# **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 CHS **Address:** 5301 Tacony St Box 310-Bldg 108

Philadelphia, PA 19137-2308

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## **Summary Data Part I**

## Charter School Annual Report Summary Data 2009 - 2010

Name of School: Franklin Towne CHS

Date of Local Chartering School Board/PDE Approval: 08/31/09 (renewal)

Length of Charter: 5 years Opening Date: September 2000

**Grade Level:** 9-12 **Hours of Operation:** 7:50 a.m. to 2:56 p.m. Mon-Thus; 7:50 a.m. to 1:15

p.m. Fri

Percentage of Certified Staff: 89.55% Total Instructional Staff: 65

**Student/Teacher Ratio:** 15:1 **Student Waiting List:** 2,634 students

**Attendance Rate/Percentage: 94.6%** 

**Second Site Address, Phone Number and Site Director:** 

N/A

## **Summary Data Part II**

**Enrollment:** 925 **Per Pupil Subsidy:** \$8,183.58 regular / \$17,788.75 special education

#### Student Profile

American Indian/Alaskan Native: 6 (0.63%)
Asian/Pacific Islander: 17 (1.77%)
Black (Non-Hispanic): 68 (7.09%)
Hispanic: 106 (11.05%)
White (Non-Hispanic): 746 (77.79%)
Multicultural: 47 (4.90)

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 45.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 147

## **Instructional Days and Hours**

Number of:	K (AM	) K (PN	1) K (F.	Time) Elem.	Middl	e. Sec.	Total
Instructional Days	0	0	0	0	0	181	181
Instructional Hours	0	0	0	0	0	999	999

#### **SECTION I. EXECUTIVE SUMMARY**

## **Educational Community**

## **Educational Community**

Franklin Towne Charter High School (FTCHS) is an urban charter school, which pairs a rigorous academic and college preparation program with programs aimed at educating children about their post-secondary career options, including culinary, graphic arts and design vocational coursework. FTCHS opened in September 2000 and was renewed for its third term in Spring 2009. FTCHS celebrated its ninth year of operation in 2009-2010. Located in the Historic Frankford Business Arsenal in the Bridesburg section of Northeast Philadelphia, FTCHS currently serves 925 students in grades 9-12 with additional 2,634 students on its admissions waiting list. Based on preliminary PSSA results, FTCHS made Adequate Yearly Progress (AYP) for the fourth consecutive year in 2009-2010, exceeding Pennsylvania's AYP thresholds for graduation rate, test participation, and student achievement in reading and math. Additionally, Franklin Towne has received the following awards.

National Association of Secondary School Principals-Met Life 2010 Breakthrough
Schools Award: Selection criteria are based on a school's documented success in
implementing strategies aligned with the three Core Areas of Breaking Ranks for middle
level and high schools that have led to improved student achievement.

- **Keystone Achievement Awards**: A state award given to public schools that achieved Adequate Yearly Progress in the 2007-08 and 2008-09 school years. AYP is determined, in part, by a school's performance on the Pennsylvania System of School Assessment, the standardized test given annually to students in grades 3-8 and 11.
- 2009 National Excellence in Urban Education Award by San Diego University's National
  Center for Urban School Transformation One of 12 awardees recognized for making
  AYP for the past 2 years and having a high proficiency rate, small achievement gaps,
  high graduation rate, proportionate enrollment in special programs, few
  suspensions/expulsions, and other evidence of academic and/or extra-curricular
  excellence.
- Distinguished Title 1 School Award: A national award given to Title I schools that have a proven track record for academic achievement and excellence through the US Department of Education.

#### Mission

Franklin Towne Charter High School is a college preparation program willing to do whatever it takes to provide a warm and encouraging family-like atmosphere for all of our students.

#### Vision

Franklin Towne Charter High School's Vision:

- Graduates of FTCHS will be proficient in reading and mathematics. This will result in an
  increase in FTCHS' performance on national, state and local assessments, including the
  SAT, PSSA, and TerraNova.
- Graduates of FTCHS will be aware of the opportunities that are available to them once they leave school, including postsecondary education and career options.
- Graduates will be prepared academically to enter any major field of study they choose in college.
- FTCHS will cultivate among its students the social and emotional skills necessary in post-secondary work. Our graduates will be prepared socially, not only to deal with the demands of post-secondary study, but also to be leaders in their respective spheres of influence. FTCHS will emphasize social and emotional skills through leadership training, service learning, communication skills development, and life skills training.
- FTCHS will provide course variety, making FTCHS a true "comprehensive" high school. From life skills to honors classes to entrepreneurial/vocational training, FTCHS will have many choices and avenues to follow. FTCHS will have roster flexibility.

- FTCHS will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCHS 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).
- FTCHS 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.
- FTCHS will employ a dedicated and "highly qualified" instructional staff.
- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCHS will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCHS will fully integrate technology into all areas of the FTCHS 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 FTCHS.
- FTCHS will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

## **Shared Values**

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

• Encouraging Academic Excellence: FTCHS 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 FTCHS' 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 honors classes 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 FTCHS promotes a high level of academic excellence for all students, the purpose of our educational program is not to groom students for academia. Rather, through an advanced curriculum that pairs our rigorous curriculum with electives in vocational areas, the purpose of FTCHS is to ensure that students fully understand the range of opportunities that are available to students once they leave school. Our educational approach, therefore, is routed in real-world experiences, providing considerable opportunity for hands-on and experiential learning. We support students in developing both college and career targets and developing strategies to achieve these targets. 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 high school, FTCHS realizes that it is not enough to provide students with academic and vocational education. 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 freshmen to the time they graduate, FTCHS is responsible for providing students with social supports and life skills training. We accomplish this goal by operating a high-quality guidance/counseling program, employing a school psychologist and school nurse, participating in the National School Lunch Program, partnering with community organizations to provide students necessary services, providing a freshman transition program, and contracting with organizations to provide life skills training.
- Together We Can: Finally, FTCHS believes that a school is only one player in the education of youth. As such, FTCHS provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCHS toward its ultimate goal of improved student achievement.

#### **Academic Standards**

The Franklin Towne Charter High 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, FTCHS 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.
- Environment and Ecology: Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- 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.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- Career Education and Work: Students will understand career options in relationship to individual
  interests, aptitudes and skills including the relationship between changes in society, technology,
  government and economy and their effect on individuals and careers. Students will develop
  knowledge and skill in job-seeking and job-retaining skills.
- 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.
- Family and Consumer Science. Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

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

## **Strengths and Challenges**

Franklin Towne Charter High School celebrated several large accomplishments and awards in 2009-2010. For the 2009-10 school year, we have achieved AYP for the fourth consecutive year. FTCHS received the National Excellence in Urban Education Award sponsored by the National Center for Urban School Transformation (NCUST). We were one of the 12 award winning schools across the nation, selected for our academic achievement. FTCHS earned a *Keystone Achievement Awards*, a state award given to public schools that achieved Adequate Yearly Progress in the 2007-08 and 2008-09 school years. AYP is determined, in part, by a school's performance on the Pennsylvania System of School Assessment, the standardized test given annually to students in grades 3-8 and 11. FTCHS also accepted a Distinguished Title I School Award, a national award given to Title I schools that have a proven track record for academic achievement and excellence through the US Department of Education. Additionally, in 2010, FTCHS received a Met Life 2010 Breakthrough Schools Award, a national award from the National Association of Secondary School Principals for the school's documented success in implementing strategies aligned with the three Core Areas of Breaking Ranks for middle level and high schools that have led to improved student achievement.

Each year, the Franklin Towne Charter High School convenes a group of administrators, teachers, parents, Board of Trustees members, and community members to assess the school's progress toward meeting the goals of our charter and to prioritize areas in need of improvement for the upcoming school year. FTCHS' strengths and areas of opportunity from the 2009-2010 school year are as follows:

## **STRENGTHS**

**Exceeding Pennsylvania's Student Achievement Targets:** During the last three years, FTCHS has made significant strides in meeting our academic goals, we were proud to celebrate our **fourth consecutive year of achieving AYP in 2009-2010**. In 2009-2010, 62.9% of our students were proficient or better in math and 75.7% of our students were proficient or better in reading. By continuing to implement our PSSA Attack Plan, the changes we made to Study Hall and peer tutoring, and our new system for improved monitoring of student progress through our Guidance Department, we are confident that we will continue to raise student achievement in the upcoming years.

**Kicking-Off High School the Right Way:** In 2009-2010, FTCHS continued the Towne Mentoring Program modeled after the national Kick-Off Transition Program, a comprehensive transition, orientation and mentoring program welcoming new students and their parents to high school. In summer 2009, many of FTCHS' upperclassmen were trained to be student mentors to the incoming freshmen class. The program launched with a Towne Mentoring Orientation Day before the start of school, at which the school administration and Towne Mentors welcomed freshmen to the school, reviewed school rules and procedures, pointed out the things that make FTCHS special and what opportunities there are at the school, helped the freshmen navigate the school, and had "fun" welcoming the students to the school. Throughout the school year, the mentors stayed in contact with their students through planned social events at the beginning of the school year and through a series of follow-up sessions on topics such as study habits, getting involved in extracurricular programming, making the right choices, course selection, etc. The goals of the year-long program were to:

- Provide new students with continued reinforcement of positive values
- Provide a continuing source of information as new challenges are encountered
- Maintain the mentors in a position to be positive role models

- Provide a positive atmosphere that will encourage students to stay in school
- The mentors monitor progress and act as a safety net for new students
- Mentors act as liaisons between teachers, counselors, and administrators

FTCHS found that the Towne Mentoring created positive year-long connections between upper-classmen and the freshmen students, helped eliminate the stressors common in transitioning from middle school to high school, and created a more spirited student body.

**Preparing Students for the Future:** One of the primary aims of FTCHS is to expose students to the multitude of options that are available to them after graduation. As such, we endeavor to provide students with the supports they need to graduate on time and to provide them with first class college and career planning. In 2009-2010, FTCHS again realized our vision with a graduation rate exceeding 95%.

More importantly, of our graduating seniors in 2009-2010, the majority had indicated concrete plans for the future at the time of graduation. FTCHS seniors submitted 504 applications to 104 different colleges and 83% were accepted. 49.5% will be attending four-year colleges and 32.7% will be attending two year colleges in the fall. 11.2 % will be attending trade schools, and 2% have enlisted in the military. Additionally, FTCHS seniors received a reported \$1.2 million per year (\$4.9 million over four years) in scholarships and financial aid, primarily from the universities our students will be attending. These impressive statistics speak to FTCHS' success in helping our students, not just to succeed in high school, but also to succeed in the real world.

**Full Complement of Extracurricular Programming:** FTCHS believes that extracurricular programming is an integral part of a student's positive high school experience and that success in extracurricular activities often supports success in the classroom and improves a student's self esteem. In 2009-2010, FTCHS offered 13 clubs including academic clubs (e.g., Math Club, National Honor Society, Language Club, Science Club), special interest clubs (e.g., Best Buddies Club, Photography Club), communication and arts clubs (e.g., Drama Club, Debate Club, Newspaper, Yearbook), leadership clubs (e.g., Student Council, Towne Mentoring), and community service clubs (e.g., Key Club.

Additionally, FTCHS had 265 student athletes participate in 12 sports teams in 2009-2010, which competed in the Philadelphia Public League and the Pennsylvania Interscholastic Athletic Association (PIAA) District XII. Sports offered include: Boys/Girls Soccer, Field Hockey, Cross Country, Boys/Girls Basketball, Bowling, Cheerleading, Wrestling, Baseball, Softball, and Track & Field. FTCHS athletes had a very successful year:

- 13 FTCHS athletes were acknowledged for outstanding performance at some level by District XII.
- FTCHS cheerleaders won first place in the Large Varsity Division of the Philadelphia Public League Competition.
- FTCHS' wrestling team had a great showing at the District XII Championships, with three seniors placing in the top three in each of their respective weight classes.
- FTCHS's varsity softball team was the District XII Public League Champs for the AAA division.
- FTCHS's varsity baseball team was the District XII Public League Champs for the AAA division.

• One of FTCHS's girls' soccer players was named Girls Soccer Player of the Year by Northeast Times.

Through some of these extra-curricular activities, FTCHS students have opportunities to provide service for the surrounding community. Our main means of community service is through the Key Club. Activities they have completed include working at the Ronald McDonald House, cleaning up parks, and making pet toys for donation. Other groups that have completed community service activities have been the Best Buddies (working water station at Philadelphia Marathon and attending events encouraging interaction between students and other children with intellectual disabilities), and students in the athletics activities have prepared kits for Philadelphia Marathon participants.

**Investing in Professional Growth:** In 2009-2010, all teachers received 96 hours of professional development on best instructional practices, special education, curriculum-specific issues, and focus on power standards. Additionally, teachers new to the profession participate in additional professional development through the Induction Program, including the hours spent in a teacher-mentor relationship, an additional 5 hours of professional development workshops, and completion of three research-based projects and one reflection paper.

In summer 2010, eight teachers and three administrators from Franklin Towne Charter High School attended a five-day institute by PEAK Learning Systems. PEAK is a comprehensive approach to education that incorporates the findings of the best researchers and thousands of successful implementing practitioners. It empowers educators to help every student succeed by focusing on effective instruction, meaningful assessment, and motivating factors that foster long-term retention and application of knowledge. Attendees of the summer institute were able to learn and apply:

- Teaching and assessment strategies that significantly raise achievement
- Classroom curriculum approaches that accelerate and deepen learning
- Ways to improve learning and exceed standards
- Techniques that ensure success with the best strategies
- How to effectively work with difficult learners

The summer institute is an interactive experience that combines learning new knowledge and skills, deepening understandings, and working together with top implementing PEAK instructors in ways to effectively increase achievement. For administrators, it is an excellent opportunity to learn how to effectively lead and support instructional improvement, develop critical next steps in implementation, and how to help educators work with all students using effective instruction and assessment practices.

#### **AREAS OF OPPORTUNITY**

During the last few years, FTCHS has made significant strides in meeting our academic goals. As stated earlier, our students have achieved a 9.8% increase in Reading and an 8.6% increase in Math achievement on the 2009-10 PSSA. These gains add on to the already significant gains FTCHS students have made in the previous two years.

Given these strides, the FTCHS Professional Development Committee has decided to focus our efforts in the area of Power Standards. The following is a brief description of this program and its goals:

#### What are Power Standards?

Power Standards are the essential content standards that are critical for student success. Power Standards are simply those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.

Power Standards are the standards and indicators essential for student success. The criteria are:

- <u>Endurance</u> —Will this standard or indicator provide students knowledge and skills that will endure throughout a student's academic career and professional life?
- <u>Leverage</u> —Will this standard provide knowledge and skills that will be of value in multiple disciplines?
- Readiness for the next level of education Will this standard provide students with essential knowledge and skills that are necessary for success in the next level of education?

#### Which Power Standards that we will use?

Through conversation with teachers and department heads during the course of the 2007-2008 school year, as well as analyzing specific data related to FTCHS student achievement, the following questions were used to narrow the focus of our initial standards to distinguish the "essentials" from the "nice to know."

- Which standards do students need for success in school, in life, and on tests?
- What concepts and/or skills do students need for the next year or level?
- What skills will help them understand other standards?

Based on the responses to these questions and conversations, we will be focusing our untied efforts in the following areas:

- 1. Reading for Comprehension
- 2. Writing for Purpose
- 3. Critical Thinking

#### How will FTCHS address these skills?

In order for this endeavor to be most effective, this approach needs to be a cross curriculum effort. Therefore, a good portion of this year's professional development time will be spent in grade groups and department groups in order to provide a complete multidisciplinary approach to these three areas.

Typical professional development days will start with morning sessions dedicated as a review of the past months plans/successes/struggles/results. Each group will meet as a grade-level, cross-curriculum group (English, Math, Science, History, Foreign Language, Physical Education, Special Education and Specialists). During these sessions members from each department will express their thoughts on the progress of the last month: what worked, what did not, etc. This time is meant as a collaborative session wherein teachers ask questions of each other and seek out (and offer) advice to one another based on

experiences. The AM session will be broken into three sessions that allow each grade-level group to discuss all three Power Standards.

The PM session will provide time that the same grade-level groups to meet and discuss the plans for the upcoming month and look for cross-over/collaborative opportunities in each of the Power Standard areas.

By addressing these key skill sets from a collaborative and collective direction, the staff of Franklin Towne Charter High School will empower and prepare our students with the abilities and confidence necessary to be successful in life's pursuits.

In addition to this cross-curricular effort, FTCHS has operated in a Block Format during the 2010-2011 school year in order to best prepare students for the demands of college studies. Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule, FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

#### 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. In 2008-2009, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. This plan includes the required components set forth in section 4.13 of Pa. Code 22. FTCHS 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, Professional Education Plan, Technology Education Plan).

## **Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Angela Calpin	Franklin Towne Charter High School	Secondary School Teacher	FTCHS CEO & Teachers
Cynthia A. Marelia	Franklin Towne Charter High School	Board Member	FTCHS Board of Trustees
David Heward	Franklin Towne Charter High School	Parent	FTCHS Board of Trustees
Donovan, Nicole	Franklin Towne Charter High School	Administrator	FTCHS CEO
Dorothy Johnson	Franklin Towne Charter High School	Parent	FTCHS Board of Trustees
George Rodzon	Franklin Towne Charter High School	Secondary School Teacher	FTCHS CEO & Teachers
Jason Kegel	Franklin Towne Charter High School	Administrator	FTCHS CEO
Jennifer Edwards	Franklin Towne Charter	Special Education	Educational

	High School	Representative	Specialists
Jim Daily	Philadelphia Soft Pretzel Factory	Business Representative	FTCHS CEO
Joseph Bianchino	Franklin Towne Charter High School	Administrator	FTCHS CEO
Joseph M. Venditti, Esq.	Franklin Towne Charter High School	Administrator	FTCHS Board of Trustees
Koo, Eugenia	Franklin Towne Charter High School	Administrator	FTCHS CEO
Loranger, Timothy	Franklin Towne Charter High School	Administrator	FTCHS CEO
Patrick Drewry	Franklin Towne Charter High School	Ed Specialist - School Counselor	FTCHS CEO
Patrick Field	Franklin Towne Charter High School	Administrator	FTCHS Board of Trustees
Sharmon S. James	Franklin Towne Charter High School	Ed Specialist - School Psychologist	Educational Specialists
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## Goals, Strategies and Activities

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

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

Strategy: Parent Involvement

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

## Activity: Back-to-School Night

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

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

## Activity: Esembler

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

## Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$26,000.00

Finish: Ongoing

Status: In Progress — Upcoming

## 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 expediters, note-taking skills, and preparing for the PSSA.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Strategy: Transition Services to High School Freshmen

**Description:** FTCHS has reallocated time from the freshman schedule to provide transition services for incoming freshmen aimed at easing transition into a new educational environment.

#### **Activity: Kick-Off Transition Program**

**Description:** FTCHS provides a year-long transition for freshmen students (pairing them with upperclass mentors), aligned to state standards. Topics covered include: the value of a high school program, academic expectations, study skills, learning styles, listening skills, SQ3R reading method, taking effective notes, time management, test preparation, test taking skills, conflict resolution, Seven Habits of Highly Effective Teens, career assessment and research, college research, goal setting, and the college application process.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008 -

Finish: Ongoing

## Activity: Making It Count Freshmen Program

**Description:** Making It Count provides an assembly-type program to FTCHS students, called Making High School Count. Helps freshmen students to understand that choices made as early as their freshmen year impact the number of opportunities available to them upon graduation; realize the importance of grades in achieving their future goals; make an impact in extracurricular activities and build important skills through those experiences; and develop effective study skills through those experiences.

## Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Goal: II. MATHEMATICS -- 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: Benchmark Testing

**Description:** We will use Benchmark Testing to determine each student's areas in need of improvement and to determine interventions required.

## Activity: Freshman Placement Test

**Description:** During the spring of their 8th grade all incoming freshman students are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008 -

Finish: Ongoing

## Activity: Study Island Benchmark Testing

**Description:** Program of benchmark tests provide ongoing monitoring of student achievement and tie into Study Island instructional program.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Strategy: Establish A Climate that Celebrates PSSA Success

**Description:** FTCHS will celebrate PSSA success in a manner similar to the way high schools have always celebrated athletic success.

## **Activity: Advertise Student PSSA Success**

**Description:** FTCHS 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 FTCHS Hall of Fame.

#### Person Responsible Timeline for Implementation Resources

Patrick Field Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## 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

Jason Kegel Start: 1/1/2008 -

Finish: Ongoing

## **Activity: Dress Down Days**

**Description:** FTCHS 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

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Motivational Rally on Testing Days

**Description:** A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Parent Involvement

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

## Activity: Esembler

**Description:** Esembler is a web-based system that allows FTCHS parents to access their children's grades, attendance, and assignments in real-time.

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

None Selected Start: 1/1/2008 \$22,000.00

Finish: Ongoing

## 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 the PSSA. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expediters, note-taking skills, and preparing for the PSSA.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Test Preparation

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

## **Activity: Practice Tests**

**Description:** Every Friday, beginning in September, the Math Departments administer practice tests utilizing PSSA released items and PSSA Power Words that replicate the format of the actual math PSSA test. This will take place on a weekly basis.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: PSSA Power Word Announcement

**Description:** PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Study Island

**Description:** Students will use the web-based Study Island math preparation program, which provides individualized instruction and ongoing assessment and is directly aligned with the PSSA.

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

Jason Kegel Start: 1/1/2008 \$26,000.00

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Time for In-depth Learning

**Description:** FTCHS will modify our class roster to provide extended periods of uninterrupted instructional time.

## Activity: Implement Block Scheduling

**Description:** Description: During 2009-10, the A/B block model adopted in our freshman program in 2008-09 was implemented school-wide. Block scheduling will t best prepare FTCHS students for the demands of college studies, Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 8/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Prep Zone

**Description:** Each student has the ability to achieve at Franklin Towne, however, there are times that everyone needs a helping hand. At the Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation

seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday — Thursday from 3:00pm to 4:30pm.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010

Finish: Ongoing

Status: Not Started — Overdue

## Goal: III. READING -- PSSA

**Description:** At least 54% 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: Benchmark Testing

**Description:** We will use Benchmark Testing to determine each student's areas in need of improvement and to determine interventions required.

## Activity: Freshman Placement Test

**Description:** During the spring of their 8th grade all incoming freshman student are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.

#### Person Responsible Timeline for Implementation Resources

Patrick Field Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Study Island Benchmark Testing

**Description:** Program of benchmark tests to monitor student progress and tie into Study Island instructional program.

#### Person Responsible Timeline for Implementation Resources

Patrick Field Start: 1/1/2008 -

Finish: Ongoing

Status: In Progress — Upcoming

## Strategy: Establish a Climate that Celebrates PSSA Success

**Description:** FTCHS will celebrate PSSA success in a manner similar to the way high schools have always celebrated athletic success.

## Activity: Advertise PSSA Student Success

**Description:** FTCHS 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 FTCHS Hall of Fame.

#### Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Beginning of Year & 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

Patrick Field Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Dress Down Days

**Description:** FTCHS 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

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Motivational Rally on Test Days

**Description:** A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Parent Involvement

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

## Activity: Esembler

**Description:** Esembler is a web-based system that allows FTCHS parents to access their children's grades, attendance, and assignments in real-time.

## Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

#### 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 the PSSA. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expediters, note-taking skills, and preparing for the PSSA.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

**Strategy: Reading Interventions** 

**Description:** Students who are identified as needing help in reading or are at risk for failure in reading are provided interventions both in school and out of school.

## Activity: Kaplan Reading Empowerment

**Description:** Kaplan Reading Empowerment 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.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Test Preparation

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

## **Activity: Practice Tests**

**Description:** Every Friday, beginning in September, the English Department will administer practice tests utilizing PSSA released items and PSSA Power Words that replicate the format of the actual math PSSA test. This will take place on a weekly basis.

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

Patrick Field Start: 1/1/2008 -

Finish: Ongoing

## Activity: PSSA Power Word Announcement

**Description:** PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.

## Person Responsible Timeline for Implementation Resources

Patrick Field Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Time for In-depth Learning

**Description:** FTCHS will modify our class roster to provide extended periods of uninterrupted instructional time.

## Activity: Implement Block Scheduling

**Description:** Description: During 2009-10, the A/B block model adopted in our freshman program in 2008-09 was implemented school-wide. Block scheduling will t best prepare FTCHS students for the demands of college studies, Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 8/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Prep Zone

**Description:** Each student has the ability to achieve at Franklin Towne, however, there are times that everyone needs a helping hand. At the Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday — Thursday from 3:00pm to 4:30pm.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010

Finish: Ongoing

Status: Not Started — Overdue

Strategy: Using Summer Months to Promote Reading

**Description:** Students will complete reading assignments during the summer, which will help them develop the reading skills needed to achieve proficiency or higher on the Reading PSSA.

## **Activity: Summer Reading Assignments**

**Description:** Students in each grade are provided a reading list for the summer at the close of the school year. Students must read at least one novel on the list and complete a related writing assignment, which is to be turned in to their English teacher on the first day of school.

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

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Goal: IV. Post-Secondary Planning and Readiness

**Description:** FTCHS will expose students to the multitude of options that are available to them after graduation, through college and career planning. Additionally, we will develop within our students the skills they need, not just to get into college, but to succeed in their post-secondary endeavors.

## Strategy: Career and College Exploration and Preparation

**Description:** FTCHS will encourage students to investigate potential careers and courses of studies, serve as a liaison between students and potential colleges and/or employers, and provide them with services to prepare them for entry into college or the workforce.

## Activity: College Fair

**Description:** In order to help our students get a jump-start on college admissions, Franklin Towne invited 50 college to attend a college fair.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010 -

Finish: Ongoing

Status: Not Started — Overdue

## Activity: Kaplan PSAT/SAT Test Preparation

**Description:** All students in 10th and 11th grade received 30 minutes of instruction per week using Kaplan's test preparation PSAT and SAT advantage curriculum to prepare them for the SAT college entrance exams. All students at Franklin Towne were also offered a twelve-hour SAT preparation course facilitated by trained and certified Kaplan instructors. Kaplan is a world leader in test preparation who provides an edge for high-achieving students seeking competitive academic and professional opportunities. Kaplan offers preparation for more than 90 standardized tests for college and graduate school admissions, English language proficiency and professional licensing.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010

Finish: Ongoing

Status: Not Started — Overdue

## Activity: P.A.C.E.

**Description:** Pennsylvania state requirements assert that students complete a culminating project in order to be granted graduation status by a school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Franklin Towne allows students to complete this project through its PACE program. Meant to address Personal, Academic and Career Expectations, PACE is a multi-year program containing activities students complete in each grade level towards determining their post-high school plans and college aspirations. Students in 9th grade begin with understanding basic information about college. Sophomores continue to learn about specific college aspects and explore their career interests. Juniors extend the program through standardized testing and completing searches for colleges, opportunities and scholarships that suit them. Seniors complete the college application process including the request for financial aid.

### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010

Finish: Ongoing

Status: Not Started — Overdue

## Strategy: Introduce Students to College Study

**Description:** FTCHS will prepare students for success in college by introducing them to college-level courses and high school courses structured similarly to the college class model.

## **Activity:** Dual Enrollment

**Description:** Through partnerships with local colleges and universities, juniors and seniors have the opportunity to take college-level courses while simultaneously a student at Franklin Towne. Participating students must meet academic, attendance and discipline standards set forth by both Franklin Towne and the participating college (Manor College) to qualify. Successful completion of a course through dual enrollment earns students credit at the college level and will be reflected on their Franklin Towne transcript. Students are still required to maintain a full course-load at Franklin Towne.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 9/1/2010

Finish: Ongoing

Status: Not Started — Overdue

## Activity: Implement Block Scheduling

**Description:** Description: During 2009-10, the A/B block model adopted in our freshman program in 2008-09 was implemented school-wide. Block scheduling will t best prepare FTCHS students for the demands of college studies, Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 8/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

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

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

Strategy: Inform Students

**Description:** FTCHS will communicate the test dates to students and inform them of the importance of attendance on these days.

## Activity: Beginning of Year Assembly and 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. Test dates will be reviewed at these assemblies and the importance of attendance will be stressed.

## Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## Activity: Motivational Rally on Test Days

**Description:** A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve. Since rallies will not be held on makeup days, this will serve as an incentive to come to school on the testing days.

## Person Responsible Timeline for Implementation Resources

Patrick Field Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

**Strategy: Parent Involvement** 

**Description:** Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

## Activity: Communication with Home

Description: The FTCHS administration communicates the test dates and the importance of

attendance on these dates in a series of letters sent home. Dates are also posted on the FTCHS website. Email is sent out to FTCHS members of our E-alert service. In addition, FTCHS utilizes a phone dialing system to announce important dates.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008 \$28,800.00

Finish: Ongoing

Status: In Progress — Upcoming

## 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 expediters, note-taking skills, and preparing for the PSSA.

#### Person Responsible Timeline for Implementation Resources

Jason Kegel Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

## **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**

#### What curriculum does your charter school utilize?

The Franklin Towne Charter High School employs a rigorous academic curriculum for students at all achievement levels, designed to prepare all students for success in college. FTCHS offers two educational tracks, one "regular education" and one more advanced "Honors" track. However, both tracks provide students with the courses needed for college acceptance and are designed to develop the skills needed for success in college and beyond. FTCHS uses curriculum materials from the following publishers:

Science	
Physics First	Scott Foresman

Biology	Glenco/McGraw Hill		
Chemistry	Houghton Mifflin		
Mathematics			
Algebra I	Prentice Hall		
Geometry	McDougel Litell		
Algebra II	McDougel Litell		
Trigonometry/Pre-Calculus	McDougel Litell		
Calculus	McDougel Litell		
English	Holt Rinehart Elements of Literature		
World Languages	Holt Rinehart		
Social Studies			
World History 1 & 2	Prentice Hall		
American History	Prentice Hall		
American Government	Prentice Hall		

Some of the advance courses (including Advanced Placement courses) use different curriculum materials than those stated above.

Highlights of the FTCHS 2009-2010 curriculum included:

- Block Scheduling
- Freshman Transition Programming
- Dual Enrollment
- College and Career Planning
- Entrepreneurial/Career and Technical Education

**Block Scheduling**: In order to best prepare FTCHS students for the demands of college studies, FTCHS operated in a Block Format during the 2010-2011 school year. Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities. The change to Block Scheduling impacted a few other areas of our curriculum:

#### Juniors went to A-B to mimic a college level schedule

In an effort to prepare students for the demands of college studies, a variation of the block format for juniors was the use of an A-B day schedule. Rather than have a class every day of the

week, students attended their English and Math classes on alternating days. These 11<sup>th</sup> grade students, as a result, encountered a greater need for personal responsibility and organization when prioritizing their workload with respect to their schedule, planning impending assignment deadlines and retention of learning from attending classes every other day.

Study Hall was changed same time (3<sup>rd</sup> Period) for everybody to any period through the day
Study hall was implemented in the fall of 2007 and was conducted as a focused time during the
school day in which every student completed academic work. It remained as a dedicated period
at the same time for all students for the 2008-2009 school year. With its firm stance in the
culture of the school as being used for the benefit of academic progress, study hall was shifted
for the 2009-2010 school year to be conducted throughout the day. While it remained as a
focused time period at which students completed academic assignments, it provided for greater
flexibility in the school day in both student and teacher schedules.

**Freshman Transition Programming:** One of the major school improvements implemented in 2006-2007 was the addition of mandatory transition programming for all incoming freshmen. As stated previously, FTCHS took its freshman transition programming a step further in 2007-08, implementing the national Kick-Off Program (KOP). KOP is a transition and mentoring program for educational institutions. In 2009-10 our kick of program — now Towne Mentors — used upper-class student mentors from within the school to transition the incoming students each year. Each new 9<sup>th</sup> grade student is assigned an 11<sup>th</sup> or 12<sup>th</sup> grade student mentor in the spring of their 8<sup>th</sup> grade year. These mentors will serve as guides to ease the transition from middle school to high school as well as provide information and assistance to ensure student success throughout their freshmen year and beyond.

**Dual Enrollment:** Through partnerships with local colleges and universities, juniors and seniors have the opportunity to take college-level courses while simultaneously a student at Franklin Towne. Participating students must meet academic, attendance and discipline standards set forth by both Franklin Towne and the participating college (Manor College) to qualify. Successful completion of a course through dual enrollment earns students credit at the college level and will be reflected on their Franklin Towne transcript. Students are still required to maintain a full course-load at Franklin Towne.

**College and Career Planning:** As exposing students to the opportunities available to them after high school is central to the vision of FTCHS, career and college planning is integrated into the curriculum in grades 10-12 (9<sup>th</sup> grade students receive introductory college and career planning instruction in the transition program). FTCHS hosts career fairs and many of the junior and senior language arts classes invite speakers from different colleges to make presentations on their offerings, on life skills, and on the school to career transition. Additionally, we are in the process of interviewing for a Vocational Job Coach to begin in September 2010.

**Entrepreneurial/Career & Technical Education:** One of FTCHS' most innovative components is a first-class elective program in career and technical education, where students can learn real-world skills in the culinary arts, art, and graphic arts and design. FTCHS has developed an impressive group of collaborating career and technical education partners, including: NOCTI (National Occupational Competency Testing Institute), the Culinary Institute of America, the Art Institute of Philadelphia, the culinary program at Johnson and Wales University, the Restaurant School at Walnut Hill College, and CCAP (Careers through Culinary Arts Program); and these relationships provide students with valuable linkages to potential employers and postsecondary career and trades program. A sampling of our career and technical education course offerings follows:

Design I	1.0 credit	

This class teaches students the basics of the graphic arts industry and its relationship to computer technology. Students will work with a variety of technology applications such as Adobe Photoshop, Illustrator, and InDesign. Students in Design I will design lolgs, flyers, brochures, posters, and artwork, and will learn the skills required for employment in the graphic arts industry.

Culinary III 1.0 credit

#### Prerequisite: Culinary I & II, teacher permission

Culinary III is for the serious culinary student planning a career in the hospitality industry. The class will continue to prepare students to take the NOCTI exam that is a requirement. This class can be customized to meet the individual needs of students to gain acceptance to Culinary school, prepare for cooking competitions, compete for scholarships and awards, and to find employment. The course will emphasize speed and technique that will be refined with practice. Students will analyze foods, menus, costs and the food industry workplace. Students will participate in retail food outlets and will cover additional material including breads and cookies, cakes and pies, cream and custards, food service management and customer service.

Drama 1.0 credit

Based on student interest, Drama was added as an elective option for juniors and seniors this year. Historically, creative and performing arts options for courses and participation in clubs has yielded high student participation and meets the needs and interests of students beyond the school's college prep efforts. The drama course addresses performance on a more in-depth and intense level in which students gain further understanding of the art than from mere participation in after-school plays. Topics that are covered include oratorical presentation, scene choreography, backstage actions, etc. Students are exposed to the tasks that are encountered when putting on a production from planning stages to execution both on stage and behind the scenes, including historical perspectives. Drama is considered a great help in building public speaking skills, self-confidence and poise.

Art I 1.0 credit

Art I is a yearlong course that is designed to provide the beginner art student with the fundamental knowledge of fine arts. The course focuses on various techniques, processes, and materials used in drawing, painting, printmaking, and three dimensional media. The course also provides a general knowledge of art history and vocabulary.

# Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

FTCHS has created curriculum maps for all disciplines, which include content to be taught, skills to be learned, assessments to be used (i.e. performance indicators), and the PA Standards and Anchors that will be met. These maps are broken down by week, and are available in the Office of the Principal at FTCHS. Additionally, the publishers listed above provide additional supports in aligning the curriculum to the PA Standards.

Furthermore, FTCHS employs Study Island for additional reinforcement of academic concepts, and Study Island is directly aligned to the PSSA assessment anchors. This web-based program provides ongoing data on student progress toward achieving to the PA Standards. The reports that are generated through these programs provide FTCHS real-time data on any gaps or deficiencies in our curriculum, and we are able to make adjustments immediately, rather than waiting until year-end.

## How is the curriculum organized to meet the developmental and academic needs of students?

FTCHS has developed a curriculum sequence organized to meet the developmental and academic needs of our students, as follows:

2009-2010 CURRICULUM SEQUENCE			
9 <sup>TH</sup> GRADE			
Regular Education & College Prep			
Foodish 4			
English 1			
Algebra 1 World History 1			
Physics First			
Elective			
Health/ World Language			
rieditii) World Language	10 <sup>TH</sup> GRADE		
Regular Education	College Prep		
F 1: 1 3	F 1: 1 2 11		
English 2	English 2 Honors		
Geometry	Geometry Honors		
World History 2	World History 2 Chemistry		
Chemistry Elective	Algebra 2 Honors		
World Language 1	World Language 1		
Health/PE	Health/PE		
i leatily i L	11 <sup>TH</sup> GRADE		
Degules Education			
Regular Education	College Prep		
Finalish 2 American Literatura	Finalish 2 American Litan AD Trigon construi/Duo		
English 3 — American Literature Algebra 2	English 3 — American Lit or AP Trigonometry/Pre- Calculus		
Biology	Biology		
American History	American History or AP US History		
World Language 2	World Language 2		
Geography/Test Prep	Elective		
Elective	Elective		
	12 <sup>TH</sup> GRADE		
Regular Education	College Prep		
negulal Luucation	College Flep		
English 4 — British Literature	   English 4 — British Literature/AP Writing		
Math Topics	Calculus		
Science Elective	Anatomy/Physical Science Elective		
Civics	Civics		
Elective	Elective		

In crafting this sequence, much thought was put — not just into doing things the way high schools traditionally have — but into designing a scope and sequence that is developmentally and academically sound. Case in point is our decision to teach physics in 9<sup>th</sup> grade despite the fact that 99% of high schools in America offer science in the biology, chemistry, physics sequence. FTCHS agreed with the Physics First movement that, given that chemistry and biology are no longer the purely descriptive sciences they once were, it makes more sense to teach physics as the foundational science. For example, as Project ARISE describes, comprehending chemistry in terms of structure and behavior of atoms relies on an understanding of physical principles, and modern biology requires understanding the chemical functions of molecules such as DNA and proteins. As such, FTCHS uses the physics, chemistry, biology sequence. In placing other courses in the sequence (e.g. English and history courses), we also looked to placing courses in a way that would promote interdisciplinary learning. For example, in 11<sup>th</sup> grade students take both American Literature and American History.

Another way in which FTCHS ensures that the curriculum is developmentally sound is by requiring all freshmen to participate in the transition programming described above. It is not enough that students are academically ready for the FTCHS, but we need to provide them the developmental supports needed to transition into high school (e.g., time management, study skills, goal-setting).

Finally, we ensure that our students are placed in the correct academic level by first administering a placement test (a locally developed placement assessment based on national norm-referenced assessments) in reading and math to all incoming students in the spring before their senior year and later by employing continuous assessment techniques (Study Island, FTCHS biweekly practice tests). In using continuous assessment, we are also readily able to provide students with interventions and academic supports when they first demonstrate the need.

#### 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 curriculum maps that FTCHS developed for all subjects and all grades. When developing these maps, departments 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.

For example, we have designed our curriculum maps to include that the skills that students will develop include some lower-order thinking (e.g., Restate, summarize, paraphrase information linked to Standards R8.A.1.4 and R8.A.1.5; Identify literary elements such as plot, setting, characterization, point-of-view, and theme linked to Standard R8.B.1.1; summarize plot linked to Standard R8.A.1.5). However, most or the skills we endeavor to develop are higher-order (e.g. Distinguish fact from opinion linked to Standard R8.B.3.1; Evaluate and author's argument, including intent and tone linked to Standard R8.B.2.2.; Analyze symbolism and allegory linked to standard R8.B.2.1). FTCHS requires that each teacher provides both types of instruction, with the ultimate aim of promoting in-depth learning and developing critical thinking skills. And, just as we require our students to develop higher-order skills, we require our teachers to use assessments that measure students' capacity for critical thinking. For example, in our English classes, teachers use portfolio assessments of persuasive essays, reflective essays, original speeches, and comparison-contrast essays rather than solely using multiple choice exams.

Additionally, the course sequence was carefully developed to promote more in-depth learning through cross-curricular study. For example, in 11<sup>th</sup> grade students take American History and American Literature

concurrently. Teachers across departments work together to develop projects and lessons drawing on both disciplines.

Finally, our new block scheduling in 2009-10 provided the time required for more in-depth learning opportunities.

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?

During the spring of their 8th grade all incoming freshman students are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses a locally developed placement assessment based on national norm-referenced assessments. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track, but also to set up any interventions and supports needed. Our transition programming for freshman helps students to develop skills and learning strategies to help them through the curriculum including note-taking, study skills, preparing for a test, and reading strategies. Additionally, we bi-weekly FTCHS benchmark/practice tests to monitor student progress and target instruction, use web-based programs such as Study Island to accelerate student learning on an individual basis, and more traditional supports such as tutoring and homework assistance. Through the implementation of a block schedule and incorporation of best instructional practices and strategies promoted by PEAK Learning Systems, students get more time in each content area and are teachers ensure that students are learning all essential skills to a mastery level, regardless of their exposure to the content before coming to FTCHS. Additionally, FTCHS is part of a consortium of charter schools participating in a 21st Century CLC After School Program, which provides another avenue for student to receive additional academic support.

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

Franklin Towne 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. Department heads, 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. Some of the innovative teaching strategies used to engage students at FTCHS include:

**Project Based Learning:** Whenever possible, students participate in project-based learning to promote more in-depth learning. As past project was in the Physics First class, students participated in a semesterlong project titled "Physics of Toys" where students learned how toys and household objects function by exploring the physics behind these items. The project involved both physics concepts and an oral presentation (optionally with PowerPoint) graded with a performance rubric. In Civics students have participated in mock trials to help concepts come alive. In Biology, teachers have tapped into the recent fascination with forensic science by conducting a Forensics Hair Lab. The students in the culinary courses have operated the Coyote Cafe for profit, allowing them to apply their culinary learning and combine it with business development and management skills. And social studies students have participated in the Stock Market Game 2000.

**Community as Classroom:** Whenever possible, FTCHS teachers are encouraged to draw upon the wealth of community resources (e.g. museums, theaters, businesses, etc.) to make learning come alive for students and to provide them with a link between their classroom learning and the real world. For a past example, physics students have participated in Drexel University's Engineering Week, science students have toured the University of Pennsylvania science labs, and biology students have worked with the

Delaware River Ecosystem Studies analyzing water samples. Art classes visited the Philadelphia Art Museum, culinary students participated in local cooking competitions, science classes capitalized on the programs at the Franklin Institute, and English students have attended performances at regional theatres related to their Shakespeare studies. One of the areas where this Community as a Classroom strategy is most prevalent is in the special education Life Skills classrooms. These students participate in our community-based instruction program, going to Target and Wal-Mart to learn consumerism skills and going food shopping to learn how to plan for meals and reinforce consumerism skills.

## **Rigorous Instructional Program - Attachments**

- FTCHS TEACHER INDUCTION APPROVAL
- FTCHS PD APPROVAL LETTER

## **English Language Learners**

In 2009-10, FTCHS did not serve any English Language Learner students. However, having served ELL students in the past, 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. FTCHS 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 description of FTCHS' program for English Language Learners follows below:

## I. ELL Program Goals and Philosophy

Franklin Towne Charter High School prepares ELL students to integrate both academically and socially into the mainstream school community. This is accomplished by fostering in second language learners a sense of pride in the work they complete, in both English and their native language. To reach this goal, ELL students need specific instruction and time to make connections between their first language and English.

FTCHS works to meet the range of needs our ELL students present. These needs vary as populations of ELL students are diverse in number, academic background, and native language spoken. FTCHS teaches beginners basic English communication and literacy skills, and the English Language Department is dedicated to ensuring that all ELL students are guaranteed meaningful access to the entire curriculum. Additionally, FTCHS works to ensure ELL students' equitable access to extracurricular activities.

ELL student success is measured in terms of their rate of English language acquisition using PA state benchmarks and FTCHS' academic performance standards. FTCHS uses a variety of educational approaches designed to meet the fundamental educational goals of:

- Providing appropriate academic models and instructional support to assist ELL students in order that they may meet the same, high academic standards required of all students
- Building confidence and motivation in ELL students to learn and use English so they will become proficient in speaking, reading, writing and understanding the language
- Enhancing ELL students' abilities and opportunities to meaningfully participate in all aspects of FTCHS.

In achieving these overriding goals, FTCHS uses specially trained ELL staff to:

- Appropriately identify, assess, and place ELL students.
- Notify parents in a language they can understand of: ELL services available to ELL students, school activities, special meetings and events, student progress reports, and extra curricular activities, in order that they can make well-informed decisions about their children's participation in FTCHS' programs.
- Provide appropriate assistance, intervention, and referrals for behavioral and other issues that negatively impact ELL student achievement.
- Monitor ELL student progress and continued academic success after reclassification as non-ELL.
- Facilitate parent and community involvement in schools.
- Provide a process for ongoing evaluation and improvement of services to ELLs.

### **II.** Educational Approaches:

FTCHS' plan for the provision of services to ELL students is designed to ensure the English language development of ELL students and to make certain a lack of English proficiency will not constitute a barrier to receiving the same services, access to programs, and quality of education provided by the charter school to all students.

ELL instruction in FTCHS involves a variety of approaches which research shows to be effective in facilitating English language development with second language learners. Approaches used may include a combination of those outlined and depend on the needs of ELL students.

Transitional bilingual (TBE): This program, also known as early-exit bilingual
education, utilizes a student's primary language in instruction. The program
maintains and develops skills in the primary language and culture while
introducing, maintaining, and developing skills in English. The primary purpose

of a TBE program is to facilitate the ELL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

- Maintenance bilingual (MBE): The Maintenance Bilingual Education, also known
  as late exit bilingual education model, or developmental, allows students to
  become fully bilingual and bi-literate based on the underlying instructional
  principles of the program. In contrast to the TBE Model, whose purpose is the
  use of the native language to transfer into total English instruction, the
  maintenance model seeks to maintain and continue to develop the native
  language as well as English.
- English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach LEP students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELL instruction is in English with little or no use of native language.
- **ELL Pullout**: is used generally in elementary school settings. Students spend part of the day in a mainstream classroom, and are "Pulled out" for a portion of the day to receive instruction in English as a second language (ELL).
- **ELL Class Period**: is generally used in middle schools and high schools where students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their English language proficiency level.
- **Content Based ELL (CBESL):** an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching the English language.

Decisions as to which educational approach(es) is used, and what portion of time is allocated to each component, are made collectively with input from the Director of Pupil Services, building Principals, ELL teachers, the district ELL Coordinator, and mainstream teachers. Counselors, ELL and mainstream teachers, parents, building administrators, and the ELL Coordinator may be involved in making decisions regarding the academic program of particular students.

FTCHS' Academic Committee reviews the ELL program design to be certain it includes a purposeful plan for English language development and appropriate access to the entire instructional program.

FTCHS is committed to providing ongoing staff development focused on educating staff on instructional methodologies specific to English language development and cultural considerations specific to ELL student populations and their families. The Academic

Committee at FTCHS is in the process of reviewing our current ELL program and creating new guidelines with the understanding that English language development must occur in a purposeful, intentional manner.

### III. Identification of the Primary Language other than English

All students registering at FTCHS are asked by school secretaries to complete a Home Language Survey. Families registering students whose first language is other than English, or who speak a language other than English at home or with friends, or who has previously been in an ELL or bilingual program in school, or whose parents need the services of an interpreter for meetings are asked to notify the FTCHS through the Home Language Survey.

For students qualifying for ELL services, the ELL teacher, ELL Coordinator, and Director of Pupil Services schedule a testing period. Parents of students who test eligible for ELL services have a right to refuse this service. Parents refusing ELL services are asked to sign a Refusal of Services form.

#### IV. Assessment of LEP Students:

Evaluation of ELL students' English language proficiency is set at reasonable intervals in order to track student progress, maintain proper instructional placement, and comply with the No Child Left Behind Act (NCLB), which requires annual testing of ELL students and notification to be sent to the parent of any student found eligible to receive ELL services.

ELL students are administered the IPT Oral, Reading, and Writing tests appropriate to their grade level each year. One or more of the following IDEA, IPT II, III English language proficiency tests is given to the prospective ELL student:

- Ballard & Tighe ORAL IPTII
- Ballard & Tighe Reading IPT1
- Ballard & Tighe Writing IPT2

The FTCHS ELL Coordinator is responsible for ensuring staff is appropriately trained to administer the IDEA IPT assessments. Examiner's manuals from Ballard and Tighe, publishers of the IPT test battery, are studied by all staff prior to administering the IPTs and an instructional video from the publisher is used as part of the training given to staff prior to their testing students. Newly trained staff first observe a trained test administrator and is observed administering the test before being allowed to test students for the purpose of assessing English language proficiency. The ELL Coordinator maintains records of trained staff.

For students found eligible to receive ELL services, test results are recorded on an ELL Student Record form (SRF) and included with the actual test protocols in an active ELL student file maintained by ELL teacher at the school. The ELL teacher is responsible for sending a copy of the SRF to the ELL coordinator and the Director of Pupil Services. The ELL teacher is also responsible for ensuring that mainstream teachers who work with a particular ELL student are aware of the results of the IPT assessments.

Dissemination of this information is accomplished by providing those teachers copies of proficiency test level summary sheets and individual student results. The summary sheets include indicators of the language competencies students can be expected to possess when they score at a given level of the IPT tests. Test results for students qualifying for placement directly in the mainstream are forwarded to the school secretary for inclusion with the student's cumulative file.

Finally, FTCHS will also administer the state-mandated Assessing Communication and Comprehension in English State to State for English Language Learners assessment (ACCESS for ELLs) annually.

#### V. Staffing and Professional Development:

Staff hired as ELL teachers meet all FTCHS requirements for hire. The Principal is responsible to make sure that instructional staff is appropriately licensed to teach what they are assigned to teach. FTCHS supports the earning of the ESOL endorsement by working in conjunction with regional institutes of higher education.

#### VI. Exiting:

In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, FTCHS shall use both of the required exit criteria listed below. In addition, FTCHS will ensure that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

#### Required Exit Criteria:

• Score of Basic on the annual Pennsylvania System of School Assessment (PSSA). SPECIAL CIRCUMSTANCES: For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA. For students that are in a grade that is not assessed with the PSSA, RCS must use each of the remaining criteria listed below to exit students.

• Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

**A.** Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. *NOTE: The W-APT may ONLY be administered to a student once in any school year.* 

<u>Grade Level</u>	ACCESS Score	Required W-APT Scores				
9-12	4.8-4.9	5.5 in each domain				

<sup>\*</sup> A student must score 5.5 <u>in each domain</u> (listening, speaking, reading and writing). A composite proficiency score will <u>not</u> be used.

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

#### <u>Additional Exit Criteria:</u>

- Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

An ELL student may exit the program at any time during the course year once the above criteria are met. Documentation of all exiting decisions and assessment results will be filed in the student's cumulative folder.

### **English Language Learners - Attachments**

- FTCHS LEP EDHUB REPORT 09-10
- FTCHS LEP EDHUB ACS 09-10
- FTCHS LEP PIMS REPORT 09-10

## **Graduation Requirements**

To graduate, all FTCHS students must successfully complete 24 credits as follows:

Classes of 2010 & Forward

English	4 credits
Math	4 credits
Science	3 or 4 credits*
Social Studies	3 or 4 credits*
World Language	2 credits
PE/Health	1 credit
Electives	4 credits
Arts & Humanities	1 credit
PSSA (Pass/Fail)**	1 credit
Total	24 credits

Since attendance is such a vital part of the educational experience, all seniors must comply with all attendance plans and policies in order to meet the requirements for graduation.

- \* Students will get to choose between a Science elective and Social Studies elective during senior year.
- \*\*PSSA proficiency is a graduation requirement. All students must demonstrate proficiency either through the actual test or through remediation.

<u>PSSA Remedial Program:</u> Prior to graduation all Franklin Towne Seniors must be able to demonstrate a minimum level of proficiency in both reading and mathematics. If this required level of achievement is not meet thorough performance on the PSSA then mandated participation (and mastery) of the Franklin Towne PSSA remedial program is required in order to receive a diploma by the end of a student's Senior year.

The PPSA remedial program is designed to be a self-paced program that upon completion will demonstrate proficiency in both English and mathematics. FTCHS will use Study Island as our remedial program. This is a self-paced program that students can complete via a computer from their home or from a computer lab at school. This will allow us to continue with our current scheduling model without the need to find teachers and space to conduct this program. SI is an anchors-based program that allows students to achieve mastery certificates in all the critical skill areas. SI will also be releasing a new benchmarking assessment (similar to the Kaplan tests) that we can use to remove students from the program on a rotational basis (based on student performance) if necessary.

#### P.A.C.E.

Pennsylvania state requirements assert that students complete a culminating project in order to be granted graduation status by a school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Franklin Towne allows students to complete this project through its PACE program. Meant to address Personal, Academic and Career Expectations, PACE is a multi-year program containing activities students complete in each grade level towards determining their post-high school plans and college aspirations. Students in 9<sup>th</sup> grade begin with understanding basic information about college. Sophomores continue to learn about specific college aspects and explore their career interests. Juniors extend the

program through standardized testing and completing searches for colleges, opportunities and scholarships that suit them. Seniors complete the college application process including the request for financial aid.

## **Special Education**

#### **Special Education**

FTCHS provides a first class special education program for students with special needs. . In 2009-2010, FTCHS served 147 special education students, representing 15.9% of our student population.

Franklin Towne Charter High School offers a comprehensive support process for all students. Our child-find process helps provide assistance (on a school level) to our students and families that may be experiencing difficulties with personal, emotional, educational or social issues. Students or parents may refer themselves for services by contacting any member of our school's administrative or guidance team.

FTCHS 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 indicate 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. For further information on policies and procedures please contact the Special Education Coordinator. The three available models can be described as such:

- 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 Classes: 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 Classes:** 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.

In 2009-10, FTCHS invested considerable time and effort into improving its transition programming. Based on our improvements and plans for 2010-11 (including piloting a IDEA ARRA funding Job Coach), we received a letter from the Pennsylvania Department of Education's Bureau of Special Education stating that we have corrected the areas of noncompliance in our compliance monitoring visit in 2008-09.

## **Special Education - Attachments**

- FTCHS SP.ED. POLICY
- FTCHS SP.ED. DISCIPLINE POLICY
- FTCHS PENN DATA 06-2010
- FTCHS BSE Compliance Letter 2010

## **Special Education Program Profile - Chart I**

Teacher	FTE Type of class or support	Location	# of Students	Other Information
Katie Viereck	1.00 Learning Support	FTCHS	18	15-18 students per class, 5 LS classes per day
MaryBeth Kihm	1.00 Learning Support	FTCHS	18	15-18 students per class, 3 LS classes per day
Joanne Attewell	1.00 Learning Support	FTCHS	18	15-18 students per class, 3 LS classes per day
Corina Nocero	1.00 Learning Support	FTCHS	18	15-18 students per class, 5 LS classes per day
Debbie Young	1.00 Learning Support	FTCHS	18	15-18 students per class, 5 LS classes per day
Suzanne Lauterwasser	1.00 Life Skills Support	FTCHS	10	6-10 students per class, 5 LSS classes per day
Maureen Betts	1.00 Learning Support	FTCHS	18	15-18 students per class, 3 LS classes per day.
Maria Stratton	1.0 Learning Support	FTCHS	18	15-18 students per class, 4 LS classes per day
Katy Talarowski	1.0 Learning Support	FTCHS	18	15-18 students per class, 3 LS classes per day

## **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	FTCHS	1.00
Special Education Secretary	FTCHS	1.00
School Psychologist	FTCHS	0.50
Personal Care Aide	FTCHS	1.00
Nurse	FTCHS	0.10
Nurse	FTCHS	0.10
School Psychologist Personal Care Aide Nurse	FTCHS FTCHS FTCHS	0.5 1.0 0.1

## **Special Education Program Profile - Chart IV**

IU, Public Agency, Organization,	Title/Service
or Individual	

Amount of Time Per Week

Catapult Learning	Speech Therapist/Speech Therapy	0.75
Catapult Learning	Physical Therapist/Occupational Therapy	0.25
Margaret Swanson, Medical Practitioner	IEP Review for MA ACCESS	As needed, less than 1 hour per week
Lynn Priole	ACCESS Coordinator	0.25

## SECTION IV. ACCOUNTABILITY

## **Student Assessment - Primary**

There is currently no data saved for this section.

## **Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA Reading & Mathematics	No	No	No	No	No	Yes	No
PASA Reading & Mathematics	No	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science	No	No	No	No	No	Yes	No
Study Island	No	No	No	Yes	Yes	Yes	Yes
Acuity Math	No	No	No	Yes	Yes	No	No

#### **Student Assessment**

#### **Acuity Math**

In spring 2010, Franklin Towne Charter High School, in compliance with the School District of Philadelphia's local assessment policy, participated in administering the Acuity benchmark test to all 9<sup>th</sup> and 10<sup>th</sup> grade students in Math. Results were not available at the time of this report's submission.

#### **PSSA RESULTS**

During the last four years, FTCHS has made significant strides in meeting our academic goals. We are proud to celebrate our **fourth consecutive year of achieving AYP in 2009-2010**. In 2009-10, 62.9% of our students were proficient or better in math and 75.7% of our students were proficient or better in reading.

The chart below provides a longitudinal comparison of our 11<sup>th</sup> grade mathematics PSSA scores over a eight-year period. The math threshold for 2009-2010 was 56% proficiency, which FTCHS exceeded by 6.9% with 62.9% of our students scoring at or above proficiency on the math PSSA.

	Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
2002-03	91.2	8.8	N/A
2003-04	85	15	6.20%

Math	2004-05	72.3	27.7	0.20%
	2005-06	82.2	17.8	-9.90%
	2006-07	44.8	55.4	37.6%
	2007-08	38.1	61.9	11.7%
	2008-09	45.7	54.3	-7.6%
	2009-10	37.1	62.9	8.6%

The reading threshold for 2009-2010 was 63% proficiency, which FTCHS exceeded by 12.7% with 75.7% of our students scoring at or above proficiency on the reading PSSA. This represents a 9.8% increase in proficiency over the year prior. The chart below provides a longitudinal comparison of our 11<sup>th</sup> grade reading PSSA scores over an eight-year period.

		Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
	2002-03	71.9	28.1	N/A
	2003-04	72.1	27.9	0.20%
Reading	2004-05	61.1	38.9	11%
	2005-06	62.8	37.2	-1.70%
	2006-07	38.7	60.5	24.10%
	2007-08	35.6	64.4	6.4%
	2008-09	34.1	65.9	1.5%
	2009-2010	24.3	75.7	9.8%

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

During the spring of their 8th grade, all incoming freshmen students are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses locally developed placement assessment based on national norm-referenced assessments. The results of the test are used in conjunction with incoming school records to determine appropriate academic track (i.e. regular education or college prep) and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math.

Additionally, in 2009-2010, FTCHS used bi-weekly practice tests to prepare students for the PSSA and monitor student progress. The assessments were written in the style of the PSSA to expose students to the PSSA format. Data from these assessments detailed each student's strengths and weaknesses, allowing teachers to target instruction.

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.

FTCHS 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 guizzes aligned with the FTCHS curriculum, grades

on student projects and performances, journal, portfolio assessments (especially in English), FTCHS PSSA practice tests, Study Island reports, etc. Teachers are required to notify all parents and students of performance shortcomings, and those notifications are monitored by department heads. 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 an achievement plan complete with goals and intervention plans (e.g. tutoring, targeted assignments, Study Island, etc.). Additionally, the bi-weekly reports are also shared with the Director of Guidance and the Assistant Principals 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, FTCHS employed many strategies and interventions to ensure that students who are-at-risk of failure, or those not making reasonable progress, are being addressed. Some of the interventions used included:

**Wilson Reading Program -** 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.

**Study Island -** In this web-based PSSA preparation program, students received targeted and individualized instruction linked to assessment anchors with which students are struggling.

**School-based tutoring and homework assistance -** Students can participate in peer-tutoring (from National Honor Society students) during a well-structured Study Hall period, a new program piloted in 2007-08.

**Prep Zone** - Each student has the ability to achieve at Franklin Towne, however, there are times that everyone needs a helping hand. At the Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday — Thursday from 3:00pm to 4:30pm

**Esembler** - A web-based teacher/student/parent grade book system that allows all FTCHS academic stakeholders access to real-time information regarding assignments (missed or completed), tests, quizzes, projects, and labs.

**Echalk** - Teacher websites that allow teachers to effectively communicate with both students and parents with regards to both short and long-term academic program goals. Some of the features on FTCHS teacher websites are: homework assignments, project outlines, class syllabus, threaded discussion groups, email links, guided notes, and study guides.

#### **Student Assessment - Attachment**

• AYP File 2009-10

#### **Teacher Evaluation**

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

FTCHS employs a three-tier teacher evaluation plan, which is reviewed with all teachers during the multiday pre-service to ensure that all teachers understand the procedures and expectations of the school's evaluation plan. The three tiers are as follows:

- Tier 1 Beginning Teacher Track: The focus of the Beginning Teacher Track is to develop in each teacher the essential skills outlined in the professional standards developed by the evaluation committee and approved by the School Board of Trustees. Each evaluation cycle shall consist of three events: a pre-conference, classroom observation(s), and a post-conference. Nonpermanent teachers shall have a minimum of 4 evaluation cycles per year the first to be completed before October 1 and the fourth before May 1. The administrator will focus on assisting the teacher in developing professionally.
- Tier 2 Professional Teacher Track: The focus of the Professional Teacher Track is to document each teacher's progress on professional development goals linked to student learning and school improvement goals. Professional Teachers will develop and implement a Professional Growth Plan. These plans will happen in tandem with the formal classroom observation procedures described above in Tier 1. Professional Teachers will receive a minimum of 2 formal classroom observations per year. Possible professional development activities to be included in the Professional Growth Plan include: action research, curriculum, instructional strategies implementation, peer coaching, professional growth portfolios, and structured professional development groups/small learning community meetings/grade group meetings.
- Tier 3 Professional Assistance Track: 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 FTCHS Standards for effective teaching. There are three phases to the Professional Assistance Track: Awareness, Assistance, and Disciplinary (See attached Professional Development Plan). Teachers are typically placed in the professional assistance track for an 8-week period, during which they are observed biweekly.

In all three tiers, the teacher evaluation includes assessment of the following standards:

- The Classroom Environment: The effective teacher maintains a positive and stimulating learning environment that enhances student learning.
- Preparation and Planning: The effective teacher plans for student learning.
- Instruction: The effective teacher provides instruction that enhances student achievement.
- **Assessment:** The effective teacher uses assessment to provide feedback to students, to design future instruction, and to monitor progress toward curriculum goals.
- **Communication and Professional Responsibilities:** The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

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

The primary person responsible for teacher and instructional staff evaluation is FTCHS Principal Jason Kegel. Department Heads, including the special education coordinator and the assistant principal assist Mr. Kegel in conducting these observations. All non-instructional staff members are evaluated by FTCHS CEO Mr. Joseph Venditti with the support of Director of Operations Joe Bianchino.

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.

FTCHS Principal Jason Kegel serves as the lead evaluator for all instructional staff at the charter school. Mr. Kegel is highly qualified to conduct these evaluations as he recently a M.S. in Educational Administration with Principal Certification from Gwynedd-Mercy College. This graduate program included coursework in curriculum and instructional supervision, including evaluating teachers and using teacher assessment to improve student learning. In his five years as an administrator (at Mariana Bracetti Academy Charter School and FTCHS), Mr. Kegel has garnered extensive experience performing classroom observations. Since joining FTCHS, Mr. Kegel has worked with each academic department in developing curriculum, supervising the school's instructional programs, evaluating lesson plans, and observing classes on a regular basis, and, as such, he has extensive knowledge of FTCHS' curriculum and methods of instruction. Mr. Kegel 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 used at FTCHS and the effectiveness of the special education teachers in instructing students with special needs. Finally, Mr. Kegel remains abreast of trends and best practices in instruction and teacher evaluation through his participation in professional development training, such as the Summer Institute from PEAK Learning Systems. The summer institute is an interactive experience that combines learning new knowledge and skills, deepening understandings, and working together with top implementing PEAK instructors in ways to effectively increase achievement. For administrators, it is an excellent opportunity to learn how to effectively lead and support instructional improvement, develop critical next steps in implementation, and how to help educators work with all students using effective instruction and assessment practices.

#### **Teacher Evaluation - Attachment**

• FTCHS TEACHER EVALUATION PROCESS/FORMS

## SECTION V. GOVERNANCE REQUIREMENTS

### **Leadership Changes**

In 2009-2010, there were no changes to the Board of Trustees, but there was a change in the administration. Patrick Field left FTCHS to become the CEO of the new Franklin Towne Elementary Charter School. Jason Kegel, previously an Assistant Principal at FTCHS, took Mr. Field's place as Principal of FTCHS. Mr. Kegel has been with FTCHS since 2006, and, therefore, has extensive knowledge of FTCHS' instructional programs, staff expectations, and student achievement. A certified teacher and Principal, Mr. Kegel brings years of experience establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior to the Principal position at FTCES.

#### **Board of Trustees**

Name of Trustee	Office (if any)
Ms. Cynthia A. Marelia	President
Ms. Michele Krajewski	Vice President
Hon. Frank Brady	Secretary
Mr. Harry Engasser	Treasurer
Mr. Robert Henon	Trustee
Mr. Eugene McAleer	Trustee
Mr. David Heward	Trustee
Mr. Joe Klueg	Trustee
Ms. Nancy Hartey	Trustee
Mr. Joseph Dougherty	Trustee
	_

Mr. Joseph A. Garbarino Trustee

## **Professional Development (Governance)**

In past years, the FTCHS Board of Trustees participated in governance training from PDE's charter school office and the Pennsylvania School Boards Association (PSBA). FTCHS' 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. Joseph Venditti. 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:

FTCHS, under the leadership of its Board of Trustees, has historically maintained a collaborative relationship with the School District of Philadelphia (SDP), and, in 2009-2010, we continued to cultivate a positive relationship with the SDP, its CEO, the School Reform Commission, the Office of Charter Schools, and the Office of Accountability. FTCHS went through our second renewal process in 2008-2009, which included an audit by the School District of Philadelphia; a two site visits by District personnel visit that included a records review, classroom visits, and interviews with Board members, administration, and teachers; and frequent follow-up to requests for additional information. This renewal process provided FTCHS with an opportunity to truly demonstrate the uniqueness of our program to the District, and resulted in the renewal of our charter for another five years.

Further examples of our ongoing relationship with SDP include: participating in SDP professional development opportunities (e.g. Data Group Meetings, Assessment Coordinator Training), attending meetings of the SDP Charter Schools Office, and meeting SDP reporting requirements and data requests in a timely manner. Furthermore, throughout the year FTCHS invites representatives of the SDP to attend FTCHS events and celebrations (e.g. school play, graduation). Additionally, FTCHS welcomes visits from the SDP (e.g. in 2006-07 SDP representatives visited FTCHS on four occasions to allow SDP visitors to tour the charter school facilities and observe our educational program).

Relationship with PDE: Similarly, FTCHS maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. Each year, FTCHS 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, FTCHS participates. In fact, the FTCHS CEO and Principal were invited to present on school improvement strategies at the fall 2009 PDE Charter Schools Conference. And, as always, FTCHS maintains an open door policy with regard to PDE site visits.

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

- FTCHS BOT Meeting Schedule 2010-11
- FTCHS BOT Meetings 2010-2011

## **Community and Parent Engagement**

Parents and community members are actively involved in FTCHS' 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. 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 FTCHS website (<a href="www.franklintowne.org">www.franklintowne.org</a>) contains a direct link to the Board members where parents and community members can (and have) contracted Board members directly with concerns.

Additional Parent Engagement: Under the direction of the Board of Trustees, FTCHS launched an aggressive initiative to increase parent engagement in school activities over the past two years. In addition to working with and supporting the active Home and School Association, FTCHS also maintains a Student Information System which provides parents with real-time access to their student's grades, attendance, and assignments. FTCHS maintains an up-to-date website (recently renovated in 2008-09), 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,

FTCHS also held an Open House for prospective applicants and families to tour and learn about the school. We hosted a Fall College Parent Night to inform parents at all grade levels on how to be active in the college preparation process. Additionally, College Fairs were held throughout the year and the school hosted a financial aid support night in the spring. Parents were invited to and participated in all FTCHS 2009-10 events and celebrations (i.e. awards ceremonies, Ring Ceremony, National Honor Society Induction, Best Buddies Family Dinner, graduation, etc.).

**Additional Community Engagement:** In addition to including significant community representation among the membership of the FTCHS Board of Trustees and maintaining an up-to-date website to communicate school activities to the community, FTCHS frequently invites the community to participate in school activities. Additionally, FTCHS enjoys an unmatched relationship with its community, and our community partners provide operational and educational support to FTCHS. A sampling of FTCHS' recent 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 Elementary School** 

**Bridesburg Historical Society** 

**Bridesburg Recreation Center** 

Center for Literacy

**Common Bond Caregivers** 

Community College of Philadelphia

East Frankford Civic Association

Fairmount Park Commission

Free Library of Philadelphia

Friends of Pennypack Park

Girl Scouts of America, Bridesburg Troop

Girl Scouts of America, Wissinoming Troop

Homelink's Meals on Wheels

The National Inventors Hall of Fame

Philadelphia Corporation for Aging

Philadelphia Councilman Bill Greenlee

Philadelphia Councilman Frank Rizzo

Philadelphia Councilman Jack Kelly

Philadelphia Councilman James Kenney

Philadelphia Councilwoman Joan Krajewski

Philadelphia Police Department, 15th District

Pennsylvania Horticultural Society

Pennsylvania State Representative Dennis O'Brien, Speaker of the House

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

St. Bartholomew's School

**Tacony Civic Association** 

United States Congresswoman Allison Schwartz

United Way of Southeastern Pennsylvania

University of Pennsylvania, Institute on Aging

West Frankford Civic Association

Wissinoming Civic Association

Women's Way

Sovereign Bank

**Sonoco Corporation** 

International Brotherhood of Electrical Workers

Ironworkers Union

Philadelphia University of the Arts

Ronald McDonald House

Holy Family University

Manner College

Philadelphia Flyers

Philadelphia Phantoms

Philadelphia Eagle

Greater Philadelphia Hotel Association

Manor College

#### SECTION VI. FINANCIAL RESPONSIBILITIES

## **Major fund-raising activities**

FTCHS did not perform any major fund-raising activities in 2009-2010. The active Home and School Association and the Athletic Booster conducted smaller-scale fund-raising conducted by the including sales (e.g., pizza sale, calendar sale), events (e.g., annual golf outing), and admission to sporting events, etc. Proceeds from the Golf Outing went to the school's Winter Wishes Program that provides needy and deserving students with items and opportunities predominantly during the holidays as well as throughout the school year. The athletic department conducted several fundraisers that resulted in a total of \$12,000 to supplement the various sports that are offered through annual events such as a flea market as well as the sale of school spirit items (apparel, decals, etc.).

FTCHS continues to research grant opportunities to provide for additional funding for innovative programming at the school. For example, FTCHS was one of 49 projects that received program support from the US Department of Education to develop and implement a voluntary drug-testing program for students who, along with their parent or guardian, have provided written consent to participate in a random drug testing program. 2009-2010 was the second year of a three-year grant and FTCHS has received \$157,300. Drug testing remains a means for supporting students in leading safe and healthy lifestyles by providing a reason for which they can choose not to engage in the use of dangerous or illicit substances. In 2009-10, FTCHS also received a Redevelopment Assistance Capital Program grant from the Pennsylvania Office of the Budget in the amount of \$200,000 for facility improvements.

In the upcoming school year, our fund-raising strategy will replicate our successful practice of smaller fundraisers combined with an aggressive grant-writing campaign. Additionally, our grant writing activities will continue to be supported by OmniVest Management, LLC — our education management company — which has expertise in securing grant monies for educational institutions.

### **Fiscal Solvency Policies**

FTCHS maintains a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll. The fund balance was created to 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. During the renewal process in 2008-2009, FTCHS had a financial review by the School District of Philadelphia's Department of Auditing Services which concluded, "Franklin Towne's financial position was strong..." Our preliminary financial statements for the fiscal year ending June 30, 2010 indicate that FTCHS ended the year with a fund balance in excess of \$2.1 million.

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, FTCHS continued to contract 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. FTCHS 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

• 2009-10 FTCHS Preliminary Statements of Revenues Expenditures and Fund Balance

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

The school's Board of Trustees has engaged Certified Public Accountant 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. The audit report for fiscal year ended June 30, 2010 is expected to be completed by November 15, 2010. FTCHS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2009. This audit was completed on October 29, 2009, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 3-6 of this document. A summary of audit results includes the following:

No reportable conditions were disclosed relating to the audit of the financial statements
reported in the Independent Auditor's Report on Internal Control over Financial Reporting and
on Compliance and other Matters Based on Audit of Financial Statements performed in
accordance with Government Auditing Standards.

- No reportable conditions in internal control over major federal award programs (i.e. Title I) were reported in the Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance.
- There were no audit findings which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.
- Franklin Towne Charter High School qualified as a low-risk audit.

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

FTCHS did not undergo a state audit conducted by the Auditor General for 2005-2006, 2006-2007, 2007-2008, 2008-2009, or to-date in 2009-2010. Each year, FTCHS' forwards our Financial Statements and Supplementary Information for the year ended June 30 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.

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

- FTCHS AUDIT ENGAGEMENT 09-10
- FTCHS AUDIT 08-09

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

FTCHS did not undergo a state audit conducted by the Auditor General for 2005-2006, 2006-2007, 2007-2008, 2008-2009, or to-date in 2009-2010. Each year, FTCHS' forwards our Financial Statements and Supplementary Information for the year ended June 30 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 the last few years, FTCHS' IT department has made significant capital investments in technology. In 2009-10:

Surveillance System — High performance software, servers and DVRs to leverage current cameras and infrastructure.

Laptops for administration

31 Smart Boards for English, math, and social studies classrooms.

Administrative laptops.

New LCD monitors for computer lab.

An addition of a computer lab (30 seat thin client).

2 Know Classroom Response Systems (Interactive handheld devices for classrooms providing immediate scoring and assessment results.

This included approximately \$153,000 in Title I ARRA funded technology. Additionally, FTCHS upgraded its science labs, installing a dishwasher, fume hoods, exhaust fans, and dual gas jet connectors (approximately \$40K) also from Title I ARRA.

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

In 2009-10, FTCHS will complete its RACP-funded renovations consisting of three projects: (1) brick façade repair; (2) installation of new asphalt shingles on the gymnasium roof; and (3) installation of a new rubber floor in the gymnasium. The project, to be completed in August 2010 will cost approximately \$420,000.

FTCHS will also continue its investments in educational technology, using remaining Title I ARRA funding to fit the remaining classrooms with Smart Boards and add a new computer lab (approximately \$228K total).

#### 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 FTCHS 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

FTCHS employs a part-time Registered Nurse and a part-time Licensed Practical Nurse, who work a combined 40 hours per week to ensure that there is always a nurse on site during the school's hours of operation.

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 the physical record, 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 in a locked file cabinet, available to charter school nurses. Records are reviewed every month to maintain accuracy, and FTCHS undergoes a yearly immunization audit by PDE.

Additionally, every student attending the charter school is provided the following services by the charter school as detailed in the chart below:

SERVICE	9	10	11	12	Special Education
Medical Examination	П		Х		As Needed
Dental Examination					As Needed
Growth Screen	Χ	Х	Х	Х	Х
Vision Screen	Χ	Х	Х	Х	Х
Hearing Screen			Х		As Needed
Tuberculin Test (unless approved to discontinue)	Χ				Age-appropriate
School Nurse Services	Χ	Х	Х	Х	X
Maintenance of Health Record	Χ	Х	Х	Х	Х
Immunization Assessment	Χ	Χ	Х	Х	Х

Where it appears to school nurses or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child is so informed and a recommendation is made that the parent consult a private physician or dentist or the Regional Health Center. The parent shall is then required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined are notified of such examinations. The notice includes the date and location of the examination and encourages the parent or guardian attends. The notice also informs parents that they may have the examination conducted privately at the parents' expense and encourages that the parent does so in the interest of providing continuity in the student's health care. Parents are also informed that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted by FTCHS to the Division of School Health in September 2010. At the time of this report's submission, FTCHS had not yet submitted the 2009-2010 reimbursement form, but evidence of 2008-2009 report submission is attached to this report.

Additionally, FTCHS is committed to providing a school environment that promotes and protects our students' health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, FTCHS had developed and implemented a Wellness Policy, which is attached to this report.

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

- FTCHS HEALTH REIMB. RECEIPT 08-09
- FTCHS HEALTH REIMBURSEMENT REQUEST 08-09
- FTCHS WELLNESS POLICY
- FTCHS Health Reimbursement Request 2009-2010

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

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

For the 2009-2010 school year, FTCHS procured insurance coverage through the insurance brokerage firm, The Addis Group, as follows:

Type of Insurance Coverage	Limit
Educator's legal liability (including directors & officers	\$3,000,000/\$3,000,000
liability)	
Commercial General Liability	\$3,000,000
<ul> <li>Products-completed operations aggregate</li> <li>Per Occurance</li> </ul>	• \$3,000,000 • \$1,000,000
Tel occurance	\$1,000,000
Personal & advertising injury	• \$1,000,000
Fire damage (any one fire)	• \$500,000
Medical expense (any one person)	• \$5,000
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers' Liability	\$500,000

A copy of our 2009-10 ACORD Certificate of Liability Insurance is attached to this report. FTCHS 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, FTCHS provides its full-time employees with personal health (through Independence Blue Cross' Personal Choice 10 PPO and Keystone Direct POS), dental (through Aetna) and vision coverage (through Davis Vision). FTCHS complies with 24 P.S. 17-1724A (d) in that every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia.

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

• FTCHS ACORD Cert 10-11

### SECTION IX. ADMINISTRATIVE NEEDS

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

FTCHS employed 65 professional staff members during 2009-2010 (See attached PDE-414), of which 54 (83%) were returning staff from the 2008-2009 school year. Of the 65 staff members during the 2009-2010 school year, only 2 left during the year. We are expecting 60 (92%) of our 65 staff that we ended the year with to return for the 2010-2011 school year.

FTCHS has a historically high staff retention level (i.e. 94% of staff employed in 2004-2005 returned for 2005-2006; 86% of staff employed in 2005-2006 returned for 2006-2007; 81% of staff employed in 2006-2007 returned for 2007-2008; and 83% of staff employed in 2008-2009 returned for 2009-2010), as well as low staff turnover. The slight decline is largely attributable to the school's efforts to replace uncertified staff with certified and highly qualified staff members. However, 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 honored and celebrated.

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

- FTCHS PDE-414 09-10
- FTCHS LEA STAFF PROFILE PIMS

#### **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 High 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 High 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.

#### **Promotion and Recruitment**

Franklin Towne Charter High School believes that educational quality is enhanced by exposure to diversity and to that end maintains a policy of promotion and recruitment designed to attract students from a wide variety of backgrounds. Because of the unusually homogeneous nature of the Bridesburg and lower Wissinoming communities in which the school is located, it is our intention to promote Franklin Towne

Charter High School as a school of choice throughout the School District of Philadelphia, especially in areas where large numbers of underrepresented students may reside.

Because Franklin Towne Charter High School is a school of choice for the School District of Philadelphia, our recruitment efforts closely coincide with the District's program for "special admit" high schools. Designed to attract special interest students or students with particular aptitudes, public school students make application each fall to high schools with thematic programs not widely offered throughout the District. Franklin Towne Charter High School capitalizes on this opportunity to promote our quality academic programs in Culinary Arts, Technology, Communications, and College Prep. These efforts help to alleviate overcrowded conditions in area high schools, offer educational choices to public sector students, and provide access to programs with limited availability. Additionally, our school community benefits from the number of underrepresented minority students it attracts from throughout the School District. The mutual benefits derived from this arrangement create opportunities for enrichment in both the District and FTCHS.

#### Open Houses, Visitation, and Shadowing

Franklin Towne Charter High School offers three Open House events each year in October, January, and March. These events are publicized on the school website, in mailings to parents of current students, and through advertisements in three local newspapers. Guided tours and personal interviews, though not required for admission, can be arranged throughout the year by appointment. Prospective students and their families are encouraged to visit during the school day when students and teachers are present in a learning context and facilities are maximally utilized.

In cooperation with the Archdiocese of Philadelphia, Franklin Towne Charter High School is a participating high school in Visitation Day, a day set aside by the Archdiocese for 8<sup>th</sup> grade students to spend a day in a high school environment. Our participation in this program is consistent with our mission to provide free public education opportunities to the residents of the School District of Philadelphia. We work in cooperation with the Archdiocese and never without prior authorization from their school officials.

Shadowing opportunities exist at Franklin Towne Charter High School to the extent that space and mentoring students can be provided. Individual arrangements for student shadowing can be made through the school office and are available on limited dates for a limited number of students.

#### **Application and Admission**

Franklin Towne Charter High School uses its own application form which can be obtained from the school office or downloaded from the school website. Applications are entered into a logbook by the office staff, numbered sequentially, and filed alphabetically by grade year of the student.

• The Freshman Lottery: Sequential numbers of all complete freshman applications received by December 15 of each calendar year are entered into a computer program which generates a random sort list of candidates. This same list is used to fill all freshman spaces that occur until December 15 of the following year. The first 350 applicants are sent letters in early January notifying the applicant that they have been accepted for freshman admission and requesting notification of intent to enroll by early February. A second mailing list is compiled from the initial random lottery to fill spaces not claimed in the initial mailing. The number of candidates in the second mailing is dependent on the total number of existing spaces and the response to the initial mailing. The deadline for notification of intent to enroll from the second mailing will be

March 1. Matriculation requires notification of intent to enroll, attendance at a registration session to be held in mid-March, a placement exam given in April and June, the timely submission of all forms, including but not limited to proof of residency, social security card, birth certificate, immunization, medical, and dental records. Other students may be admitted from the same random lottery through December 15 of the same year as vacancies or under-enrollments occur.

- <u>Upperclassmen Admissions</u>: Upperclassmen admissions will be made after each school year ends and a determination has been reached regarding the number of returning students and the grade level capacity. Candidates are selected from the entire pool of completed applications received for that grade year regardless of the date of application. Applicants must notify the school of their intent to enroll within 15 days of the mailing in order to assure a reserved space. The school reserves the right to rescind any offer of admission to any student who does not submit all forms and complete the registration process by August 1.
- Mid-Year Admissions: Mid-year admissions are made on a space-available basis
  depending on the capacity of each grade level. Candidates will be selected from the
  entire pool of completed applications received for that grade year regardless of the date
  of application. Because of the time-sensitive nature of mid-year admissions, prompt
  response and registration are required in order to assure the effective transition of midyear transfer students. The school reserves the right to rescind any offer of admission
  to any student who does not submit all forms and complete the registration process in a
  timely manner.
- <u>Siblings and Special Admissions</u>: In accordance with Act 22 of 1997, Section 1723-A, Subsection (A), Franklin Towne Charter High School may give preference in enrollment to siblings of students presently enrolled in the charter school. The school is not, however, required to extend such privilege at the discretion of the administration.

#### **Statement of Non-Discrimination**

The Franklin Towne Charter High School admissions process is administered in compliance with the Commonwealth of Pennsylvania Act 22 of 1997 and all local, state, and federal legislation regarding non-discrimination in public programs. Franklin Towne Charter High School provides equal opportunity and access in employment, access to educational programs and activities, and admissions, and will not discriminate based on race, color, religion, age, national origin, ancestry, physical handicap, sex, sexual orientation, union membership, or limited English proficiency. Publication of this policy in this document is in accordance with state and federal laws including Title IV of the Education Amendments of 1972 and Sections 503 and 5094 of the Rehabilitation Act of 1973.

#### Provide an enrollment history for the past year:

Grade	Initial Enrollment	Number Dropped	Number Added	Year End Enrollment
9 <sup>th</sup>	262	30	9	241
10 <sup>th</sup>	254	19	5	240
11 <sup>th</sup>	261	11	0	250

12 <sup>th</sup>	207	9	0	198
Total	984	69	14	929

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.

FTCHS maintains a very high student retention rate from year to year. In most years, FTCHS maintains a slight over-enrollment, beginning the year with approximately 1,000 students on our roster, which is 75 over our charter. We do so, because experience has taught us that each year there are students who accept enrollment at more than one school and fail to inform us that they will not be attending FTCHS. After the first few weeks, our student numbers typically stabilize around 960 students. We maintain this over-enrolled number, because experience has also taught us that ultimately there will be several students who transfer out during the year for a variety of reasons.

There are currently no supporting documents selected for this section.

## **Transportation**

In 2009-2010, FTCHS students utilize public transportation, and FTCHS has arrangements with SEPTA (Southeastern Pennsylvania Transportation Authority) to provide specially scheduled bus times to better accommodate our student population. FTCHS also owns an additional bus for the purpose of transporting athletic teams to and from competitions.

#### Transportation for Students Receiving Special Education Services

FTCHS 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, FTCHS will provide this service at the school's expense.

#### **Food Service Program**

FTCHS participates in the National School Lunch Program, providing nutritious and appealing breakfast and lunch through a contract with Primo's Food Service.

#### **Student Conduct**

FTCHS 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. Our policy specifically addressing the discipline of special education students is also attached. Additionally, FTCHS updated its Bullying and Harassment Policy to reflect the July, 4 2008 amendment to Article XIII-A Safe Schools of the Public School Code. A copy of this revised policy is also attached. To ensure compliance with Chapter 12 of the Public School Code, the FTCHS Code of Conduct was developed under the guidance of FTCHS' legal counsel, James P. Rocco, III. Specifically,

FTCHS complies with the following procedures related to due process.

#### <u>Due Process for Informal Suspension Hearings</u>

In suspensions of four to ten days at FTCHS, 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 <u>and</u> 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, 34 FTCHS students were involved in 80 suspensions, and 10 students were expelled. This represents a significant decline in disciplinary incidents over 2008-2009, when 217 FTCHS students were involved in 217 suspensions. 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 FTCHS in 2009-2010, with their grades and addresses.

### **Student Conduct - Attachments**

- FTCHS CODE OF CONDUCT
- FTCHS BULLY POLICY
- FTCHS SP.ED. DISCIPLINE POLICY
- FTCHS SAFE SCHOOLS REPORT 09-10
- FTCHS EXPULSION LIST 09-10

## **Signature Page**

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

School Year: 2010

The Franklin Towne CHS 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

2009 - 2010 Annual Report for Pennsylvania Charter Schools  Verify that all DATA reports to PDE are	e Officer	Date
Verify that all DATA reports to PDE are	nual Report for Pennsylvania Cl	arter Schools
Verify that all DATA reports to PDE are		
	DATA reports to PDE are	
complete	1	nnual Report for Pennsylvania Ch

## 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 CHS 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: <a href="http://www.ethics.state.pa.us/ethics/site/">http://www.ethics.state.pa.us/ethics/site/</a>

## 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. Joseph M. Venditti, Esq. Title: Chief Executive Officer

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

**E-mail:** jvenditti@franklintowne.org

Signature of the Chief Executive Officer and Date

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

Name: Ms. Cynthia A. Marelia Title: Board President

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

E-mail: fia1@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ms. Jennifer Edwards Title: Director of Special Education

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

**E-mail:** jedwards@franklintowne.org

Signature of the Special Education Contact Person and Date

## **Signature Page - Attachment**

• FTCHS SIGNATURE PAGE 09-10