
Pennsylvania Department of Education



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

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

Entity: Hope CS
Address: 2116 E Haines St
Philadelphia, PA 19138

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Hope CS

Date of Local Chartering School Board/PDE Approval: August 8, 2002 (Renewed 2007)

Length of Charter: 5 Years **Opening Date:** September 2, 2002

Grade Level: 9-12 **Hours of Operation:** 9:00am — 3:41pm

Percentage of Certified Staff: 68.0% **Total Instructional Staff:** 34

Student/Teacher Ratio: 16:1 **Student Waiting List:** 45

Attendance Rate/Percentage: 72%

Summary Data Part II

Enrollment: 384 **Per Pupil Subsidy:** \$8,184 / regular education; \$17,789/ special education

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	4
Black (Non-Hispanic):	372
Hispanic:	3
White (Non-Hispanic):	2
Multicultural:	3

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
48%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 96

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	na	na	na	na	na	174	174
Instructional Hours	na	na	na	na	na	1086	1086

SECTION I. EXECUTIVE SUMMARY

Educational Community

HOPE Charter School was created in 2002 to provide high school age students who have not been able to succeed academically another opportunity to achieve the Pennsylvania Academic Standards and graduate from school. The charter school was formed in partnership with the Juvenile Justice Center to offer a small, personal setting that can help to get struggling students into a supportive environment with the individual attention they need to overcome the barriers that have been impediments to their success.

Many of HOPE Charter School's students possess similar, debilitating characteristics that must be overcome in order for them to succeed. These typically include:

- Dysfunctional family circumstances leading to the devaluation of education
- Individual disabling factors, such as poor self-esteem
- Negative relationships to school, such as poor student/teacher relationships or a lack of interest in traditional academic curricula

A large percentage of HOPE Charter School's students come from low income homes and neighborhoods in Philadelphia. HOPE CS is a "Title 1" schoolwide school, with 48% percent of the student population receiving free or reduced lunch. A much higher percentage than 48% comes from low income homes, although many families are often reluctant to share their economic information with the school.

The school provides an environment designed to meet the comprehensive needs of "at-risk" youth by utilizing small learning groups, with a multi-disciplinary staff that is trained and committed to successfully educating our youth pursuant to the mission. HOPE's goal is to help all of its students to achieve the following:

- Successfully complete a course of study leading to a high-school diploma
- Become re-engaged in the learning process
- Regain satisfaction from learning and a positive self-concept
- Develop unique talents, skills, and the independence necessary to succeed as adults in the world of higher education and/or the world of work.

Several aspects of the school make HOPE Charter School unique and innovative:

- Five (5) full Time Social Workers (Advisors)
- Longer school day than traditional high schools in the District
- On site clinical and psychological services
- Small Class Size: generally 18 or fewer
- Academic credit recovery program
- Entrepreneurial component
- Standards driven curriculum
- School to work program
- Career development
- Extensive partnership with the Juvenile Justice Center

HOPE's curriculum is aligned to meet the Pennsylvania Academic Standards and benchmarks in all areas. Lessons are designed to meet the needs of all learners by incorporating differentiated instruction, constructivist learning techniques and cooperative grouping. One of the biggest challenges that the school faces is trying to accommodate and engage students in learning to high standards when they have a history of withdrawing from learning and from school, and when many of them come to the school with levels of skills and knowledge that are far below high school level.

Mission

HOPE Charter School is an educational setting that is wholly configured to meet the unique needs of students who are not currently succeeding in their conventional school, may not be attending school or attending sporadically, and/or may be in danger of leaving school prior to their graduation. The school provides an environment that is designed to meet the unique and comprehensive

needs of these at risk students by utilizing small learning groups and individual interaction of students with a multi-disciplinary staff that is trained and committed to successfully educating each of these students.

Vision

HOPE Charter School is a free, public school available to all 9-12th grade students in Pennsylvania. It is located in the West Oak Lane section of Philadelphia. The school opened in September 2002 with a vision and mission to serve and to educate young people who have experienced educational disruptions and challenges and need the benefit of small classes, a small learning environment and on-site social services.

We provide a small school with engaging teachers focused on teaching their students the essential skills and knowledge they will need in order to be fully engaged citizens and community members, and to be successful as workers in a global economy.

Shared Values

The Hope Charter School's core philosophy is to offer hope, a commodity too often lacking in the lives of "at-risk" youth. The founding coalition created the school based on the belief that all students, even the most troubled, could succeed in life if they were offered an environment structured to meet that individual's personal and educational needs. The Hope Charter School provides the support systems necessary to assist "at-risk" youth in overcoming the multiple obstacles they face on a daily basis. The attainment of educational success for "at-risk" students can only occur through building support, trust, and individual self-confidence, and developing a personal commitment to hard work and perseverance.

Academic Standards

HOPE Charter School will provide a high quality learning environment that teaches struggling students the value of developing an ethic of lifelong learning. The School aims to achieve the following standards:

School Engagement:

Daily student attendance rate will average 78%

Academic and Emotional Support:

100% of students will be assigned an Advisor (Counselor) who will monitor their attendance and academic progress, maintain contact with a student's parents

and other adult contacts, serve as tutors, and counsel the student emotionally and academically

Mathematics:

At least 10 percent of the 11th grade population will score Proficient or Advanced on the PSSA in Mathematics

All students will:

- Develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving problems
- Interpret data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems
- Utilize a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems
- Link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, calculators, and computers in problem-solving situations and communicate the reasoning used in solving the problems

Reading/Writing/Language Arts:

At least 15 percent of the 11th grade population will score proficient or above on the PSSA in Reading.

All students will:

- Demonstrate understanding of literacy responses and analysis
- Learn how to combine the rhetorical strategies of narrative, expository, persuasive and descriptive essays
- Write and speak with a command of Standard English Language
- Demonstrate understanding of literacy responses and analysis
- Formulate adroit judgments about oral communication
- Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning

21st Century and Workplace Skills:

All of our students will develop 21st Century Information literacy, media and technology skills (NETS skills), life and career skills

All of our students will develop critical thinking and creative problem solving skills, and the ability to apply knowledge and skills in core academic subjects as outlined in the Pennsylvania Academic Standards in all areas

Strengths and Challenges

HOPE Charter School's Strengths:

Strategic planning based around student needs: During the 2009-10 school year, HOPE's core administrative team led by the school's CEO engaged in extensive, on-going strategic planning and policy-making that has been highly productive and has contributed greatly to the strength of the school. With the assistance of Dr. Alex Schuh and Dr. Andrew Sparks of FRONTIER 21 Education Solutions, HOPE's administrators have undertaken an extensive review of the impact that our school is having on our students, and generated a wide array of strategic plans and new initiatives to help the school move closer to achieving our mission and vision. With the assistance of FRONTIER 21, HOPE has created and implemented the following this year:

A comprehensive School Improvement Plan

A full Professional Education Plan

A New Teacher Induction Plan

A Title I Supplemental School Plan

Improved federal Title I Plans

A new Assessment Plan

These plans, along with a new Student Data Project that is currently being conducted, are helping to establish a culture of data-driven policy and planning that will serve the school well for many years to come.

A strong administrative leadership team: The school's CEO serves both HOPE Charter and the Juvenile Justice Center, forming a strong link between the two organizations. The school's core leadership team that serves under the CEO has been in place for two full academic years, establishing a consistent set of policies and procedures across the school, and improving the curriculum and instruction in all areas.

A dedicated Board of Trustees: The Board of Trustees is comprised of concerned and active citizens and professionals who are experienced with

positively impacting the lives of struggling, inner city youth. The Board meets monthly to review the needs and make policies and recommendations for improving the lives and outcomes of students at the school.

A strong commitment to character development: The school's Board, faculty and administrators are committed to this vital component of the school's vision to help each student achieve to his or her highest academic potential and to develop the social skills that he or she will need in order to interact in a positive and cooperative manner with people from all walks of life. This year, we added a new Advisor (counselor), for a total of five full time advisors at the school. The Advisors work with approximately 80 students each at the school, meeting with them and their parents regularly to monitor and provide support for their academic and emotional growth.

An extended school day: The school has a longer than average school day (6 hours, 41 minutes) that is designed to give students extra time in the afternoon to receive remedial help and to take advantage of credit recovery. This year, we eliminated the half day Tuesdays for students based on our realization that our students need five full academic days per week in order to make up for generally low levels of academic skills.

Individual attention to student needs: On site clinical and psychological services and smaller class sizes provide students with the attention they require in order to build their skills and self-confidence.

A second-chance attitude: HOPE Charter takes many students who will not be accepted by most other schools in the City. We provide those students another chance to succeed in a nurturing school environment. Each student gets two chances to enroll at HOPE. If they do not succeed and leave the school once, they may return to try again.

An individually tailored academic program: Our students come to the school with very diverse academic backgrounds, at all different stages of their academic careers. This year, we began to assess the academic levels of all entering students using GMADE and GRADE standardized tests.

A technology rich learning program: In 2009-10, the school purchased two mobile computer labs with 20 computers each in order to upgrade our teaching and learning environment to teach 21st Century skills. We also completed a full Study Island computer lab where all of our students use computers to improve their academic skills in Reading and Writing. Additionally, the school purchased and installed 8 new interactive whiteboards to bring more multimedia and learning technologies to the classroom.

HOPE Charter School Challenges and Solutions

High rates of absenteeism: Most of our students come to us after having detached themselves from schooling. Many are over the normal age for their grade level, and are not legally required to attend school. Some of our students are court-ordered to attend HOPE Charter, and have probation officers.

Solutions: We have 5 full time social workers (called Advisors) who keep track of our students and work with their families to keep them connected to the school. We have an academic program that is flexible to meet the various needs of our non-traditional students, and a credit recovery program that helps them to make up credits that they need for graduation.

History of failure: A large percentage of our students have experienced failure in school for many years. They lack confidence and basic academic preparation to succeed in high school. **Solutions:** All of our teachers are trained in methods of working with high risk students, particularly with assisting them with developing positive work habits and finding ways to tailor the instructional program to their individual learning preferences and skill levels.

Low motivation for success: Many of our students have little motivation for success, and often do not even attempt to answer questions on assessments like the PSSA tests. **Solutions:** HOPE's staff works with all of our students to help them develop a long term plan that keeps them focused on preparing for the workplace and identifying pathways to a rewarding career. All of our Seniors work on a Senior Project called "Life after HOPE", which requires them to create a long-term academic, life and work plan for life after graduation. Also, our school provides a number of extra-curricular activities such as sports teams and student government that give our students a chance to succeed at school in multiple ways.

Lack of basic skills: Most of our students come to us with very low levels of basic academic skills. **Solutions:** We are now requiring all of our new students to take standardized placement exams upon enrolling in the school so that we can provide them with the instruction and resources they need to improve their skills and move as quickly as possible to grade level. Students who have special education needs are provided with IEPs and certified Special Education teachers who work with the students outside and inside the classroom. Credit recovery classes are provided to students who need them after school during the school year and during the summer. Individual tutoring is also provided to all of our students who are performing substantially below grade level. This year, we conducted 4Sight tests to inform our teachers during the school year as to the skill levels and needs of our students. All of our students are also scheduled to use Study Island online test preparation software every week to improve their skills.

Need for corrective action: Our school has struggled to achieve the goals necessary to attain Annual Yearly Progress, due to the above factors. **Solutions:** Our administrative team has developed a set of long-range

plans, including an approved School Improvement Plan that identifies programs and milestones that will help the school to meet our goals and to make Annual Yearly Progress over the next two years.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

As was mentioned earlier in this Report, HOPE began the 2009-10 school year with a goal to create a stronger, data-driven strategic planning process. With the assistance of FRONTIER 21 Education Solutions in Bala Cynwyd, PA, we have been able to create a planning process and a set of plans that has involved members from all parts of the school community in evaluating data, setting targets, creating new programs and modifying existing programs based on that data, communicating those plans and goals to the entire community, and monitoring the impact of those programs for incorporation into future planning. Our strategic planning this year has been very successful, as we have been able to create a number of new plans and new programs that support our goals of preparing all of our students for success in school and in life after graduation.

The Process: Every year, our strategic planning committee, which consists of school administrators, the CEO, teachers and other staff members meets to review our school's goals as set forth in our charter and as detailed in federal and state education law, and examines the outcomes we have achieved with our students. We examine our goals and progress and lay out strategies for improvement, and document them in the State's Getting Results School Improvement Plan. Other official plans, such as the Professional Education Plan and Educational Technology Plan, are developed from the School Improvement Plan to ensure that all of our efforts are coordinated and targeted to achieving the same goals. The plans are shared with the entire community electronically, in print, and through presentations in meetings with parents and school staff. A system of data collection and analysis developed and implemented by the school's Curriculum and Instruction Director monitors HOPE's progress toward our goals. Adjustments are made on a monthly and yearly basis depending on the results that are collected through the monitoring system.

Our strategic planning process over the past several years has been centered on making and monitoring detailed plans for school improvement. During the 2009-10 school year, HOPE Charter School was in the third year of Corrective Action II. This required our school to submit a School Improvement Plan that was approved by our local IU in October of 2009. The School Improvement Plan used the State's Getting Results template, and focuses on improving our students' achievement of the Pennsylvania Academic Standards and PSSA test proficiency levels, and improving the quality of instruction at HOPE Charter.

Our review of schoolwide needs identified the following:

Student needs:

- Increased Mathematics proficiency as measured by the PSSA and GMADE
- Increased Reading proficiency as measured by the PSSA and GRADE
- Increased Science proficiency as measured by the PSSA
- Increased student attendance
- New curriculum materials to focus on students with lower level reading skills
- Instruction on test taking techniques, particularly on standardized test formats
- Instruction in study skills, organization, and time management
- Improved access to technology
- Improved services for special education students
- More organized system of advising students, academically, emotionally and behaviorally

Teacher needs:

- Updated textbooks and more teacher resources for those books
- Professional development on: designing units and lessons, classroom management, understanding and working with the population of HOPE, differentiated instruction, teaching reading, including reading, writing and math across the curriculum
- System and tools for formative assessment
- Training on PowerSchool

Parent needs:

- More involvement in their student's progress
- More and better communication with the teachers and administration
- Guidance in finding assistance for family issues interfering with their child's education

Based on these needs, our Planning Committee set forth the following school improvement agenda to be implemented in 2009-10 and 2010-11:

Task	Category	By Whom?	Measured By?	Completed By?
Administer Reading benchmark assessments to 9th, 10th, 11th graders- GRADE Test.	READING	Cathy Russo	Study Island, GRADE	Oct-09
English teachers: meet with Literacy Coach and Director of Curriculum to discuss tests results adapt curricula accordingly.	READING	Cathy Russo; Nyla Carleton; English teachers	Study Island, GRADE, PSSA	Nov-09
Identify and closely monitor students with low skill levels using teacher-made and standardized reading assessments.	READING	Cathy Russo; Literacy Coach	Study Island, GRADE, PSSA	Oct-09
Administer Math benchmark assessments to 9th, 10th, 11th graders- GMADE test.	MATH	Cathy Russo	Study Island, GMADE, PSSA	Nov-09

Math teachers meet with Math Coach and Curriculum Director to discuss tests results and how to adapt curricula.	MATH	Cathy Russo; Ed Bujak; Math teachers	Study Island, GMADE, PSSA	Nov-09
Teachers in multiple subjects will incorporate more math skill building exercises into their subject.	MATH	Cathy Russo; Ed Bujak; Math teachers	Study Island, GMADE, PSSA, Teacher Observations	Dec-09
Identify and closely monitor students with low skill levels using teacher-made and standardized reading assessments.	MATH	Cathy Russo; Ed Bujak	Study Island, GMADE, PSSA	Nov-09
Hire Title 1 teachers to tutor students with very low literacy skills as part of the Next Level Learning Academy.	READING AND MATH	Eric Worley; William Jeffreys; Title 1 teachers	Study Island, GRADE, GMADE, PSSA	Dec-09
Apply additional and more systematic use of PSSA Coach books and Study Island to familiarize students with test type questions and test taking skills.	READING AND MATH	Cathy Russo, Literacy Coach, Reading and Math teachers	Study Island, GRADE, GMADE, PSSA	Jan-10
HOPE will purchase graphing calculators, smart boards and provide training.	READING AND MATH	Cathy Russo; Ed Bujak; Math teachers	Study Island, GRADE, GMADE, PSSA	Jan-10
Adjust additional math instruction to focus on needs to ensure progress on standardized tests.	MATH	Cathy Russo; Ed Bujak; William Jeffreys; Math teachers	Study Island, GMADE, PSSA	Jan-10
Adapt and purchase Science materials for students with low skill levels in Reading and Math.	SCIENCE	Cathy Russo, William Jeffreys, Nyla Carleton, Ed Bujak	PSSA SCIENCE	Jan-10
Include more literacy and math exercises in Science classes, particularly in vocabulary building.	SCIENCE	Cathy Russo, Science teachers	PSSA SCIENCE	Jan-10
Provide more test preparation for students in all areas of Science.	SCIENCE	Cathy Russo, Science teachers	PSSA SCIENCE	Jan-10
Administer Reading benchmark assessments. (4Sight?)	READING	Eric Worley, Cathy Russo	Study Island, GRADE, PSSA	Feb-10
Administer Math benchmark assessments. (4Sight?)	MATH	Eric Worley, Cathy Russo	Study Island, GMADE, PSSA	Feb-10
Purchase and adapt and curriculum materials to different reading levels; provide materials to students with low reading skills.	READING	Cathy Russo; Nyla Carleton; William Jeffreys	Study Island, GRADE, PSSA	Feb-10
Train all staff to enter attendance as a sub for absent teachers.	ATTENDANCE	Cathy Russo	Attendance Rate	Feb-10
Provide incentives to students with high attendance.	ATTENDANCE	Eric Worley	Attendance Rate	Feb-10
Train teachers to use adjusted curriculum materials chosen for students' reading levels.	READING	Curriculum publishers (e.g., Harcourt)	Study Island, GRADE, PSSA	Feb-10
Train teachers to integrate math skills at different levels throughout the curriculum.	MATH	Cathy Russo; Ed Bujak; Math teachers	Study Island, GMADE, PSSA	Feb-10
Provide Student Council with opportunities to develop new student activities; involve Student Council in decision-making process and planning.	ATTENDANCE	Eric Worley, Carl King, Student Council	Attendance Rate	Mar-10

Administer Reading benchmark assessments. (4Sight?)	READING	Eric Worley, Cathy Russo	Study Island, GRADE, PSSA	Mar-10
Administer Math benchmark assessments. (4Sight?)	MATH	Eric Worley, Cathy Russo	Study Island, GMADE, PSSA	Mar-10
Ensure high PSSA Test Participation.	READING, MATH, SCIENCE	Eric Worley	PSSA	Apr-10
English teachers, Coaches and Curriculum Director meet to review curriculum adaptations and plan curriculum revisions	READING AND MATH	Cathy Russo; Coaches, Math and Reading teachers	Study Island, GRADE, GMADE, PSSA	May-10
Review PSSA test results, Plan curriculum changes based on PSSA results	READING, MATH, SCIENCE	Eric Worley, Cathy Russo; Coaches, Math and Reading teachers	Study Island, GRADE, GMADE, PSSA	Jul-10
Train teachers to use assessment feedback to adjust curricula to meet the PA standards.	READING, MATH, SCIENCE, SOCIAL STUDIES	Curriculum Director, FRONTIER 21 Education Solutions	Study Island, GRADE, GMADE, PSSA	Aug-10
Train Science teachers to prepare students to meet the PA 11th grade Science Standards in all areas.	SCIENCE	Curriculum Director, FRONTIER 21 Education Solutions	PSSA SCIENCE	Aug-10
Train teachers to provide more effective instruction in Math and English classes in 9th and 10th grades. □	READING AND MATH	Curriculum Director, Math Coach, Literacy Coach	Study Island, GRADE, GMADE, PSSA	Aug-10
English teachers meet with Literacy Coach and Director of Curriculum to discuss results of tests and how to adapt curricula.	READING	Cathy Russo; Nyla Carleton, English teachers	Study Island, GRADE, PSSA	Sep-10
Identify and closely monitor students with low skill levels using teacher-made and standardized reading assessments.	READING AND MATH	Curriculum Director, Math Coach, Literacy Coach	Study Island, GRADE, GMADE, PSSA	Sep-10
Administer Reading benchmark assessments. (4Sight?)	READING	Eric Worley, Cathy Russo	Study Island, GRADE, PSSA	Oct-10
Administer Math benchmark assessments. (4Sight?)	MATH	Eric Worley, Cathy Russo	Study Island, GMADE, PSSA	Oct-10
Administer Reading benchmark assessments. (4Sight?)	READING	Eric Worley, Cathy Russo	Study Island, GRADE, PSSA	Dec-10
Administer Math benchmark assessments. (4Sight?)	MATH	Eric Worley, Cathy Russo	Study Island, GMADE, PSSA	Dec-10
Math teachers meet with Math Coach and Curriculum Director to discuss tests results and how to adapt curricula.	MATH	Cathy Russo; Ed Bujak; Math teachers	Study Island, GMADE, PSSA	Jan-11
Administer Reading benchmark assessments. (4Sight?)	READING	Eric Worley, Cathy Russo	Study Island, GRADE, PSSA	Feb-11
Administer Math benchmark assessments. (4Sight?)	MATH	Eric Worley, Cathy Russo	Study Island, GMADE, PSSA	Feb-11
Ensure high PSSA Test Participation.	READING, MATH, SCIENCE	Eric Worley	PSSA	Apr-11

Administer PSSA Tests to all 11th graders	READING, MATH, SCIENCE	Eric Worley, Cathy Russo	PSSA	Apr-11
Provide Incentives for high student attendance	ATTENDANCE	Eric Worley, Richard Chapman	Attendance Rate	Apr-11
Math and English teachers meet with Coaches and Director of Curriculum to discuss results of tests and how to adapt curricula.	READING AND MATH	Eric Worley; William Jeffreys; Title 1 teachers; Math teachers, English teachers	Study Island, GRADE, GMADE, PSSA	May-11
Review PSSA test results, Plan curriculum changes based on PSSA results	READING, MATH, SCIENCE	Eric Worley, Cathy Russo; Coaches, Math and Reading teachers	Study Island, GRADE, GMADE, PSSA	Jul-11
Train teachers to use assessment feedback to adjust curricula to meet the PA standards.	READING, MATH, SCIENCE, SOCIAL STUDIES	Curriculum Director, FRONTIER 21 Education Solutions	Study Island, GRADE, GMADE, PSSA	Aug-11
Train Science teachers to prepare students to meet the PA 11th grade Science Standards in all areas.	SCIENCE	Curriculum Director, FRONTIER 21 Education Solutions	PSSA SCIENCE	Aug-11
Train teachers to provide more effective instruction in Math and English classes in 9th and 10th grades.	READING AND MATH	Curriculum Director, Math Coach, Literacy Coach	Study Island, GRADE, GMADE, PSSA	Aug-11

Our school's staff has been implementing this School Improvement Plan successfully over the course of this past year, and has made a number of changes to the school based on this plan. For example, we are now using the 4Sight tests to monitor our students' progress through benchmarks in Reading and Math in the 9th, 10th and 11th grades.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Carl King	HOPE Charter School Administrator		Richard Chapman
Catherine Russo	HOPE Charter School Administrator		Richard Chapman
Eric Worley	HOPE Charter School Administrator		Richard Chapman
Hickson, Lisa	HOPE Charter School Secondary School Teacher		Richard Chapman
Jeffreys, William	HOPE Charter School Administrator		Richard Chapman
Maruffi, Beth	HOPE Charter School Special Education Teacher		Richard Chapman
Melvin Davis	HOPE Charter School Ed Specialist - Social Restoration	CEO	
Richard Chapman	HOPE Charter School Administrator		Richard Chapman
Schuh, Alex	FRONTIER 21	Business Representative	CEO

Goals, Strategies and Activities

Goal: Accelerate student academic achievement in core subjects, including Reading, Writing and Math

Description: Increase math, reading and writing abilities of all students

Strategy: Consistent lesson planning

Description: Use comprehensive lesson plans to assist teachers in aligning the curriculum to the standards and provide quality teaching, and ensure all teachers use the format for submitting their lesson and unit plans for regular review. Lesson plans will include differentiated instruction and alignment to the appropriate Pennsylvania Academic Standards.

Activity: Lesson Planning

Description: Teachers will be expected to create lesson plans that include differentiation of instruction and alignment to standards on consistent forms across the school.

Person Responsible Timeline for Implementation Resources

Catherine Russo	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Differentiate Instruction

Description: Teachers will differentiate instruction in order to provide teaching and materials that correspond directly to each student's particular needs, learning preferences and reading levels.

Activity: Differentiation of instruction

Description: All teachers will be required to differentiate each lesson based on the specific learning levels, learning needs and learning styles of their students, in order maximize student engagement in and learning from daily lessons.

Person Responsible Timeline for Implementation Resources

Catherine Russo	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement Consistent Classroom Management Methods Across the School

Description: Teachers will exercise consistent classroom management practices across the school that maximize student learning time, and set consistent expectations for student behavior in classrooms throughout the school.

Activity: Classroom Management

Description: Require consistent classroom management practices across the school. Post behavioral expectations in all classrooms across the school.

Person Responsible Timeline for Implementation Resources

Carl King	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Increase student learning time

Description: Add more learning time for students by making more efficient use of classroom time, focusing on concepts and principles that are essential for learning, adding more time to the school day and year, and providing homework that reinforces classroom learning.

Activity: Add more teaching and learning time for struggling students

Description: Extend the school day and year for students who need more academic assistance before school and after school. Activities provided in the extended day and year should be clearly focused on bringing students' particular skills up to their appropriate grade level.

Person Responsible Timeline for Implementation Resources

Richard Chapman	Start: 9/1/2009	\$75,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide high-quality, targeted teaching and learning materials and resources for students

Description: Purchase learning materials for students with lower reading skill levels for all grades for all subjects. Provide students access to a wide variety of learning materials and on-line resources. Train teachers in the use of multiple types of learning materials.

Activity: Increase student learning

Description: (1)Continue to use Skype (Internet Telephone/Videoconferencing) to build world bridges with professionals, educators and students around the world. Encourage staff and students to continue to use personal Skype to maintain instant contact with staff, administration and support staff. (2)Continue to use Safari Montage. (3)Continue to show students how to use high tech gadgets (cell phones, MP3 players, digital/video cameras) in ways that enhance learning. Students will learn how to use their electronic devices to record instructional lectures, take snapshots of board notes and to listen to and create educational podcasts. Students will also use their devices to record and archive important aspects of print media. Additionally, students who struggle with spelling and writing would be encouraged to record their assignments to better meet their need for differentiated instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Decrease behavior problems

Description: Decrease student behavior problems in classrooms and throughout the school day, resulting in more productive learning time, less stress for teachers, and fewer suspensions and disciplinary actions.

Strategy: De-escalate behavior problems and student conflicts quickly through fast-response by teachers, aides and administrators.

Description: Quickly de-escalate behavioral issues and student conflict, so that an isolated behavioral problem does not adversely affect others in the school.

Activity: Establish fast, easily accessible communication methods to coordinate response to behavior problems

Description: Establish quick, wireless communications between all teachers, NTAs, administration and front-desk personnel, about 15 staff total. Create a protocol for communicating and responding quickly to disruptive behaviors in and out of the classroom.

Person Responsible Timeline for Implementation Resources

Carl King	Start: 9/1/2009	\$5,500.00
	Finish: 10/20/2009	

Status: Complete

Goal: High quality Science instruction for all students

Description: Provide materials, resources and trained teachers to all students to support high level Science learning and achievement of the Pennsylvania Science Standards prior to graduation.

Strategy: Provide access to high quality Science teaching materials and resources for students and teachers.

Description: Make science interactive, fun and effective. Through videoconferencing, cable television and desktop sharing, science students will be able to form partnerships with museums, institutes and noted professionals, thus making science a living, breathing and tangible experience. Adjust Science curriculum for a variety of reading levels and math skill levels. Provide hands-on Science learning tools and projects.

Activity: Purchase high quality science materials and curricula for teaching of all Science courses

Description: Install a virtual laboratory, with engaging and interactive virtual lab activities that allow students to perform lab activities in a simulated, safe and exciting environment.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	\$41,000.00
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Status: Not Started — Overdue

Goal: Increase student exposure to world-wide experiences

Description: Increase students' exposure to the world outside the neighborhood of their home and school.

Strategy: Increase student exposure to world-wide experiences

Description: Distance Learning. Install a system of live communications with schools and other settings, such as museums in other cities and countries. Students will use video conferencing

tools like Skype, Yugma and Eluminate to establish meaningful relationships with students in other countries.

Activity: Increase student exposure to world-wide experiences

Description: 1a) Install wiring for large screen TVs/projectors in history/ world culture classrooms, with web cams and all necessary equipment, to promote distance learning. Expand PVBX in addition to establishing a service contract for all existing systems and telecommunications items. Continue to use a distance learning circuit (Internet Telephone/Videoconferencing)to build world bridges with professionals, educators and students around the world. Establish two mobile 20-laptop carts, with wireless internet (above). Mobile laptop carts allow students to create and maintain a portable learning universe. USB headset/microphone units required. Use tools like Google Maps and maps.live.com to explore and to identify local, national and international locations. Use streaming audio and video sites like pandora.com, last.fm, ustream, blip tv and YouTube to access and download international audio and video content. Expand bandwidth, as mentioned above in section 3.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$52,000.00
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Status: Not Started — Overdue

Goal: Install Instructional technologies in classrooms

Description: Install 8 Smartboards.

Strategy: Install effective and engaging instructional technologies in classrooms across the school

Description: Increasing interactive learning, Smartboards will add a new dimension to student/teacher classroom presentations in 9th grade English, Math, Science, History and 10th grade English, Math, Science, History. Smartboards are ideal for online training, conferences, workshops, school announcements and broadcast. The morning broadcast team will be able to produce shows and invite guest speakers to address the student body. The school will be able to view that content on the Smartboards. Smartboards in the classroom raise the interest level of students who are visual learners and for students who learn better by seeing/hearing certain things explained rather than reading them.

Activity: Install 8 Smartboards

Description: Smart boards to be purchased with related wiring

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/1/2010 Finish: 6/30/2010	\$16,000.00
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Status: Not Started — Overdue

Goal: Integrate the arts into all subject areas

Description: Integrate the arts into all subject areas to improve student engagement in, enjoyment of, and familiarity with, the arts in all forms.

Strategy: Use technology to bring the arts to life for all students

Description: Computers, the Internet and multimedia technology should be used to give students opportunities to make and record their artistic works, and for providing access to an immense array of artistic works created by others.

Activity: Integrate the arts into all areas

Description: (1a) Install the cabling for overhead projectors High speed Internet cabling FIOS and/or Comcast telephone/video service Install the cabling for overhead projectors Skype (Internet Telephone/Videoconferencing) accounts for drama department personnel (2a) In addition to the software (such as Photoshop) and equipment (digital cameras), install the technology to have the newspaper accessible on all PCs at school. Use the services of Blogger or Wordpress to host an online student newsmagazine. Student newsmagazine team will work hand in hand with student technicians to record audio and video and to upload student created multimedia content to the world wide web. Train and develop a team of young writers and photographers who will be responsible for writing articles and conducting interviews. Content will ultimately be posted on the newsmagazine blog page.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Goal: Maintain a reliable and powerful technological infrastructure

Description: On-going maintenance of technological infrastructure

Strategy: On-going maintenance of technological infrastructure

Description: To contract with an IT company to ensure that all our systems are maintained day-to-day. This includes our website, three regular all-purpose computer labs, planned language lab (see below), planned wireless virtual science lab (see below). On-Call Now, classroom computers, etc.

Activity: On-going maintenance of technological infrastructure

Description: To continue with full-time technology support to maintain and problem-solve HOPE's entire technological and telecommunications network. The service will be two days a week on-site, with availability at all other times. Move to virtualization as a way to make our system more efficient and reduce maintenance costs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$288,000.00
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Status: Not Started — Overdue

Goal: Provide a reliable communications infrastructure

Description: Phone system out to bids.

Strategy: Improve Phone, email, and communications system

Description: Put our phone system out to bids again. Ensure all teachers are trained in the policies and methods of communicating effectively with other staff members and with students' families.

Activity: Phone System

Description: For school years 2011/12/13, we will contract with a phone company for basic phone service and fax.

Person Responsible Timeline for Implementation Resources

None Selected

Start: 7/1/2010
Finish: Ongoing

\$18,000.00

Status: Not Started — Overdue

Goal: Provide all staff with high quality professional development in areas of need

Description: Target professional development to areas of need

Strategy: Partner with other similar schools to share knowledge and strategies

Description: Partner with other schools that work with an “at risk” population. Identify professional development needs of the staff and provide professional development activities and resources that target those needs directly.

Activity: Use technology to expand professional development opportunities

Description: Provide various computer and communications technologies for teachers to use to connect to professional development resources provided by fee-for-service websites, colleges and universities, IUs and PDE. Provide a wireless connection, with web cams. Enable connections with other schools so that intra-school training can take place, thereby reducing travel costs and time involved, and ideas and effective strategies can be shared. Videoconferencing options include: Skype, Yugma and uStream.

Person Responsible	Timeline for Implementation	Resources
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Eric Worley	Start: 7/1/2010 Finish: 6/30/2013	\$40,000.00
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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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2.00	36	35
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Hope Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best	Designed to Accomplish
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Practices

By sharing with other educators what has been beneficial in the teaching of both HOPE Charter students and the students of the conferencing schools our teachers will expand their knowledge beyond their discipline. In addition, this will allow for increased cultural sensitivity on the part of our staff.

Increasingly videoconferencing is becoming part of the standard set of tools used by teachers to enhance communication, training, and instruction.

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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)

Follow-up Activities

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Participant survey

Status: Not Started — Overdue

Goal: Provide high quality teaching of foreign languages

Description: Increase students' abilities in foreign languages

Strategy: Use technology to enhance students' foreign language learning and practice

Description: Build students' foreign language communication, reading and listening skills through access to computer and Internet-based resources.

Activity: Use technology to enhance the teaching of foreign languages

Description: Purchase and install computers, software and communication tools that can be used to improve teaching and learning of languages other than English. Wire one language classroom so that it is an internet-connected and interactive language laboratory. Include foreign

language podcasts as a routine part of the foreign language curriculum. Encourage students to subscribe to foreign language blogs and news services and to use the Internet Public Library to access foreign language newspapers.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 7/1/2010 Finish: Ongoing	\$63,900.00
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Status: Not Started — Overdue

Goal: Safe and orderly school environment

Description: Ensure a safe school for students, staff and visitors.

Strategy: Train all school personnel in school safety-related policies, procedures and resources to ensure a safe and orderly environment.

Description: Provide training to all staff in methods and resources available to maintain school safety for all members of the school community. Increase knowledge and awareness of the official school safety plan.

Activity: Conduct on-going dialogue regarding safety needs and concerns in the school

Description: Review school safety concerns and procedures for handling school safety and student behavior problems with the staff at monthly faculty meetings. Review school safety concerns among the students at Student Council meetings every month.

Person Responsible	Timeline for Implementation	Resources
Carl King	Start: 8/1/2009 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best	Designed to Accomplish
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Practices

<p>How to respond to safety and discipline concerns at the school.</p>	<p>Best practices indicate that having a safe and orderly school environment is essential to increasing student engagement and academic achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>.
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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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • staff dialogue 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Strategy: Use technology to support school safety

Description: (1) Increase visibility in all parts of school (2) Install a school-wide paging system

for emergency announcements, including school evacuations, in-school shelter situations, a crisis in the community, so that actions necessary are clear to all students and staff 3) Install a system for quickly alerting parents to a crisis situation

Activity: Add tools necessary to monitor safety issues and coordinate responses

Description: (1a) More security cameras inside and outside of school, with installation of the necessary cabling and correction of existing monitor problem. (2a) Most of the necessary cabling is already installed; we would need to install switches and the speakers, with some additional cabling.

Person Responsible Timeline for Implementation Resources

Carl King	Start: 7/1/2010 Finish: Ongoing	\$49,000.00
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Status: Not Started — Overdue

Goal: Safeguard all student academic and personal data

Description: Student/academic data protection

Strategy: Protect student data through secure databases and secure folders

Description: Utilizing newer technology to protect data e.g. more storage devices and on-line back-up technology.

Activity: Student/academic data protection

Description: Utilizing newer technology to protect data e.g. more storage devices and on-line back-up technology.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	\$24,400.00
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Status: In Progress — Upcoming

Goal: STUDENT GRADUATION RATE AND ATTENDANCE

Description: Graduation rate will meet an 80% threshold and/or show growth. Student attendance will show improvement annually and/or be at least 75%.

Strategy: Strengthen attendance monitoring and student engagement in school

Description: (1) An automatic call home or to parent's work if student has not come into school by 10:30am (2) Link our current "swipe entry" system to our student information system, so that we can check from any PC to determine if a student is in school (3) Enhancement of "attractability" of school, by creating a fun, modern interactive learning environment. This will include sound engineering and music production, HOPE School Internet TV and podcasting network, and the establishment of an international student government council.

Activity: Provide credit recovery, tutoring, extended school day and year to increase graduation rates

Description: Use multiple approaches to engaging students in school and improving their achievement levels to increase graduation rates.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Purchase and deploy technology to track student attendance daily

Description: 1. This system is already installed, so the service is on-going maintenance. 2. Run cabling to the server and install appropriate access control software so that attendance data does not have to be reentered manually, and so that it can be quickly viewed. 3. Maintain the cabling to continue our ability to provide CCTV in all classrooms for our student school broadcasting system and a "live" interactive student newspaper, all of which was started in school year 2009-10.

Person Responsible Timeline for Implementation Resources

Richard Chapman	Start: 7/1/2010	\$54,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Train teachers to use attendance tools and methods to keep track of student attendance at school

Description: Teachers will be trained in workshops and throughout the year on use of tools and required actions to keep track of students every day.

Person Responsible	Timeline for Implementation	Resources
Carl King	Start: 8/1/2010 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers will know how to use the school's tracking and attendance tools to keep track of student attendance.	Keeping students in school is essential for their long-term academic success and for their success beyond high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational 	<ul style="list-style-type: none"> High school (grades 9-12)

specialists

Follow-up Activities

Evaluation Methods

-
- staff dialogue
 - Participant survey

Status: Not Started — Overdue

Goal: Upgrade facilities to improve teaching and learning

Description: New building to be in use by September 2012.

Strategy: Provide a high quality technology infrastructure in current and new facilities

Description: Our existing building lease expires in August 2012. We are to begin working with an architect to ensure that an up-to-date technology infrastructure is installed in the new building.

Activity: Technology infrastructure

Description: All cabling to be installed in a new building as it is renovated for our occupancy.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/2/2012 Finish: 8/31/2012	\$150,000.00
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Status: Not Started — Upcoming

Goal: Workplace skills and 21st Century Technology Skills

Description: All students will be provided opportunities to learn SCANS workplace skills and technology skills that will make them competitive in the global workforce.

Strategy: Incorporate 21st Century and workplace skills into all subjects

Description: Require all teachers to incorporate SCANS workplace skills and NETS technology skills and standards into all subjects through explicit incorporation into lesson plans and through the management of student classroom learning and projects.

Activity: Train teachers to incorporate teaching workplace skills into all subjects

Description: Provide workshops to train all teachers in ways to include workplace skills training in their lessons.

Person Responsible	Timeline for Implementation	Resources
Catherine Russo	Start: 8/1/2010 Finish: 8/1/2013	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to name the essential workplace skills (SCANS skills) that they should include in their classroom teaching. Teachers will learn how to assess student development relative to the SCANS skills. Teachers will learn how to incorporate SCANS skills training in their classroom teaching and lesson plans.	Research has shown that students must be taught workplace skills explicitly in order to be properly prepared for the workplace once they graduate from high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively

with parents and community partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

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

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Activity: Train teachers to teach 21st Century technology skills to all students

Description: Provide workshops to train teachers to use technology effectively in their classrooms to teach students the 21st Century technology skills (National Educational Technology Skills) that they will need to be successful in the global workforce.

Person Responsible	Timeline for Implementation	Resources
Schuh, Alex	Start: 8/1/2010 Finish: 8/1/2013	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School, FRONTIER 21	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers will learn the NETS Standards for Students (2007). Teachers will be able to incorporate NETS Student Standards into their lesson plans. Teachers will be able to teach a technology-infused lesson in their subject area prior to completing the workshop.	In order for teachers to teach students essential 21st Century Skills, they must first be trained in how to assess and effectively teach those skills as they relate to content and procedures in their particular subject area.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Strategy: Provide all students access to wireless Internet and mobile laptop carts

Description: Provide wireless Internet and laptop computers for students in all grade levels to use for academic learning.

Activity: Wireless internet and mobile laptop carts

Description: Establish wireless internet throughout the entire building, thus allowing students to access and submit assignments from any location in the school. Establish two mobile 20-laptop carts, with wireless internet (above). Mobile laptop carts allow students to create and maintain a portable paperless learning universe. Mobile laptop carts in a wireless environment help to wean students from their dependency on paper while promoting the idea of 21st century learning, digital USB headset/microphone units required. Additional access points are needed for this wireless internet environment.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$56,000.00
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Status: Not Started — Overdue

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:

School District Charter School's Office Administrator, fall 2009.

Statement of Quality Assurance - Attachment

- Quality Assurance Statement 200910

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Many students in Philadelphia arrive at high school age having experienced a long history of failure in school, discipline problems and low self-esteem that have left them with not only low academic skills, but also low levels of motivation to attempt to succeed in school. Part of HOPE's mission is to find these students and try to re-engage them in the learning experience again, to give them guidance and support and most importantly a belief that they can succeed if they are willing to make the required effort. The population that is attracted or referred to HOPE is difficult population academically, and one that requires a special type of program and effort from the day that they walk into the school. From their first day, we concentrate particularly on the following:

engaging our students in academic learning,

building their academic fundamentals,

giving them self-confidence in school-based learning,

orienting them toward becoming lifelong learners, and

moving them toward the Pennsylvania high school proficiency standards in all areas.

Consistent with Pennsylvania's Act 22, Chapter 4 regulations for high school, our instructional program accomplishes the tasks mentioned above by focusing on:

helping all students achieve the Pennsylvania Academic Standards in all areas,

helping students to attain the amount of course credits they need to graduate from high school,

helping all students to attain proficiency on the PSSA exams, and

helping all students to develop the skills necessary to succeed at work.

HOPE works with each individual student and their parent to provide an individualized program of study that begins at the student's current level and aims to accelerate them toward proficiency by the time they graduate from our school.

In order to help our students meet rigorous academic standards and achieve proficiency on the State's PSSA tests, HOPE Charter School uses textbooks and curricula that are fully aligned with the Pennsylvania Academic Standards. The curriculum is structured on a literature and vocabulary-based approach for Reading and Writing. Mathematics are integrated throughout the curriculum, through customized learning experiences developed by our teachers.

In addition to our core subjects of English, Mathematics, and Science, our students participate in formal courses in French, Spanish, Social Studies, African American History, Technology, Science, Art & Drama and Academic Enrichment. During core subjects - Math, Reading, English, Science and History - several teaching methodologies are promoted at HOPE Charter School. These strategies include project based-learning and inquiry centers, which support constructivist learning and differentiated instruction. These teaching and learning models support in-depth and inquiry based instruction.

In an effort to improve the academic achievement of students performing significantly below standards in literacy and mathematical skills, we incorporate a two-tiered approach:

1. All content areas - Math, Reading, Language Arts, Science and History - are supported by electives and special classes that reinforce content, instruction, hands-on learning and practical applications. Special curriculum materials for lower level reading skills are provided for our students who come to the school with poor reading skills. Most of the student population at HOPE comes to the school with reading skills two to four grade levels below 9th grade.
2. Pull out programs for small group and one-on one instruction is supported by Title I Teachers. Title I staff identify students performing below standard, create schedules and provide instruction based on schoolwide and statewide assessment results. A Title 1-supported reading teacher works with Title 1-eligible students incorporating audio, visual and kinesthetic learning in small group settings.

3. In 2009-10, HOPE created lower level courses in English and Math to support the many students who come to school with low levels of math and reading skills.

All teachers participate regularly in formal professional development on how to use standards and diagnostic assessments to tailor their instruction, and meet weekly to discuss ways to improve their instruction to meet student academic needs. Teachers must include the standards in their weekly and monthly planning.

The instructional program is evaluated and guided by multiple assessments given throughout the school year, including baseline assessments, PSSA assessments (grade 11), performance assessments, projects, progress reports, quarterly report cards, and formal and informal walkthroughs and teachers evaluations.

At HOPE Charter School, we encourage students to take an active role in classroom discussions, class work, group work, presentations, projects, etc. Teaching strategies evolve from constructivist learning and differentiated instruction. Project-based learning and cooperative grouping support active engagement by students.

Professional Development Plans

The School Strategic Planning Committee worked collaboratively to create a new three year Professional Development Plan and a new Five year New Teacher Induction Plans for submission to the Pennsylvania Department of Education for approval. Our current plans are being reviewed at PDE currently, so we are attaching full copies of our Professional Education Plan and our Teacher Induction Plan to this report. The approval letters, when received, will be attached as an addendum to this report. We anticipate receiving those approval letters before the start of the 2010-11 school year.

Rigorous Instructional Program - Attachments

- Teacher Induction Approval Letter for Hope CS
- HOPE CS Professional Education Plan 2010
- New Teacher Induction Plan 2010

English Language Learners

Hope Charter School did not have any students who qualified for ELL/ ESL services in 2009-10. In the event that a new student does need ELL/ ESL support, the following program will ensure student success. The plan presented here addresses who qualifies for the ELL services, the goals and mission of the

ELL program, how students are identified, strategies that are used, testing for diagnosis and monitoring of the program, and program standards.

Who: “A student who is in the process of acquiring English and whose native language is not English, or who comes from a background where a language other than English is spoken.” (Malley & Valdez Pierce, 1996; p. 238)

“These students may be immigrants, refugees, or native born Americans. They may come to school with extensive formal education or they may be academically delayed or illiterate in their first language. Such students arrive at school with varying degrees of English proficiency. Some may not speak English at all, others may speak English, but need assistance in reading and writing English.” (ESL Standards for Pre-K-12 Students, 1996, p. 159)

There will be four levels of ESL (English as Second Languages) categorization. They are (1) Beginner, (2) Beginner II, (3) Intermediate, and (4) Advanced. Students will be placed at appropriate levels based on the Language Assessment Battery (LAB) and the Language Assessment Scales (LAS).

Goals: The goals of the ESL program are to:

1. Assist teachers to help Limited English Proficient Students (LEPs) acquire English effectively and efficiently.
2. Facilitate LEPs' interpersonal communication in social settings as well as comprehension of and meaningful participation in content area classes.
3. Enable LEPs to achieve the Pennsylvania academic content standards.
4. Promote LEPs' success in their academic careers and ultimately in life.

The Mission: The key to meeting these goals is effective ESL and content area instruction. Recent research has shown that direct teaching of language is not as effective as the teaching of language through content areas (Wayne P. Thomas and Virginia P. Collier, 1995). Therefore, language instruction can be deliberately planned through professionally selected instructional delivery strategies for content areas so that LEPs' acquisition of language is natural and incidental.

Some ESL students come to school with basic competence in the area of social communication, but many do not. “Basic Interpersonal Communicative Skills” are just one level of English proficiency, however, and usually take one to two years.

Teachers will be advised to explicitly teach metacognitive skills, such as note-taking, planning, scanning, skimming, reflecting, summarizing, text-rendering, thinking aloud, test-taking, brainstorming, conducting research and learning how to learn.

A low level of proficiency in English does not necessarily mean a low level of cognitive development. Therefore, teachers are advised to motivate learning through higher order thinking exercises by tapping into students' analytical, synthetic, and evaluative skills.

Identification of students upon registration:

- Initial registration form: Parents indicate if another language is spoken at home. This is the first opportunity to identify how many second language learners we may have.
- Home language survey: When any student is enrolled, all parents will fill out a home language survey indicating any language differences. If the survey indicates a second language, student must be referred for Language Proficiency Testing.
- Official registration form contains questions regarding home language and previous bilingual services.
- Records from previous school.

Testing Formal:

School testing will be administered by the school's Speech Therapist and World Language teacher.

The World Language teacher, when appropriate can serve as interpreter for parents.

Students will be administered a written test. Reading Comprehension and Language usage tests, including the GRADE Reading test.

If the student scores at or about the 40th percentile, they will be classified as English proficient.

If the student scores below 40th percentile, they will take the oral proficiency test. The oral test will identify the proficiency level of the student

These skills are the academic cognitive and linguistic functions required of content-area instruction.

Surface and Deeper Levels of Language Proficiency

According to Anna Uhi Chamot and Michael J. O'Malley (1994, p.41), LEPs must master the following cognitive academic language functions in order to

comprehend and participate meaningfully in mainstream ESL and bilingual classes at the high school level: Knowledge, Pronunciation, Comprehension, Vocabulary, Application, Grammar, Analysis, Synthesis, Semantic Meaning, Evaluation, and Functional Meaning. Cognitive Academic Language Proficiency (CALP) skills take much longer to master. It may take five to seven years for LEPs with approximately two to three years of education in their home countries to acquire *academic* language on a par with native English-speaking peers (Collier, 1995).

LEPs with no formal education in their home countries may need seven to ten years (Collier, 1995). However, in professional circles, discussion centers on how to reduce this time frame down to three or four years with appropriate and effective teaching strategies and instructional accommodations. Our ESL students are faced with a double task of mastering content-area knowledge and skills while learning academic language at the same time. Classroom teacher must not assume that oral fluency correlates with mastery of academic language.

Strategies

Limited English Proficient Students can master Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) instruction in the content-area classes. Content-based ESL instruction and sheltered content instruction are effective structures for Limited English Proficient Students. Therefore, it is the responsibility of the content area teachers to employ appropriate methods of teaching to:

- (1) ensure student comprehension and participation; and also
- (2) improve the students' language proficiency.

It is the responsibility of the ESL/Bilingual teacher to:

- (1) teach language; but also
- (2) incorporate basic concepts, skills, and knowledge of content areas into their ESL instruction.

The recommended way for the ESL/bilingual teacher to incorporate academic vocabulary, skills, concepts, and knowledge is through thematic units. A theme drawn from life experience will naturally offer opportunities to learn skills and concepts in social studies, math, science, etc., in an integrative manner.

ESL/bilingual teacher will teach with knowledge of the sociopolitical and cultural aspects of the English language in comparison with LEPs' home languages.

Content area teachers with LEPs, especially sheltered and co-taught class teachers, must know the level of their students' proficiency in the English language and their sociocultural backgrounds in order to teach their respective subjects effectively and also to help LEPs develop their language.

Concepts can be better comprehended when embedded in context. The following figure suggests that for students at the earliest stages of language proficiency, effective pedagogy begins instruction in Quadrant A, then proceeds to B and C as soon as possible, and then to D.

Knowledge of our student's sociocultural backgrounds will help teachers: identify students' learning styles; interact more effectively with their students; adapt instructional strategies; activate their students' prior knowledge; and help their students make academic input comprehension via scaffolding. Cooperative learning is highly recommended as a method of instruction.

The Hope Charter School's Adapted Version of the National ESL Standards

Goal 1: To use English to communicate in social settings

Standard 1: Students will use English accurately and appropriately for personal expression, enjoyment, and social interaction.

Standard 2: Students will use appropriate and effective learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English accurately and appropriately to obtain, process, construct, and provide subject matter information in the classroom and in other settings in spoken and written form.

Standard 2: Students will use appropriate and effective learning strategies to construct apply academic knowledge.

Standard 3: Students will use technologies to obtain, disseminate, and communicate information across content areas.

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate and effective learning strategies to extend their sociolinguistic and sociocultural competence

English Language Learners - Attachment

- ELL Report 2009-10

Graduation Requirements

The graduation requirements for HOPE Charter School students meet the requirements of Pennsylvania's Act 22, Chapter 4:

English- 4 credits	Arts and Humanities- 2 credits
Math-3 credits	Health & Physical Education- 1.5 credits
Science-3 credits	World Languages-2 credits
History- 3 credits	Electives- 5 credits

All students are required to have 23.5 credits to graduate.

All students will be required to achieve proficiency on both the PSSA Math and the PSSA Reading 11th grade tests prior to graduation or the students must prove proficiency on the Pennsylvania Academic Standards in Math and Reading through performance on equally rigorous, locally developed, standards-aligned tests.

Special Education

All of Hope Charter's students come to us because they have had trouble in school, and many have had difficulty because of special needs that were not adequately addressed by the students' previous schools. We provide a wealth of services for students with special needs, and pay particular attention to creating a team to diagnose, oversee and administer each special needs student's educational plan. This year (2009-10), the special education program was managed by our school's Coordinator of Special Education, and implemented by a combination of both certified special education teachers and regular classroom teachers, in accordance with each student's IEP. The school served 96 special education students with IEPs as of December 2009.

Hope Charter's compliance with the federal Special Education Law and PA Act 22

Hope Charter School complied with all federal rules and regulations under the IDEA law during 2009-10, providing a Free and Appropriate Public Education (FAPE) to all students regardless of their disability. HOPE's special education

program also complies with all rules and regulations regarding special education detailed in Pennsylvania's Act 22, Chapter 4. The program was overseen this year by the school's Coordinator of Special Education.

FAPE includes related services that help the child get to school and benefit from the special education program. These may include:

Special transportation

Assistive technology devices which help a child communicate or otherwise participate in school activities

Other services which help or support the child as the child grows and learns.

HOPE's special education policy is outlined below, and attached to this Report.

HOPE Charter serves a disproportionately high percentage of special education students, due to the nature of our mission and the types of parents and students who are looking for a place like HOPE. During the current school year (2009-10), over 25% of our students had IEPs, and several more were in the process of being evaluated for possible needed services.

THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP)

If the evaluation team determines that a child has a disability and is in need of specially designed instruction, the school's IEP team writes the Individualized Education Program (IEP). This plan will be written at an IEP meeting with the required IEP team members and will include a description of all the programs and services necessary to help the child succeed in school. The IEP team uses information contained in the evaluation report to write and develop the IEP. The IEP must be developed at the meeting when all required persons are in attendance. It cannot be developed prior to the meeting.

REQUIRED IEP TEAM MEMBERS

Required members of the IEP team at HOPE are:

The child's parent(s)

At least one of the child's regular education teachers (if the child is, or might become, part of regular education classes)

At least one special education teacher

A representative of the school who is qualified to provide or supervise special education programs and is familiar with the general curriculum and with resources offered by the charter school (the local educational agency or LEA)

An individual able to interpret evaluation results (may already be a team member)

Other individuals, at parental or school request, who know the child or have previously worked with the child. Parents may bring an advocate to advise them or any other individual who will be able to add information about the child's educational experience

The child at age 14 (when post-graduation planning will be done) or any time prior to age 14 when parents choose to have the child present

A vocational-technical school representative (if a vocational-technical program is being considered for the child)

One person may fill more than one of the above roles. The minimum number of people at the IEP meeting should be four if the child will participate in regular education: the parent, the Charter School Representative, a special education teacher, and a regular education teacher. The regular education teacher is not required to attend all meetings or stay for the entire meeting, but is required to be a team member if the child is, or may be, participating in the regular education environment.

Parents are required to be part of the IEP team. Meetings must be scheduled to fit with both the parents' schedule and the schedule of school officials. The school must issue parents written notice of when, where, and why the meeting will be held and a list of other invited attendees. If the date or time is not convenient, parents may request a change. Parents may also be included by telephone if it is impossible for them to attend the meeting in person. If parents choose not to attend the IEP meeting, it may be held without them.

IEP TIMELINES

The IEP must be developed within 30 calendar days after the evaluation team issues its report. The child's program must be reviewed annually at an IEP meeting. It may be reviewed more often if requested by the parent or another IEP team member. Additional evaluations (re-evaluations) are conducted at least

every three years (two years if a child has mental retardation in his or her diagnosis).

IEP CONTENTS

The IEP team at HOPE reviews all the evaluation material and determines how the child is currently performing in school. The IEP team writes annual goals and short term learning objectives that can be measured and meet the needs of the child. Annual goals describe what the child can be expected to learn during the year. Short-term objectives are the sequential steps the child must take in order to reach these goals.

HOPE'S IEP TEAM DETERMINES:

The special education services and programs necessary to meet the child's individual needs

Where, when, type, and frequency of related services that will be provided. For example, the IEP may say "individual speech therapy, 30-minute periods, three times per week, in the speech room." Special transportation, different from the mode of transportation utilized by other children, is also included in this category. For example, the IEP may say "a bus that will lift a wheelchair from the curb taking Jimmy from his home to school with a ride no longer than 30 minutes"

The date services and programs will begin and their duration

The tests or other methods of evaluation that will be used to determine if the child is meeting the annual goals and learning objectives and how and when this progress will be reported to parents. Progress must be reported at least as often as progress is reported for regular education students

Amount of time (if any) the child will NOT participate in the regular class or in the general education curriculum and will be in settings with other special education students only. This should indicate when the child will not be learning skills or knowledge directly linked to the skills and knowledge studied by the children in regular education

The adjustments needed in the regular education setting (if any) for the child to succeed include untimed tests or assistance with note taking

The adjustments needed (if any) for the child to participate in the statewide PA System of School Assessment (PSSA) or school-wide tests. If the child is unable to take the test, the IEP must indicate the

reason(s) why, why the test is not appropriate for the child, and how the child will be assessed.

CONSIDERATIONS IN DEVELOPING THE IEP:

Parental concerns

Whether the child exhibits behavior that interferes with the child's learning or the learning of others, and therefore needs a behavioral intervention plan describing strategies for controlling and changing challenging behaviors

The needs of children with limited English language skills

Use of Braille for children with visual problems

The communication needs of children, including children who are deaf or hard of hearing

Whether the child needs assistive technology devices or services to communicate or participate in school activities

Information on the following will be provided on a child's IEP, if appropriate:

Extended School Year (ESY) - the team must consider whether a child needs more than 180 days in order to receive a free appropriate public education. For some children with disabilities, interruptions in the school schedule, such as summer break, can result in the loss of their basic skills, and it may take a significant amount of time to regain those skills once school resumes. ESY services are provided during breaks in the educational calendar to prevent such circumstances.

Special or modified physical education (adaptive physical education) for a child unable to participate in regular physical education due to a disability.

PLANNING FOR LIFE AFTER GRADUATION

HOPE's IEP team designs a program to help the child prepare for life when finished with school. This is called transition planning because planning is done through the IEP to ease the transition from school to the world of work or other activities in which the young adult may be involved. By the time the child is 14, the IEP team must decide what kinds of courses the child will take. Examples include art courses, vocational courses, or courses to prepare the child for college or higher education.

At HOPE, planning for school-to-adult-living transition begins when the child turns 16, or sooner if the IEP team thinks early planning would be beneficial. The IEP team must discuss with both the parents and child what the child wants to do when high school is completed. These plans include the type of education or training that will be received, desired job, where the child will live, and how the child will spend free time.

EDUCATIONAL SETTING

HOPE's special education program is completely developed before the IEP team decides where the program will be provided. The IEP team examines different classes or arrangements within classes to see where the program can be delivered. The first place it considers will be the regular classroom with supports and services.

The law requires that children with disabilities be placed in situations that provide them with the best opportunities to be with students who are not disabled. This is called placing the student in the "least restrictive environment." The least restrictive environment is the regular classroom with supports and services unless the IEP team determines that the special needs of the child cannot be met there.

THE APPROPRIATE CLASS

The classroom chosen for the child with a disability depends upon the amount and type of special instruction or services the child needs. If the child needs only some instruction in special education classes, it may be possible for the child to stay in the regular classroom throughout most of the day, leaving it only for a short period of special instruction. A special education teacher may also be able to give instruction in the regular classroom.

For some children, placement in a special education class for most or all of the day is necessary. Students who receive most of their instruction in basic academic subjects in special education classes will still have opportunities to participate in other activities in school with regular education students. Some examples of these opportunities might include participation in elective subjects such as art or music, belonging to a regular homeroom, socializing in the lunchroom, and attending assemblies and other enrichment programs with regular education students. Participation is not limited to the above list.

Each public agency, including charter schools, must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services if an IEP team decides that a particular type of class is necessary. At HOPE, the continuum may include:

Instruction in regular classes

Special classes

Special schools

Home instruction

Instruction in hospitals and institutions

HOPE Charter School will also make provisions for supplementary services such as resource room or itinerant instruction, where necessary.

If a child needs a full-time special education program, school officials must still try to place the child in the charter school, unless the child's needs are so complex that this would not be appropriate. If the IEP cannot be implemented in the charter school, placement might be in a program run by the local intermediate unit (IU) or an approved private school.

A private program can only be recommended if no public program exists in the charter school or a school district or if one cannot be developed. Ordinarily, a child would be assigned to a private school only during the school day. A residential or overnight placement can be recommended if this is the only placement to bring about meaningful educational progress, or if the only appropriate program is at a school so far away that daily transportation is not practical.

Children, both with and without disabilities, may become ill and need to stay home for brief periods of time, perhaps a day or two. Sometimes an illness may last for several weeks and students are excused from going to school during this period. These children may need instruction during this period and this instruction is called "homebound instruction." It is not a special education placement.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Once the IEP has been developed by the IEP team, Hope Charter School will issue to the parents the Notice of Recommended Educational Placement (NOREP). This notice explains the placement or recommended class for the child and explains parental rights.

Parents also must give advance notice to Hope Charter School officials if they are placing their child in a private school and are asking the school to pay for this private school. This notice can be given at the IEP meeting or in writing 10 business days before removing the child from school. If parents fail to give this notice, refuse to allow the school to evaluate the child, or otherwise act "unreasonably," a hearing officer or court can deny or reduce their request for payment from the school. An exception will be made if parents are unable to read or write in English.

SERVICES TO INCARCERATED STUDENTS

If a student from a charter school, who has an IEP, is incarcerated in a county facility, the special education services for that student will be provided by the host district where the county facility is located. However, the services will be paid for by the local education agency, which would be the charter school in the case of Hope Charter. The Charter School Representative member of the IEP team should also be from the charter school.

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Natalie Simpson	1.00	Learning Support	Hope Charter School	20	na
Beth Maruffi	1.00	Learning Support	Hope Charter School	20	na
Russell Grayson	1.00	Itinerant	Hope Charter School	22	na
Melissa Palfy	1.00	Learning Support	Hope Charter School	20	na
Carrier Rosmarin	1.00	Itinerant	Hope Charter School	23	na

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Ambler Day School	1.00	Emotional support	Ambler Day School	2	na
Deveraux	1.00	Emotional Support	Deveraux	1	na

Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Supervisor, William Jefferies	Hope Charter School	1
Special Education Advisor	Hope Charter School	1
Teaching assistant	Hope Charter School	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week

School Psychologist Dr. Fred Bader Psychologist .2

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

There is currently no data saved for this section.

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
GMADE Math Test	No	No	No	Yes	Yes	No	No
GRADE Reading Test	No	No	No	Yes	Yes	No	No
PSSA Re-test	No	No	No	No	No	No	Yes
4Sight	No	No	No	Yes	Yes	Yes	No

Student Assessment

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

How these results influence development of new or revised annual measurable goals and targets.

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

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

The extremely diverse academic backgrounds of HOPE's students require the school to have a particularly strong student assessment and diagnostic system and an equally strong progress monitoring system that ensures all students are being provided the kinds of instruction they need to keep them on track toward earning credits and achieving the Pennsylvania Standards prior to graduation. Our students come to the school for a wide variety of reasons, at all grade levels

and at all times of the school year. Because the nature of HOPE is to serve the neediest students, who often find themselves in unworkable situations at other schools, we may take students who just need a few credits to complete their senior year, or who need 20 credits, but are already 19 years old. With this understanding of our mission and vision in mind, we have created a diagnostic assessment plan and monitoring system that keeps our students and teachers focused on achieving academic proficiency.

HOPE Charter School's assessment system has been developed to guide implementation of our School Improvement Plan, to evaluate our progress toward achievement of the goals of our charter, and to inform our administrators and teachers regarding our students' academic and behavioral progress so that we might individualize each student's educational program to meet their unique needs. In order to accomplish these goals, our student assessment system includes:

- Diagnostic, standardized testing in Reading and Math for entering students at all grade levels (GMADE and GRADE),

- PSSA Standards-linked testing in Reading, Math, Writing and Science in 11th grade, Curriculum based classroom testing in the form of quizzes, unit tests, project rubrics, performances, and presentations,

- 4Sight quarterly Math and Reading skills monitoring system,

- Remedial skills assessments,

- Study Island Standards-linked test preparation and skills monitoring software.

At weekly, monthly and annual planning meetings, teachers and administrators meet to discuss the results of student assessments are discussed and the educational program and curricula adjusted based on our understanding of how our students are progressing academically. By bringing recent assessment results to our planning sessions, our school is forging its new path toward true data driven decision making for instructional improvement.

For the second year in a row, HOPE Charter School used G-MADE and GRADE standardized tests in Reading and Math to gauge student achievement at the end of 9th, 10th and 11th grades. Results from these tests are used to diagnose student achievement levels in those core subjects and to assign students to classes that are appropriate to their skill levels.

An electronic tracking system is being developed to track student achievement over their careers at HOPE. The tool will track student performance in each

content area by cluster. This will allow teachers to personalize instruction for each student based on identified strengths/weaknesses.

Study Island was used by all students in the school this year (2009-10) for the first time in order to give them practice with the format and content of items on the PSSA tests.

Our schoolwide assessment system collects information from student and parent surveys, teacher grades and student performances (rubrics), PSSA tests, GMADE AND GRADE standardized tests, and 6 week benchmark tests, student attendance, and student behaviors. This information is used to track both student and school progress. Our student data is kept largely in our PowerSchool online database. The results of these data are available to all staff with permission to view student information.

For seven years, HOPE Charter School has not been able to achieve our AYP targets. This has resulted in the school being placed into Corrective Action II, 4th year for the upcoming school year. In 2008-09, our school was able to make 5 of the 9 targets for which we were eligible, however our Juniors' academic performance on the PSSA tests in the spring of 2009 was very low. The performance of this year's Juniors in the spring of 2010 was similarly low in Math, Reading, Writing and Science, though slightly higher in Reading.

Adequate Yearly Progress Status for 2009-2010

The following chart shows the school's AYP status over time. The chart shows our status in 2009-10 of Corrective Action II, Fourth Year.

HOPE Charter School AYP Results, 2003-2010

2003 Status	2004 Status	2005 Status	2006 Status	2007 Status	2008 Status	2009 Status	2010 Status
Warning	School Improvement I	School Improvement II	Corrective Action I	Corrective Action II, First Year	Corrective Action II, Second Year	Corrective Action II, Third Year	Corrective Action II, Fourth Year

Our overall Reading and Math proficiency levels on the PSSA tests were below the statewide targets for 2010 of 63% proficient for Reading and 56% for Math, however, this year's Juniors' scores appear to be slightly improved over the previous year's performance. The State introduced the PSSA-M modified Math test this year, allowing all students with appropriate IEPs to take the test, but only allowing the scores of 2% of the test takers to count. 10.4% achieved proficiency

in Reading, which is up 4.5%% from 2009 test results. In Math, however, no Juniors were able to achieve Proficiency on the PSSA in 2010.

HOPE Charter School PSSA Proficiency Levels for All Students, 2007 to 2010

PSSA TEST	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient	Difference 2009 to 2010
Reading	3.0	9.1	5.9	10.4	+4.5
Math	0.0	0.0	0.0	0.0	0.0

The table below shows Math and Reading PSSA proficiency percentages for each tested group. The school had 3 tested groups this year- the All group, the Black group and the Economically Disadvantaged group. The table shows that 0.0% of the students overall achieved proficiency in Math, 0.0% of the Black students achieved proficiency and 0.0% of the Economically Disadvantaged group achieved proficiency. In Reading, 10.4% of the total group achieved proficiency, 10.8% of the Black students achieved proficiency, and 7.7% of the Economically Disadvantaged students achieved proficiency.

MATH and READING Proficiency Percentages, by Group, for Spring 2010

PSSA Math Percentage Proficient, Spring 2010		
All	Black	Econ
0.0	0.0	0.0
Reading Percentage Proficient, Spring 2010		
All	Black	Econ
10.4	10.8	7.7

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores “proficient”, they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “advanced”, they are performing at least one grade above their current grade level. If a student scores “basic”, they are performing 1 to 2 levels below their grade level. If they score “below basic”, they are performing three or more levels below their grade level.

The tables below show the percentage of 11th graders scoring at different levels of the spring 2010 PSSA in Math and Reading, by category (unofficial results).

The results for the Math PSSA shows that the percentage of Below Basic students declined across all categories, based on preliminary results. This was true across all three categories represented in the table.

HOPE Charter School PSSA Math Performance Levels for 2010

Math Perf Lvl	ALL 2010	ALL 2009	ALL Difference 09-10	BLACK 2010	BLACK 2009	ECON 2010	ECON 2009
Below Basic	91.0%	96.0%	-5.0%	90.6%	96.0%	85.4%	93.0%
Basic	9.0%	4.0%	+5.0%	9.4%	4.0%	14.6%	7.0%
Proficient	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Advanced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total/ Prof & Adv	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Reading scores for HOPE Charter School were better than Math scores on the PSSA in 2010 for each of the groups in the table. A smaller percentage scored at the Below Basic level for all of the groups- Total, Black and Economically Disadvantaged- in Reading in 2010 than in 2009. The Black group had the highest percentage of students scoring proficient on the Reading test of all three groups (10.8%).

HOPE Charter School PSSA Reading Performance Levels for 2010

Reading Perf Lvl	ALL 2010	ALL 2009	ALL Difference 09-10	BLACK 2010	BLACK 2009	ECON 2010	ECON 2009
Below Basic	67.5%	82.0%	-14.5%	66.2%	84.0%	69.2%	89.0%
Basic	22.1%	12.0%	+10.1%	23.0%	9.0%	23.1%	4.0%
Proficient	10.4%	5.0%	+5.4%	10.8%	6.0%	7.7%	4.0%
Advanced	0.0%	1.0%	-1.0%	0.0%	1.0%	0.0%	4.0%
Total/ Prof & Adv	10.4%	6.0%	4.4%	10.8%	7.0%	7.7%	8.0%

Results of the Writing PSSA test of the Juniors were the best of all of the tests. On the Writing test, 52.6% of the Juniors scored at the Proficient level overall, 54.8% of the Black Juniors scored Proficient, and 53.8% of the Economically Disadvantaged Juniors scored Proficient. From 2009 to 2010, the percentage of students scoring proficient increased substantially, and the percentage of students scoring Below Basic decreased substantially.

HOPE Charter School PSSA Writing Performance Levels for 2010

Writing Perf Lvl	ALL 2010	ALL 2009	ALL Difference 09-10	BLACK 2010	BLACK 2009	ECON 2010	ECON 2009
Below Basic	6.6%	15.4%	-8.8%	6.8%	15.5%	5.1%	25.0%
Basic	40.8%	52.7%	-12.0%	38.4%	50.0%	41.0%	35.7%
Proficient	51.3%	31.9%	+19.4%	53.4%	34.5%	53.8%	39.3%
Advanced	1.3%	0.0%	+1.3%	1.4%	0.0%	0.0%	0.0%
Total/ Prof & Adv	52.6%	31.9%	+20.8%	54.8%	34.5%	53.8%	39.3%

Results of the Science PSSA for the Juniors at HOPE in 2010 were similar to the Math test results, with a large percentage of each group of students scoring at the Below Basic level, and only one student (1.5% of the total group) scoring at the proficient level. The percentage of students scoring at the Below Basic level in science decreased in each group from 2009 to 2010, indicating that the school was making progress in helping to improve the performance of the students with the lowest level of skills.

HOPE Charter School PSSA Science Performance Levels for 2010

Science Perf Lvl	ALL 2010	ALL 2009	ALL Difference 09-10	BLACK 2010	BLACK 2009	ECON 2010	ECON 2009	ECON Difference 09-10
Below Basic	84.0%	88.0%	-4.0%	83.6%	87.0%	69.2%	89.5%	-20.2%
Basic	14.7%	12.0%	+2.7%	15.1%	13.0%	23.1%	10.5%	+12.6%
Proficient	1.5%	0.0%	+1.5%	1.4%	0.0%	7.7%	0.0%	7.7%
Advanced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total/ Prof & Adv	1.5%	0.0%	+1.3%	0.0%	0.0%	7.7%	0.0%	7.7%

Math, Reading, Writing, Science PSSA Subtopics

Looking at the subtopics for each test can show the areas where the curriculum and instruction in a particular subject are having an impact, and where instruction might need to be strengthened. The following table shows that the HOPE students performed similarly across the 5 tested math subcategories (anchor areas) of Numbers & Operations, Measurement, Data Analysis & Probability, Algebraic Concepts, and Data Analysis & Probability. Overall, nearly all students only answered a “low” number of math questions correctly in all subtopic categories. The students’ best topic was Measurement for the second year in a row, with 5.3% of students answering a Medium or High number of items correctly. These results are preliminary, and are likely to change slightly when the official results are released in August.

Math PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly

Performance Level	Numbers & Operations	Measurement	Data Analysis & Probability	Algebraic Concepts	Data Analysis & Probability
Low	98.2%	94.7%	98.2%	98.2%	96.5%
Medium	1.8%	5.3%	1.8%	1.8%	3.5%
High	0.0%	0.0%	0.0%	0.0%	0.0%

The next table shows that the HOPE Juniors performed slightly better on the Interpretation and Analysis subtopic of the PSSA Reading test (13.0% answered a Medium or High number of items correctly) than on the Comprehension and Reading Skills subtopic (9.1% answered a Medium or High number of items correctly). The large majority of students (87% to 90.9%) answered only a low number of items correctly.

Reading PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	90.9%	87.0%

Medium	7.8%	13.0%
High	1.3%	0.0%

The next table shows that the HOPE Juniors performed slightly better on the Interpretation and Analysis subtopic of the PSSA Reading test (13.0% answered a Medium or High number of items correctly) than on the Comprehension and Reading Skills subtopic (9.1% answered a Medium or High number of items correctly). The large majority of students (87% to 90.9%) answered only a low number of items correctly.

Writing PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly

Writing Subarea	Revise and Edit	Composition
Low	47.4%	43.4%
Medium	51.3%	56.6%
High	1.3%	0.0%

The final subscore analysis table shows that the HOPE Juniors performed best on the Earth and Space Science subtopic of the PSSA test (4.0% answered a Medium or High number of items correctly), and worst similarly on the Biological Science and Nature of Science tests (2.7% answered a Medium or High number of items correctly). None of the students answered more than a “Low” number of Physical Science questions correctly.

Science PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	97.3%	97.3%	100.0%	96.0%
Medium	1.3%	2.7%	0.0%	4.0%
High	1.3%	0.0%	0.0%	0.0%

Describe the strategies and interventions that are in place to ensure that students who are "at risk" of failure, or those not making reasonable progress are being addressed. What opportunities are they afforded in order to help them succeed?

Because nearly all of our students are "at risk" of failure, the school works with each student to produce an Individual Plan that highlights their strengths and weaknesses, and sets individualized programs that will help them to move toward academic proficiency and high school graduation. The student plans use results from standardized reading and math assessments (given as placement tests to all new students at HOPE), teacher-developed assessments and course grades, and any other information provided by students, parents, teachers or administrators that will help to create the best possible educational program for the student.

Students in danger of failing or identified as not making reasonable progress by teachers, administrators, and/or standardized test results are eligible to participate in the following initiatives:

Small class sizes: 18 or fewer

After school homework help

After-School Credit Recovery

Summer Programs for Credit Recovery

T5 Tutoring by SES Program

Small group instruction as necessary in the classroom setting

Blended special education program in content areas on all grade levels
(for IEP students)

Partnership with JJC to provide behavioral health services for students requiring them, including an on-site therapist

Behavior and Academic advisors to serve as liaisons between school and home for all students

Close supervision by Special Education Coordinator of class schedules, assessments, and instruction for special education students

High quality curricula focused on achieving the PA Academic Standards

Study Island online PSSA preparation sessions several hours per week for all 9th, 10th, and 11th grades for Math, Reading and Writing

Local Assessments

The teachers and administrators at HOPE developed a School Improvement Plan (SIP) in the summer and fall of 2009 that was used to plan and institute improvements to the academic program for students over the past school year. The SIP called for the use of assessments to monitor and provide feedback for improving the instructional program in Math, Reading and Science. The ultimate goal of the SIP is to raise the PSSA performance levels of students at HOPE. HOPE had already begun using GMADE and GRADE standardized assessments in Math and Reading to track student progress, and it was decided that the school would also use it to diagnose the skill levels of all new students when they first enroll in the school. HOPE Charter School administered the GRADE and GMADE nationally standardized tests for the first time in the Spring of 2009 in order to assess student academic progress in 9th, 10th and 11th grade. These test results were used as a baseline for 2009-10 school year. The GMADE and GRADE tests were administered to 9th, 10th and 11th graders in the spring of 2010.

The school used the 4Sight tests of Reading and Math for the first time this year to track student progress. The tests could be administered up to 5 times per year, but at HOPE they were administered two times in 2009-10. The 4Sight provides projected PSSA scores, and was used with 9th, 10th and 11th graders.

4Sight Math Test 2010

Proficiency Percentage

Student Grade	First Test	Second Test
Grade 9	0%	0%
Grade 10	0%	0%
Grade 11	0%	3%

4Sight Reading Test 2010

Proficiency Percentage

Student Grade	First Test	Second Test
Grade 9	0%	0%

Grade 10	21%	19%
Grade 11	15%	22%

The 4Sight test results above did predict that the 11th grade students were more proficient in Reading than in Math, which held true for the PSSA test that they took in the spring of 2010. However, the prediction was not close to their actual performance, which found only about half of the predicted percentage of students (10.4%) to be proficient than was predicted by the 4Sight test.

The 4Sight test in Math predicted very little to no proficiency on the PSSA test in Math among HOPE's 11th graders, and that prediction appears to be very accurate. The test also shows that no students in 9th or 10th grade are nearing proficiency in Math, either. The results indicate that the school needs to make a great effort in the coming year to improve the math skills of our students at all grade levels. We will be focusing on making those changes for the 2010-11 school year.

Student Assessment - Attachments

- Local Assessments 2009-10 4Sight 10th Math
- Local Assessments 2009-10 4Sight 10th Reading
- Local Assessments 2009-10 4Sight 11th Math
- Local Assessments 2009-10 4Sight 11th Reading
- Local Assessments 2009-10 4Sight 9th Math
- AYP Results 200910

Teacher Evaluation

The HCS teacher evaluation plan is designed to serve several purposes:

Provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.

Provide a process for bringing structured assistance to marginal teachers.

Provide a basis for making more rational decisions about the retention, transfer, or dismissal of staff members.

Provide a basis for making more informed judgments about differing performance levels for use in compensation programs such as merit pay plans or career ladder programs.

Provide information for determining the extent of implementation of knowledge and skills gained during staff development activities and for use in judging a teachers degree of competency.

The main features of the plan are as follows:

All teachers and other staff members are provided with detailed job descriptions in their staff handbook, which set forth job expectations.

Three levels of feedback and evaluation exist for teachers: informal observation, formative evaluations, and summative evaluations.

Informal observations provide feedback to teachers in the following areas: lesson objectives, instruction, lesson materials and activities, student engagement, assessment, classroom appearance and organization, and classroom management.

Formative evaluations and summative evaluations rate teachers in the following areas: planning and preparation, classroom environment, instructional delivery, and professional responsibilities. The HCS Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following five categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, (4) Professionalism and (5) Overall Performance.

All evaluation formats permit staff comment. Such comment, in addition to the evaluation, is placed in the employee's personnel file. Comment is regarded as positive and useful.

Review conferences are held for all teachers within five days of observation. Reviews will be written, discussed, and signed by all appropriate parties. Inclusive education of special needs students will be part of the review process.

Teachers shall have the right of appeal in the event of perceived unfavorable or inaccurate reviews. Appeals shall be directed to the Board of Trustees, who will establish an outside arbitrator to review the evaluator's recommendations. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the Board.

The Principal and Director of Curriculum complete an evaluation of the work performance of each teacher and all other staff members, and the CEO completes an evaluation of the Principal. The evaluations are completed by May 31st so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at HCS during the next school year. Teaching staff receive their written evaluations on or before May 15th.

Informal Observations- Teachers

All teachers will have at least two informal observations each year. These are brief classroom visits made by an administrator intended to serve as spot checks for several areas of instruction and classroom management concerns.

Formative Evaluations- Teachers, Support Staff and Advisors

All teachers receive two formative evaluations of their work performance each year- one each semester. These appraisals are intended to identify areas of excellence and to recommend areas where improvement would further enhance effectiveness. The appraisals must also emphasize any issues related to certification and the taking of necessary courses or the Praxis examination.

All support staff and Advisors will receive two formative evaluations of their work performance each year- one per semester. These appraisals are intended to identify areas of excellence and to recommend areas where improvement would further enhance effectiveness.

Summative Evaluations- All Staff

All staff members receive a full appraisal in May of each year. This is a comprehensive review. For teachers, this review is partially based on classroom observations and student achievement. For support staff, this review is partially based on evidence, documentation and observation of in-depth individual and group work with students and families, combined with adherence to casework intervals, reporting formats (such as Learning Plans) and phone contact intervals.

Entities and individuals who are responsible for teacher and staff evaluations

Evaluations are performed by the Director of Curriculum and Instruction (a Pennsylvania Certified School Principal) for teachers and Academic Advisors, and the school's principal (Pennsylvania Certified School Principal) oversees the evaluation of all teachers at the school. The Director of School Culture evaluates all Behavior Advisors and support staff positions. The Special Education Coordinator evaluates all of the special education teachers and Title I teachers. The Trustees also reserve the right to utilize properly credentialed consultants in any task associated with Employment Review preparation.

Observations by the Founder, CEO and Trustees will also be taken into consideration in the performance review.

Professional development for evaluators

The school's Principal, Director of Curriculum and Instruction, Special Education

Coordinator, and Director of School Culture all participate in professional development throughout the year that is focused on implementing our hands-on, literacy based curriculum for urban students. In addition, the evaluators also attend the annual state charter schools conference, where they learn about the latest techniques for teaching urban youth.

All evaluators at HOPE Charter School have received graduate level performance evaluation training. The Principal, Director of Curriculum, and Special Education Coordinator have attended PaTTAN sponsored workshops on teacher evaluation methods and requirements.

Teacher Evaluation - Attachments

- Hope CS teacher evaluation plan 2010
- Informal Teacher Observation form
- Summative Teacher Evaluation Form
- Teacher Eval Form Formative

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school's top leadership team has remained the same for two years in a row. The CEO, Principal, Director of School Culture, and Director of Curriculum and Instruction have all served in those positions since the fall of 2008. The Board of Trustees is also the same board that served the school for the 2008-09 school year. The Board's President and two new Trustees were appointed for the 2008-09 school year. The Special Education Coordinator who left the school during the 2008-09 school year was replaced by a qualified Special Education Coordinator for the 2009-10 school year. The school's finance director, who was based at JJC, was replaced with a qualified school finance officer employed by Foundations, Inc. in the middle of the 2009-10 school year. The move to a new finance director is helping the school to manage its budgets and make budget projections more efficiently and more accurately.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Richard Chapman	CEO (ex-officio)
Janice Walker	Treasurer
Herbert Wilson III	President
Shanese Johnson	Member
Glenda Singletary	Member

Professional Development (Governance)

The Board coordinates the governance of the school primarily through a close working relationship between the Board President, the CEO and Director of Human Resources, through regular Board meetings, and through written and email communications between the Board and the school's administrators. Each new member is given the School's adopted Bylaws and the minutes from the two previous meetings. In addition, Board members are required to attend trainings to develop their skills as Board Members.

The board complies with all procedures and laws including the Sunshine Law and the Public Officials Act. All parents, staff and public are welcome to attend public portions of the board meetings. Meetings are canceled very rarely - due to circumstances outside of our control such as snowstorms that stop public transportation in the City. In accordance with the Sunshine Law, all meetings are posted in the Philadelphia Daily News Legal Section.

Coordination of the Governance and Management of the School

The Board maintains a working relationship by ensuring that the CEO submits all reports (PDE, District, grants, etc.) to them for approval in a timely manner. The CEO attends monthly Board meetings, and any other meeting that the Board requires his presence. The Board of Trustees receives monthly verbal reports on conditions at the school and progress in implementing school improvement efforts from both the CEO and the school's Principal. Every report that is prepared for external organizations are given to the Board President for dissemination to the Board members. The Board also receives a copy of the Annual Report and external and internal reports.

MEETING DATES FOR THE 2009-2010 SCHOOL YEAR

July 15, 2009

August 19, 2009

September 16, 2009

October 21, 2009

November 18, 2009

December 16, 2009

January 20, 2010

February 17, 2010

March 17, 2010

April 21, 2010

May 19, 2010

June 16, 2010 : Annual General Meeting

Coordination of the Governance and Management of the School - Attachments

- Hope Trustee Meeting Schedule 2009-10
- Board meeting schedule 2010-11

Community and Parent Engagement

HOPE Charter School has a direct relationship to the community in that it is linked with the Juvenile Justice Center in Philadelphia. The CEO of the school is also an upper level manager at the Juvenile Justice Center. This relationship provides access to many resources for HOPE Charter, including staff knowledgeable in dealing with behavior modification programs that work, and caseworkers who help to keep the students on track and in school. The school also helps JJC, in that the school takes many of the court-adjudicated youth who may not be accepted by any other school in the City, or students who have been placed in group homes who have particular social and emotional needs that most schools can't adequately serve.

Regarding HOPE's relationship to the surrounding community, the administrative team continues to be involved closely with the NCCY (Northwest Community Coalition for Youth) initiatives. The school's principal participates in a weekly conference call that includes the school administrators from many of the high schools in the northwest, SEPTA and Philadelphia police, and other community leaders. Mr. Worley (principal) and/or Mr. King (School Culture Director) attend monthly NCCY community and truancy initiative meetings.

Parental involvement

For the past two years, HOPE has been working to increase communication with parents and involvement of parents in the life and mission of the school. Outreach to parents at HOPE starts with an interview with the CEO of the school that is part of the admissions application process. The CEO speaks on the phone and/or meets with each parent individually, and explains to them the mission and vision of the school, and the requirements of the application process. Thus, from the very beginning, parents are sought out as partners in their child's education with HOPE. This year, 2009-10, HOPE expanded its services for parents, providing open houses, a regularly updated website, Powerschool logins to track

their child's academic and behavioral progress, and regular outreach from the school's five Advisors.

HOPE Charter School is designed to be a community of parents, educators and social services personnel working as a team to help "at risk" students achieve their educational goals. Parents are expected to attend conferences, to volunteer their time at the school, and to stay in touch with the school administrators and their child's teachers. They are also expected to participate in IEP meetings, should that be necessary for their child.

The school requests that every family provide 2 hours monthly of volunteer service each year.

The Parent / Student Handbook and the Code of Conduct are provided to all parents and students when they first enroll at HOPE Charter School.

The HCS Home and School Association meets regularly and the dates are printed in the Parent / Student Handbook: October 6, December 8, January 19, March 9, April 20, May 11.

Parent Conferences — The following is a list of Parent Teacher Conferences from 2009-10.

HOPE Charter School Parent/Teacher Conferences 2009-2010

- September 29th 2009 = Back to School Night
 - Parents and guardians were invited to school to meet with their child's teachers, follow their child's class schedule, and learn about the overall HOPE Charter School program.
- November 17th 2009 = 1st Marking Period Report Card Conferences
 - Parents and guardians were invited to school to pick up report cards and meet with teachers to discuss any academic concerns.
- February 16th 2010 = 2nd Marking Period Report Card Conferences
 - Parents and guardians are invited to school to pick up report cards and meet with teachers to discuss any academic concerns.
- April 20th 2010 = 3rd Marking Period Report Card Conferences
 - Parents and guardians are invited to school to pick up report cards and meet with teachers to discuss any academic concerns.

The Board of Trustee Members sometimes participate in Open House Sessions, award ceremonies, graduation, inviting parents/guardians to serve on the board and supporting the Parent Organization. Also Board meetings are advertised in the local print media, in accordance with the Sunshine laws.

The school has an active PowerSchool portal that is regularly updated where our parents can access information about their child's progress, and contact their child's teachers or administrators 24 hours a day. Every parent is given an access code to Powerschool upon enrolling their child in the school.

The following are parent access statistics from our PowerSchool system for the 2009-10 school year. The Powerschool system is accessible to all of our parents on the school's web portal. Parents have access to information about their child, including information about grades, attendance, and behavior. The table below shows that the Powerschool system had 1724 logins this year, with parents of 146 students (38%) logging into the system. This was a large increase in usage from last year, when 15% of parents logged into the Powerschool system. In 2009-10, total logins by parents were almost triple the number that was recorded last year (2008-09).

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fundraising activities at the school during 2009-10. However, the school was able to obtain more funds through special grant opportunities and through traditional smaller fundraising activities.

The smaller fundraising efforts at HOPE included bake sales, pretzel sales, vending machine commissions and staff dress down days. From these activities, the school raised approximately \$4,500.

Because the school was able to create an acceptable School Improvement Plan and submit it for approval on time in the fall of 2009, we were eligible to apply for a Title I Supplemental grant to help us to implement that plan. The grant provided the school with an additional \$80,676, which is currently being used to:

- Train tutors to raise student math and reading achievement levels

- Coach teachers to integrate math through all subjects

- Coach teachers to integrate reading through all subjects

- Train and coach administrators and teachers to use data to inform instruction

- Develop student data monitoring and reporting system to support instructional decision making

- Purchase licenses for reading software for low skill readers

Train teachers to adapt curriculum to individuals' reading levels

Train science teachers to implement more effective science instruction

Provide stipends for teachers to attend extra professional development days.

Our school's mission requires that we serve some of the most difficult students in Philadelphia to educate, so we are constantly in need of more resources and personnel to do that job effectively. In the coming year, we will be focusing on trying to bring in more funds and more resources to assist us with our mission. That requires placing renewed effort on grantwriting, major fundraising activities, and finding ways to manage the school's resources more efficiently

Fiscal Solvency Policies

HOPE took a major step toward improving our fiscal situation in the long and short term this year when we contracted with Foundations, Inc. to provide financial services to the school. Prior to this year, the finances were managed by a variety of people based at the JJC, who were not necessarily familiar with the complexities of school finance. Our work with Pete Costa at Foundations has been rewarding so far, and should place us in a good financial position when we seek to qualify for special financing when we move to a new building in the near future.

One issue impacting fiscal solvency is that our school building is smaller than our capacity of students, with space for only around 400 students, and not the 440 students that is provided for in our charter. Because we have a population of students that tends to be very disconnected from school before they come to HOPE, we have a significant number of students leaving during the year, and this affects our income on a weekly basis. We work on reducing the impact of this situation by keeping a roster of students on the waiting list who are ready to enroll whenever one or more students withdraws or is de-enrolled (e.g., if they do not show up to school regularly). We are constantly interviewing and admitting new students throughout the year as other students leave the school. In the previous school year (2008-09) for example, an analysis of student files showed that the school one to two new students per week nearly every week, and up to six new students in some weeks.

In order to keep track of and ensure fiscal solvency, financial statements are reviewed monthly. A cash flow statement is projected out for the entire year and is updated daily. This forecasts current and future cash requirements and in-flows.

Accounting System

The school's chart of accounts mirrors that of the state chart of accounts. HOPE uses the Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, our financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting. We have used Foundations, Inc. as our primary accountant since the spring of 2010.

The following description of the management agreement between Hope Charter School and JJC is taken directly from the signed management agreement for 2009-10.

JJC/HCS AGREEMENT

This Agreement has been entered into by the Boards of Juvenile Justice Center of Philadelphia (a.k.a. JJC Family Services) and HOPE Charter School, both non-profit organizations registered as such in the Commonwealth of Pennsylvania. The organizations are respectively referred to as "JJC" and "HCS", and collectively as "the entities" for purposes of identification in this Agreement.

PURPOSE

The agreement is made in order to enhance the functionality and cost effectiveness of the entities, twin agencies serving the social welfare and educational needs of children, youth and families in Philadelphia.

CONTRACT TERM

The effective date of the Agreement is July 1, 2009, and the expiration date is June 30, 2010. The Agreement will automatically be extended for further twelve month periods as mutually approved by the entities until voided by one or both entities. The agreement has been extended for 12 months to June 30, 2011, with the exception of a modification that removes the Business Operations from the JJC services.

SERVICES

HCS will utilize services and resources as delivered by JJC. Services to be provided will include but not be limited to the following categories:

Executive

Administration

Admissions

Accounting Services-Payroll, A/P, Controller & financial statements

Human Resources & purchasing-H/R & part time supply ordering

Physical Resources as needed

Orientation and Training Services as needed

Behavioral Health as needed

COMPENSATION

With respect to compensation for Professional Services rendered, JJC invoiced HCS every month for the following:

\$687 Financial Statements/Controller
\$682 Accounts Payable Clerk
\$661 Payroll Clerk
\$316 Behavior Health Program Director
\$1,254 Human Resources & part-time purchasing
\$5,017 Dir Operations/Admissions
\$7,339 Executive —includes assistant & both co-founders
\$15,956 total monthly amount

NOTE: This amount was reduced beginning in spring of 2010 because of the move to Foundations, Inc. to provide financial services for the school.

Other Direct Expenses

At times throughout the year JJC may pay for supplies and other miscellaneous expenses attributable to HCS. With respect to these expenses, if any, JJC will invoice HCS when they occur every month.

EFFECTIVE DATE

The effective date of this agreement is July 1, 2009, and the expiration date is June 30, 2010. The agreement will automatically be extended for further twelve-month periods unless voided by other party.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- HOPE CS YTD Budget 2009-10

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

HOPE CS engaged the audit firm of Hutchinson, Gillahan & Freeh, P.C., located at 415 West Broad Street, Quakertown, PA 18951-1240 for the 2008-09 audit. The auditor's report is dated December 30, 2009.

The auditor's report expresses an unqualified opinion on the financial statements of HOPE Charter School.

No material weaknesses were noted in the 2008-09 audit.

Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, HOPE CS has until November 15, 2010 to complete its audit report for 2009-2010 and we anticipate that this audit will be completed accordingly. HOPE CS has engaged the audit firm of Gillahan & Freeh, P.C., located at 415 West Broad Street, Quakertown, PA 18951-1240 to complete the 2009-10 audit.

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

- JJC and Hope CS Management agreement
- Hope Auditor's Report 2009

Citations and follow-up actions for any State Audit Report

No State audit of HOPE Charter School was conducted during the 2009-10 school year. The most recent state audit was in 2007-08. The three findings from that report were addressed immediately, and those issues are no longer a problem at HOPE.

SECTION VII. FACILITY RESPONSIBILITIES

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

HOPE CS rents its facility at 2116 E. Haines Street, Philadelphia, PA 19138 from Rowan Development Corporation, a subsidiary of the Ogontz Avenue Revitalization Corporation.

During the 2009-10 school year, the following equipment and furniture was acquired: 40 new laptop computers with 2 new laptop carts, 8 new interactive whiteboards with projectors (Smartboards), and a new 20 computer desktop lab.

The school follows set purchasing policies for purchasing equipment or furniture for the school. The school uses a purchase order system in which everything must be signed by the CEO of the school as well as the business manager, after a budgetary check has been performed.

No facilities were acquired by the school during this school year.

Future Facility Plans and Other Capital Needs

HOPE leases the school facility from Rowan Development Corporation which is a subsidiary of Ogontz Revitalization Corporation (OARC). The lease was renewed in 2007 and expires August 31, 2012. The new lease was reduced by \$120,000 per year by taking back unused space. Since the charter was renewed for another 5 years with a fixed maximum pupil population of 440, there is no plan for additional space. The School is very interested in finding a new building, as we are currently unable to serve more than 400 students in the space we have. Currently, HOPE is actively seeking a new property for 2012-13.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

HOPE Charter School complies with all health and safety requirements. HOPE employs a full time certified nurse who is responsible for all state and local compliances, including immunization records and school health records. Fire and shelter in place drills are conducted monthly. The Fire Department of Philadelphia conducts two monitored fire drills each year. Documentation of all fire drills is kept in the Main Office.

Hope's Wellness Policy can be found below and is attached to this report. Our school nurse sent a Request for Reimbursement for the 2008-09 school year in

the summer of 2009 that was reimbursed by the Pennsylvania Department of Health. That document is attached to this report. The nurse is currently completing the reimbursement request for 2009-10.

Student Wellness Policy

1. Purpose

HOPE Charter School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. HCS is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, HCS establishes that the school shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Some opportunities for appropriate physical activity during the school day.
- Curriculum and programs for grades 9-12 that are designed to educate students about proper nutrition and lifelong physical activity in accordance with State Board of Education curriculum regulations and academic standards.

2. Delegation of Responsibility:

HOPE Charter's CEO or designee shall be responsible to monitor program and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Staff members responsible for programs related to student wellness shall report to the CEO or designee regarding the status of the program.

The CEO or designee shall annually report to HOPE's Board on its compliance with law and policies related to student wellness.

The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.
- Review of all foods and beverages sold in the school for compliance with established nutrition guidelines.
- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for policy and/or program revisions.
- Suggestions for improvement in specific areas.

- Feedback received from staff, students, parents/guardians, community members and Wellness Committee.

An assurance that guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the CEO.

3. Guidelines for the Wellness Committee:

The CEO shall appoint a Wellness Committee comprised of the following: School Board member, administrator, food service representative, student, parent/guardian, teacher and school nurse.

The appointed Wellness Committee shall develop a Student Wellness Policy. The Policy will be reviewed and adopted for implementation by HOPE Charter's Board.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for updating the Student Wellness Policy as indicated to assure compliance with state and local regulations.

The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the CAO or designee regarding the status of its work, as required.

4. Nutrition Education:

The goal of nutrition education is to teach, encourage and support healthy eating by students. HCS recognizes that promoting student health and nutrition enhances readiness for learning and increases student achievement.

- Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum.
- Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.
- Nutrition education shall be integrated into other subjects as warranted to complement but not replace academic standards based on nutrition education.

- Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.
- The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. Criteria shall be developed to measure “properly” and “appropriate.”
- HCS staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Although, HCS does not have a formal physical education program, HCS shall strive to provide opportunities for appropriate physical activity during the school day for students. Students will be encouraged to participate in after school physical education activities, i.e. aerobics and weight-lifting. All students will learn the importance of physical activity and the need for lifelong, health-enhancing physical activity. Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health and Safety academic standards. An assessment system shall be implemented to track student progress on the Health and Safety academic standards and to assess participation in physical activities.

5. Other School-Based Activities:

- HCS shall provide adequate space for eating and serving school meals.
- Students shall be provided a clean and safe meal environment.
- Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.
- Meal periods shall be scheduled at appropriate hours.
- Drinking water shall be available at all meal periods and throughout the school day.
- Students shall have access to hand washing or sanitizing before meals.
- The Philadelphia School District shall administer the school meals program.
- Access to the food service operation shall be limited to authorized staff only.
- Nutrition content of school meals shall be available to students and parents/guardians.
- To the extent possible, HCS shall utilize available funding and outside programs to enhance student wellness.
- HCS shall provide appropriate training to all staff on the components of the Student Wellness Policy.
- Goals of the Student Wellness Policy shall be considered in planning all school-based activities.
- Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.
- Staff, Administrators, community members, etc. shall be encouraged to serve as positive role models through programs, communications and outreach efforts.
- HCS shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for their children by communicating relevant information through various methods.

6. Nutrition Guidelines:

All foods available at HCS during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. Foods provided through the National School Lunch or School Breakfast

Programs shall comply with federal nutrition standards under the School Meals Initiative.

Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, snacks and beverages; school store food, snacks and beverages; fundraisers; classroom parties; holiday celebrations; and food from home. All competitive foods available to students in the school will comply with the Nutritional Standards for Competitive Foods in Pennsylvania Schools.

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

- Hope CS Wellness Policy
- Hope CS Health reimbursement 2008-09
- Health Reimbursement 2009-10

Current School Insurance Coverage Policies and Programs

For the 2009-10 school year, HOPE CS was insured at the following levels:

General Liability

Commercial general liability \$ 1,000,000
Damage to Rented Premises (ea. occurrence) \$ 100,000
Medical expense (any one person) \$ 5,000
Personal & advertising injury \$ 1,000,000
General Aggregate \$ 3,000,000
Products-completed operations aggregate \$ 3,000,000
Profess \$ 1,000,000
incl. sexual abuse and corporal punishment

Automobile Liability \$1,000,000 (Combined Single Limit)

Excess/Umbrella Liability

Each occurrence \$ 5,000,000
Aggregate \$ 5,000,000
Retention \$ 10,000

Workers compensation & Employers' Liability

Each Accident \$ 500,000
Disease — Each employee \$ 500,000
Disease — Policy Limit \$ 500,000

Property Special — Contents \$ 250,000
Fidelity Coverage \$ 25,000

Professional Liability/Malpractice/Errors & Omissions \$ 1,000,000 per occurrence/ \$ 3,000,000 general aggregate

Directors and Officers/Employment Related Practices \$1,000,000 limit

The producer of our Certificate of Liability Insurance is Lindsay Insurance Group, Inc., 790 Penllyn Pike, Blue Bell, PA 19422, (T) 215-540-2400, (F) 215-540-5444.

The insurers affording coverage are Great American Insurance Company #16691, the Philadelphia Insurance Company, and Nova Casualty Company.

Additionally, employees are provided with coverage through AETNA and Delta Dental, as well as long-term disability/death & dismemberment under NABCO. Unemployment insurance is self-insured through First Non Profit Insurance Company and administered by TALX. All employees are provided with short-term disability.

Current School Insurance Coverage Policies and Programs - Attachment

- Hope ACORD statement 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During 2009-10, HOPE employed 28 content area teachers, 5 special education teachers and 1 Title I Reading teacher. In 2009-10, one additional Academic Advisor was added to the staff, and one additional Behavioral Advisor was added. Of the 34 teaching staff, 32 are slated to return in 2009-2010, resulting in a retention rate of 94%.

At least fifty percent (68%) of all professional staff members held the appropriate Pennsylvania state certification in 2009-10. In 2010-11, the school will ensure that at least 75% of all professional staff members, including all 5 special education staff members, will hold the appropriate certification.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Certification Statement for 2010
- Staff profile 200910 from pims

Student Enrollment

HOPE Charter School has an open-admissions policy. All students who are presently enrolled in Philadelphia public, charter, catholic, private schools, etc. are eligible to attend HOPE Charter School. Applications are accepted for the upcoming school year on January 1st of each school year. The first enrollment period is March 31st. However, if, on March 31st, the number of applications is less than the number of available slots per grade, we extend the enrollment period for one month, until April 30th. Following May 1st, if we still have available space, we accept on a first come, first served basis. A lottery is held during April or May, whichever applies, per the admissions policy. A waiting list is created for each grade until the end of the school year only.

A letter is sent to all parents who have students on the waiting list, asking for a response if they are still interested. The parent has two weeks to respond. We accept applications in the order in which the applications are received. Siblings of existing students are admitted if we have space. After acceptance, student and parents meet with administrators to review transcript, learning plan, etc. No other students are admitted until the waiting list is exhausted, unless the waiting list is shorter than the number of slots per grade.

We have a transient population. Students often return to their feeder schools, pursue GED programs, are assigned to alternate schools by the courts, relocate with their families or are removed from foster homes or residential placements. This creates a relatively high rate of annual student turnover, which results in a fairly steady stream of students being admitted to the school over the course of the school year, and a fairly steady stream of students leaving over the course of the school year. As can be seen in the following table, the school experiences a high turnover rate during the school year.

In 2009-10, 11 students were held back in grade for academic reasons.

In 2009-10, no students were expelled or otherwise required to leave the school.

ENROLLMENT HISTORY

HOPE
Enrollment
2009-10

	fall 2009	Added	Withdrew	Expelled	spring 2010
Grade 8	4	11	0	0	15
Grade 9	60	58	38	0	80
Grade 10	100	58	54	0	104
Grade 11	89	29	30	0	88
Grade 12	96	23	28	0	91
All Grades	349	179	150	0	378

Of the students who started in the fall of 2009, 247 (of 289 eligible to return, or 85%) were returning students and 102 were new students. Student turnover during the year was approximately 1/3 to 1/2 of each grade.

Of the 287 students who are eligible to return in the fall of 2010, we expect a higher percentage (270, 94%) to re-enroll.

Student Enrollment - Attachment

- Hope CS Admissions Policy

Transportation

HOPE Charter School offers free SEPTA school passes to eligible students. Special Education students are afforded transportation in accordance with their IEP. HOPE provides such transportation and seeks reimbursement from the local school districts.

Food Service Program

HOPE Charter School does participate in the FRL program. Free, reduced, and full price breakfast and lunch are provided daily by the Philadelphia School District.

Student Conduct

HOPE's students often come to the school after having been cited for behavior problems in other schools. For students who arrive at the school with known conduct problems, our Director of School Culture manages the intake process and sets up a monitoring system to ensure the health and safety of the school environment. All of our students and parents are provided with the student Code of Conduct and a copy of the school's discipline policy from the first day they arrive at the school, and copies of the Code of Conduct are readily available in brochures throughout the school. HOPE's policy is to work with our students to try to help them to overcome the behavioral reactions that may have become discipline problems for them in the past. The goal is to inculcate positive discipline within each student through counseling and training of all of the school's teachers in managing student behavior. Our methods are not always successful, however, and sometimes our students do violate our discipline policies. Our discipline policy complies with 22 Pa. Code Chapter 12, particularly

with respect to due process. A description of the policies and their adherence to due process is described in the next section.

Code of Conduct/Discipline Policies

HOPE Charter School has adopted a Code of Conduct to inform students, parents/guardians, and staff what is expected in order to ensure a safe and focused learning environment in accord with our mission. The Code of Conduct contains rules and guidelines for resolving disputes to promote student safety, order, and responsible conduct in all school-related activities. The rules are divided into three levels, designed to ensure fair and consistent disciplinary actions for similar violations. The code was written in a language that students can easily understand.

Level One violations will necessitate parent/guardian assistance and the student may receive a consequence up to and including in-school suspension.

Level Two violations may lead to out-of-school suspension.

Level Three violations will result in out-of-school suspension and may also result in a recommendation for expulsion.

Policies for the expulsion and suspension of students included in the Code of Conduct meet the requirements of chapter 12 and 13 of the Public School Code. On admission every student and parent are issued a copy of the school's Code of Conduct Handbook.

Suspensions and Expulsions

No students were required to leave during 2009-10. Two students were suspended out of school for 5 days because they committed “reportable offenses”- violations of Act 26 statutes prohibiting violence, drugs or alcohol and weapons on the campus.

HOPE has created a multidisciplinary team to address all discipline situations involving students with disabilities. The team ensures that any situations that arise are resolved following all federal guidelines as established by the Individuals with Disabilities Education Act (IDEA). HOPE involves parents in the disciplinary process and keeps them informed of their due process rights via the Procedural Safeguards notice.

Mediation

In accordance with the mission of HOPE, the Code of Conduct is designed to prevent misbehavior, and to correct misbehavior quickly when it occurs so that the students can continue to stay engaged with school and their academic

studies. To that end, mediation and behavioral health services are offered as options to address behavior problems.

HOPE reserves the right to make decisions as regards to whether “mediation” might be appropriate. Mediation, if successful, can avoid suspensions and expulsion, especially in situations where we have full cooperation of the student and parents/guardian. The person also has to be agreeable to the use of mediation.

Student Conduct - Attachment

- Hope Code of Conduct 2009-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Hope 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.

Board President

Date

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

Date

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Hope 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: Richard Chapman **Title:** Mr.

Phone: 215-849-2112 ext 5112 **Fax:** 215 849 0393

E-mail: chaprich@hotmail.com

Signature of the Chief Executive Officer and Date

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

Name: Herbert Wilson, III **Title:** Mr.

Phone: 215 869 0211 **Fax:** 215 849 0393

E-mail: hwilson@wfdesigngroup.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: William Jefferys **Title:** Mr.

Phone: 215 924 2823 **Fax:** 215 849 0393

E-mail: wjefferys@hopecschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Hope Signature Page 2009-10