline has been in place. A new philosophic and practical addition for the 2007-2009 school year was the piloting of Behavior Intervention Support Teams (BIST Model).

The BIST program was developed specifically for our school and was applied to individuals, teams and the entire faculty. The process began with a meeting of key people from our organization and BIST staff for an in-depth look at our situation. This was followed by two, full-day staff in-service trainings to provide our entire staff a feel for the philosophy and the look of the specific services to be offered. We then implement the following systems in order to get the most benefit from our piloting efforts:

- A communications system of regular meetings, checklists for student/administrator referral, informal feedback and monitoring check ups.
- Safe environments where students in distress can go for trained help ("Buddy Rooms", "Recovery Room").
- Mentors and "Recovery" Specialists who support teachers and their students who may be experiencing behvaioral difficulty.
- A crisis intervention team of school staff to provide support for administration, teachers and students.

Wiley Administration and the Director of Student Services were responsible for minimizing academic interruption and maximizing teacher effectiveness in the classroom. Assisting the Director of Student Services were two student managers experienced in student de-escalation and para-education. Their responsibilities included working closely with classroom teachers to share information and maintain an academic environment, transporting students who were designated to separate BIST environments and visiting with students in need of redirection. Other team members included Chief Administration, the Elementary and Middle School Curriculum Directors, the Counselor, and the Director of Special Education. The roles of these team members are to offer direction and guidance as necessary, and to ultimately supervise, monitor and evaluate the effectiveness of the model from a school-wide, multi-disciplinary perspective. Classroom teachers, special education teachers, teaching assistants, Title I teachers, secretaries, and custodians are other individuals who frequently work closely with the behavior modification team.

Trainings were afforded to these team members throughout the year to enhance their knowledge and skills.

It is our goal to employ preventive, evidence-based practices to aid in adaptive school behaviors across the student population,a s well as to appropriately identify and intervene with students demonstrating more chronic discipline problems. Behavior plans and myriad interventions are developed in a proactive vein, and in an effort to decrease the onset of disciplinary occurrences.

The Charter School policies on discipline and student management were written by Administrators, a team of staff, board members, and parents with consultation from our solicitor to insure that applicable federal and state regulations including due process for regular and special education students were considered. Ongoing review of policies and practices will continue to insure compliance.

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

There were 226 suspension incidents across the 2007-2008 school year involving 130 different students, grades 1 through 8; there were no expulsions.

Student Conduct - Attachments

- 2009-2010 Code of Discipline Manual
- Discipline Policies
- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Robert Benjamin Wiley Community CS within Northwest Tri-County IU 5 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 **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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 Robert Benjamin Wiley Community CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

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

Identify the charter school's Chief Executive Officer.
Name: Pete Russo, Jr. / Kathryn Olds **Title:** Co-Chief Executive Officers
Phone: 461-9600 **Fax:** 4611405
E-mail: pjrusso@rbwileyccs.org and kolds@rbwileyccs.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Marc Bloundt **Title:** Chairman of the Board of Directors
Phone: (585) 589-5511 **Fax:** na
E-mail: mrc13165@aol.com

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

Identify the charter school's Special Education Contact Person.
Name: Kathryn Olds **Title:** SPED contact
Phone: 462-9600 **Fax:** 461-1405
E-mail: kolds@rbwileyccs.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- signature pages