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# Pennsylvania Department of Education

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

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

**Entity:** Hardy Williams Academy CS  
**Address:** 1712 S 56th St  
Philadelphia, PA 19143

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Hardy Williams Academy CS

**Date of Local Chartering School Board/PDE Approval:** 09/01/1999

**Length of Charter:** 11 years   **Opening Date:** 09/1999

**Grade Level:** K-9   **Hours of Operation:** 7:45-3:00

**Percentage of Certified Staff:** 84%   **Total Instructional Staff:** 50

**Student/Teacher Ratio:** 24:1   **Student Waiting List:** 91

**Attendance Rate/Percentage:** 94%

## Summary Data Part II

**Enrollment:** Beg. 860 End. 807 **Per Pupil Subsidy:** Regular Education: \$8,608 Special Education: \$18,512

### Student Profile

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<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0.5%
<b>Black (Non-Hispanic):</b>	99.01%
<b>Hispanic:</b>	0
<b>White (Non-Hispanic):</b>	0
<b>Multicultural:</b>	0.5%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
100%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 70

## Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	171	180	180	180	711
Instructional Hours	0	0	1111	1174	1174	1174	4633

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## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Hardy Williams Academy Charter School is a K-9 public charter school, located in the Southwest area of Philadelphia. We serve a yearly average of 830 children from the local neighboring Philadelphia areas including but not limited to Delaware County. Hardy Williams Academy is a Title 1 funded school serving a 97% African American, 2% Asian/Pacific Islander and 1% Multicultural population, the majority of whom are at risk of school failure. 100% of our student population are eligible for free or reduced lunch.

Based on the 2000 US Census, there are 71,169 persons in the zip code where the school is located. The percentage of Philadelphia's population residing in the District is 5%. The median

family income derived from the 2000 census information for the 19143 zip code is \$25,826 with 8% unemployed at that time. The zip code yields only a 13.2% of residence earning a bachelor's degree or higher. There were also 4,037 (13%) housing units reported vacant in 2000.

Hardy Williams Academy Charter School is located at 1712 S. 56<sup>th</sup> Street on a campus that consists of two buildings. Building one contains 13 classrooms, where students in grades 3, 4, 5 and 6 receive instruction, and a computer lab. Building one also has an Annex attached, where middle school students receive instruction, within four classrooms and an additional adjacent room used for speech and language services. Also within the Annex 3 of the 6 specialty teachers provide instruction to students. The gymnasium, also located in the same building, serves as a cafeteria for breakfast and lunch and an auditorium for assemblies. Building two, where students in grades K-2 receive instruction, has 16 classrooms, and a Read 180 classroom. During the 2009-2010 school year there were 36 regular education classrooms (grades K-9) and two resource rooms for students with special needs. There were 36 regular education teachers, 5 special education teachers and 6 specialty teachers: Art, Spanish Workshop, Computers, Music, Health and Physical Education.

Hardy Williams Academy currently has a Director of Student Services who works to make partnerships and collaborations with community businesses. The students benefit from the collaborations with the local dance school, community center, universities, food market and law enforcement. The director has also reached out to other resources and established partnerships with individuals who expose the students to fashion design, culinary arts, visual arts, dance, drama and more. Furthermore, this office has ensured that the students have the opportunity to participate in community, charter and public sports leagues.

## **Mission**

The mission of the Hardy Williams Academy Charter School is to demonstrate the heights of academic achievement that public school students can routinely attain when provided superior educational opportunities, including structured, proven curriculum and a safe and orderly environment. The founders are dedicated to expanding educational choice for Philadelphia families, particularly those in the predominantly low-income and largely under-served communities of West Philadelphia, where the new school will be located.

## **Vision**

The school will provide a comprehensive program specifically designed to develop the whole child. The overarching goals of Hardy Williams Academy Charter School are to:

- Demonstrate the heights of academic achievement that all students can routinely attain when the advantages of charter school governance are coupled with ambitious academic standards supported by researched-based instruction and increased parent involvement.
- Offer families from Philadelphia and surrounding counties choices in public education that is equivalent to those offered in environments that foster a belief that each individual can obtain both academic and social global competencies.
- Create new professional settings for teachers where ongoing training and support is provided and success is defined by continuously improved student achievement and parent satisfaction.

## **Shared Values**

The basic philosophy of the founders is that a world-class education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her potential. The founders believe that schools should focus on what all world citizens and what all human beings have in common, rather than focusing on what sets us apart. Further, this school broadens students' knowledge and understanding of cultures and civilizations different from their own or immediate surroundings. The founders believe that all children must have at their disposal a broad array of important factual and conceptual knowledge, critical thinking skills and academic and social problem solving abilities. Moreover, they believe that the best instructional methods are those that work with diverse students and teachers; those that ensure mastery; those that promote questioning and critical/strategic thinking; and those that are accountable for results. They also believe that a structured, consistent and supportive approach to learning helps to ensure quality and the likelihood of real world success for all children.

Central to the founder's philosophy is the belief that while parents have the primary responsibility for the development of children's character, schools should support and reinforce their efforts in this critical area. We continue to believe that parents must be provided opportunities for ongoing engagement that enriches their personal relationship as well as their relationship that supports and guides their child's continued success.

## **Academic Standards**

The school's curriculum is based on the Pennsylvania academic standards. All academic programs are selected based on their alignment to the state standards. Within the curriculum there is a pacing guide for each grade in each subject area to ensure that all standards are covered in adequate time. There are also school wide assessments that determine a student's mastery of all academic standards and determine if students need additional services or supports to become Proficient in all areas of study.

## **Strengths and Challenges**

### **Student and Community Needs and Risk Factors**

Information on student/local community "Risk Factors" was gathered from:

- Existing Federal, State, District and HWACS surveys and reports

Existing reports include but are not limited to: Title 1, 2000 Census, Free/Reduced Lunch Program, and the Philadelphia Police Department (16th Police District Report), the Harris Survey. Additional information is solicited from parents, students, teachers and consultants.

### **Hardy Williams Academy Charter School (HWACS) Student Risk Indicators**

100% of our parents/students lack access to affordable/free after-school programs.

Approximately 35% of our students have no adult supervision between the hours of 3:30pm and 6:30pm. Less than 5% of our existing students participate in any organized after-school activities.

Approximately 76% of our student body resides in a one-parent household.

Preliminary results from the 2009-10 PSSA Mathematics Test indicate that only 46.7% of students in grades 3-8 scored Proficient or Advanced

Preliminary results from the 2009-10 PSSA Reading Test indicate that only 44% of students in grades 3-8 scored Proficient or Advanced

Without the Modified Math scores it seems that the SPED subgroup did not make significant progress in Math progress. The percentage of students Proficient or Advanced decreased from 13% to 8%.

### **HWACS Community Risk Indicators**

Average family income is 54% below the State wide average family income.

There are limited accessible/affordable alcohol and drug avoidance programs, family mental health, or parenting programs in our school community areas.

100% of our parents lack free/affordable after school programs for their children.

The zip code where the school resides makes up 5% of the city of Philadelphia's populations

### **HWACS School —Wide Strengths**

#### Comprehensive research based literacy program:

Harcourt Trophies (K-2)  
Open Court (3-5)  
Elements of Literature (6-8)

#### Researched based mathematics programs:

Everyday Math (K-5)  
Prentice Hall (6-8)

#### Intervention Programs:

Read 180

Prentice Hall Intervention-Mathematics

Student Support Specialist (SSS)

Daily Parent involvement

Strong support from Parent Teacher Organization (PTO)

Office for PTO within the school

Community involvement

Professional development implementation plan

Highly qualified Instructional Assistants

All students receive a world language, art, music, health education, computers and physical education

Maintained 98% or above participation rate on all assessments throughout school year

### **HWACS School-wide Weaknesses**

Integration of specialist curriculum

No School Wide Library

Students not showing adequate improvement in Reading as determined by the PSSA.

Student Tardiness and Attendance

Ensuring Advanced and Proficient students make at least a years worth of academic growth.

Lack of separate gym, cafeteria, and auditorium

Consistency in administration

Effective use Student Data Management System

Special Education Students not making adequate academic growth

### **Previously Weak Areas Improved Upon**

The following areas were listed as weaknesses in the 2009 Annual Report. It is believed that these areas have improved greatly. However, it is not believed that these areas can be considered strengths at this time.

Character Education implementation

Technology Integration into the curriculum

Students adhering to dress code

Communication strategies

After School Program established (limited number of spaces available)

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

### **Strategic Planning Process**

The strategic planning process incorporates the school's leadership team and representatives of the Board of Trustees, with input from parents, teachers and students. Committees were formed to address issues and areas of concern within the organization. The process is led by the current Principal, Ms. Lisa Bellamy. Committees met each week and submitted their ideas and Ms. Bellamy shares the committee findings in her monthly Board Report.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Aaliyah Monroe	Hardy Williams Academy Staff	Ed Specialist - School Counselor	Principal
Aaron Moore	Director of Technological Services	Ed Specialist - Instructional Technology	The CEO
Bellamy, Lisa	Principal	Administrator	Board of Trustees
Charles Highsmith	CEO	Administrator	Board of Trustess
Christina Lewis	Special Education Coordinator	Special Education Representative	The Principal

Donyatta Tinson-Smith	Director of Curriculum and Instruction	Administrator	The Board
Elizabeth Hemminger	HWACS	Elementary School Teacher	The Teachers
Elizabeth Perry	HWACS Ast Principal	Administrator	Principal
Hillary Meserve	HWACS Reading Teacher/Reading Curriculum Coordinator	Elementary School Teacher	CEO
Johnnae Ross	HWACS	Other	The Principal
Linda Wilson	PTO	Parent	The Board
Marlene Walker	Curriculum Specialist (Math)	Other	Principal
Michelle Thornton	The Thornton Group	Business Representative	The Board
Mooney, Samyra	Interventionist/Science Curriculum Coordinator	Other	Charles Highsmith, CEO
Mr. Godnintzsky	Hardy Williams Academy	Middle School Teacher	Principal
Sheila Matthews	HWACS	Ed Specialist - School Nurse	The Principal
Tawana Sharper	Community Liason	Community Representative	The Board
Taylor, Nikitta	HWACS Admin Asst	Other	Principal
Terrance Moody	Board of Trustees	Board Member	Board
Tyrone Simms	Cobbs Creek	Community Representative	The Board
Walker, Marlene	SPED	Special Education Representative	Principal
Wanda Bailey-Green	Board Representative	Business Representative	The Board
Williams, John	HWACS/Climate Manager	Other	Principal

## Goals, Strategies and Activities

### **Goal: CULTURALLY RELEVANT and ENRICHING LEARNING ENVIRONMENT**

**Description:** Our school recognizes the need for teachers to understand and practice effective teaching strategies that address the specific need of the African American learner. Many of our teachers do not share the same background or experiences and therefore need specific information to be able to use the unique strengths of the African American learner and to modify and add to curriculum when information regarding this cultural group is missing or inaccurate.

#### **Strategy: Collaboration**

**Description:** Activities that include parents, teachers, students and community representatives

#### **Activity: Meetings**

**Description:** Meetings with PTO and other community groups to assess their perceptions of needs of students.

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

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Activity: Workshops**

**Description:** Workshops to connect families and staff in the pursuit of academic excellence

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

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: CULTURE AND CLIMATE**

**Description:** Develop a learning community with positive relationships among staff, parents and students that embraces and promotes intellectual, social and emotional growth.

### **Strategy: Family / Community Involvement**

**Description:** Ensure families and community are invested in the teaching and learning process by increasing family and community involvement in school functions and activities.

### **Activity: Mentoring**

**Description:** Recruit family and community members to serve as mentors for students with social skills deficits.

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

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Aaliyah Monroe	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Parent Meetings**

**Description:** Hold regular meetings between parents and the School Leadership Team to ensure family input in the school's vision and operation.

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

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Handbooks**

**Description:** Familiarize staff and students with Staff and Student Handbooks to establish protocols for behavior and development of school culture.

#### **Activity: Staff Handbook**

**Description:** Present Staff Handbook to all staff members prior to beginning of 2010-11 school year.

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

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Bellamy, Lisa	Start: 8/11/2008	-
	Finish: 8/4/2010	

**Status:** In Progress — Overdue

#### **Activity: Student/Family Handbook**

**Description:** Review Student Handbook to all students on the first day of school that was previously given to parents during orientation.

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

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Bellamy, Lisa	Start: 10/1/2008	-
	Finish: 8/31/2010	

**Status:** In Progress — Overdue

### **Strategy: Social Skills**

**Description:** Implement professional development plan and curriculum designed to develop students' social skills.

## **Activity: Keys to Success**

**Description:** Provide PD session that addresses the “keys to success” for the development of social skills.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 8/27/2008 Finish: 6/30/2011	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	11	65

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
BMW & Associates, School Leadership Team	<ul style="list-style-type: none"><li>• School Entity</li><li>• Company</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Educators will learn the "keys to success" for the development of student social skills and how to integrate these ideas into regular lesson plans designed to develop social skills.

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

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators,*

and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Health, Safety and Physical Education</li> <li>• Family and Consumer Sciences</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> </ul> |
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**Status:** In Progress — Upcoming

**Activity: Student Mentoring**

**Description:** Implement a mentoring program for students with social skills deficits.

**Person Responsible Timeline for Implementation Resources**

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

**Status:** In Progress — Upcoming

**Goal: Effective Communication**

**Description:** HWACS is making a deliberate effort to improve communication between staff, parents and other stakeholders.

**Strategy: Regular Communication with Families**

**Description:**

**Activity: Open Forum at Board Meetings**

**Description:** Parents are able to ask questions during the board meeting to both Board Members and the Administrative Team.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: PTO meetings**

**Description:** The Agenda for the PTO meeting always includes upcoming school activities. Members of the leadership team are also included on the agenda to present curriculum, assessment, and other academic updates and or strategies to help their children.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Weekly Communciation Folders**

**Description:** Every Wednesday Communication Folders, including information from the leadership team, PTO, Board of Trustees, and or teachers are sent home.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Seasonal Communcation with Families & Stakeholders**

**Description:** The Student Support Specialist and Administration are working to be sure all stakeholders recieve regular communication.

**Activity: Back to School Night**

**Description:** The annual Back to School Night

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

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Bellamy, Lisa	Start: 9/10/2008	-
	Finish: 9/12/2012	

**Status:** In Progress — Upcoming

### ***Activity:* End of Year Student Mailing**

**Description:** The End of Year Student Mailing will include the students report card, test scores and all of the information needed for their upcoming school year.

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

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Activity:* Summer Informational Package**

**Description:**

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

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

**Status:** In Progress — Upcoming

### ***Activity:* Timester Report Card Conferences**

**Description:** Report card conferences are scheduled for each family for 2 report card periods.

**Person Responsible Timeline for Implementation Resources**

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Elizabeth Perry      Start: 8/24/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Goal: Identifying "At Risk Students"**

**Description:** Add Goal Statement here..

**Strategy: Analysis of Assessment Data**

**Description:** All Administrators, Instructional Staff and Leadership Team Members routinely review assessment data and create relevant action plans.

**Activity: Monthly Analysis of Benchmark Data**

**Description:**

**Person Responsible Timeline for Implementation Resources**

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Donyatta Tinson-Smith Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Reviewing Assessment Data**

**Description:** Ongoing Analysis of Standardized Assessment Data

**Person Responsible Timeline for Implementation Resources**

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**Description:** Grade Groups meet each day along with Coordinators

**Person Responsible Timeline for Implementation Resources**

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

**Status:** In Progress — Upcoming

## **Goal: Learner-centered environments based on social, emotional, and developmental needs**

**Description:** Students in K-8 schools require teachers to have a deep understanding of their varying developmental, social and emotional needs as they move through the grades. Teachers also need specific information on how to create an appropriate learning environment at each developmental stage that includes appropriate instructional strategies and processes to help all students attain the highest degree of mastery of concepts and skills.

**Strategy: To increase the knowledge and skill of teachers to develop strategies and activities that address the varying needs of students**

**Description:** Training in social, emotional, intellectual and cultural needs of each age student

### **Activity: Training**

**Description:** Training in social, emotional, intellectual and cultural needs of each age student

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy:** To increase the knowlegde and use of varied assessment strategies

**Description:** PD sessions and grade group facilitated collaborative planning sessions

**Activity:** Weekly Grade Group & PD

**Description:** Weekly Grade Group meetings and Professional Development on curriculum implementation, and data driven-instruction.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 9/8/2010	-
	Finish: 5/25/2011	

**Status:** Not Started — Overdue

**Goal:** MATHEMATICS

**Description:** At least 60% of all students will be proficient in the mathematics content standards as measured by school wide, local and state assessment by June 2011..

**Strategy:** After-School Tutoring

**Description:** Implement an after-school tutoring program for students in grades 3-8 scoring Basic or Below Basic on the 2009-10 PSSA Math Test or those not showing proficiency in grade level skills on monthly benchmark assessments.

**Activity:** Program Implementation

**Description:** Implement after-school tutoring Monday-Thursday beginning in January and continuing until dates of PSSA Math test. Reading and Math tutoring to take place on alternate days, with two days of tutoring in each subject.

### Person Responsible Timeline for Implementation Resources

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

**Status:** In Progress — Upcoming

### **Activity: Student Identification**

**Description:** Identify students scoring Basic or Below Basic on previous PSSA Math tests and/or monthly math benchmark assessments for participation in enrichment activities.

### Person Responsible Timeline for Implementation Resources

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Bellamy, Lisa	Start: 7/8/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Mathematics Benchmarks**

**Description:** Implement Monthly Benchmark Assessments in Mathematics for Grades 3-8.

### **Activity: Teacher Training**

**Description:** Train new teachers in the administration of the benchmarks and analysis of math benchmark data to evaluate student progress.

Person Responsible	Timeline for Implementation	Resources
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Bellamy, Lisa	Start: 8/2/2010	-
	Finish: 6/30/2011	

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	10	62
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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RACS staff	<ul style="list-style-type: none"> <li data-bbox="711 518 919 554">• School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to administer the monthly benchmark assessments and analyze student performance data to evaluate progress toward PSSA targets and plan for differentiated instruction in mathematics. They will receive ongoing support in the analysis of benchmark data and using these data to plan for differentiated instruction.

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic

standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Mathematics</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

**Status:** In Progress — Upcoming

### **Strategy: Professional Development**

**Description:** Provide opportunities for professional development in Every Day Math with follow-up classroom observations and feedback.

### **Activity: Classroom Observations**

**Description:** Observe teachers during both formal observations and informal walkthroughs for

effective implementation of mathematics instructional strategies learned at professional development sessions.

**Person Responsible Timeline for Implementation Resources**

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None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: PD Calendar**

**Description:** Identify PD needs in math and develop a calendar to address these needs in professional development sessions throughout the school year.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 7/5/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Provide PD**

**Description:** Provide professional development in Every Day Math, differentiated instruction, Bloom's Taxonomy, math lesson plan format, the "student growth model" and other relevant topics to help teachers move students toward proficiency in grade level mathematics standards.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 8/2/2010	-
	Finish: 6/8/2011	

**Status:** In Progress — Upcoming

**Strategy: PSSA Intensive**

**Description:** Implement school-wide PSSA "Intensive," beginning in September and continuing until dates of PSSA Math test, to target mathematics skills not mastered on monthly benchmark assessments.

**Activity: Scheduling**

**Description:** Schedule 50-60 minutes of time during the instructional day to provide all students in Grades 3-8 with intensive review of specific mathematics skills.

**Person Responsible Timeline for Implementation Resources**

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Elizabeth Perry	Start: 1/1/2009	-
	Finish: 8/4/2010	

**Status:** In Progress — Overdue

**Goal: READING**

**Description:** At least 65% of all students will be proficient in the reading and writing content standards as measured by school wide, local and state assessment by June 2009.

**Strategy: Professional Development**

**Description:** Provide opportunities for professional development in reading instruction with follow-up classroom observations and feedback.

**Activity: PD Calendar**

**Description:** Identify PD needs in reading and develop a calendar to address these needs in professional development sessions throughout the school year.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 7/5/2010	-
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Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: Provide PD**

**Description:** Provide professional development in PA Reading Standards and Assessment Anchors, differentiated instruction, Bloom's Taxonomy, reading lesson plan format, reading behaviors and other relevant topics to help teachers move students toward proficiency in grade level reading standards.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 8/2/2010	-
	Finish: 6/1/2011	

**Status:** In Progress — Upcoming

**Strategy: PSSA Intensive**

**Description:** Implement PSSA "Intensive," beginning in January and continuing until dates of PSSA Reading test, to target reading skills not mastered on monthly benchmark assessments.

**Activity: Data Analysis**

**Description:** Based on analysis of monthly reading benchmark data, group students according to skill weaknesses to plan for and provide intensive review of targeted skills.

**Person Responsible Timeline for Implementation Resources**

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Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Scheduling**

**Description:** Schedule 60 or 90 minutes of time during the instructional day to provide all students in Grades 3-8 with intensive review of specific reading skills.

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

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Elizabeth Perry	Start: 8/25/2008	-
	Finish: 8/4/2010	

**Status:** In Progress — Overdue

### **Strategy: Reading Benchmarks**

**Description:** Implement Monthly Benchmark Assessments in Reading for Grades 3-8

### **Activity: Assessment Administration**

**Description:** Administer monthly benchmark assessments to students in grades 3-8.

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

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Data Analysis**

**Description:** Analyze benchmark assessment data on a monthly basis to evaluate student progress toward proficiency in PSSA reading skills. Use assessment data to plan for differentiated instruction.

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

---

Bellamy, Lisa	Start: 1/1/2009	-
---------------	-----------------	---

Finish: Ongoing

**Status:** In Progress — Upcoming

### **Activity: Teacher Training**

**Description:** Train new teachers in the administration of the benchmarks and analysis of reading benchmark data to evaluate student progress

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bellamy, Lisa	Start: 8/2/2010 Finish: 6/15/2011	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	10	62

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
RACS staff	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn how to administer the monthly benchmark assessments and analyze student performance data to evaluate progress toward PSSA targets and plan for differentiated instruction.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>Provides educators with a</li></ul>

variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

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

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>
---	---

discussions

**Status:** In Progress — Upcoming

### **Strategy: Saturday School Tutoring**

**Description:** Continue an after-school tutoring program for students in grades 3-8 scoring Basic or Below Basic on the 2009-10 PSSA Reading and Mathematics Test or those not showing proficiency in grade level skills on monthly benchmark assessments.

#### **Activity: Student Identification**

**Description:** Identify students scoring Basic or Below Basic on previous PSSA tests and/or monthly reading benchmark assessments for participation in after-school tutoring program.

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

---

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Donyatta Tinson-Smith   Start: 8/25/2008   -  
Finish: 8/31/2010

**Status:** In Progress — Overdue

### **Goal: Staff Retention**

**Description:** Retain administration and teaching staff

#### **Strategy: Retain a minimum of 75% of all Instructional Staff**

**Description:** Substantially decrease staff turnover.

#### **Activity: Differentiated Professional Development**

**Description:** Ensure that all Professional Development is Differentiated based on Teacher Needs

### Person Responsible Timeline for Implementation Resources

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Exit Interviews**

**Description:** Exit Interview conducted by HR person for all staff who resign or are terminated.

### Person Responsible Timeline for Implementation Resources

---

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

**Status:** In Progress — Upcoming

### **Activity: Professional Improvement Plans**

**Description:** When the principal identifies areas of deficits in an employees work a Professional Improvement Plan is created with the principal and the HR person.

### Person Responsible Timeline for Implementation Resources

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Work Environment**

**Description:** Maintain a positive safe work environment

### Person Responsible Timeline for Implementation Resources

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

**Description:** Student attendance will meet a 90% threshold and/or show growth.

### **Strategy: Investigate Truancy**

**Description:** School Counselor responsible for CSAP will make home contacts for students with chronic attendance problems.

### **Activity: Home Contacts**

**Description:** School Counselor will contact families of truant students by making phone calls, writing letters and/or making home visits.

### Person Responsible Timeline for Implementation Resources

---

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

**Status:** In Progress — Upcoming

### **Activity: Student Identification**

**Description:** Identify students who had chronic attendance problems in 2009-10 school year for attendance monitoring at the beginning of 2010-11 school year.

### Person Responsible Timeline for Implementation Resources

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Aaliyah Monroe	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Provide Attendance Incentives**

**Description:** Recognize outstanding/improved student attendance through monthly attendance awards with certificates, treats and other incentives.

### **Activity: Recognize Improved Attendance**

**Description:** The business office will identify the individuals with Improved Attendance each quarter.

### Person Responsible Timeline for Implementation Resources

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Recognize Outstanding Attendance**

**Description:** The Business Office will identify the individuals with Outstanding Attendance.

### Person Responsible Timeline for Implementation Resources

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Student Identification**

**Description:** Identify students with outstanding or improved attendance for monthly recognition.

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

---

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

**Status:** In Progress — Upcoming

### **Goal: Technology**

**Description:** To use technology to facilitate the daily administrative and management of both by teachers & administrators

### **Strategy: Improved Communication**

**Description:** To use technology to enhance communication and disperse information throughout the HWACS community.

### **Activity: Produce weekly online bulletins**

**Description:** Bulletins will include all technology updates

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

---

Aaron Moore	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Provide Professional development on Websis**

**Description:** The student management tool.

## **Activity: Procedural Training**

**Description:** Provide training to staff and administration so that daily attendance, health, conduct, transportation and contact information is routine for all staff members

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

---

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

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

We have not received our AYP status for 2010. However, we did meet with Cathy Balsly in 2008 to review our 2 year School Improvement Plan and we were given a 2 year Quality Assurance Approval. Although the plan was for two years, every year we create a new School Improvement Plan and submit it to the state. Attached are the following:

2008-2010 SIP  
2009-2010 SIP

## **Statement of Quality Assurance - Attachments**

- Quality Assurance
- 2008-2010 School Improvement Plan
- 2009-2010 School Improvement Plan
- Annual Measurable Goals

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

At the core of the Hardy Williams Academy Charter School's curriculum are the components of comprehensive literacy development and reform mathematics programs.

Our RELA program is supported by research-based curricula grounded in the systematic, explicit instruction of phonemic awareness and word knowledge, comprehension skills and strategies, inquiry skills, and writing and language arts skills and strategies. Our goal is to create a literature-rich environment. There is opportunity on all levels for teachers to accommodate individual students' needs by reteaching, providing interventions and raising expectations for all. We use the most effective practices in education to differentiate instruction for meeting students' individual needs.

The core reading curricular materials used are Harcourt Trophies series in the early years (K-2), Open Court (3-5) and Elements of Literature(6-8) in the upper grades. The five areas of reading instruction that provide the basis of our early literacy reading program that we focus on are phonemic awareness, phonics, fluency, vocabulary and text comprehension. These components are addressed in the materials and in the literacy environment created by the teachers. Flexible grouping in reading, based on careful benchmark assessments, program assessments, and teacher observation provides students with specific activities and materials to master skills. Every child is assessed before beginning instruction and grouped according to performance. Instructional groups average 7 or fewer students. Students are assessed frequently and groups are adjusted regularly according to student individual progress.

Students who are reading below grade level are assigned to a Student Support Specialist (SSS) to receive intervention services in the area of Reading and Mathematics. The SSS use Read 180, Prentice Hall Math Intervention, Touch Math and other strategies to remediate student skill deficits. SSS work with students in small groups of no more than five students at one time.

The mathematics program at Hardy Williams Academy Charter School centers around two programs, Everyday Math for grades K-5 and Prentice Hall for 6-8. Everyday Mathematics is a spiral program, which allows students to experience a concept a number of times before it is necessary for students to master the skill. There is constant reinforcement with the Everyday Mathematics program. Prentice Hall program provides Guided Problem Solving strategies throughout the text and provides students with the tools they need to be effective and independent learners. Activity Labs throughout the text provide hands-on, minds-on experiences to reach all types of learners. HWACS also uses the Math Skills Intervention Kit, published by Prentice Hall, as a supplement to the math program. This comprehensive program is ideal for students who need support for developing mastery of key concepts and skills in a variety of mathematical strands.

The social studies curriculum, using History Alive as the main source, prepares children to be informed, responsible world citizens and leaders who proceed through their life with a strong background in the history of their own culture and that of all people of the

world. It expands the world for the children and allows them to understand major themes that have permeated history.

The science curriculum is taught using two programs, Harcourt Science for grades K-5 and Holt, Science and Technology for grades 6-8. Both programs include science labs and numerous opportunities for students to work cooperatively with their classmates

Staff review data summarizing student performance weekly and individual learning plans are developed to ensure that every student progresses at the target rate and masters course material. Students are also assessed based on their performance on independent work including papers, projects, and other assignments, embedded in the curriculum; Specific criteria are established for assessing all work to minimize subjectivity in the evaluation process. Standardized assessment instruments, including the PSSA, Terra Nova and 4 Sight Benchmarks results are used to provide an objective measure of evaluating student learning, teacher performance, and curriculum alignment with subject matter tested. Benchmark results are aligned to Pennsylvania State Standards and are analyzed on a monthly basis by teachers, curriculum coordinators and administration.

Each program provides resources for formal and informal assessments throughout the school year to establish reachable goals for teachers and students and to gauge student progress.

As teachers complete their lesson plans, they are asked to include the Pennsylvania State Standard they are targeting during each lesson that drive our curriculum. Although we do not teach to the test, we do teach to the standard to ensure that our students will be successful in and eventually reach the proficient and advanced categories in literacy, mathematics and science.

The School has developed a partnership with the Teacher Advancement Program (TAP) mentioned by President Barack Obama in his address to the Hispanic Chamber of Commerce on March 10, 2009. President Barack Obama highlighted the "promising work" of the Teacher Advancement Program (TAP)<sup>TM</sup> in helping to ensure that "anyone entrusted with educating our children is doing the job as well as it can be done." We implement this program with integrity to ensure that we train teachers and support the growth of teachers in the implementation of rigorous and meaningful instruction. Teachers are coached and observed by their peers on specific pedagogical strategies.

As a school we strongly subscribe to the notion that we will not be able to give students all of the knowledge so we feel teaching the tools to acquire and analyze information and

knowledge are equally important. We also invest time and resources in teaching students to use technology as well as traditional strategies to organize and synthesize information.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Approval Letter
- Professional Development Approval Letter
- Annual Measurable Goals

## **English Language Learners**

Hardy Williams Academy Charter School families complete a Home Language Survey upon registration with the school. At this time the school has not identified any English Language Learners. However, if and when the school receives its first ESL student, the following plan may be implemented:

1. **Program Goals and Objectives:** This multicultural education program has been designed to give English language learners the opportunity to reach their highest potential. It will enable children to transition more smoothly into American culture.
2. **Student and Parent Orientation Procedures:** The students and parents will be required to attend and participate in the school's ESL orientation before enrollment. Students are also invited to visit the Welcome Center sponsored by the School District of Philadelphia.
3. **Identification and Placement Procedures:** At the orientation, the students and parents will receive an overview of the curriculum, screening process for placement, entry/exit criteria and meet school staff. The tool that the school will use to assess the English language learner is IDEA Proficiency Test Level I and II Oral English. This assessment will take place before entry, every nine weeks and before exiting.
4. **Instructional Program:** The instructional program will be extremely rigorous. The students will be highly engaged in lessons pertaining to growth; Grammar Exercises, Basic English as a Second Language, Everyday Mathematics, and Comprehensive Literacy. The students will be exposed to a rigorous curriculum in Physical Education, Art, Music and Spanish. The school's curriculum is aligned to Pennsylvania State Standards. Therefore, the English language learner will receive the allotted time for service instruction.
5. **Student Participation in Related and Extracurricular Activities:** This is an on-going process and all students are allowed to participate in the school's after-school programs.

6. **Pupil Personnel Services:** The school has a Support Service Team (Counselor, Social Worker and Special Education Team) who provide support to children with special needs. In addition, the school also has bilingual staff members who are able to provide language services to ESL students. The school utilizes the inclusion and/or self-contained models for students based on their Individualized Education Plan.
  
7. **Staff Development Related to Program:** Staff Development is a high priority. All teachers and paraprofessionals receive training on a monthly basis and during pre-service. The same will apply to an English Language teacher.
  
8. **Community Involvement:** Community involvement is second nature for student and parents at Renaissance Advantage Charter School. Parents are required to volunteer 50 hours per year and 8<sup>th</sup> grade students are required to complete a community service project in order to fulfill promotion requirements. Additionally, the National Association of University Women has adopted the school. Most recently, the school has begun to develop partnerships with businesses in the new community to which the school has moved.
  
9. **Program Evaluation Procedures:** The ESL/Bilingual Education Program has a process in place that requires the full participation of the parent before any final decisions are made regarding a child.

**There is no ELL Report attachment because Hardy Williams Academy Charter School does not currently have an ELL/Bilingual Program**

## **English Language Learners - Attachments**

- ELL Home Language Survey
- ELL Procedures

## **Graduation Requirements**

The 2009-2010 school year was the only year that Hardy Williams Academy Charter School enroll students in 9th grade. Going forward Hardy Williams Academy will only enroll students from Kindergarten through Eighth grade; therefore no Graduation Requirements are applicable.

## **Special Education**

Hardy Williams Academy Charter School is fully accountable to federal laws and regulations governing special education, including teacher certification, provision of related services, IEP development, record keeping and all Due Process requirements.

All students' registration forms include a series of questions to ascertain if the student has been eligible for special education services. Prior to school opening, these registration forms are screened and conversations are initiated with parents of students identified as having IEPs or as needing special access or accommodations (504). Parents of students with special education needs are warmly welcomed into the school. They are fully informed about the curriculum, supports and special features of HWACS program, as well as being fully informed about their rights, procedures and responsibilities of the special education law.

Related services providers are hired to provide therapies and assessments for students currently with IEPs, as well as assess students in the referral pipeline. The percent of time required for related services is determined by the student's IEP, in addition to the mandated requirements.

Special Education at HWACS encourages Responsible Inclusion, a well-delineated, flexible, integrated and intensive support system for students with disabilities. Through this supportive arrangement, both special educators and classroom teachers are committed to working with students with special education needs in the general education classrooms. Under the direction of the Special Education Coordinator, Special Education Support (SES) teachers co-plan with their classrooms, providing intensive remediation as needed, and developing differentiated instruction to meet their students' needs.

Responsible Inclusion does not mean that all students must be fully included in all general education classrooms. But, there are many resources to fully exploit before determining that, as more restrictive arrangement is truly needed by an individual student. Before arranging either pull out or self-contained programs for a particular student, it is necessary to:

1. Allow supported, responsible inclusion a full trial period;
2. Provide professional development, increase resources, and try alternative strategies

## COMPREHENSIVE STUDENT ASSISTANCE PROGRAM

### **REFERRAL PROCEDURES**

In order to refer a student for CSAP the following steps must be completed:

1. Referring staff member must complete an initial assessment form
2. In Tier I, regular education teachers implement intervention strategies for struggling students during a 30 day period. The focus is on a group of students with similar barriers to learning and/or inappropriate behaviors that are exhibited in the classroom. Information is gathered, resources/strategies are identified and intervention plans are developed and implemented
3. Referring staff member will follow all of the recommendations
4. If there is no improvement, the case is referred back to Support Services Team for Tier II review. Core team members are assembled (general education teacher, special education teacher or coordinator, reading specialist) to review intervention strategies. Specific goals are monitored during an additional 30-60 day period.
5. If the above steps fail to improve the situation the student will then be referred to the multidisciplinary team for further evaluation

\*Please note that all of these steps must be followed in order for this process to be successful for the student and the teacher.

During the 2009-2010 school year, the school did not have any special education students with transportation needs. If the need arises in future years, the school will follow all guidelines and regulations set forth by the School District of Philadelphia and Pennsylvania Department of Education. In addition, the school remains abreast with the policies and procedures the school is in contact with the PSD and PDE with regards to policies and procedures concerning special education transportation needs.

\*\*\*The Attached Penn Data Report has a column cut off. Our printer for this system only allows for portrait printing while this document is landscape.

### **Special Education - Attachments**

- Special Education Policies
- Assistant Tech Policy 2010
- CONFIDENTIALITY POLICY
- Independent Education Evaluation Policy
- PENN DATA 2010
- SPED PENN DATA 2010

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

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.0	Learning Support	RACS	19	SPED
Teacher B	1.0	Learning Support	RACS	19	SPED
Teacher C	1.0	Learning Support	RACS	13	SPED
Teacher D	1.0	Learning Support	RACS	7	SPED

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	NA	NA	NA	0	NA

## Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	HWACS	1.0
Social Worker	HWACS	1.0
Counselor	HWACS	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapeutic Consultant/ J. Clifford	Psychologist	.2
Therapeutic Consultant/J. Clifford	Speech Pathologist	1.0
Therapeutic Consultant/ J. Clifford	Occupational Therapist	.4

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Acuity	No	Yes	Yes	No	No	No
4Sight	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No
Acuity	No	No	No	Yes	No	No	No

## **Student Assessment**

Hardy Williams Academy Charter School utilizes a number of assessment tools. Data-driven instruction is critical when making decisions about instructional delivery and curriculum materials. Students are assessed monthly for mastery of skills taught. All students in grades 3-8 take the computerized version of the 4 Sight Assessment. Students and teachers receive instant feedback on students' mastery toward grade-level skills in each of these subject areas. Teachers and administrators review the data to determine student needs and plan for differentiated instruction. Potential gaps in content knowledge or process skills are identified. Student portfolios are used to gauge student progress as well. Students at Hardy Williams Academy Charter School are also assessed three times per year in the reading program, using publisher-designed assessments. Skill mastery is the primary goal of these efforts.

Analysis of 4Sight assessment data, continued to reveal steady improvement in student mastery of independent-level mathematics skills for the assessments given during the 2009-2010 school year. Reading 4Sight assessment data, also revealed steady improvement in the student mastery of independent-level reading skills. Results from the 2009-10 PSSA Math Tests indicate that 46.7% of students in grades 3-8 scored Proficient or Advanced in mathematics a 10% increase from 2008-2009. Results from the 2009-10 PSSA Reading Test indicated that 44% of the students in grades 3-8 scored Proficient or Advanced in reading an increase of more than 10% from 2008-2009. The PSSA data does show that all students, except the Math SPED subgroup, made at least a 10% increase in the percentage of students Proficient or Advanced. However, the mathematics results are not final at this time.

\*Unfortunately, the Acuity (local assessment) data has not yet been released. However, when the data is released the administration and the teachers will review it together, as they do with the PSSA. Students performing below proficiency will be identified. Other data sources, such as portfolios, teacher anecdotal records, SRI scores and Running Records will be reviewed to determine if they are consistent with the data. Those students will then be referred to the CSAP coordinator to take the appropriate next steps to address all deficiencies. We will attach the data in the School Improvement Plan and the next annual report.

School Administrator will continue to conduct both formal observations and informal classroom walk throughs on an ongoing basis to ensure high-quality, rigorous instruction in reading and mathematics. Feedback from these observations and monthly student assessment data will be shared with teachers and Student Support Specialist. Instructional weaknesses of individuals will be identified in their Professional Improvement Plan. Organizational Instructional Weakness or trends will be addressed through regular professional development sessions.

HWACS will continue our model of providing interventions for students not mastering grade level reading, mathematics and or critical thinking skills through strategies previously proven successful including but not limited to Saturday school tutoring, small group instruction and intensive review of grade level math and reading skills. HWACS will also maintain those positions we feel had impact on the students growth such as the two full time certified Reading Specialist Student Support Specialist and the Academic CSAP Coordinator.

HWACS will also continue the collaborative three tiered Comprehensive Student Assistance Process (CSAP), by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and external (community-based) resources. The heart of the CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs of each student and adapts instruction and environment to create optimal learning conditions. To provide each student with the attention needed to review the situation, assist teachers with strategies and monitor the implementation there will be a CSAP coordinator assigned to academics and a School Counselor assigned to attendance and behavior for the 2010-2011 school year. In addition to receiving referrals these employees are responsible to monitor achievement and behavior data of all students to be sure that anyone who meet the criteria are serviced even a referral is not made.

## **Student Assessment - Attachments**

- 2009 2nd Grade Terra Nova Scores
- 2009 1st Grade Terra Nova Scores

## **Teacher Evaluation**

Teachers are evaluated based on their performance over the course of the year, and they are observed regularly by administrators. All teaching staff were evaluated by the Building Principal, Assistant Principal and the TAP Master Teachers a minimum of two times. In the event that the administrators found that a teacher received one or more unsatisfactory evaluations, the teacher was given an additional evaluation or evaluations. The evaluation tool, which is attached, is a template created by Charlotte Danielson.

Charles Highsmith, the CEO was a former principal in the School District of Philadelphia and Superintendent in New Jersey provided guidance and support this year in the areas of leadership, curriculum and instruction, teacher evaluation and more. He holds a current PA principal and supervisor /administrative certificates. He also holds a NJ superintendent certificate. Mr. Highsmith conducted training, workshops and regular meetings with the leadership team focused on the following topics including but not limited to CSAP, SPED, Teacher Evaluations, Data Analysis and Student Assessment. This training was conducted through walk throughs, professional development sessions, joint observations, reviewing observation tapes and more. The leadership team participated in local and national professional conferences focused on best practices in special education, assessment and leadership.

The Principal Ms. Lisa Bellamy and Assistant Principal Mrs Elizabeth Perry drove this process. Both Ms. Bellamy and Ms. Perry hold a current PA Principal's Certification. Both Ms. Bellamy and Ms. Perry participated in instructional leadership and professional development meetings offered by the national reform project Teacher Advancement Program often referred to as TAP. The content of those conferences is aligned to the academic program and instructional approach utilized at Hardy Williams Academy Charter School.

The Special Education staff, the staff in the Curriculum office and administrators participated in training given by PaTTAn on various topics.

Attached is the Board Approved Teacher Evaluation Plan.

## **Teacher Evaluation - Attachment**

- TEACHER EVALUATION Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

In July of 2009, Mr. Highsmith our CEO hired a new principal, Ms. Lisa Bellamy, who was former Assistant Principal of our school. Ms. Bellamy, then hired Mrs. Perry as assistant principal. Ms. Bellamy served as a teacher for the School District of Philadelphia for 4 years before becoming a part of HWACS as a teacher. After a year of teaching, she became the Math Curriculum Coordinator and then the Assistant Principal. After serving as the Assistant Principal, she applied and was accepted into the SDP

Academy for Leadership in Philadelphia schools. Upon successfully completing the program she served as a principal in the SDP for 2 years before returning to HWACS to serve as principal.

In September 2009, Senator Anthony Williams, founder and board chair, since the charters inception stepped down. Ms. Dawn Chavous was unanimously voted in by the board to fill the chair role. She has been working in the field of education for over 10 years. She is the former Chief of Staff and education director for Senator Williams. She is a current board member having served for 5 years. Prior to serving as a member of the board she supported the senator in his role as chair assisting him with all aspects of his engagements. She presently resides in the West Philadelphia community and began a tutoring program in 2006, which focused on providing low income students free tutoring in the area of literacy. She has been involved in supporting the school in various ways since 2001.

In June 2010, Mr. Charles Highsmith the CEO and Mrs. Donyatta Tinson-Smith the Director of Curriculum and Instruction resigned. Mr. Highsmith resigned for personal reasons. Mrs. Tinson-Smith resigned to complete her doctoral degree. The board feels very confident in Ms. Bellamy's ability to lead the school with her newly created leadership team, which includes Assistant Principal and Curriculum Coordinators who report directly to the principal. Having the autonomy to put programs and processes in place will provide a greater opportunity for significant changes and higher levels of academic achievement.

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Anthony H. Williams	
Lee B. Tolbert	Vice-Chair/Facilities
Keith Smith	Secretary/Personnel
Wendi Vargas	Personnel Committee
Dawn Chavous	Chair
Ronald Waters	Student Discipline
Terence Moody	
Cheryl Dorsey	Finance
Rochelle Crenshaw	

## **Professional Development (Governance)**

Members of the Board of Trustees were provided the opportunity to attend the National Charter School conference, and the PA Charter School Conference. They engaged in turn around sharing sessions that will allow for the continual growth of our Board. The Board engaged in our annual overnight weekend retreat that focused on leadership, goal setting, planning and school updates held towards the end of the school year. During the retreat the Board members were also able to learn and understand best practices from other high

performing charters. The conferences attendees focused on board governance, enrollment and recruitment, charter renewals, facility financing and working with the local charter authorities. Throughout the year, the Board members receive ongoing board development information and articles related to the trustee responsibility and legal obligation.

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

The Board of Directors is staffed by a liaison who coordinates the work of the Board committees and facilitates ongoing communication with school administration, contracted service providers, business manager and legal counsel, thereby keeping Board members informed and involved between Board meetings. In order to maintain a working relationship with the charter school office, the staff and administration attend periodic meetings at the School District of Philadelphia. When necessary we call the charter school office for information and advice.

Through the leadership and the collaboration with the CEO and the board liaison, the HWACS Principal, BMW & Associates and all stakeholders provide monthly board reports to the Board of Trustees on their perspective areas of focus. Generally, these reports include an update on achievement, as well as personnel, facilities, discipline, finance and other operational matters. Throughout the month, various modes of interactions are held with the Board of Liaison to assure that communication to the board about time sensitive issues are being handled properly.

There is a finance committee whose purpose is to review annual audit reports and other formal reports submitted to the state. This finance committee is composed of board members, General Manager and Area Financial Manager, and the HWACS Business Service Manager. In addition, the board has contracted with LAM Inc via securing the services of CEO Charles Highsmith Jr. to provide whole school management services in the areas of professional development, curriculum and operational management.

Meetings are held at 7:00pm in the school gymnasium.

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

- Board Meeting Schedule 06-07
- Board Meeting Schedule 08-09
- 2009-2010 Board Meeting Calendar

## **Community and Parent Engagement**

The Board of Trustees (BOT) makes every effort to promote the school. It does so through its monthly BOT meetings, through the school PTO, and through special events and fundraisers. At the monthly BOT meetings, the board encourages a strong parent turnout and recognizes those parents that attend the BOT meetings on a regular basis. During the BOT meetings, the PTO president is also given the opportunity to provide monthly updates to the board and parents on upcoming events of the PTO. The BOT provides financial support and volunteers for PTO

events whenever possible, and fully encourages parents to do the same, reminding the parents that the school belongs to the community. To further develop this relationship a former PTO officer and parent joined the BOT.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

During the 09-10 fiscal year, Hardy Williams Academy Charter School did not perform any major fund-raising events.

The school did, however, perform minor internal fund-raising activities, such as bake sales and dress-down days. Proceeds from these events were used to supplement Eighth grade graduation, and other enrichment activities.

For the 10-11 fiscal year, the school-management in collaboration with the Board of Trustees expects to begin planning for future fund-raising events.

### **Fiscal Solvency Policies**

In order to maintain fiscal solvency, the Board of Trustees of Hardy Williams Academy Charter School maintains a Finance Sub-Committee consisting of the Board Treasurer, Financial Consultants, Principal, and representatives from the retained audit firm. An annual budget is developed by the Financial Consultant, reviewed by the Finance Committee, and presented to the Board of Trustees for final approval and adoption. Incorporated in the annual operating budget is a contingency fund designed to be used for unexpected shortfalls and emergency situations. In addition, there are monthly reviews of cash flow and budget/variance analysis to ensure fiscal soundness.

### **Accounting System**

Hardy Williams Academy Charter School uses the QuickBooks accounting software, which maintains a general ledger, accounts payable, vendor maintenance, and accounts receivable ledgers. This is a user-friendly software package that allows for easy set-up of the chart of accounts that is consistent with the guidelines established by the Pennsylvania Department of Education in accordance with Generally Accepted Accounting Principles. This system also provides the flexibility to produce various reports to facilitate the preparation of the Annual Financial Report, and monthly Budget/Variance Analysis.

While the Quickbooks software has been sufficient, the school has explored other accounting software that's more comprehensive and better aligned with accounting for nonprofit organizations.

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

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

- 09-10 Preliminary Statement of Revenues, Expenses, & Fund Balances

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

Hardy Williams Academy Charter School has engaged the following firm for audit services:

Morris J. Cohen & Co., P.C.  
Certified Public Accountants  
1601 Market Street  
Suite 2525  
Philadelphia, PA 19103

The last completed audit report was for the period ended June 30, 2009. The 09-10 audit process has begun, and is expected to be complete by December 31, 2010.

#### **Summary of Auditor's Results**

##### *Financial Statements*

The type of report issued on the financial statements: Unqualified opinion.

Internal control over financial reporting:

- Material weaknesses identified? No.
- Significant deficiencies identified that are not considered to be material weaknesses? No.

Noncompliance material to financial statements noted: No.

##### *Federal Awards*

Internal control over major programs:

- Material weaknesses identified? No.
- Significant deficiencies identified that are not considered to be material weaknesses? No.

The type of report issued on compliance for major programs: Unqualified opinion.

Any audit findings disclosed that are required to be reported under section 510 (a) of OMB Circular A-133: No.

Identification of major program:

- CFDA 84-010, Title 1, Grants to Local Educational Agencies (Title 1, Part A of ESEA)
- Dollar threshold used to distinguish between Type A and Type B programs: \$300,000.
- Audit qualified as a low-risk audit: No.

**Findings Related to the Financial Statements Reported in Accordance to Government Auditing Standards: None**

**Findings and Questioned Costs Relating to Federal Awards: None**

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

- 08-09 Audit Report

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

Hardy Williams Academy Charter School has never undergone an audit by the State.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During fiscal year 09-10, Hardy Williams Academy Charter School acquired fixed assets estimated as follows:

Furniture - \$21,300 - included student chairs & lockers; computers; bookroom equipment; and projectors.

Text Books - \$149,800 - included text books and durable instructional material for Reading, Math, Science, and History.

Building improvements - \$8,666 - included installation of railings around steps; and electrical wiring.

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

The school is in agreement with the Archdiocese of Philadelphia to lease an existing school building in which it has occupied since January 2003. The Board of Trustees has a Building Sub-Committee to plan and research the possibilities to purchase the current building or buy/construct a new one. The Board also retains a real estate broker to assist with the search.

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

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

Fire and emergency evacuation drills are held randomly at least 10 times per school year. Safety procedures are posted throughout the building in every office, classroom and hallway. The staff members are trained on the Emergency Response Plan. After each drill, the leadership and executive teams meet to debrief and discuss areas of improvement. (see attached Fire Drill Schedule 09-10)

In regards to the schools' Health Department, a full-time Registered Nurse is on-site and provides services to the students with first aid, assistance with emergency transporting to the hospital for serious injuries, administer daily medications with the permission of medical doctors and parents, facilitates health screenings (vision, growth, hearing,) including scoliosis and dental screenings, confidentially maintains student health records (physicals and immunization), and attends monthly professional development meetings. In addition, the school has retained the services of Mid Atlantic Consortium of Charter Schools (MACCS) to provide Certified School Nurse Services; School Physician Services; and School Dentist Services. Inclusive of these services are over-site of the schools' RN by an Certified School Nurse, training to staff and students on various health related topics such as nutrition, obesity, CPR, and first-aid training.

Services are provided in accordance with Title 28, Section 23.1 - 23.87 of the Pennsylvania School Code. In addition, the School Health Services report is submitted annually to the Commonwealth of PA, and it contains detailed information regarding the medical services provided to students.

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

- Request for Health Reimbursement 2009-2010
- Signature Page for Health Reimbursement
- HWACS Wellness Policy
- Fire Drill Schedule 08-09

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

#### **Health Insurance Coverage**

The following health insurance is provided to the employee at 100% coverage  
Major medical - Blue Cross & Blue Shield  
Dental - MetLife  
Vision - Vision Benefits of America

In addition to health insurance, the school offers life, workers compensation and short/long-term disability insurances.

**Commercial General Liability Coverage -**

Sexual Abuse, Teacher Profession

General Aggregate including bodily injury or property damage or both - \$3,000,000

Per Occurrence - \$1,000,000

Personal and Advertising Injury - \$1,000,000

Property Coverage - includes building and contents @ 1712 So., 56th Street,  
Phila., PA 19143 - \$1,612,200

Medical Expense - any one person - \$10,000

**Automobile Liability** - Hired and non-owned autos:

combined single limit - \$1,000,000

**Workers' Compensation and Employers' Liability -**

Each Accident - Bodily Injury by Accident - \$500,000

Each Employee - Bodily Injury by Disease - \$500,000

Policy Limit - Bodily Injury by Disease - \$500,000

**Excess/Umbrella Liability Coverage**

Each Occurrence - \$5,000,000

Aggregate - \$5,000,000

**Professional/Educators/Malpractice/Errors and Omissions: Sexual Molestation and  
Child Abuse**

General Aggregate - \$1,000,000

Per Occurrence - \$1,000,000

D&O - \$1,000,000

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

- Certificate of Insurance 10-11
- Summary of Insurances 08-09

**SECTION IX. ADMINISTRATIVE NEEDS**

**Quality of Teaching and Other Staff**

During the 2009-2010 school year, twenty-four (24) instructional staff members, including instructional assistants resigned or were terminated from the school. The total number of voluntary resignations was 18. In order to comply with No Child Left Behind, two (2) non certified professionals who did not progress towards state certification or highly qualified status were not asked to return for the 2009-2010 school year. As a

result, the school has an ongoing recruitment plan in place to hire certified and highly qualified professional staff to fill these positions. A total of forty-two (42) professional staff members are returning for the 2009-2010 school year.

At the end of the 2009-2010 school year 84% of professional staff were certified and 82% of professional staff were highly qualified. Forty-six (46) of the fifty-two (52) teaching staff remained until the end of the school year.

New opportunities for career growth is cited as the general trend for the resignations of the professional staff. Our comprehensive mentor program, will be fully implemented to provide support and ultimately will help in the retention of professional staff.

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

- 2009-2010 414
- 2009-2010 SupPer Approval
- 2010 SupPer

### **Student Enrollment**

The Hardy Williams Charter School (HWACS) is open to all school children in the Philadelphia area and the surrounding districts, with the only limit being the number of available seats. In accordance with Section 1715A(3) of the charter school law, the school does not discriminate on the basis of race, gender, residential demographics, intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. Academic testing of any sort will not be given to determine whether or not admission will be granted, although tests will determine group placement once students are enrolled. For the 2009-2010 school year, it was not necessary to hold a lottery for enrollment. Students were admitted on a first-come-first-served basis. The waiting list is compiled in the same manner once the grade level was full.

**Kindergarten Age Policy:** Students entering kindergarten must be five years old on or before Sept 1.

The total enrollment at the beginning of the 2009-2010 school year was at 860 students. Throughout the school year, there were 54 losses and 1 gain. At the end of the school year, the total enrollment was 807 students. Per grade, enrollment for 2009-2010 was as follows:

Enrollment breakdown 2009-2010:

<b>Grade</b>	<b>Beginning</b>	<b>Dropped</b>	<b>Added</b>	<b>Ending</b>
<i>Elementary Academy</i>				
Kindergarten	118	9	0	109
First	157	12	0	145
Second	118	9	0	109

Third	112	3	0	109	
Fourth	83	8	0	75	
Fifth	79	4	0	75	
<b><i>Junior Academy</i></b>					
Sixth	77	2	0	75	
Seventh	55	3	0	52	
Eighth	44	0	1	45	
<b><i>High School</i></b>					
Ninth	17	4	0	13	
<b>Totals</b>		860	54	1	807

We were not under-enrolled for the 2009-2010 school year, accommodations were made based on a grade levels.

The HWACS main office records all withdraws/transfers including; students demographic information, grade, date of withdraw, transferring (receiving) school, which is reported on a monthly basis. All transfer request forms are kept filed accordingly for accessibility. There were no expulsions for the 2009-2010 school yr.

HWACS retains approximately 87% of its students and families from year to year excluding 54 of our 8th and 9th grade students who were promoted. We have a high return percentage because of the location, quality of academics that we provide for students and because of the support available for families. One of our biggest challenges is transportation and uniforms. However, the major source of withdrawals is due to families relocating to other neighborhoods or states and can no longer attend the school because of distance.

There were 807 students that completed the school year. Currently, 653 students intend to return for the 2010-2011 school year.

## **Student Enrollment - Attachments**

- Enrollment Procedures
- ELL Procedures
- ELL Form
- HQT 09-10
- Staff Profile 09-10
- Student Record Policy 09-10

## **Transportation**

Hardy Williams Academy Charter School participates in the transportation program offered by the School District of Philadelphia and other districts of the students of which we service students. The school works cooperatively with the School District of Philadelphia and other districts to ensure all eligible students are identified and to design a transportation program. Students in Philadelphia who reside more then one and a half miles from the school who are in grades one through nine are eligible to receive a transpass. Those who reside in

counties outside of Philadelphia receive transportation services from their resident districts. Currently all outside districts use school buses as their form of transportation.

During the 2009-2010 school year, the school did not have any special education students with transportation needs. If the need arises in future years, the school will follow all guidelines and regulations set forth by each district and the Pennsylvania Department of Education. In addition, the school remains abreast with the policies and procedures mandated by each authorizing agency to ensure that each student is accommodated accordingly.

## **Food Service Program**

Hardy Williams Academy Charter School participates in the Free and Reduced Lunch Program, and has an agreement with the Philadelphia School District (PSD) to provide the services. The school has a small kitchen area where the food is prepared off-site, and delivered daily to the school. The PSD provides the kitchen equipment, two lunch aides, and facilitates the food orders with the vendors. The school received an "Universal Feeding" status which allowed for all students to receive free breakfast and lunch.

The meals program meets all nutritional requirements including dietary guidelines as recommended by the USDA. The PSD collects all revenues and federal subsidies for the free/reduced meal program and assumes full responsibility of all related expenses. All students are offered breakfast and lunch, and there is a small number of students who choose to bring lunch and/or breakfast to school.

In order to enhance the meal program, the schools' management is considering to operate independently of the PSD. The school has begun the application process to participate in the National School Lunch Program, and expects to implement a new meal program within the next two years.

## **Student Conduct**

HWACS hired a climate manager to help enforce the Code of Civility. The Code of Civility which is attached and did not change in 2009-2010 clearly states the discipline policy. Violations result in corrective measures or sanctions. The "Code of Civility" serves as a contract among parents, students and staff. All staff are trained in how to use the behavior management plan. Actions that endanger or harm others, interfere with the education of others, or threaten to compromise the core values of the school are considered serious infractions.

The climate manager successfully piloted the use of the Student Information System as the vehicle to manage the discipline data. When teachers input an infraction into the computer the system allowed the infractions to be immediately sent to the climate manager and both of the principals via their blackberry. The system stores the information in the student's file and allows for the infractions to be included on the student's report card.

## **Student Conduct - Attachment**

- Code of Civility

## **Signature Page**

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

### **School Year: 2010**

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

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

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

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**Board President**

**Date**

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

**Date**

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

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

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

The Hardy Williams Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

*Identify the charter school’s Chief Executive Officer.*

**Name:** Lisa Bellamy   **Title:** Principal/CEO

**Phone:** 215-724-2343   **Fax:** 215-724-2374

**E-mail:** lbellamy@hwacs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Dawn Chavous   **Title:** Board President

**Phone:** 215-724-2343   **Fax:** 215-724-2343

**E-mail:** dchavous@gmail.com

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

*Identify the charter school’s Special Education Contact Person.*

**Name:** Marlene Walker   **Title:** Special Ed Coord

**Phone:** 215-724-2343   **Fax:** 215-724-2374

**E-mail:** mwalker@hwacs.org

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*Signature of the Special Education Contact Person and Date*

## **Signature Page - Attachment**

- Assurance for Compliance