
Pennsylvania Department of Education



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

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

Entity: Franklin Towne Charter Elementary School
Address: 5301 Tacony Street
STE 108
Philadelphia, PA 19137

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Franklin Towne Charter Elementary School

Date of Local Chartering School Board/PDE Approval: February 2009

Length of Charter: 3 years **Opening Date:** July 1, 2009

Grade Level: K-8 (Grades 3-5 in 2009-10) **Hours of Operation:** 7:30 a.m. to 2:30 p.m.

Percentage of Certified Staff: 86% (as of 6/1/10) **Total Instructional Staff:** 14

Student/Teacher Ratio: 18:1 **Student Waiting List:** 1,100

Attendance Rate/Percentage: 94.6%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 247 (Oct. 1 PIMS Snapshot) **Per Pupil Subsidy:** Reg. \$8,183.58 Sp. Ed. \$17,788.75

Student Profile

American Indian/Alaskan Native:	1 (0.04%)
Asian/Pacific Islander:	5 (2.0%)
Black (Non-Hispanic):	31 (12.6%)
Hispanic:	29 (11.7%)
White (Non-Hispanic):	181 (73.3%)
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
59.5%

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

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	NA	180	NA	NA	180
Instructional Hours	NA	NA	NA	960	NA	NA	960

SECTION I. EXECUTIVE SUMMARY

Educational Community

Franklin Towne Charter Elementary School is a not-for-profit public school organized under the laws of the Commonwealth of Pennsylvania and chartered by the School district of Philadelphia's School Reform Commission on February 18, 2009. Located in the Bridesburg section of Philadelphia, the purpose of Franklin Towne Charter Elementary School is to provide a public education to citizens of Pennsylvania — primarily Philadelphia residents (and with preference to students residing within the Bridesburg attendance zone) — in grades kindergarten through eighth grade for up to 770 total students. FTCE's primary funding sources are the School District of Philadelphia, Commonwealth of Pennsylvania and the

U.S. Federal Government, mainly the U.S. Department of Education. Housed in a temporary location, the school proudly opened its doors in August 2009 to its first 240 students.

The cornerstone of our educational program is based on the absolute mastery of the core areas of reading, math, science, and social studies, supplemented by special intervention services where needed. Our academic approach focuses on the development of life-long learning skills. Building on the innate inquisitiveness of the child, students will be schooled in analytical thinking, problem-solving, and decision-making by applying creative solutions to real-world problems. Traditional instruction will be supplemented by authentic experience creating an enriched environment that recognizes each student's learning style.

Our program is built on the concepts of education, awareness, and responsibility. We believe that each child has the capacity, the right, and the duty to contribute to their world in their own unique way. Our aim is to prepare them to make educated, measured, and deliberate responses to the world in which they live. After our first year of operation, FTCES is pleased to announce that we have made Adequate Yearly Progress (AYP) based on our student's achievement in reading and math.

Mission

Franklin Towne Charter Elementary School's mission is to establish a happy and nurturing environment that both promotes and cultivates a positive learning experience for our children. By involving staff, students, and parents, we plan to create a challenging and supportive school where our students can learn and grow.

Vision

Graduates of Franklin Towne Charter Elementary School will be proficient in reading and mathematics. This will result in an increase in FTCES' performance on national, state and local assessments, including the PSSA.

- Graduates of FTCES will be aware of the opportunities that are available to them once they leave our school.
- Graduates will be prepared academically to enter any high school institute.
- FTCES will cultivate among its students the social and emotional skills necessary to be productive beyond our walls.
- FTCES will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCES curriculum and beyond.
- Students with special needs will be supported through an exceptional Special Education program, enabling these students to meet the goals of their Individualized Education Plans (IEPs).

- FTCES will celebrate multiculturalism, providing students with cultural experiences both inside and outside of the classroom.
- Student learning will be augmented with a comprehensive extracurricular program that includes clubs and teams that emphasize arts, athletics, community service, leadership, and academics.
- FTCES will employ a dedicated and highly qualified instructional staff.
- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCES will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCES will fully integrate technology into all areas of the FTCES educational environment.
- Parents will be actively engaged in their children's education and will be active participants in a variety of academic and extracurricular programming at FTCES.
- FTCES will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

Shared Values

Franklin Towne Charter Elementary School is guided in its daily operations by the following shared values:

- **Encouraging Academic Excellence:** FTCES is committed to providing a high quality, rigorous curriculum that exceeds state standards. Academic excellence is not relegated to an advanced track of students, but expected of students at all levels. It is FTCES' responsibility, therefore, to ensure that all students — regardless of level of academic achievement or special needs — are provided the academic supports and interventions to ensure their success in our rigorous curriculum and beyond. We believe that all our students should graduate proficient or advanced in mathematics, should participate in engaging and hands-on science education, should be well-versed in arts and humanities, and should have a wide-array of elective options to supplement academic study. We will continue to expand on our opportunities for advanced studies, including Advanced Placement and college-level studies and will create a culture in which academic achievements are celebrated in a manner traditionally reserved for athletic success. By encouraging academic excellence in all our students, we hope to lay the foundation for our students to be lovers of learning throughout their adult lives.
- **Educating for Life:** While FTCES promotes a high level of academic excellence for all students, the purpose of our educational program is not to groom students for academia. Our educational approach, therefore, is rooted in real-world experiences, providing considerable opportunity for hands-on and experiential learning. In the end, we believe that rote memorization of facts necessary to pass a test should not be the goal of our educational program. Rather, we aim to prepare our students for life by developing within them the skills needed to lead for change, think critically, work in teams, create, adapt to technology, be self-managed learners, communicate effectively, and understand the needs of the communities in which they work and live.

- **Educating the Whole Child:** As an urban elementary school, FTCES realizes that it is not enough to provide students with academic instruction. Rather, we understand the importance of removing barriers to learning (e.g. poor health and nutrition, lack of adult role models in the home, exposure to drugs and violence, etc.) and of providing students with the social and emotional tools that are often lacking in the home. As such, from the time students enter as students to the time they graduate, FTCES is responsible for providing students with social supports and life skills training.
- **Together We Can:** Finally, FTCES believes that a school is only one player in the education of youth. As such, FTCES provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCES toward its ultimate goal of improved student achievement.

Academic Standards

The Franklin Towne Charter Elementary School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, FTCES provides students instruction needed to attain the secondary level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, Terranova); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at FTCES may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. FTCES provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

Our Many Strengths

In reflecting on our first year of operation and planning for 2010-11, FTCES' strategic planning committee has identified the following strengths of our school:

- **A Successful Start!** Between the day the school first opened its doors for students and the first day of the PSSA, the Franklin Towne Elementary Charter School was less than 130 days. Despite this brief period of time, FTCES was able to make Adequate Yearly Progress (AYP) in our first year of operation (2009-10). We met our reading targets through the growth model calculation with 52.9% of our students scoring proficient or advanced on the reading PSSA. In math, we exceeded the state target with 59.1% of our students scoring at or above proficiency on the math PSSA. Continuing to emphasize reading and math and providing students with comprehensive supports in this area remains a top priority for the school, but our first year's successes make us optimistic for the future.
- **Building Upon a History of Success** — One of the greatest assets that FTCES has is our partnership with our already existing sister-school — Franklin Towne Charter High School. Due to the fact that the high school has been in existence for the past 10 years, and has achieved many academic and community-based awards and accolades, our grade school efforts got off to a running start. The reputation of the high school allowed the grade school the opportunity to attract experienced teachers who were looking to build and design something that will both meet and compliment the efforts of our high school partners. Additionally, due to the reputation of the high school, we were able to attract students that arrived in September with a clear understanding of the academic and behavioral rigors that they would face during the 2009-2010 school year at FTCES.
- **A Commitment to Mastery** — The cornerstone of our educational program is based on the absolute mastery of the core areas of reading, math, science, and social studies, supplemented by special intervention services where needed. As such, we establish high standards for all students, including setting a failing grade at anything below 70 percent.
- **Involving Parents as Educational Partners** — FTCES cultivates an environment in which parents are true collaborators in their children's education. Beginning with "Bring-Your-Parent-to-School-Day" before the start of the school year to providing parents with an outline of the work their children should be completing over the summer, parents are involved in every aspect of the educational process. In turn, FTCES holds parents

accountable for assisting their children to achieve at high levels. For example, resources are available for students who are experiencing academic difficulty. Tutoring is available every day for students who demonstrate a need for academic support. But, parents are encouraged — and in fact are held responsible — to contact a staff member at the first sign of academic problems. To ensure that parents have real-time access to their children's academic progress results, coursework, and assignments, FTCES has, in its first year alone, implemented: (1) Online grading — an Internet based academic monitoring system that parents can access via our website and that allows students and parents to all grades and assignments updated daily; (2) Teacher websites — all teachers keep updated and accurate teacher websites that provide important information regarding their classes; and (3) Electronic textbooks — all students receive a username and password that will allow them to access e-textbooks in both their Reading/Language Arts and Math classes. FTCES also holds parent workshops (e.g. we held a parent technology training in January 2010), open houses, and Franklin Towne Family Outings (e.g. we held a skating party for our families in March), and maintain an active Home and School Association to provide high interest and meaningful ways for parents to become and stay active in the school.

- **Celebrating Positive Behavior** — FTCES fully implemented a schoolwide positive behavior program in 2009-10. During the course of the school day students have the opportunity to earn *merits* for demonstrating appropriate and exemplary behavior inside and outside the classroom. These are given out as slips that are tri-carbonated with one slip going to the front office and one going home so that the children can share the good news with their parents. The front office staff keeps a running tally for each child. Once a child receives 10 merits, their name gets on the merit leader board in our front office. Then, once they get 50 merits, their picture goes up in the hallway. Once they get 60 merits, they get a *merit leader* wrist band (similar to the Live Strong bracelets). Then, they get a new colored merit leader bracelet at each additional 25 merit increment. In addition to that, we run monthly social events for the children (dances, movie nights, ice cream parties), and any child that has earned their merit leader bracelet during that month, gets to attend for free. Also, in addition to the merit program, FTCES also runs a Student of the Week program, which allows teachers to recognize students that have demonstrated note-worthy behavior (either academically or through improved effort or personal behavior). These Students-of-the-Week have a certificate with their picture hung up in the hallway as well as having their names placed on the school's website.

Areas of Opportunity

Watching the school transform from ideas in a charter application to a vital, community-based school that is beginning to raise student achievement has been an awesome experience for all those involved in the founding and implementation of FTCES. Yet, while we celebrate our many successes, we continuously look at ways to improve our program. In 2010-11 we will:

- **Student Achievement** — Continue to focus on raising reading and math achievement to ensure that we can meet AYP and the state performance targets, which will be increasing again in 2011. New initiatives for 2010-11 include extending the school day by 45 minutes (until 3:15 p.m.) to allow us to go deeper with our math and science

program and build upon the critical skills that will prepare our students to achieve. We will also be using our new Title I ARRA-funded instructional technology to implement two intervention programs — First In Math and Accelerated Reader.

- **Teacher Certification & HQT** — Despite having 86% of our staff appropriately certified by the close of the school year, we understand that we are obligated to meet a 75% certification rate for the entire school year to be in compliance with AYP. Since all of our teachers from 2009-10 are returning for 2010-11, we are confident that our starting certification rate for the upcoming school year will be in compliance. But as our school expands to grades K-8, we need to adhere strictly to certification and HQT requirements for incoming teachers and staff.
- **Investing in Technology** — Since one of our major precepts is to make our children 21st Century-ready, while at the same time engaging them in the use of technology within the classroom setting (and not just a lab environment) we will be using a large portion of our stimulus funds to purchase roving laptop carts for each of our grade-levels. These laptop carts will have 30 Hewlett-Packard mini laptops (operating from a Windows 7 platform) that have integrated wireless Internet capacities (and Atom processors) thus allowing our teachers and students direct access to a myriad of new teaching and learning tools. This technology will open the school up to a wide array of electronic and web-based learning tools (e.g. First In Math, Accelerated Reader).
- **Facility** — While our current facility within the Franklin Towne Charter High School building has made for an easy start-up model, the school’s full vision of operating a K-8 program will require our own building within our catchment area. We plan to break ground on our new site (4359 Richmond Street, Philadelphia) in September 2010 with planned occupancy for 2011-12.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Franklin Towne Charter School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. This plan includes the required components set forth in section 4.13 of Pa. Code 22. FTCS conducts a continuous strategic planning process, whereby assessment of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, School Improvement Plan).

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Capper, Mary	FTCHS	Business Representative	Board of Directors
Enggasser,	Bridesburg Civic Association	Community Representative	Board of

Harry			Directors
Enggesser, Kathy	Administrator	Community Representative	Board of Directors
Field, Patrick	FTCES	Administrator	Board of Directors
Gillich, Janet	Home and School	Parent	Board of Directors
Gulifer, Sarah	Nurse	Ed Specialist - School Nurse	Teachers
Ippolito, Karen	FTCES	Parent	Board of Directors
Klueg, Joseph	FTCES	Administrator	Board of Directors
Loranger, Timothy	FTCES	Community Representative	Board of Directors
Naseef, Gina	FTCES	Elementary School Teacher	Board of Directors
Reiser, Melanie B.	OmniVest Properties Management	Business Representative	Board of Directors
Rusak, Juliet	FTCES	Special Education Representative	Teachers
Sharmon James	Franklin Towne	Ed Specialist - School Psychologist	Administration
Sullivan, Dorothy	FTCES	Parent	Board of Directors
Venditti, Joseph	FTCES	Board Member	Board of Directors
Whittle, Alinia	FTCES	Elementary School Teacher	Teachers

Goals, Strategies and Activities

Goal: Goal 1: Reading - PSSA

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments or there will be a 10% reduction in the percentage of students scoring below proficient (i.e. Safe Harbor).

Strategy: Establish a climate that celebrates success

Description: FTCES will celebrate success in a variety of formats.

Activity: Advertise Student PSSA Success

Description: FTCES will hang posters of the year prior's students who scored Advanced or

Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCES Hall of Fame.

Person Responsible Timeline for Implementation Resources

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
4/21/2010	Accomplished

Activity: Beginning of Year Assembly & Ongoing Assemblies

Description: Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
4/21/2010	Held

Activity: Dress Down Days

Description: FTCES students who score Advanced or Proficient on the PSSA will be permitted to dress down (i.e. not wear their uniform) on a designated day each week for their entire Senior Year

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
4/21/2010	done

Strategy: Monitoring Student Progress

Description: FTCES will frequently assess students on reading and math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activity: DIBELS

Description: Assess students 3 times per year in grades 3-6. DIBELS is a formative early literacy assessment used to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction. Progress Monitoring is administered as often as necessary between benchmark assessments to gauge student performance and adjust instruction accordingly.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: New Student Placement Test

Description: As a new student is accepted into FTCES they will be required to participate in a series of curriculum-based assessment to help us determine the level of academic support/enrichment the child will need at the beginning of their year.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 5/28/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Purchase and utilize handheld Student Response/Assessment Systems

Description: FTCES will purchase and utilize hand held Student Response/Assessment systems to capture and analyze student comprehension of FTCES curriculum and state standards.

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009	\$53,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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4/21/2010	still researching
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Strategy: Standards Aligned, High Quality Curriculum

Description: FTCES has selected reading and math curricula and materials aligned to PA Standards and Assessment Anchors. Emphasis in selection was on materials that were multicultural and culturally sensitive, inquiry-based, hands-on, and adaptable to different learning styles and abilities.

Activity: Accelerated Reader

Description: FTCES will use Accelerated Reader in 2010-11 to augment our reading curriculum. Accelerated Reader is daily progress monitoring software assessment used for monitoring the practice of reading.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Harcourt StoryTown

Description: FTCES uses Harcourt's new StoryTown curriculum materials in delivering its standards-based curriculum. StoryTown is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction. Technology based resources are included.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Student Achievement Aided by Technology Tools

Description: Franklin Towne Elementary will ensure that students are given the opportunity to expand the learning experience beyond the conventional classroom. FTCES will provide

technological teaching tools to engage students and assist teachers in expanding curriculum content and presentation.

Activity: Implement A/V solutions

Description: FTCE will implement an On-Demand video library to enhance learning.

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 7/1/2011	\$115,000.00
	Finish: Ongoing	

Status: Not Started — Upcoming

Activity: Implement United Streaming Service (in-house)

Description: FTCE uses a database of educational powerful streamed video library

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009	\$10,420.00
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
4/21/2010	Accomplished

Activity: Purchase and Implement Smartboards and projectors

Description: in each classroom

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 7/1/2011	\$242,236.00
	Finish: Ongoing	

Status: Not Started — Upcoming

Activity: Purchase and Implement Use of ELMO Projectors

Description: use digital overhead projectors in each classroom

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009	\$40,600.00
	Finish: Ongoing	

Status: Complete

Date Comment

4/21/2010 in place

Strategy: Test Preparation

Description: FTCES will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format that they will appear on the PSSA. This way the students will be accustomed to the PSSA when they sit for the test.

Activity: PSSA Power Words

Description: PDE has published a set of English and Math glossary words that each grade school student will be exposed to on the state implemented assessment. Each morning and English and Math word is read via the public announcement system and teachers use the words a vocabulary review day-starter.

Person Responsible Timeline for Implementation Resources

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

4/21/2010 in place

Goal: Goal 2: Math - PSSA

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments, or there will be a 10% reduction in the students scoring below proficiency on the Math PSSA (i.e. Safe Harbor).

Strategy: Establish a climate that celebrates success

Description: FTCES will celebrate success in a variety of formats.

Activity: Advertise Student PSSA Success

Description: FTCES will hang posters of the year prior's students who scored Advanced or Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCES Hall of Fame.

Person Responsible Timeline for Implementation Resources

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

4/21/2010 Accomplished

Activity: Beginning of Year Assembly & Ongoing Assemblies

Description: Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Date Comment

4/21/2010 Held

Activity: Dress Down Days

Description: FTCES students who score Advanced or Proficient on the PSSA will be permitted to dress down (i.e. not wear their uniform) on a designated day each week for their entire Senior Year

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

<u>Date</u>	<u>Comment</u>
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4/21/2010	done
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Strategy: Monitoring Student Progress

Description: FTCES will frequently assess students on reading and math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activity: HSP Math

Description: HSP was designed to focus on the content and the intent of the NCTM and Pennsylvania State Standards. HSP offers an Inventory Test to evaluate the readiness of the student for his or her current grade. There are also Beginning of year, End of Year, Chapter, and Unit assessments to evaluate the students' understanding of math concepts aligned with teaching objectives. This component includes prescriptions for review and reteaching. We administered the Inventory Test in the fall to assess our student's math skills. We also administered the End of Year Test in the spring to assess the progress of our student's math skills.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: New Student Placement Test

Description: As a new student is accepted into FTCES they will be required to participate in a series of curriculum-based assessment to help us determine the level of academic support/enrichment the child will need at the beginning of their year.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 5/28/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Purchase and utilize handheld Student Response/Assessment Systems

Description: FTCES will purchase and utilize hand held Student Response/Assessment systems to capture and analyze student comprehension of FTCES curriculum and state standards.

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009 Finish: Ongoing	\$53,000.00
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Status: In Progress — Upcoming

Date Comment

4/21/2010 still researching

Strategy: Standards Aligned, High Quality Curriculum

Description: FTCES has selected reading and math curricula and materials aligned to PA Standards and Assessment Anchors. Emphasis in selection was on materials that were multicultural and culturally sensitive, inquiry-based, hands-on, and adaptable to different learning styles and abilities.

Activity: First in Math

Description: FTCES will implement First in Math (FIM) in 2010-11. FIM is a computer-based “competition” based math program to augment the Harcourt math program, in a self-paced, differentiated, and fun program that is aligned to PA standards. Assessment modules are built into the program for progress monitoring.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Harcourt Math

Description: Harcourt Math is a research-based, complete and comprehensive math program for preK through grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and

across the mathematics stands. It is a spiraling, competency based program that builds student's math skills to a true mastery level. Harcourt Math is highly recommended by the National Council of Teachers of Mathematics (NCTM) as well as US Department of Education's Institute of Educational Sciences.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Student Achievement Aided by Technology Tools

Description: Franklin Towne Elementary will ensure that students are given the opportunity to expand the learning experience beyond the conventional classroom. FTCE will provide technological teaching tools to engage students and assist teachers in expanding curriculum content and presentation.

Activity: Implement A/V solutions

Description: FTCE will implement an On-Demand video library to enhance learning.

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Klueg, Joseph	Start: 7/1/2011	\$115,000.00
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Status: Not Started — Upcoming

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Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009	\$10,420.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
4/21/2010	Accomplished

Activity: Purchase and Implement Smartboards and projectors

Description: in each classroom

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 7/1/2011 Finish: Ongoing	\$242,236.00
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Status: Not Started — Upcoming

Activity: Purchase and Implement Use of ELMO Projectors

Description: use digital overhead projectors in each classroom

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009 Finish: Ongoing	\$40,600.00
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Status: Complete

Date Comment

4/21/2010 in place

Strategy: Test Preparation

Description: FTCES will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format that they will appear on the PSSA. This way the students will be accustomed to the PSSA when they sit for the test.

Activity: PSSA Power Words

Description: PDE has published a set of English and Math glossary words that each grade school student will be exposed to on the state implemented assessment. Each morning and English and Math word is read via the public announcement system and teachers use the words a vocabulary review day-starter.

Person Responsible Timeline for Implementation Resources

Enggesser, Kathy	Start: 9/1/2009 Finish: Ongoing	-
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Status: Complete

Date Comment

4/21/2010 in place

Goal: Goal 3: Student Engagement & Commitment

Description: There will be a high rate of student engagement and commitment to FTCES reflected in an attendance rate of at least 95% and a very low suspension rate.

Strategy: Inform students

Description: FTCES will make every effort to communicate effectively with its students regarding their expected behaviors and efforts.

Activity: Dial Home System

Description: FTCES utilizes a dial home system which notifies parents of student absences and important announcements pertaining to, but not limited to, school events, school closings, etc.

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009 Finish: Ongoing	\$6,900.00
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Status: Complete

Date Comment

4/21/2010 Done

Strategy: Provide High Interest Leadership Opportunities for Students

Description: FTCES will make an effort to give students a voice in issues and decisions that impact them.

Activity: Student Council

Description: FTCES provides opportunity for students to meet with members of the teaching and administrative staff to discuss building-wide issues.

Person Responsible Timeline for Implementation Resources

Enggesser, Kathy	Start: 9/1/2009	-
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Finish: Ongoing

Status: Complete

Date **Comment**

4/21/2010 In place

Strategy: Schoolwide Positive Behavior System

Description: FTCES will systematically reward students for positive behaviors in order to promote desired behaviors.

Activity: "Merit" System

Description: FTCES implements a schoolwide positive behavior program. During the course of the school day students have the opportunity to earn merits for demonstrating appropriate and exemplary behavior inside and outside the classroom. Accumulated merits result in awards and incentives.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Students of the Week

Description: FTCES teachers recognize students that have demonstrated note-worthy behavior (either academically or through improved effort or personal behavior). These Students-of-the-Week have a certificate with their picture hung up in the hallway as well as having their names placed on the school's website.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Goal 4: Parent Involvement

Description: Increase the number of parents who are active participants in their children's education annually.

Strategy: Implement and maintain systems to enhance community involvement and awareness.

Description: Franklin Towne Charter Elementary will ensure parents, students, staff, and other stakeholders are informed of status via technical forms of communication.

Activity: Dial Home System

Description: FTCES utilizes a dial home system which notifies parents of student absences and important announcements pertaining to, but not limited to, school events, school closings, etc.

Person Responsible Timeline for Implementation Resources

Klueg, Joseph	Start: 9/1/2009 Finish: Ongoing	\$6,900.00
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Status: Complete

Date Comment

4/21/2010 Done

Activity: Esembler

Description: Esembler is a web-based system that allows FTCES parents, students, teachers, and staff to access student grades, attendance, and assignments in real-time

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009 Finish: Ongoing	\$13,800.00
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Status: Complete

Date Comment

4/21/2010 Accomplished

Activity: Learning Management System, Community Portal, Gradebook, and Student Information System

Description: FTCES administration communicates on a weekly basis with parents and caregivers via weekly/daily website updates. The FTCES teaching staff maintain their class webpages on a weekly basis (via the school's community web portal). FTCES students and parents also possess the ability to check grades, assignments, and attendance on-line. Students can also upload homework on-line.

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009 Finish: Ongoing	\$51,700.00
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Status: Complete

Date Comment

4/21/2010 in place

Strategy: Parent Programming

Description: FTCES hosts parent activities throughout the year that provide parents with valuable information about their children's education and tips for improving student achievement.

Activity: Back-to-School Night

Description: New parents are especially encouraged to attend Back-to-School Night each fall to learn more about the FTCES program and the role they play in keeping their children in school through graduation

Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/17/2009 Finish: 9/19/2019	-
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Status: Complete

Date Comment

4/21/2010 Accomplished.

Activity: P.A.S.S. Program

Description: Parents Assuring Student Success (P.A.S.S.) is a series of parent education classes that help parents to develop a greater understanding of the importance of school and assessment. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expeditors, note-taking skills, and preparing for the PSSA.

Person Responsible Timeline for Implementation Resources

Field, Patrick

Start: 9/17/2009
Finish: 1/18/2018

-

Status: Complete

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

Our curriculum is aligned with the school's mission and reinforces our vision within each context of each subject. The curriculum is particularly sensitive to diversity issues, anti-bullying, respect for the individual, and the value of individual contributions which are an integral part of the founding mission. We are confident that the outcomes and expectations outlined in the curriculum, along with the specific developmental prompts for instruction will facilitate an enriched classroom environment that produces consistent instruction and academic success. The specificity of our curriculum is an essential part of our educational program, and, when administered in small-size classroom settings with low teacher to pupil ratio, it will produce an effective and enriching academic experience.

Curriculum and Alignment to State Standards

Reading

For its reading curriculum, FTCEs uses Harcourt's Story Town, a Pennsylvania standards - aligned, comprehensive Reading and Language Arts program filled with a variety of literature. Nonfiction that supports reading includes news articles, biographies, research, and more. Fiction stories include wonderful narratives, poems, plays, and fantasy. Story Town also:

- offers materials tailored to each students' reading level.
- provides teachers with materials that deliver differentiated instruction.
- helps teachers plan effectively, and manage their entire classroom.

Math

FTCES uses Harcourt Math in grades three through five. Harcourt Math is a research-based, complete and comprehensive math program for preK through grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics stands. It is a spiraling, competency based program that builds student's math skills to a true mastery level. Harcourt Math is highly recommended by the National Council of Teachers of Mathematics (NCTM) as well as US Department of Education's Institute of Educational Sciences.

Think Central

This Central is FTCEs' Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that

assess and reinforce specific skills. Students have the ability to take on-line test and get immediate feedback.

Science

FTCES implements the Full Option Science System (FOSS), a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world. FOSS has been explicitly aligned with the PA standards and has been selected the Pennsylvania Department of Education as a recommended program through its “Science: Its Elementary Initiative.”

Social Studies

FTCEs has adopted the use of the History Alive Program by TCI. TCI has worked to establish a new standard for teaching across the nation—one that brings learning alive for all learners. Based on the innovative TCI approach, TCI's programs have revolutionized the way social studies is taught. TCI's programs have been extremely effective in raising student achievement and test scores, while inspiring students and educators alike with a passion for learning.

Lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. Dynamic lessons build mastery of state and national social studies standards. TCI integrates hands-on active learning, achieving a consistent pattern of high quality social studies instruction while being mindful of standards.

A short, engaging assignment at the start of each lesson helps the teacher preview key concepts and tap students' prior knowledge and personal experience. Multiple Intelligences Teaching Strategies incorporate six types of activities: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Groups, Problem Solving Group-work. Carefully structured reading materials enable students at all levels to understand what they read. History Alive recognizes that a successful reading of expository text involves four stages: previewing the content, reading, taking notes, and processing the content or reviewing and applying what has been learned. Comprehensive graphic organizers used to record key ideas, further help students obtain meaning from what they read. Graphic organizers help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area. Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.

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

The Pennsylvania Academic Standards provide the backdrop for inquiry-based teaching. By focusing on the Standards and their concepts and skills, we promote critical thinking and a pragmatic application of learning. This is most evident in the Mastery Skills curriculum maps that FTCEs developed for all subjects and all grades. When developing these maps, grade-level teachers had to develop activities that promoted both lower-order thinking (i.e. when students are asked to receive or recite factual information

or to employ rules and algorithms through repetitive routines) and higher-order thinking (i.e. requiring students to manipulate information and ideas in ways that transform their meaning and implications.

In our curriculum mapping efforts what we are attempting to do is isolate a specific skill (for example: reducing fractions to the lowest common denominator) and then, looking at our academic mapping find out when this skill is:

- **Introduced**: when are children first exposed to this?
- **Mastered**: when have children been able to demonstrate (with a level of consistency) a comprehensive understanding of the skill involved?
- **Reinforced**: when (in the timeline following the identification of the Mastery Skill) is this concept reinforced and true comprehension and application assessed?

We believe that once we have looked at each subject, at each grade level, and have been able to look for cross-cutting competencies and cross-curricular reinforcement opportunities we will be able to offer a comprehensive and meaningful educational experience that can be individualized and differentiated for each of our FTCE students.

In addition to our curriculum mapping development, we have also given careful thought in selecting curriculum that promote higher order thinking skills by the application of inquiry based teaching. For example, in choosing a science curriculum the FTCE Professional Development Committee selected the FOSS program, as mentioned above, because it makes science an active enterprise allowing our students to observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate established order. FOSS posits that best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world. Similarly, FTCE also utilizes a research-based History and Social Studies curriculum (TCI History Alive!) that promotes higher-level thinking skills program.

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

Student academic achievement is the absolute mission of any educational program. We have developed a student progress monitoring system that reviews student performance on an on-going basis. Performance reviews are correlated with state standards. Teachers are expected to offer frequent assessments, incorporated into daily lesson planning which are periodically reviewed by teacher evaluators, and to offer remediation and/or interventions as appropriate. Anytime a student falls below a passing score in any subject, the teacher is to inform the student and the parents promptly.

During the spring of their incoming year students are required to participate in a baseline test in the areas of English and mathematics. FTCE uses a series of curriculum based assessments (CBAs) as our baseline tests. The results of the test are used in conjunction with incoming school records (when applicable) to determine the appropriate academic placement, but also to set up any interventions and supports needed. For example a student exhibiting difficulty with foundational reading skills upon entry will immediately be placed in our Wilson Reading program. Wilson is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

In addition to this baseline testing and support program, FTCE also has implemented a series of electronic academic support and enrichment programs thru the use of our ThinkCentral add-on program (to both our RELA and math program through Harcourt):

Think Central is FTCE's Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that assess and reinforce specific skills. Students have the ability to take on-line tests and get immediate feedback.

Also, in addition to our CBA benchmark testing program, FTCE also utilizes an ongoing assessment strategy with the use of DIBLES:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski of the Dynamic Measurement Group. It is used by kindergarten through sixth grade teachers in the United States to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS is an example of Curriculum Based Measurement — an approach to assessment that uses brief, timed measures to track student growth over time. As part of Franklin Towne's efforts to take each individual curricular component and use it to its maximum capacity we have also employed the use of a diagnostic software program (Wireless Generation M-Class). Teachers use mCLASS:DIBELS or mCLASS:IDEL benchmarks to quickly identify at-risk students and to set individualized goals. The ACT feature on the handheld immediately provides recommended reading activities for each student. Progress Monitoring is administered as often as necessary between benchmark assessments to gauge student performance and adjust instruction accordingly. After syncing the handheld device, teachers can view Web-based analysis of their students' data. On the Web, teachers receive tools for planning differentiated instruction, while administrators can track progress, review program effectiveness, and determine which resources and strategies will improve student performance.

Teachers and reading coaches can also guide student learning with the mCLASS®:Now What? Tools™, which help them create optimal student reading groups, differentiate instruction, and communicate effectively with parents as well as provide tailored instructional activities to do at home.

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

Teaching strategies at FTCE focus on highly regarded, well-established, evidence-based pedagogical concepts: targeting multiple intelligences, cooperative interaction, scaffolded instruction, and a spiral curriculum. Through the use of these strategies in a small classroom setting we provide a unique learning experience for our students.

Our academic approach focuses on the development of life-long learning skills. Building on the innate inquisitiveness of the child, students will be schooled in analytical thinking, problem-solving, and decision-making by applying creative solutions to real-world problems. Traditional instruction is supplemented by authentic experience creating an enriched environment that recognizes each student's learning style.

FTCE teachers are required to provide, via lesson plans, information about the frequency and effectiveness of their various strategies. From KWL to fishbowl, predictions to journal evaluation, students are exposed to several strategies. Key to this idea is the reflection process. Lead teachers, administrators, teachers, and counselors are involved to a greater extent in the evaluation of strategies as part of the ongoing curriculum development and revision process.

Additionally, FTCE prides itself on using high interest events to get students excited about learning. For example, during the Winter Olympics, FTCE designed an educationally-themed Franklin Towne Olympics, which included a spelling bee, tongue twister tournament, 24 competition (24 is a mathematical game that uses addition, subtraction, multiplication and division and helps student build their mental math capacity), and a Math Meet.

Rigorous Instructional Program - Attachments

- FTCES INDUCTION APPROVAL
- FTCES PD APPROVAL

English Language Learners

In 2009-2010, FTCES did not serve any English Language Learner students. However we recognize how vital it is that we have a comprehensive ELL Plan in place which can quickly implemented upon enrollment of an ELL student. FTCES provides for the education of students whose dominant language is not English in accordance with 22 Pa. Code § 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners. A copy of our ELL Plan is attached to this report document.

This plan includes all elements of the BEC including statement of program goal, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters.

The purpose of the program is to increase the English language proficiency of eligible students so they can attain the state academic standards within the English as a Second Language program setting as well as within the regular classroom environment, to provide equal opportunities for these students to participate in extra curricular activities, and to provide the cultural, social and emotional supports for English language learners to adapt to this new cultural setting.

FTCES is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. These models are designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language.

English Language Learners - Attachments

- FTCES ELL POLICY
- FTCES LEP EDHUB REPORT 09-10
- FTCES LEP PIMS REPORT 09-10

Graduation Requirements

In 2009-10, Franklin Towne Charter Elementary School served students in grades 3-5. As such, this section is not applicable.

Special Education

FTCES provides a first class special education program for students with special needs. In 2009-2010, FTCES served 34 special education students, representing 13.8% of our student population. FTCES employs three main models for educating students with special needs: inclusion, learning support, and life skills. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP). Newly enrolled students who report to Franklin Towne that they currently receive special education services are evaluated to ensure appropriate placement in academic classes and that all necessary supports are provided to the student.

Inclusion: Inclusion classes are “regular education” classes in which our students receive accommodations for their special needs. A special education teacher works closely with the “regular education” teacher to help provide the necessary supports for students. When possible, this model involves bringing the support services to the student (rather than moving the student to the services).

Learning Support: These classes are dedicated special education classes that are “adapted” classes based on the “regular education” model. These are smaller classes (15-18 students maximum) that are taught at a reduced pace by a special education teacher using high-interest, lower level texts.

Life Skills: The classes are designed to meet the life skills needs of students with mental retardation and other developmental disabilities. The curriculum is designed to establish and enhance student’s skills in daily living, employment, consumerism, and socialization.

Administration ensures that students are placed in the Least Restrictive Environment based on their Individualized Education Plan (IEP). To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

FTCES’ Special Education Policy, Special Education Confidentiality Policy, and the 2009-2010 PENN Data Tables are attached to this report.

Special Education - Attachments

- FTces SPED POLICY
- FTces SPED CONFIDENTIALITY POLICY
- FTces PENN DATA- TABLES 09-10

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathy Enggasser	.10	Learning Support	FTCES	6	3-6 Per Group; Wilson Reading Program-small group instruction
Juliet Rusak	.25	Learning Support	FTCES	10	7-10 Per Group; Small Group Pull Out Instruction in Reading and Math (2X per week)

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	FTCES	1.00
School Psychologist	FTCES	.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult Learning	Speech Therapist/Speech Therapy	.50
Catapult Learning	Occupational Therapist/Occupational Therapy	.25
Margaret Swanson, Medical Practitioner	IEP Review for MA ACCESS	As needed, less than 1 hour per week
Lynn Priole	ACCESS Coordinator	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading & Mathematics	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
DIBELS	No	No	No	Yes	Yes	Yes
HSP Math Assessment	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

There is currently no data saved for this section.

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

One of the components of the Franklin Towne Charter High School model that is implemented in the Elementary School is the use of data to drive instruction. At FTCS, we strive to meet the State's increasing targets for reading and mathematics achievement and to, thus, meet AYP. We do so by monitoring student progress on an ongoing basis. The key to academic success as we view it is to set measurable goals and to continually monitor progress toward those goals. At Franklin Towne Charter Elementary School, we use the performance standards as determined by the Pennsylvania System of School Assessment. The school uses DIBELS and HSP Math as screening tools for all students.

For ongoing progress monitoring, students will be tested a minimum of three times each year in each subject area so that teachers can assess student academic progress and may redirect their instructional efforts to deficit areas. These quarterly assessments will be designed using publisher tests, Study Island assessments, and PSSA practice tests. The combination of diagnostic tests with benchmark assessments us to determine the beginning level of each student, analyze the deficit areas, target instruction, and adapt the curriculum accordingly. We feel that these services are particularly important in view of the requirements of the No Child Left Behind legislation that dictates performance levels for all school

student subgroups. Once benchmark and performance levels are established, monitoring of performance will be reported every two weeks of school. This bi-weekly reporting will enable prompt and appropriate intervention, ongoing curriculum adjustment, and the maximization of achievement outcomes.

For our first year of operation, FTCES made AYP. 59.1% of all FTCES students scored Proficient or better on the Math exam (exceeding the State target) and 52.9% scored Proficient or better on the Reading subject assessment (qualifying us to meet the performance target via the growth model).

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

All students are required to participate in a baseline test in the areas of Reading and Mathematics. FTCES uses Dibels for Reading and Harcourt School Publishers (HSP) Benchmark testing for Math. The results of these tests are used to determine appropriate academic support and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math. Data from these assessments detailed each student's strengths and weaknesses, allowing teachers to differentiate instruction.

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski of the Dynamic Measurement Group. DIBELS is used by FTCES to screen 3rd-5th grade students to determine if they are at risk of reading difficulty, to monitor student progress and guide instruction. DIBELS is an instantiation of Curriculum Based Measurement - an approach to assessment that uses brief, timed measures to track student growth over time.

The DIBELS comprise a developmental sequence of one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading connected text, vocabulary and comprehension. Each measure has been researched and demonstrated to be a reliable and valid indicator of early literacy development. DIBELS results can be used to evaluate individual student development, as well as to provide feedback on effectiveness of instruction. The program provides materials that are based on state standards and benchmarks and are adaptable for all learners.

Wireless Generation M-Class

As part of Franklin Towne's efforts to take each individual curricular component and use it to its maximum capacity we have also employed the use of a diagnostic software program (Wireless Generation M-Class).

Teachers use mCLASS:DIBELS benchmarks to quickly identify at-risk students and to set individualized goals. The ACT feature on the handheld immediately provides recommended reading activities for each student. Progress Monitoring is administered as often as necessary between benchmark assessments to gauge student performance and adjust instruction accordingly.

On the Web, teachers receive tools for planning differentiated instruction, while administrators can track progress, review program effectiveness, and determine which resources and strategies will improve student performance. Teachers and reading coaches can also guide student learning with the mCLASS®:Now What? Tools™, which help them create optimal student reading groups, differentiate instruction, and communicate effectively with parents as well as provide tailored instructional activities to do at home.

HSP Math Assessment

HSP was designed to focus on the content and the intent of the NCTM and Pennsylvania State Standards. HSP offers an Inventory Test to evaluate the readiness of the student for his or her current

grade. There are also Beginning of year, End of Year, Chapter, and Unit assessments to evaluate the students' understanding of math concepts aligned with teaching objectives. This component includes prescriptions for review and reteaching. We administered the Inventory Test in the fall to assess our student's math skills. We also administered the End of Year Test in the spring to assess the progress of our student's math skills.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

FTCES has implemented a student progress monitoring system that requires teachers to evaluate and address performance every two weeks. These evaluations include student achievement data from teacher observations, student performance on unit tests and quizzes aligned with the FTCES curriculum, grades on student projects and performances, journal, and portfolio assessments. Teachers are required to notify all parents and students of performance shortcomings, and those notifications are monitored by administration. A summary is then provided to the principal, and, along with teacher evaluations, the data is analyzed to address student needs. Students who are failing in any given two week period are provided with additional resources needed, (such as, tutoring, and targeted assignments, etc.). Additionally, the reports are shared with the Curriculum Specialist and are evaluated for patterns across performance, discipline, and behavior.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

In 2009-2010, FTCES employed many strategies and interventions to ensure that students who are-at-risk of failure, or those not making reasonable progress, are being addressed. The primary intervention used is the Wilson Reading Program, which is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Key components of the program follow:

- Direct instruction is straightforward, interactive and explicit, addressing the concepts that govern the structure of written English.
 - Structured — The 12 steps of the Wilson Reading System guide students through the pitfalls of decoding and encoding, teaching them to trust the English language as a reliable system from the start.
 - Cumulative - Each step builds on the one before it. Students progress from sounds to syllables, words to sentences, and paragraphs to stories, learning through constant repetition and review.
 - Multisensory — Interactive lessons require students to use visual, auditory, kinesthetic, and tactile senses to reinforce skills learned and engage motor memory.
 - Integrated — The Wilson Reading System is based on the six syllable types. New sounds and concepts are introduced as they relate to the syllable type being used.
-
- All materials and texts are phonetically controlled containing word lists, sentences, and paragraphs that incorporate only the elements of word structure that have been taught up to the corresponding lesson.

Student Assessment - Attachment

- FTCES AYP Results 2009-10

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

Our purpose is to employ evaluation procedures that engage both teachers and administrators in a professional dialogue about students, learning, and teaching. It is of the utmost importance for teachers and administrators to develop an atmosphere of trust and teamwork during this process. Professional growth stems from time spent building relationships among all staff members.

The Franklin Towne Charter Elementary School employees a three-tier teacher evaluation plan. Each year the administration shall set aside time before school begins to review the evaluation process to promote consistent implementation. Included on the first teacher meeting day agenda will be a review of the requirements and expectations of the Teacher Evaluation Plan. All teachers will be observed in the same manner regardless of experience or years employed at FTCES.

Tier 1: Walkthroughs

The focus of the walkthrough is to observe and evaluate the teaching method used and the evidence of learning. Each walkthrough evaluation cycle consists of two events: classroom observation(s), and a post-conference. Each teacher has a minimum of six informal walkthroughs per year; four completed by their department head and two conducted by a building administrator. The walkthroughs focus on assisting the teacher in developing professionally. Each administrator walkthrough occurs before the mid-term of each semester. The department heads complete one walkthrough per half-semester and observes a 15-30 minute portion of the lesson. The observer focuses on the instructional method used and the evidence of effective instruction and learning. Post-Conferences are conducted in a timely manner within five school days after the completion of the classroom walkthrough. The purposes for the post-conference are to:

1. Review the lesson(s) with a focus on student learning
2. Reinforce the strengths of the teacher
3. Identify areas for improvement
4. Provide opportunities for self-reflection
5. Guide the new teacher toward relevant professional opportunities
6. Possible referral for peer observation
7. Possible referral for formal observation

Tier 2: Formal Observation

If a concern was raised during any of the 6 walkthroughs, that concern will be addressed with administration and may warrant a formal observation. The focus of the Formal Observation is to document each teacher's progress on professional development goals linked to suggestions documented during the walkthrough process.

Each evaluation cycle shall consist of three events: a pre-conference, classroom observation(s), and a post-conference. The administrator will focus on assisting the teacher in developing professionally based on the feedback from the walkthrough observation.

- **Pre-Conference Requirements:** The pre-conference should take place 3 — 5 school days prior to the classroom observation. The teacher and administrator will discuss the concerns as a result of the informal walkthrough and set a time and date for the observation of a lesson that includes the teaching method or activity observed during the walkthrough. (The area of concern will already have been addressed with the teacher at the post walkthrough conference).

- **Observation Requirements:** The teacher and administrator shall agree in advance to the time and content of the lesson to be observed. The lesson shall follow the plan outlined at the pre-conference. A typical lesson should be presented over a minimum of 30 minutes. The observation will last between 30 and 45 minutes.

- **Post-Conference Requirements:** Post-Conferences will be conducted in a timely manner; normally within five school days after the completion of the classroom observation. The purposes for the post-conference are to:

1. Review the lesson(s) with a focus on student learning
2. Reinforce the strengths of the teacher
3. Identify areas for improvement
4. Offer specific feedback on the classroom environment
5. Offer specific feedback on preparation and planning
6. Offer specific feedback on instruction
7. Offer specific feedback on assessment
8. Offer specific feedback on communications and professional responsibilities
9. Provide opportunities for self-reflection
10. Guide the new teacher toward relevant professional opportunities
11. Discuss the area of concern during the walkthrough and any other areas of concern that may present during the formal observation.
12. Discuss possible referral for a peer observation to improve teaching strategies.

Tier 3: Teacher Improvement Plan

The focus of the Professional Assistance Track is to assist teachers on the Professional Teacher Track who, in the judgment of the administrator, are experiencing a serious deficiency in meeting one or more of the FTCES Standards for effective teaching. There are three phases to the Professional Assistance Track: Awareness, Assistance, and Disciplinary.

- **Awareness** — At this stage the teacher remains on the Professional Teacher Track and is made aware of a serious deficiency in addressing a particular standard. The notification should express the concern, get the teacher's response, set up some form of data collection or give specific suggestions. It is desired that this intervention will lead to a resolution of the concern.
- **Assistance** — If a concern is not resolved at the Awareness Stage or a problem in addressing a standard is deemed severe by the administrator, a teacher shall be moved to the Professional Assistance Track. During this stage, the teacher and the administrator shall develop a reasonable action plan to assist the educator in remediation.
- **Disciplinary** — If the concern is not remediate at the Assistance Stage or the action of the teacher meets the statutory grounds for the discharge of staff, the teacher shall be moved to the Disciplinary Stage of the Professional Assistance Track. Because the design and spirit of our Professional Assistance Track is to foster successful interventions and relationships, most teachers who have been placed on this track will never reach this stage.

FTCES' Teacher Evaluation Policy and related forms are attached to this report.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

Patrick Field serves as the lead evaluator for all instructional staff at FTCES.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Patrick Field is highly qualified to conduct these evaluations as he successfully completed a M.S. in Educational Administration with Principal Certification at Gwynedd-Mercy College. This graduate program included coursework in curriculum and instructional supervision, including evaluating teachers and using teacher assessment to improve student learning. Additionally, during his five year tenure with Mosaica Education, Inc., Mr. Field garnered extensive experience in curriculum development and implementation for various student populations, including students with special needs. As an administrative member of FTCHS, Mr. Field worked with each academic department to develop curriculum maps aligned to State standards for each grade level. Mr. Field receives further support from the Department Heads, including the Special Education Coordinator, during the evaluation process to ensure that the evaluation process adequately assesses the instructional techniques unique to the mission of FTCES and the effectiveness of the special education teachers in instructing students with special needs. Finally, Mr. Field remains abreast of trends and best practices in instruction and teacher evaluation through his membership in professional organizations, including the Association for Supervision and Curriculum Development (ASCD).

Teacher Evaluation - Attachment

- FTCES TEACHER EVALUATION PLAN/FORMS

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees

2009-2010 marked the first year of Franklin Towne Charter Elementary School operations. As such, all board members were new.

Administration

The school's inaugural CEO/Principal was Patrick Field. Previously, Mr. Field served for three years as principal of Franklin Towne Charter High School. During his tenure at the school the school went from a school in School Improvement Status to making AYP for three consecutive years and received a National Center for Urban School Transformation School of the Year award for outstanding academics. In 2010, Mr. Field received one of ten National Association of Secondary School Principals (NASSP) Metlife Breakthrough Principal Awards for his work at Franklin Towne Charter High School. Before joining the Franklin Towne family, Mr. Field worked for Mosaica Education, Inc., where he garnered extensive experience in curriculum development and implementation for various student populations, including students with special needs. Mr. Field is a Pennsylvania Certified Principal with a M.S. in Educational Leadership from Gwynedd Mercy College, a M.S. in Instructional Technology from Philadelphia University, and a B.A. in Early Childhood/Elementary Education from Temple University.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. Joseph M. Venditti, Esq.	President
Ms. Cynthia A. Marelia	Vice-President
Hon. Frank Brady	Secretary
Mr. Eugene McAleer	Treasurer
Mr. Robert Henon	Trustee
Mr. Jason Kegel	Trustee
Ms. Nancy Hartey	Trustee
Mr. Joseph Dougherty	Trustee

Professional Development (Governance)

FTCES' legal counsel — James Rocco, Esq. — provides ongoing support and training to the Board regarding the legal requirements of a charter school board, including the Sunshine Law and Public Officials Act.

Coordination of the Governance and Management of the School

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the charter school CEO, Mr. Patrick Field. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints. The Board conducts open monthly meetings to deal with governance and management issues.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Relationship with Charter Authorizer:

Under the leadership of the Board of Trustees and the FTCES CEO/Principal, Franklin Towne Elementary maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia in 2009-2010. Examples of our ongoing relationship with SDP include: contracting with SDP for operational services (i.e. transportation, food services), participating in SDP professional development opportunities (e.g. Special Education Meetings, Data Group Meetings, Assessment Coordinator Training), attending meetings of the SDP Charter Schools Office, and meeting SDP reporting and data requests in a timely manner.

Relationship with PDE: Similarly, FTCES maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. In our first year, we have had opportunity to work with the Charter Office as a recipient of a Charter School Program (CSP) Implementation Grant. FTCES complies with PDE's reporting requirements, which keeps the Department apprised of our financial, personnel, instructional, safety, and enrollment/child accounting status on an ongoing basis. When PDE facilitates professional development activities FTCES participates. And, as always, FTCES maintains an open door policy with regard to PDE site visits.

Coordination of the Governance and Management of the School - Attachment

- FTCES Board of Directors Meeting Schedule for 2010-11 School Year

Community and Parent Engagement

Parents and community members are actively involved in FTCES' activities in a number of ways. First, the Board ensures parent involvement in the governance of the school by reserving one position on the Board of Trustees for a parent of a student currently enrolled in the charter school, filled by parent Mr. Joseph Dougherty in 2009-10. Board meetings are open to the public and include an opportunity for public comment, and these meetings are published in a local newspaper. Additionally, the FTCES website (www.franklintowne.org) contains a direct link to the Board members where parents and community members can (and have) contacted Board members directly with concerns.

Additional Parent Engagement: Under the direction of the Board of Trustees, FTCES launched an aggressive initiative to actively engage parents in school activities. In addition to working with and supporting the active Home and School Association, FTCES also implemented a Student Information System which provides parents with real-time access to their student's grades, attendance, and assignments. FTCES also maintains an up-to-date website, which provides parents with access to forms, upcoming events, and teachers and their individual websites (including student assignments). A Back-to-School Night was held for all parents in September 2009, FTCES offered regular parent education courses, and parents were invited to and participated in all FTCES events and celebrations.

Additional Community Engagement: In addition to including significant community representation among the membership of the FTCES Board of Trustees and maintaining an up-to-date website to communicate

school activities to the community, FTCES has repeatedly invited the community to participate in school activities. Additionally, FTCES enjoys an unmatched relationship with its community, and our community partners provide operational and educational support to FTCES. A sampling of FTCES' community partners includes:

- Big Brothers Big Sisters Association of Philadelphia
- Boy Scouts of America, Bridesburg Troop
- Bridesburg Boys and Girls Club
- Bridesburg Bulletin
- Bridesburg Civic Association
- Bridesburg Community Development Corporation
- Bridesburg Cougars
- Bridesburg Elementary School
- Bridesburg Historical Society
- Bridesburg Recreation Center
- Center for Literacy
- East Frankford Civic Association
- Fairmount Park Commission
- First Philadelphia Charter School For Literacy
- Franklin Towne Charter High School
- Franklin Towne Charter High School: National Honors Society
- Franklin Towne Charter High School: Board of Directors
- Free Library of Philadelphia
- Friends of Pennypack Park
- Girl Scouts of America, Bridesburg Troop
- Philadelphia Corporation for Aging
- Philadelphia Police Department, 15th District
- Pennsylvania Horticultural Society
- Pennsylvania State Representative Dennis O'Brien, Speaker of the House
- Pennsylvania State Representative John Taylor
- Pennsylvania State Representative Michael McGeehan
- Pennsylvania State Senator Christine Tartalione
- Pennsylvania State Senator Michael Stack
- Police Athletic League of Philadelphia
- Real Life, Inc.
- Rohm and Haas
- Tacony Civic Association
- United Way of Southeastern Pennsylvania
- Wissinoming Civic Association

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2009-2010, FTCES conducted a number of parent and student-led fundraising activities at the school. We held several student dances, a talent show and two book fairs. As a result, we raised close to \$5,000 in student activities funds that we used to promote our positive behavior plan within the building. These funds were used to run our student government, support our Merit-Leaders program, and conduct school-wide events and activities (Thanksgiving Day festivals, Student Olympics, Field Day, etc).

On a larger scale, FTCES benefited as a recipient of grant funding, including competitive funding through the Charter School Program (CSP) through the Pennsylvania Department of Education. FTCES plans to aggressively pursue grant opportunities for the upcoming school year.

Fiscal Solvency Policies

FTCES' goal will be to maintain a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll. The fund balance will ensure that the school has a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc. While many start-up schools have financially difficult inaugural years, our preliminary statements indicate that we ended the 2009-10 Fiscal Year with a fund balance of \$829,537.

Additionally, the school maintains an on-site Business Office and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. The Business Office employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. OmniVest Management prepares monthly financial packets which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

For the 2009-2010 school year, FTCES contracted with OmniVest Management, LLC to provide its back office and fiscal management services.

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- FTCES PRELIMINARY STATEMENTS 09-10

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

2009-2010 is the charter school's first year of operation. As such, the school's first independent audit will be completed in summer/autumn 2010. The school's Board of Trustees has engaged certified public accounting firm Anthony J. Kubicek (1240 West Chester Pike, Suite 210, West Chester, PA 19382) to

conduct our audit for the fiscal year ended June 30, 2010. This audit report for fiscal year ended June 30, 2010 is expected to be completed in fall 2010. Franklin Towne Charter Elementary School will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the school's engagement letter with the Anthony J. Kubicek accounting firm is attached to this report.

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

- FTCES AUDIT ENGAGEMENT 09-10

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

For its first year of operation, FTCES leased space from within the Franklin Towne Charter High School facility at 5301 Tacony Street within the Frankford Arsenal. Since this will not be our permanent facility, FTCES made minimal facility improvements and purchase furniture, fixtures, and equipment purchases (e.g. classroom furniture, cameras, computers, and bookcases totaling \$48K) to renovate and equip the site to accommodate younger students.

Future Facility Plans and Other Capital Needs

In 2010-11, FTCES will continue to lease space within the Franklin Towne Charter High School facility as construction on the school's new facility commences.

FTCES owns property located at 4359 Richmond Street (Bridesburg section of Philadelphia); a 2.6 acre former grocery store and strip shopping center which will be torn down to make way for a modern newly designed and constructed 107,000 square foot elementary school. Construction on the property is scheduled to commence in September 2010 and be completed in August 2011, in time for approximately 770 K-8 students to arrive for the 2011-12 school year.

The school will have 43 modern classrooms, 2 science laboratories, one fit out with gas jets, 2 computer laboratories, an art room, math room, library, resource rooms, full cafeteria and commercial kitchen, administrative offices, a full service gymnasium that can accommodate 900 spectators and, a school store. Outside, the school will have a secure playground area and a car park for over 80 vehicles staging lanes.

The total project cost including land acquisition is approximately \$17.0 million and is being financed with taxable debt from Beneficial Bank and The Non Profit Finance Fund.

As the school will again be in a temporary facility in 2010-11, only minor leasehold and equipment purchases will be made in 2010-11 to accommodate the school expanding to 6th grade. However, the school will leverage approximately \$117K of its Title I ARRA (i.e. Stimulus) funding in 2010-11 to purchase valuable instructional technology resources including scientific calculators, 4 mobile laptop carts with 30 laptops apiece, 36 additional laptops, printers, and Elmo document cameras. These resources will be easily transferred to the new facility in 2011-12.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

At the start of each school year, all FTCES staff receive a copy of the school's safety plan, which includes procedures related to fire prevention and fire drills. In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code). The school follows the foregoing fire evacuation procedures:

- There will be an "all clear" issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

Health

A nurse is available to provide health services to students at FTCES five days a week. FTCES contracts with the Bayada Nurses for these nursing services, which includes a Registered Nurse who provides the day-to-day nursing services. She is responsible for checking the vision, height, weight, and hearing of students and making necessary referrals to parents when problems are founded. She also is involved in the provision of health education, including safety, nutrition, and healthy living skills.

The nurse is overseen by a certified school nurse who is at the school no less than one day a week. The certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.
- Prepares and directs staff development presentations in the area of healthcare.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at FTCES in a locked file cabinet, available to the nursing staff and is the property of the charter school. Records are reviewed every month by Bayada's certified school nurse to maintain accuracy. The nursing staff and health services agency (Bayada Nurses) comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted to the Pennsylvania Department of Health's Division of School Health in by September 30, 2010. A copy of the report was filed on July 29, 2010 (see attached document).

Additionally, FTCES is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting has been healthy eating and physical activity. As such, FTCES has developed and is implementing a School Wellness Policy. A copy of this policy is attached to this report. Students are also instructed in nutrition, physical fitness, and wellness training. Special emphasis is placed on acquiring positive health habits, including appropriate diet and exercise, making positive and educated decisions, and developing a comprehensive understanding of the detriments of substances on the body and mind.

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

- FTCES WELLNESS POLICY
- FTCES HLTH.REIMB. REQUEST 09-10
- FTCES PDE-4101 09-10

Current School Insurance Coverage Policies and Programs

For the 2009-2010 school year, FTCES procured insurance coverage through the insurance brokerage firm, The Addis Group, as detailed on the attached ACORD Certificate of Liability Insurance. Our policy is valid through September 13, 2010. FTCES understands that the School District of Philadelphia's insurance

requirements for charter schools have been revised and that the new insurance requirements must be effective at the charter school's next insurance renewal. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer's Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. We will ensure that our policy beginning September 13, 2010 will meet these new requirements.

Additionally, FTCES offers its eligible employees health and dental insurance at little or no cost to the employee. FTCES currently offers two choices for health insurance, Keystone and Personal Choice from Independence Blue Cross, and Delta Dental is the school's dental insurance carrier. Additional insurance options are available to FTCES employees through AFLAC.

Current School Insurance Coverage Policies and Programs - Attachment

- FTCES ACORD 10-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

FTCES employed 15 professional staff members during the first year of operations in 2009-2010 (See attached PDE-414). No staff members left during the school year and we are expecting all 15 (100%) to return for the 2010-2011 school year. As of June 1, 2010, 86% of our professional staff met Pennsylvania certification requirements, exceeding the 75% certification requirement.

We are able to retain most of our staff by providing our teachers with a school environment that is clean, bright, and safe; by providing them with high quality and relevant professional development; by ensuring that staff have the curricular materials, supplies, and technology required to implement our educational program effectively; by providing frequent formal and informal staff evaluation and supporting staff in remediating any areas in need of improvement; by providing staff incentives, such as tuition remission; and by creating a family environment at the school in which staff and student accomplishments are celebrated.

Quality of Teaching and Other Staff - Attachments

- FTCES PDE-414 2009-10
- FTCES LEA Staff Profile PIMS 2009-10

Student Enrollment

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

Overview

In accordance with the provisions of Act 22 of 1997 of the Commonwealth of Pennsylvania, Franklin Towne Charter Elementary School maintains an admissions policy that complies with all requirements set forth in that legislation while providing, to the maximum extent allowable, for the selection of students who will most contribute to and benefit from the rigors of its academic community. The Admissions Policies are established and aligned to meet the criteria of the Act 22 (The Charter School Law), Section 1723-A (relating to Enrollment) as follows:

The Act

SECTION 1723-A. ENROLLMENT. (A) "If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline

established by the charter school, except that the charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.”

(B)(2) “A charter school may establish reasonable criteria to evaluate prospective students which shall be outlined in the school’s charter.”

In accordance with these and other requirements of the legislation as set forth in the Act, Franklin Towne Charter Elementary School does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis consistent with educational law. We provide ample supports in our curriculum for students with learning support needs and those who are English Language Learners.

The Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to the Charter School. If more students submit applications than can be accommodated by the schools capacity - class, grade, or building, a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families. All students whose enrollment forms were filed by the enrollment deadline will be separated by grade and entered into a lottery. A drawing of names will then be held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the chartering school districts. All other applications will be maintained for the admission of students at a grade level should space become available during the school year. Preference will be given first to students who reside in the chartering school districts.

A copy of the Franklin Towne Elementary Enrollment Policy is attached to this report.

Provide an enrollment history for the past year:

Grade	Initial Enrollment	Number Dropped	Number Added	Year End Enrollment
3rd	86	5	4	87
4th	80	9	7	76
5th	77	9	11	79
Total	243	23	22	242

Provide the number of students who completed this school year who are currently enrolled to return in September.

Currently we have 343 students enrolled for the 2010-2011 school year. Of the 242 students who completed the 2009-2010 school year, 241 are currently enrolled to return in September 2010 (99.6%).

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

Franklin Towne Elementary Charter School had three expulsions in the 2009-2010 school year. Per the School District of Philadelphia's request, we are attaching a list of the students who were expelled from FTCEs in 2009-10, with their grades and addresses. There were 20 voluntary withdrawals. Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at an admitting school.

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

During the 2009-2010 school year, FTCES maintained a constant over-enrollment of 3-5 students. Our allotted enrollment for the 2009-2010 school year (based on our approved charter by the Philadelphia School District's School Reform Commission) was 240 students. Our attrition was less than 10%, which is quite positive for a school of choice's first year of operation. Additionally, FTCES has maintained a waiting list or lottery pool of over 1,500 students hoping for the opportunity to attend FTCES.

Regarding the projected return of students for the 2010-2011 school year, all indications (summer communication, uniform pick-ups, attendance of summer events) would indicate that we will have a near 100% return rate from our 2009-2010 school year.

In addition to the return of the 245+ students that ended our 2010 school year with us, we will be adding 100 students for the fall. This will bring our total enrollment for the 2010-2011 school year to a projected 345 students. This increase was based on our addition of a 6th grade program for the 2010-2011 school year.

Student Enrollment - Attachment

- FTCES ENROLLMENT POLICY

Transportation

In 2009-2010, transportation was provided to FTECS students by the School District of Philadelphia.

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

Food Service Program

FTCES participates in the Free and Reduced Lunch (FRL) Program through a partnership with Franklin Towne Charter High School. Through this partnership, nutritious and appealing foods are provided through a contract with Primo's Food Service for breakfast and lunch.

Student Conduct

FTCES sets forth its expectations for student behavior in its Code of Conduct (see attached). This Code of Conduct is published in the Student Handbook, which is distributed to each student at the commencement of each school year. Additionally, FTCES has adopted a Bullying and Cyber-Bullying Policy, in accordance with the July, 4 2008 amendment to Article XIII-A Safe Schools of the Public School Code. A copy of this policy is also attached. To ensure compliance with Chapter 12 of the Public School Code, the FTCES Code of Conduct was developed under the guidance of FTCES' legal counsel, James P. Rocco, III. Specifically, FTCES complies with the following procedures related to due process.

Due Process for Informal Suspension Hearings

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

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

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

The steps below are followed to ensure due process:

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

Description of the Due Process Hearing

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

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

representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

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

The Hearing Officer shall inform the parties that:

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

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

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

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

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

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

b.) Provide the number of suspensions and expulsions by student.

In 2009-2010, 17 FTCES students were involved in 41 suspension incidents and 2 students were expelled, representing 7% of our student body. A copy of the 2009-2010 Safe Schools Report is attached to this report. Additionally, per the School District of Philadelphia's request, we are attaching a list of the students who were expelled from FTCES.

Student Conduct - Attachments

- FTCES CODE OF CONDUCT
- FTCES BULLY POLICY 09-10

- FTCES EXPULSION LIST 09-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

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

Date

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Franklin Towne Charter Elementary School 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: Mr. Patrick J. Field **Title:** CEO/Principal

Phone: 215-289-5000 **Fax:** 215-535-8910

E-mail: pfield@franklintowne.org

Signature of the Chief Executive Officer and Date

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

Name: Mr. Joseph M. Venditti, Esq. **Title:** Board President

Phone: 215-289-5000 **Fax:** 215-535-8910

E-mail: jvenditti@franklintowne.org

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Juliet Rusak **Title:** Special Education Coordinator

Phone: 215-289-5000 **Fax:** 215-535-8910

E-mail: jrusak@franklintowne.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- FTCES 2009-10 Annual Report Signature Pages