
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, February 08, 2011
(Last Accepted: Tuesday, February 08, 2011)

Entity: Wakisha CS
Address: 900 W Jefferson Street
Philadelphia, PA 19122

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Wakisha CS

Date of Local Chartering School Board/PDE Approval: November 15, 1999

Length of Charter: 10 years **Opening Date:** September 2000

Grade Level: 6, 7, and 8 **Hours of Operation:** 7:45 AM - 4:00 PM

Percentage of Certified Staff: 78% **Total Instructional Staff:** 24

Student/Teacher Ratio: 13.87 **Student Waiting List:** 0

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 333 **Per Pupil Subsidy:** \$8,168 reg ed./ \$17,834 spec. ed

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	330
Hispanic:	3
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
97.0%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 60

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	183	0	183
Instructional Hours	0	0	0	0	1200	0	1200

SECTION I. EXECUTIVE SUMMARY

Educational Community

Wakisha Charter School was established in the year of 2000 as a partnership with families and the neighboring community. Our mission is to provide students with a sound basis for lifelong learning and success. Wakisha wants to nurture each student to transform from middle school learner to self-efficient, informed, confident, responsible, productive citizen. It is our goal to raise the bar, strive for excellence and help develop character as well as engage students in an academically rigorous, African-centered, standard-base driven curriculum. Today's youth must be self sufficient, well informed, confident, responsible and global to be competitive in tomorrow's society.

In order to achieve our goals as set forth, we have incorporated into our core curriculum and an entrepreneurial component that serves to cultivate an innate spirit which students will find challenging and rewarding.

Currently, Wakisha Charter School serves approximately 350 sixth- through eighth- grade students. We are a Title One charter school (ninety-five percent of the student population receives free or reduced lunch) that offers a language arts and mathematics curriculum. The curriculum is aligned to meet the Pennsylvania Academic Standards and benchmarks and is research-based, incorporating best practices. Lessons are designed to meet the needs of all learners by incorporating data-driven instruction, computer-based instruction, technology, differentiated instruction, constructive learning, cooperative grouping and learning centers.

Wakisha Charter School will offers academic intervention services through or newly developed Response to Intervention Plan for both academics and discipline. Beginning in September 2009, Study Island was incorporated to monitor students reading and math progress. Therefore, data could be analyzed by each teacher to determine areas of weakness and strengths. This would drive instruction so individual or small group instruction is meaningful and effective. We will continue to emphasize excellence by using Acuity to help determine individual student achievement and improve standardized test scores (PSSA). In addition, we will offer an after school tutoring, enrichment and cultural awareness through music, art, chess, yoga, karate, etc.

Mission

The Wakisha Charter School, in partnership with families and the neighboring community, endeavors to provide its students with a sound basis for life-long learning and success. This information is established by nurturing the transformation of each student from middle school learning to self-sufficient, informed, confident, responsible, productive citizen.

Administrators and teachers of Wakisha Charter School are pledged to the following goals of education:

- Commitment to the education of all children in our school.
- Commitment to the belief that education is the process whereby society utilizes its knowledge of learning to develop each individual to the highest degree possible in a democratic society.
- Commitment to providing sthe opportunity for each child to have a solid academic program and an awareness of vocational skills needed in life.
- Commitment to a variety of teaching methods and instruction with the knowledge that individual differences exist and must be met. We believe that students should be encouraged, challenged and motivated by each day's activities.
- Commitment to the belief that every child should be encouraged and stimulated to be perceptive, to develop critical thinking skills, and to make logical decisions based on fact.
- Commitment to the task of developing in each child an awareness of our country's past and our culture. This task includes developing a sense of citizenship as students become aware of their role in the community, state, nation and world.
- Commitment to a program that stresses the basic tools of learning and communication.
- Commitment to the development of self-discipline, responsibility for one's own actions, the importance of health and safety, and the ability to handle interpersonal relationships.

Vision

Our vision is to encourage our youth to be self sufficient, well informed, confident, responsible and global in order to be competitive in tomorrow's society.

Wakisha Beliefs:

- Every individual has inherent worth.
- Learners actively construct their own knowledge.

- Learners come to task with prior knowledge, beliefs and strategies that influence their understanding of and approach to subsequent events and activities.
- Learning is supported by social interaction among students and among adults.
- Culture influences learning by making certain knowledge, beliefs, and practices are more salient or readily understood than others.
- Education should reflect authenticity, academic rigor, applied learning, active exploration and opportunities for improving teacher/student relationships and assessments.
- High standards imply an expectation for educators as well as learners.
- School must be a safe and inviting environment conducive to learning.

Wakisha Goals:

- We are committed to the education of all children in our schools.
- We are committed to the beliefs that education is the process whereby society utilizes its knowledge of learning to develop each individual to the highest degree possible in a democratic society.
- We are committed to providing the opportunity for each child to have a solid academic program and an awareness of vocational skills needed in life.
- We are committed to a variety of teaching methods and instruction with the knowledge that individual differences exist and must be met. We believe that students should be encouraged, challenged and motivated by each day's activities.
- We are committed to the belief that every child should be encouraged and stimulated to be perceptive, to develop critical thinking skills, and to make logical decisions based on fact.
- We are committed to the task of developing in each child an awareness of our country's past and our culture. This task includes developing a sense of citizenship as students become aware of their role in the community, state, nation and world.
- We are committed to a program that stresses the basic tools of learning and communication.
- We are committed to the development of self-discipline, responsibility for one's own actions, the importance of health and safety, and the ability to handle interpersonal relationships.

Wakisha Charter School Afro-Centric Creed:

I HAVE FAITH IN MYSELF

I have faith in my teachers.

I will accept my duties and responsibilities.

I respect others and seek their respect.

I have self-respect.

I have self-control.

I can learn because I can study hard.

I will learn because I will study hard.

I love myself and loving myself.

I will be myself and know myself.

I am the one talking.

I am somebody.

Wakisha Charter School Pledge:

The Wakisha Way is Respect;

Respect for Self,

Respect for Others,

Respect for the Environment.

Shared Values

Wakisha Charter School Values are based on ancient moral beliefs, and will integrate a cultural tradition called MA'AT and the Nguzo Saba that is based on the seven principles of Kwanzaa.

The foundation of the school's instruction is a value system known as Nguzo Saba (Seven Principles). They are:

Umoja — Unity

Kujichagulia — Self Determination

Ujima — Collective Work and Responsibility

Ujamaa — Cooperative Economics

Nia — Purpose

Kuumba — Creativity

Imani —Faith

Historically, thoughtful educators have been concerned about the cultivation of character traits and virtues such as honesty, courage, perseverance, loyalty, civic virtue, justice, respect, responsibility, and trustworthiness. It is generally felt that these traits must be acquired through teaching and practice in the home and in the school. Traits, or virtues, must be transmitted to be internalized. It is an important function for educators, therefore, to help form children into adults who behave well, who demonstrate good "external conduct," and who understand why that sort of behavior is important.

Academic Standards

MEASURABLE ANNUAL GOALS	ACHIEVING TARGETS
Daily attendance rate will average 92%.	<ul style="list-style-type: none">Daily phone calls will be made to families

	<p>to discuss lateness or absenteeism (Swipe System/Calling Post).</p> <ul style="list-style-type: none"> • Written notification will be mailed to homes to alert lateness or absenteeism. • Motivational techniques will be in place to encourage student attendance (Renaissance Program). • Attendance record will be posted on all interims and report cards. • Guidance Counselors will monitor students with excessive absences or tardiness and contact parents or other necessary authority such as truancy officer.
<p>Fifty-five percent of the 6th, 7th, & 8th grade students will score at proficient or advanced in the PSSA in mathematics.</p>	<p>Demonstrate mastery in the areas of algebra, geometry, measurement, data analysis, numeration (Note: All students with a class average below a C qualify for mandatory tutorial services.)</p> <ul style="list-style-type: none"> • 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 using 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, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems. • Relate mathematical skills to real-life situations.
<p>Fifty-five percent of the 6th, 7th, & 8th grade students will score at proficient or advanced in the PSSA in reading.</p>	<ul style="list-style-type: none"> • Demonstrate mastery in the following subjects: Reading & Language Arts <p>(Note: All students with a class average below a C qualify for mandatory tutorial services.)</p> <ul style="list-style-type: none"> • Compare and contrast various written

	<p>materials such as classics, contemporary literature, magazines, newspaper, poetry, on-line information, etc</p> <ul style="list-style-type: none"> • Take command of the English language in all of the following areas: <ul style="list-style-type: none"> ○ increase knowledge of roots and derivatives ○ public speaking- yearly oratory contest (school wide) • Demonstrate understanding of literary responses and analysis • Combine the rhetorical strategies of narrative, expository, persuasive and descriptive essays • Write and speak with a command of Standard English connections • Formulate adroit judgments about oral communication • Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning
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Strengths and Challenges

Wakisha Charter School's strengths are:

1. A strong commitment by board members, administrators, teachers, and staff to character education. This commitment is a vital component of the school's vision to help each child 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.
2. An African-American/Afro-Centric curriculum that is designed to teach students about their cultural heritage and history of the African people. The curriculum is designed to inspire young African Americans
3. Free tutorial services and extracurricular activities are designed to give students extra time in the afternoon to receive additional remedial help, to participate in clubs such as the chess team, choir, string ensemble, martial arts, yoga, team sports and other programs designed to help student develop/enhance higher order thinking skills. This time is also used to teach students to create individualize performance improvement plans that were prepared strictly for each student based on results from the local assessment test.
4. Two computer labs are used to provide interactive and stimulating instruction in the areas of reading, mathematics, science, and social studies.
5. Exemplary lesson plans are linked to PA Standards and Anchor Assessments.

6. We (administration and staff) have implemented a research-based, best practices assessment strategy that empowers and encourages students to become competitive during all examinations.

Areas needing improvement:

Behavior Modification Programs are an instrumental component of our curriculum. Wakisha Charter School caters to a population that historically tests in the basic and below basic range on the PSSA. The scope of our academic program challenges the prior learning experiences and expectations of our students. This process reviews basic reading skills which include phonetic understanding, vocabulary building, and writing a complete sentence. The incoming student struggles with basic math concepts which include addition, multiplication, division, and word problems. In addition to the actual content areas, the retooling of appropriate classroom behaviors are introduced and enforced. We strive to improve each student's self esteem, stimuli, and success rate while eliminating the barriers associated with learning.

It is through a rigorous partnering of academic and social expectations that the minds and bodies of the Wakisha Charter School student are improved.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Through sound leadership and effective utilization of individual skills Wakisha Charter School (WCS) has and will continue to implement the following plans:

Achievement & Improvement Planning

We successfully reviewed and redefined all of our state benchmarks using updated methodology and curriculum content standards provided by the Commonwealth. The focus of previous professional development was: effective implementation of classroom management techniques, data driven instruction, increase knowledge of technology and how to incorporate it into daily lessons, initiating Response To Intervention (RTI) and developing a plan, encourage all teachers to become qualified, meet all state requirements and hone their crafts to be the best in their chosen profession. Numerous staff members have embraced technology and use it to create effective lesson plans.

Student-directed lessons and interactive instruction are the top priorities at Wakisha Charter School. We strongly embrace the philosophy and research that if a child is actively engaged and left to self discovery, they will embrace knowledge and be proactive learners. This will diminish negative behaviors. Creative writing and African American heritage will be incorporated throughout the curriculum.

Through creative scheduling, parental involvement, effective professional development, celebrations, recognition programs and professional learning communities that provide collaborative efforts for sharing and planning, we will provide teachers, students and parents a wealth of opportunities to grow socially, academically and professionally.

Hallway and classroom walls will reflect student writing and creative works. There will be publication of students literary works in the parent quarterly newsletter and student anthology.

Wakisha Charter School will continue working towards meeting and exceeding AYP targets as our staff continues with professional staff development and follow-up monitoring by administrative team. There will be constant and continuous dialogue about pedagogy and observation to monitor application.

Aggressive programs for all students (grades 6 thru 8) to read at least 100 books each year. Programs such as Achieve 3000 or Read 180 will help to promote this.

Professional development time will be devoted to analyzing student data, applying effective classroom management, incorporating RTI Plan, and providing differentiated instruction.

Professional development will include training staff in handling aggressive students through peer mediation/conflict resolution, age appropriate topics such as how the teen brain works, effective teaching strategies, student-center classroom, and successfully individualizing and driving a discipline and academic plan.

Teacher morale will be built by recognizing and celebrating birthdays, special occasions, successes and dedication. Renaissance will recognize staff who fit the category developed by all stake-holders. There will be an award given to Employees of the month. Birthday board identifies all staff birthdays and cards are distribute wishing them a Happy Birthday. Periodically, social celebrations will occur inside and outside the school doors to show appreciation for their hard work.

Staff will continue to participate cross school visitations by encouraging such visits and providing coverage of classes.

Specific benchmarks will be built into the curriculum to increase student achievement results for diagnostic use.

All professional development programs will on-going and continuous. Professional development is not a singular event, but an ongoing service to the staff. It must be relevant to our mission statement, classroom activities and students at large. Built into the PD plan will be opportunities to implement strategies and then meet to collaborate and communicate successes, failures and changes.

Again, we must emphasize, "A SCHOOL CANNOT PROVIDE ENOUGH PROFESSIONAL DEVELOPMENT ACTIVITIES FOR A NOVICE STAFF IN ONE YEAR TO TRANSFORM THIS NEW TEACHER INTO AN EXEMPLARY TEACHER." This transformation takes many years of hard work. Therefore, novice teachers and new teachers to Wakisha will be provided with a mentor. Other teachers will be assigned a coach.

Comprehensive Instructional Plan

Wakisha Charter School uses a comprehensive instructional plan. This plan is based on the following assessment:

Monitoring of classrooms by using informal, formative and summative classroom observation and weekly lesson plans.

Data from standardized test scores (PSSA, Acuity and Study Island)

Professional development committee will convene to plan, review and evaluate professional activities, surveys and other staff development related documentation.

All procedures for special education will be in writing and given to all staff members. There will be professional development for staff and parents to provide an overview of special education program (Federal and local) and all steps and procedures developed.

Other Venues - Raising the Bar:

Develop, publish and disseminate data/information to upgrade curriculum content in all grades represented and secure use of this information to guide instruction.

Increase by 12% for 6th, 10% for 7th, and 8% for 8th grade student scores in reading and math on the PSSA.

Continue to increase hands on instruction in all disciplines.

Increase number of learning centers in each classroom

Encourage daily usage of technology in classroom teaching via lesson plans, daily observation and formal observations/evaluations.

Enhance implementation of technology as a supplementary component to PA state standards.

Communicate and collaborate with community members to provide information and opportunities for students to develop civic responsibilities. Initiate community centered opportunities for service.

There is a need to continue to follow up and be proactive as we align and integrate curriculum with our mission statement and PA benchmarks. Wakisha Charter School will promote effective discipline in all classrooms, throughout the school setting and beyond if we are to achieve our listed goals. Emphasis will be centered on how to defuse 'power struggles' with peer interaction by using appropriate interventions that preserve students' and teachers' personal dignity and respect as we aim to develop life long learners and future leaders. Suggestions are as follows:

Workshops will be provided to parents that provide information to help them with parenting skills and become more knowledgeable of how teens and tweens think, function and learn.

Staff development will be provides to improve relationships with parents/caretakers and communities.

Be certain that professional activities have longevity- not just a few hours. Again, opportunities will be built into the schedule to introduce strategies, apply and use in the classroom and communicate successes, failures and changes.

Wakisha will improve and increase teachers' knowledge of school curriculum. A new comprehensive curriculum is being developed this summer. Therefore all staff will receive and be trained.

Administration will continue to encourage staff to pursue higher educational opportunities by exposing them to opportunities being offered, paying for registration and/or other expenses, giving tuition reimbursement for approved courses, providing coverage of classes, and having opportunities at Wakisha whenever possible.

Para-professionals will be encouraged to pursue higher education degrees.

Students will demonstrate increased skills in using technology as the tool for learning. Study Island was incorporated this past school year and Acuity was purchased to help be predictive of students testing on the PSSA,

Differentiated instruction according to standardized will be presented to staff during professional development and monitored throughout the year.

Teachers will receive on-going in service training for creating math strategies and incorporating more appropriate math manipulatives that will advance students' overall performance in this area

Teachers' lesson plans and other classroom activities will incorporate newly-acquired strategies to better serve the students in the area of math.

Staff will become more knowledgeable in the instruction of math application and problem solving skills.

Encourage certification by offering Act 48 credits during staff development

Assurance that all staff development activities include 'middle school' pedagogy.

Provide professional development which improves learning for all students while at the same time prepares the staff to understand, and appreciate individuals while creating a safe, orderly and supportive learning environment with high expectations for academic achievement for each student.

Leadership roles have been incorporated to encourage teachers as they help students develop civic responsibilities.

Teachers will continue to incorporate effective classroom management to positively impact on student engagement and achievement. Again, student-centered lessons will help to alleviating discipline problems. That is why pedagogy skills must be increased to insure active student engagement.

African-Centered Education- staff will disseminate knowledge, usage, and modeling of African Centered values, methods, and processes and incorporate these ideas into the educational mainstream along with being role models through their behaviors.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brawner, Linda	Wakisha Charter School	Administrator	Administration

Brown, Eileen	Wakisha Charter School	Community Representative	Administration
Frazier, Mary	Educational Consultant	Community Representative	Administration
Marshall-Blake, Lorina	Independence Blue Cross	Business Representative	Administration
Pulido, Miguel	Board President- Wakisha Charter School	Board Member	Board
Senatus, Stephanie	Wakisha Charter School	Special Education Representative	Administration
Smith, Nina	Wakisha	Administrator	Administration

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: Wakisha's goals are as follows:

Increase the number of students performing at the Proficient or Advanced levels in the sixth grade to 12%.

Increase the number of students performing at the Proficient or Advanced levels in the seventh grade to 10%.

Increase the number of students performing at the Proficient or Advanced levels in the eighth grade to 8%.

Strategy: Individual Student Profile

Description: 1. An Individual Student Profile is being prepared for all students in grades 6, 7 and 8.

2. The ISP provides an general overview of that student and their academic profile.

3. Teacher will be able to plan their instruction according to the levels and skills of each diverse student.

4. Teachers will have a binder that includes the Individual Student Profile.

5. The ISP identifies areas in reading and math that need the most improvement.

6. Assessments such as Study Island and Acuity will provide a running data record for analysis and needed adjustments.

7. Teachers will receive on-going and continuous training in order to provide data-driven instruction.

8. Teachers can use the data to build efficacy or reflective practice, to build a research action plan, to improve instruction in the classroom, and to be accountability.

Activity: Assessment Measures

Description: Pre, quarterly and post-assessment using Acuity

Person Responsible Timeline for Implementation Resources

Brawner, Linda	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/29/2010	Acuity has been administered 2 times as a predictive measure to demonstrate how our students might score on the PSSA and once as diagnostic measure to indicate the strengths and weaknesses of each student so teachers can use this data for instruction.
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Activity: Performance Plan

Description: Students will be given in house assessment through the Acuity that will lead individual lesson performance plans for students.

Person Responsible Timeline for Implementation Resources

Brawner, Linda	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
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7/29/2010	Acuity has been administered 3 times. Data was analyzed and shared with teachers. Teachers received training individually and as a small group on how to apply this data into their lesson plans to meet the needs of the each student.
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Strategy: Mastery of Subject Area

Description: Wakisha Charter School will demonstrate mastery in the following subjects: Pre-Algebra and Math Tech (Note: Students with below C average qualify for mandatory tutorial services.)

- 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 use 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, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Activity: Mastery Plan

Description: Students will complete all interval quizzes and tests with at least 75% accuracy.

Students who consistently do not meet this mark will be eligible for free tutorial services offered by Wakisha Charter School and Huntington Learning . Students will re-take the test until they achieve 75% accuracy.

Person Responsible Timeline for Implementation Resources

Brawner, Linda Start: 9/1/2009 -
Finish: Ongoing

Status: Complete

Date Comment

7/29/2010 Students were identified and were eligible for SES provided by Huntington Learning. This past year Huntington was able to come to our new facility to provide tutoring services.

Goal: READING

Description: Wakisha's goal for reading is as follows:

Increase the percentage of students in sixth grade at the Proficient and Advanced levels by 12%.

Increase the percentage of students in seventh grade at the Proficient and Advanced levels by 10%.

Increase the percentage of students in eighth grade at the Proficient and Advanced levels by 8%.

Strategy: IPP- Individual Performance Plan

Description: 1. An Individualized Performance Plan (IPP) was prepared for all grade 6, 7 and 8 students. 2. The IPP identified the areas in reading and writing where individual students needed the most improvement. 3. Reading & Language Art teachers were provided an IPP for each student and teachers were instructed to teach students to their IPP during the enrichment period. Students were tested using test material once a month so that a running record could be available to analyze and make adjustment(s) to student's IPP.

Activity: Assessment Measures

Description: Pre-, quarterly, and post-assessment using the Acuity Assessment Program

Person Responsible Timeline for Implementation Resources

Brawner, Linda Start: 9/1/2009 -
Finish: Ongoing

Status: Complete

Date Comment

7/29/2010 Acuity was administered successfully 3 times this past school year. Students took Acuity twice as a predictive test and once as a diagnostic test. Teachers will be able to

use this data to drive instruction. Our Assessment Coordinator is creating individual profiles on each student for each teacher to have.

Strategy: Mastery of Subject Area

Description: Wakisha Charter School will demonstrate mastery in the following subjects: Reading & Language Arts (Note: All students with a class average below a C qualify for mandatory tutorial services.)

- Compare and contrast various written materials such as classics, contemporary literature, magazines, newspaper, poetry, and on-line information
- Take command of the English language in all of the following areas: Increase knowledge of roots and derivatives, public speaking, yearly oratorical contest (school-wide)
- Demonstrate understanding of literary responses and analyses
- Combine the rhetorical strategies of narrative, expository, persuasive and descriptive essays
- Write and speak with a command of Standard English connections
- Formulate adroit judgments about oral communication
- Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning

Activity: Skill Levels and Supplemental Educational Service

Description: Students will complete all interval quizzes and tests with at least 75% accuracy. Students who do not meet this mark will be eligible for free tutorial services offered by Wakisha Charter School and the Supplemental Educational Services (SES) provider. Students will re-take the test until they achieve 75% accuracy.

Person Responsible	Timeline for Implementation	Resources
Smith, Nina	Start: 9/20/2010 Finish: 5/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	12	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wakisha	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Children who did not score well on 2010 PSSA, Acuity and Study Island will be required to attend tutorial classes to improve their academics for the year.	NCLB requires students with low-performing skills to attend a SES. Research shows that at-risk students need additional academic help to increase their skills.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u>

and the skills needed to analyze and use data in instructional decision-making.

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

- 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Geography

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 • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|---|

Status: Complete

Date **Comment**

7/29/2010 Again, students were identified who meet the requirements to receive Supplemental Educational Services and received such services from Huntington Learning.

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

Description: Student attendance will meet the 92% threshold.

Strategy: Improving Student Attendance

- Description:**
- Daily phone calls will be made to alert families of students latenesses or absenteeism
 - Written notification will be mailed to homes to alert lateness or absenteeism
 - Motivational Techniques will be in place to encourage student attendance

Activity: Improve Attendance

Description:

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date	Comment
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7/29/2010	Our daily attendance was at 92%. Wakisha implemented the Swipe system which electronically keeps track of student attendance. When any student is absent or late, we do a calling post which alerts parents. Also, teachers keep a daily written record of attendance. Parents completed a survey indicating 90% positive satisfaction. One of our staff members handles transportation information and reports. Wakisha counselors meet with any students excessively absent and their parents.
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Activity: Parent Conference- Attendance

Description: "Meet And Greet" Parent Conferences are scheduled on selected Saturdays from 10:00am-2:00pm.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/29/2010 Wakisha Charter School in partnership with the LINKS organization successfully completed monthly Saturday sessions on various topics such as cyber bullying, conflict resolution, bullying, gang activities and hip-hop myths. Guest speakers were invited to speak to our parents and students during those sessions. All participants signed-in, hand-outs and received lunch. Parents and community members also registered for GED and Computer classes. One Saturday was dedicated to introducing our parents to the PSSA directed by our teachers so they actively engaged in taking sample questions so they had a clear idea of what their child was expected to do.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 96% of eligible students will participate in required state-wide assessments.

Strategy: Improve Participation

Description: Implement teacher study groups to promote better classroom management. Design a more comprehensive approach to the promotion of positive discipline and a stronger school climate.
Strengthen African-centered character education program and weave African and African American culture and history throughout the curriculum.
Ensure the number of students actively engaged in the classrooms by consistently providing meaningful instructional activities.
Increase and/or maintain 92% attendance by ensuring eligible students free transportation.

Activity: Test Prep- Pep Rally & Countdown

Description: Daily PSSA warm up activities will lead to classroom points that lead up to school pep rally!!

Person Responsible Timeline for Implementation Resources

Hodges, Barbara Start: 9/1/2009 -
Finish: Ongoing

Status: Complete

Date Comment

7/29/2010 Warm up activities were completed in the classroom. We did not have the prep rally.

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:

In Corrective Action II for 2009-2010 since Wakisha Charter School did not make AYP for a second year consecutively.

Statement of Quality Assurance - Attachment

- School Improvement Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum

The curriculum for each subject will include a detailed scope and sequence to ensure timely mastery of skills, and a myriad of resources that are intended to supplement the curriculum and assist in the mastery of the standards and provide opportunities for enrichment and application.

The math program is based on the Pennsylvania standards and provides students with the opportunity to complete a high school level Algebra 1 course prior to entering high school. Each year, students will build their skills in the areas of numerical operations, geometry and measurement, patterns and algebra, data analysis and discrete mathematics, mathematical processes, and problem solving. The curriculum that is developed from these standards will provide work in cooperative groups, and develop effective communication skills, orally and written. With a heavy emphasis on the problem solving and communication skills in mathematics throughout high school and college, students will begin in grade six working on mastering mathematical vocabulary, showing detailed explanations for a variety of problems, and expressing justifications for strategies and solutions.

The reading and language arts program is organized to provide students with the essential support necessary to improve their reading skills to put them on grade level or higher, hone their skills for targeted activities, such as reading a textbook, reading a novel, or reading a newspaper article, and provide them with strategies to improve the speed and fluency of their reading. Students will learn effective strategies for reading for different purposes as they explore a variety of genres of literature, such as historical fiction, biography, fiction, drama, and poetry. The program also addresses all aspects of effective communication within the English language. Students will be given opportunities to develop their verbal and nonverbal communication skills and recognize the importance and necessity of becoming strong and competent communicators. Developing an appreciation of literature and the wide variety of texts will be emphasized as students work to master all speaking, viewing, writing, reading, and listening state standards.

The goal of the social studies program is to help students become contributing, participating, knowledgeable, and responsible citizens. To accomplish this goal, the students must know, understand, and apply the content and concepts of government and civics, history, geography,

economics, and culture and society. Students will evaluate current events as they analyze the past to provide them with significant knowledge to comprehend the world in which they live. Students will develop an awareness and appreciation of all cultures by exploring cultures throughout the world, discussing their perspectives and experiences regarding those cultures, and tracing significant events in their history. At the same times, students will develop their geography skills by focusing on map skills.

The science program provides students with an in depth introduction to physical, life, environmental, and earth sciences. Instruction will combine a hands-on approach with discussion, research, reading, and writing. Students perform and prepare written reports on many experiments as they become familiar with scientific tools and methodology in a problem-solving environment. Students work in cooperative learning groups whenever possible.

The arts program includes instruction in visual art, music, and dance. The arts program broadens learners' understanding of visual expression. Adolescents explore, organize, understand, and evaluate their abilities as they observe and discuss the arts in context of their society and their school. By allowing them to express ideas, thoughts, and feelings through a wide variety of media, students will gain confidence that will allow them to excel academically in all subjects.

The effective integration of technology in the curriculum is key to the students' success. Students will receive instruction in technology along with their core subjects. This will provide students with the opportunity to master the use of technology while making meaningful connections to their learning and apply it to real-world situations. Students will have instruction in:

1. Computer Theory: Historical development, basic principles
2. Computer/Technology Terminology: Key technology terms
3. Machine and Software Operations: Proper machine controls
4. Touch Typing Skills: Proper fingering, posture, and hand position
5. Word Processing Skills: Entering and managing text, resume, letters
6. Graphics Skills: Drawing tools, importing images
7. Spreadsheet Skills: Enter/edit data, integration with word processing
8. Database Skills: Solving problems, mail merge
9. Computer Communications: Email, web pages, networks
10. Computer Ethics: Security, acceptable and ethical uses of the computer/internet, viruses

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

Developed curriculum binders are based on appropriate grade and subject benchmarks. In addition, teacher lesson plans incorporate state standards and lesson implementation strategies.

Assessment results (Accuity, PSSA, performance assessments, projects, etc.) demonstrate the impact of standards, benchmarks, lesson content, teaching strategies, etc. on student performance and achievement.

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

The curriculum for each subject will include a detailed scope and sequence to ensure timely mastery of skills, and a myriad of resources that are intended to supplement the curriculum and assist in the mastery of the standards and provide opportunities for enrichment and application.

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

School Goals

Reading

1. Students will be competent readers by developing self-monitoring and self-correcting strategies to comprehend, evaluate, and respond to what they read to construct, extend, and examine their understanding when reading a variety of texts.
2. Students will independently implement the strategies for strategic readers (strategies before, during, and after reading) for a variety of texts.
3. Students will respond to reading stance questions (developing interpretation, global understanding, personal response, critical response) thoroughly and accurately.
4. 70% of students will be proficient or higher on the PSSA Reading test.

Writing

1. Students will become competent writers by frequently using writing for a variety of audiences and purposes to learn, clarify thinking, and enhance experiences.
2. Students will use the stages of the writing process (pre-writing, drafting, revising, editing, and publishing) as needed to create writing for a variety of purposes and audiences.
3. 70% of students will be proficient or higher on the PSSA Writing test.

Mathematics

1. 80% of students enrolled in sixth grade in 2010-2011 will complete Algebra 1 by the end of eighth grade with a minimum of a 70%.
2. Students will master all grade level school standards by the end of the respective school year.
3. 70% of students will be proficient or higher on the PSSA Mathematics test.

Science

1. Students will develop and utilize curiosity and achieve scientific literacy developing a balanced understanding of the concepts of life science, chemistry, physics, earth/space, and environmental science and engage rigorously in the process skills of science through real-world application.
2. Students will use the scientific method to develop a plan to test and analyze their hypothesis.
3. Students will plan and create one science fair project each year connecting science concepts to the real world.
4. 70% of students will be proficient or higher on the PSSA Science test.

Cross-Curricular Academics

1. Students will be independent critical thinkers and problem solvers.
2. Students will be clear and effective communicators of the English language.
3. Students will demonstrate personal, social, and civic responsibility 90% of the time.
4. Students will demonstrate social skills necessary to be successful in society 90% of the time

Technology

1. Students will demonstrate proficiency in using Microsoft Word, Excel, Word, and PowerPoint.
2. Students will effectively utilize the internet and Microsoft applications to complete research projects and other assignments in the core subjects.
3. Students will navigate the internet to research information.

4. Students will utilize technology to enhance the quality of learning.

Methods of Instruction

Wakisha Charter School students enter the school at a variety of levels. With a heavy focus on maximizing student learning and achievement, it will be necessary for the instructional staff to meet the students where they are, bring them up to level, and accelerate their achievement. In order to do this effectively, the instructional staff will need to use a variety of methods in their instruction to ensure the success of each student. Differentiation of instruction will be crucial to the success of all students.

Differentiation does not mean that students who are performing below grade level should constantly be given work that is easy and less difficult. All instruction will be engaging, interesting, and provide students with opportunities to review, practice, apply, and challenge their thinking and knowledge of skills and concepts.

Teachers are expected to use a wide variety of successful practices in the classroom to ensure that skills and concepts that are taught are being learned and applied by all students. It will be absolutely essential for teachers to read and apply the research on what types of instructional models work best for students of color and of poverty. Cultural differences that influence student behavior in the classroom will also be used to help teachers choose appropriate learning activities for their students.

Current brain research will be used throughout the school to ensure that the learning environment is conducive to successful acquisition of skills and concepts. Some of the strategies that are proven to work well are:

1. Songs and chants to memorize information
2. Related concepts to tangible aspects of the classroom
3. Teach students in the environment in which they will be assessed

While the instructional staff is given the freedom to incorporate their own instruction methods, the following models and strategies will serve as a framework for the delivery of the curriculum in all content areas.

Model/Strategy/Method	Explanation
Concept Attainment	<ul style="list-style-type: none"> - Learning by logic, analysis, comparison and contrast - Concepts are presented in the form of positive exemplars to allow students to identify attributes of the concept - Negative exemplars are then presented to allow students to identify attributes that are not characteristic of the concept - Allows students to learn the concept and how concepts are formed (from attributes, sensitivity to logical reasoning, and deepening regard for alternative points of view - Student is able to reconstruct knowledge through guided learning

Inductive Thinking Model	<ul style="list-style-type: none"> - Enables students to generate knowledge based on prior knowledge - Utilizes higher-order thinking skills of students - Attention to logic and sensitivity to language - Encourages collaborative work among students
Inquiry Training	<ul style="list-style-type: none"> - Focus on both the content and the process - Utilizes prior knowledge of the students - Encourages collaborative work among students - Teacher serves as a guide to student learning by responding to their questions with yes-no answers - Encourages students to hypothesize, question, and verify - Mastery is not the goal, instead the student is expected to challenge his/her thinking - Aids the development of critical problem-solving skills, active listening skills, and positive group dynamics
Nondirective Teaching	<ul style="list-style-type: none"> - Students are in control of their own learning - Teacher serves as a guide to help students plan how they will go about learning a concept/skill - Allows the student to take ownership of his/her learning - Requires students to deal with their feelings about themselves, each other, and the process of learning
Lecture	<ul style="list-style-type: none"> - Systematic and sequential way of disseminating information - Should be interesting and be a motivation for students to attend class
Recitation	<ul style="list-style-type: none"> - Teacher makes value judgments on student responses to a set of questions - Should include all covered material, highlighted important items, identified student confusions, maximum student participation, stimulates higher-level thinking
Direct Instruction	<ul style="list-style-type: none"> - Often used for skill work - Quality instruction combined with maximized time on task produces mastery of skills
Chants/Songs/Raps	Aligned with brain research to aid in memorization of skills and concepts

All teachers are expected to integrate the standards from other content areas into their instruction at least once each week. However, all teachers are expected to promote the development of critical thinking and problem solving skills, clear and effective communication skills, and skills for

becoming an independent and strategic reader. All teachers will be expected to use the following on a regular basis in their instruction.

- Strategies for Strategic Readers- Students will use a variety of strategies to maximize their comprehension of a text by implementing them before, during, and after reading texts for a variety of purposes.
- Reading Stances- Students will interpret texts on several levels (developing interpretation, global understanding, personal response, and critical response) and increase their critical thinking skills. Teachers will prompt student responses to text by asking targeted questions in each of the different stances.

While it is essential for teachers to vary the models/methods of instruction, the focus of all instruction needs to be on student learning. To ensure that all students are getting the most out of every lesson, a heavy emphasis in the instruction will be on the differentiation and the multiple intelligences. Planning lessons will involve incorporating activities that will stimulate at least three of the intelligences. At the same time, teachers will also need to plan each lesson, with documentation, to meet the needs of the students who are performing below grade level, at grade level, above grade level, and have special needs.

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

In order to increase the performance of students significantly below standards in literacy and mathematics skills, WCS teachers and staff must use successful practices and methods of evaluation effectively. Also, there must be an organized and developed plan to identify those students immediately so an individual plan is incorporated, follow-up initiated, feed back or re-evaluation completed and a new plan developed if needed. Parents must be actively engaged in the education of their student. So this also a very important component to increase the language arts and mathematical skills of low-performing students.

Successful Practices

Students will be given open-ended questions in class and on homework assignments to develop their written and oral communication skills. With the assistance of a rubric, students will learn to construct detailed answers that accurately answer questions. As they progress, guides for constructing the answers will be removed, thus forcing students to rely on their skills of analyzing problems, constructing their own rubrics for open-ended questions, and assessing the quality of their responses.

Students will be given logic problems in class, on homework, and during morning work to develop their critical thinking skills. While the problems will not focus on numerical operations and computation skills, they will help the students' ability to focus, process large quantities of information, develop patience and strategy when solving complicated and multi-step problems, and recognize the possibility of utilizing several processes to solve a given problem. Students will have the ability to work in groups and independently to provide them with opportunities for success and confidence building.

Students will complete a Mad Minute drill at the beginning of each math class. Students will practice their skills in the four basic operations, simplifying fractions, and converting fractions, decimals, and percents into equivalent forms. With the timed drills, students will be motivated to memorize their facts and skills to master the drills. With the objective of the drills focused on

accuracy and speed, students will reinforce the learning of their basic skills, reduce the amount of time taken to complete in class and home assignments, and allow students to focus on the strategy of problem solving without the distraction of computation.

Students will be provided with learning activities that involve manipulatives and kinesthetic activities to acquire, practice, and apply mathematical skills and concepts. Many students, especially students of poverty and color, learn better through the use of activities that engage the mind and body. Recognizing that many students have difficulty with math in school, the incorporation of these activities will allow students to increase their enthusiasm for the content and the process of learning.

Students will use songs, chants, raps, and mnemonic devices to help increase their understanding, memorization, and enthusiasm regarding a variety of skills and concepts. Using these methods, the brain is able to increase its ability to remember information and store it for later use. This needs to be used in conjunction with other strategies, such as the ones listed above, to ensure that students truly understand the content and its application.

Throughout a student's experience at Wakisha Charter School, students will focus on reading to be informed, to perform a task, and for literary experience. Students will learn how to be strategic readers by focusing on what to do before they read, while they read, and after they read. Through guided reading activities, students will be taught how to become strategic readers through the use of graphic organizers, responses to a prescribed set of questions, or discussions with peers. In the end, students will be able to identify the purpose for reading, and utilize the strategies independently.

Reasons to Read

	Reading for Literary Experience	Reading to be Informed	Reading to Perform a Task
Before you read...	<p>Predict what the story will be about.</p> <p>Determine your purpose for reading</p>	<p>Preview the text by looking at headings, charts, maps, pictures, and captions.</p> <p>Determine what you want to learn from this text.</p> <p>Recall what you already know about the text.</p>	<p>Preview the directions and any pictures that may help you.</p> <p>Determine how your finished product will look.</p> <p>Predict problems you may encounter.</p>
As you read...	<p>Integrate characters and ideas by comparing them to your own life.</p> <p>Utilize fix up strategies if you don't</p>	<p>Utilize study strategies by highlighting and taking notes.</p> <p>Utilize fix-up strategies by re-</p>	<p>Check your procedure by re-reading each step.</p> <p>Utilize fix-up strategies if you don't understand.</p>

	understand something — try re-reading.	reading and using context clues.	
After you read ...	Summarize what the story was about. Analyze what the author did to help you enjoy the story. Evaluate the concepts the author presented.	Interpret text by comparing the new facts to what you already know. Evaluate what you still want to learn. Evaluate how the author presented the information.	Evaluate the directions and their clarity. Evaluate your finished product.

As the students hone their skills in reading the text, they will also work to improve their skills in comprehending, analyzing, and discussing the text. With guided reading activities, students will address the reading stances and analyze the text appropriately. In the end, students will be able to independently identify the level of analysis of the text and communicate appropriate and complete responses to a selected audience.

Reading Stances

Stance	Meaning of Stance	Examples of Stance Questions
Global Understanding	What does it say?	Summarize Identify the main topic and important ideas Identify the theme Identify the writer's purpose and message Describe the overall mood and tone
Developing Interpretation	What does it mean?	Compare and contrast ideas within and across texts Verify, clarify, and revise predictions Infer traits, feelings, and motives Draw conclusions Relate story elements to the theme Identify information to support author's message
Personal Response	How does this compare with my experiences and beliefs?	Relate prior knowledge to the selection Compare the character to someone you know Compare your views from the text with your own Compare actions and

		experiences in the text with your own
Critical Stance	How does it create meaning?	Analyze the author's craft and use of language Evaluate the usefulness and clarity of information Judge the accuracy of the information and give proof Identify points of confusion within the text

To improve comprehension, students will have targeted instruction in vocabulary. The vocabulary instruction focuses on words students see in the text and words they use in speech. Students have larger speaking vocabularies than reading vocabularies. Students need to learn the meanings of words that are unfamiliar in reading to allow them to comprehend the text. Teaching strategies such as using context clues, analyzing roots, prefixes, and suffixes, and focusing on important, useful, and difficult vocabulary will allow the students to become successful independent readers.

Throughout a student's experience at RCS, students will focus on reading to be informed, to perform a task, and for literary experience. Students will learn how to be strategic readers by focusing on what to do before they read, while they read, and after they read. Through guided reading activities, students will be taught how to become strategic readers through the use of graphic organizers, responses to a prescribed set of questions, or discussions with peers. In the end, students will be able to identify the purpose for reading, and utilize the strategies independently.

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As you read...	Integrate characters and ideas by comparing them to your own life.	Utilize study strategies by highlighting and taking notes.	Check your procedure by re-reading each step. Utilize fix-up

	Utilize fix up strategies if you don't understand something — try re-reading.	Utilize fix-up strategies by re-reading and using context clues.	strategies if you don't understand.
After you read ...	Summarize what the story was about. Analyze what the author did to help you enjoy the story. Evaluate the concepts the author presented.	Interpret text by comparing the new facts to what you already know. Evaluate what you still want to learn. Evaluate how the author presented the information.	Evaluate the directions and their clarity. Evaluate your finished product.

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Students will be provided with guides for their writing, speaking, listening, and viewing, and reading strategies. As students are provided with the guides, they will be able to use the collection of definitions, explanations, rubrics, samples, and graphic organizers as a guide in the future. The guides will serve the purpose of specifically stating what the students should be doing to produce high quality products.

The Newsweek Education Program allows teachers to use the magazine in their classroom with weekly teaching guides to help students understand and analyze articles pertaining to all content areas and current events. The analysis of the current events helps students understand the world around them and the importance of history and how it is relevant in today's society. The program can be effectively used in conjunction with a current events program. Students will have the opportunity to analyze world, national, and local current events as they develop their reading and communication skills.

Class discussions are a good way to engage students in the learning of various concepts. Structured discussions allow students to think critically, develop communication skills, specifically speaking and listening, and internalize the concepts presented. This is also an excellent and enjoyable way for students to be exposed to a variety of perspectives.

Students will have the opportunity to work cooperatively to explore, analyze, and apply concepts. Cooperative work helps students construct meaningful knowledge from their experiences by using their peers as a resource. Students must first be taught how to work cooperatively to ensure cooperative learning activities are successful. Students must be taught to:

- Listen actively
- Support, encourage, and help all teammates
- Be an active participant
- Share ideas and be able to explain their rationale

- Always stay focused and complete the task.

Project-based learning allows students to acquire, understand, and apply concepts. Effective with groups and individuals, it allows students to utilize a variety of modalities to master skills and concepts. Many students of poverty and color are going to be more successful when they are able to participate in activities that require a hands-on approach.

The 5E model for science lesson planning provides students with opportunities to engage, explore, explain, extend, and evaluate during instructional delivery.

5E Lesson Plan for Science

Sequence	Lesson Component/ Student Behavior	Description of Lesson Component/ Student Behavior	Examples of Activities/ Strategies
1	Engagement	Motivate students Grab students' attention Access prior knowledge	Demonstration Graphic organizer Free write Reading articles KWL
2	Exploration	Analyze problem Use scientific method	Reading articles Investigations/ Experiments Construct models
3	Explanation	Clarify understanding of concepts Analysis of step 2	Structured questioning Reading and discussion Critical thinking activities
4	Extension	Expand and solidify understanding of concepts Apply knowledge to real- world situations	Problem solving Critical thinking activities Experimental inquiry
5	Evaluation	This is not an isolated step. It should occur throughout the lesson.	Use rubric to assess performance Discussion Critical thinking activities

Foss science kits provide students with hands-on activities that are aligned with the state standards to engage students in active learning experiences. Together, teachers and students develop a deeper understanding of science and their world. Providing kinesthetic activities for students allows the opportunity for many students to utilize their dominant intelligence as they acquire knowledge and skills.

Student Academic Evaluation

Assessment at Wakisha Charter School will serve as an instructional strategy and as a method of evaluation. Students should use assessments to improve their test-taking skills and to monitor their own learning. Teachers will use assessments to monitor what is taught

and learned, alignment of daily instruction to the school standards, and to modify instruction appropriately.

KWLs

A KWL is a technique used by teachers to assess what students know, want to know, and have learned about a particular topic using a sheet divided into three columns labeled K, W, L. At the beginning of a lesson, the KWL serves as a written record of the students prior knowledge (K) on the topic, and allows the opportunity for the student to note what they desire (W) to know about the topic. Following the lesson, the student can self-assess what has actually been learned (L) about the topic. Teachers can monitor what prior knowledge students bring on a particular topic. They are also able to assess their level of enthusiasm and desire to learn, their ability to assess what they have learned, and what knowledge they have acquired.

Oral Presentations

Oral presentations include speeches, storytelling, retellings, recitations, drama, videos, debates, and oral interpretation and are evaluated according to pre-determined criteria. Using a rubric to assess the pre-determined criteria, teachers can assess a student's ability to clearly and effectively communicate using the English language and their progress towards mastery of content standards. Students who do not perform well on written test will have the opportunity to demonstrate their knowledge orally.

Problem Solving Activities

In a problem solving activity, students must search for a means to find a solution, as well as for a solution to the problem. A good evaluation of the problem solving activity requires consideration of both the thinking process and the final product. Teachers can use this to monitor a student's progress in becoming an independent and critical thinking. These activities also require students to use a variety of strategies to solve the problem. This will allow teachers to assess if students have mastered a particular standard, but if they are able to apply the knowledge acquired to other content areas and real world situations.

Products

Student products represent completed student work in a variety of forms; writing, videotapes, audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, etc. Teachers can assess as student's understanding, application, originality, organizational skills, growth in social and academic skills and attitudes, and success in meeting other criteria.

Portfolios

Students develop portfolios in their core courses. These portfolios may include original research, creative writing, essays, audio and videotapes of performances and presentations, visual arts pieces, samples of math solutions and science lab write-ups, and a record of the students' assessments of his/her work. Teachers will use the portfolios to monitor student progress. As students move from one grade to the next, the portfolio will serve as a tool for articulation of what the student accomplished during the previous school year.

Bloom's Taxonomy of Higher Level Questioning

Teachers can question students during instruction to monitor their learning during the class and challenge them to think more critically about a topic. Teachers can assess the level of

understanding a student has reached and gear activities towards the deeper levels of understanding.

Knowledge- recall of information of facts and figures

Comprehension- demonstrating understanding of the stated meaning of facts and figures

Inference- demonstrating understanding of the unstated meaning of facts and figures

Application- applying knowledge, facts, and techniques

Analysis- examining and breaking down information

Synthesis- compiling information in different ways

Evaluation- presenting and defending opinions

Rubrics

Students and teachers will use rubrics to assess and improve student learning and outcomes. Consistent and clearly-defined rubrics provide students with the criteria necessary to produce high quality products. Teachers then use the rubrics to evaluate student work.

Student Binders

All students will keep a binder for each class containing notes, home and class assignments, vocabulary, and tests and quizzes. The binder will serve a similar purpose to that of a portfolio, except all of the student's work will be kept in the binder for review. The organization and detail of the binder will allow a teacher to monitor a student's ability to pay attention and development of positive study and organization habits. The content of the binder will allow a teacher to assess a student's understanding of various concepts and ability to apply them to other situations.

EPRs

Every Pupil Response (EPR) is an assessment technique that is used to informally assess students' learning and mastery of concepts throughout the lesson. Students are able to display their response for the teacher to survey the class. By using EPRs, teachers are able to identify which students have mastered a concept and which students need additional support without taking a significant amount of time.

Interviews/Discussions with Student

An interview is structured or unstructured dialogue with students in which the student reports his/her reaction or response to a single question or a series of questions. This typically provides an opportunity for the teacher to determine the student's depth of understanding rather than whether the student can provide the "correct" answer. Questioning may follow a period of observation to discover if the student's perception of a situation is the same as the observer's.

Teacher-made Assessments

Students will participate in teacher-made assessments at least once a week in each content area. The assessments will involve selected response and constructed response questions to assess individual students progress towards the mastery of daily objectives. These assessments will be aligned with the curriculum and will allow teachers to monitor if what they are teaching on a daily basis is being taught. These assessments will identify which students need more instruction, which have mastered the objectives, and how instruction should be modified in the future to provide appropriate learning and review activities.

Selected response assessments include multiple choice, true/false, and matching tests. They are efficient ways of measuring knowledge acquisition and it is easy to set levels for performance. However, you can't always tell whether a student is guessing, his/her depth of knowledge, and/or ability to apply or transfer knowledge.

Constructed response assessments include fill in the blank, short answers, show your work, and visual depiction activities. Students create answers to questions or prompts. These give teachers a better sense of how well students can convey information and demonstrate some skills like mapping and graphing.

Performance Assessments

Performance assessments generally require students to demonstrate something that meets specific criteria. This could include, for example, demonstrations of how to conduct a search, posting artwork on the web, producing a book, enactments, scientific demonstrations or exhibits, research papers, and so forth. Some of these are projects, some are performance tasks, and some are culminating activities. Typically, performance assessments illuminate students' skills, conceptual understandings, ability to apply knowledge and skills, performance execution abilities, and process abilities.

State-wide Assessments

All students will participate in the PSSA. As a result, the students will be required to take the state assessments every year. The assessments will assess the overall instruction and learning in the school. Students will be expected to master grade level standards and respond to both selected response and constructed response questions. The results will inform the school which students are meeting state standards, if the overall instruction of the school is aligned with the state standards, if the overall instruction is rigorous, and if standards and curriculum in the school need to be modified. Additionally, these assessments will allow Wakisha Charter School students to compare their progress to their peers in the School District of Philadelphia schools and their counterparts in the suburban school districts.

Parental Involvement

Parents play a significant role at Wakisha Charter School. Like students and staff, parents are expected to commit themselves to excellence and the success of all students. The expectations for how the school expects parents to support their child and the school.

Expectations for Parental Support

1. Parents will ensure that their children arrive to school on time and every day.
2. Parents will ensure that their child is provided with a bag lunch and/or money to purchase a healthy snack from the school for lunch.
3. Parents will provide an environment at home for their children to complete homework.
4. Parents will seek help from the school, or other outside resources, for suggestions and strategies for helping their children with homework.
5. Parents will attend all conferences, activities, and meetings to make sure they receive and understand all school information and requirements, and any issues that arise regarding behavior and/or academics.
6. Parents will monitor all homework completion and sign their child's agenda each day.

7. Parents will read and sign all documents and forms issued by the school promptly.
8. Parents will ensure that their children come to school feeling confident, competent, and positive.
9. Parents will inform the school of any issues (behavioral, medical, social, academic, family) that may affect the academic, social, or behavioral performance of their child immediately to the relevant personnel.
10. Parents will ensure that all contact information is current.
11. Parents will contact the school prior to the absence of their children and provide a letter stating the reason for the absence when they return to school.
12. Parents will ensure that all work missed during an absence is completed in the approved timeframe.
13. Parents will support the disciplinary actions of the school in response to inappropriate student behavior.
14. Parents will ensure that their child is in the approved uniform each day.
15. Parents will permit their child to participate in school-related functions, such as field trips, assemblies, and evening performances.

Monitoring Instruction

During summer professional development, all teachers will develop and submit a calendar outlining when they will address all of the standards and teach specific units during the school year. The calendar should have tentative dates for summative assessments and timelines for addressing various standards within instructional units. At this time, teachers are not expected to include specific mastery objectives for daily lessons. However, they will need to develop a plan that will address all of the academic standards for the year in the development of the instructional units for the year.

Two weeks before the beginning of each quarter, teachers will submit a revised calendar for the upcoming quarter. The calendar should address modifications that need to be made based on the standards-based assessments, teacher-made formative and summative assessments, student growth, and the availability of resources. Teachers will be expected to use the calendar as a guide, not as absolute dates for the completion of units.

On Thursday of each week, teachers will submit their detailed lesson plans for the upcoming week to the designated instructional leader. They will be returned to teachers Monday morning with a brief commentary, containing recommendations and commendations. At the end of the week, teachers will provide a written reflection on the week's lessons, specifically areas for improvement, successful strategies, and lingering questions. The reflection will be filed with the lesson plans. These file will be available at all times for the CAO and the designated instructional leader. Teachers are not expected to use a prescribed lesson plan format. However, all teachers will be required to submit lesson plans that contain:

- Mastery objective
- Materials needed
- Activator activity
- Learning Activity
- Guided Practice
- Independent Practice
- Accommodations and Intelligences
- Connection to Reading/Writing

- Assessment
- Summarizer Activity

Each week, all teachers will undergo at least one informal observation. The informal observation will last anywhere from ten to thirty minutes. Teachers will receive feedback immediately after the informal observation (anywhere from immediately following the teaching of the lesson to forty-eight hours later). The informal observations will allow the CAO, the designated instructional leader, and other relevant staff to assess whether or not the teacher is following the school's curriculum and the quarterly/annual plans, if students are actively engaged in instruction, if a variety of instructional strategies are being utilized, and if individualized instruction is occurring through differentiation of instruction. When visiting classrooms, the objective and agenda for each lesson should always be located on the board. They should match what is indicated in the daily lesson plan contained in the lesson planning file. This file should be available on a shared server in the school.

Formal observations will also be used to monitor the quality and consistency of instruction. The formal observations will occur a minimum of two times each year. Teachers demonstrating less than satisfactory performance will be formally observed weekly in addition to developing an action plan to reassess their goals.

In assessing instruction, it is key to monitor what is learned. Student binders, discussions with students, student work portfolios, and assessment data will provide additional significant information regarding the instruction that is taking place in the classrooms.

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

Methods of Instruction

Wakisha Charter School students enter the school at a variety of levels. With a heavy focus on maximizing student learning and achievement, it will be necessary for the instructional staff to meet the students where they are, bring them up to level, and accelerate their achievement. In order to do this effectively, the instructional staff will need to use a variety of methods in their instruction to ensure the success of each student. Differentiation of instruction will be crucial to the success of all students.

Differentiation does not mean that students who are performing below grade level should constantly be given work that is easy and less difficult. All instruction will be engaging, interesting, and provide students with opportunities to review, practice, apply, and challenge their thinking and knowledge of skills and concepts.

Teachers are expected to use a wide variety of successful practices in the classroom to ensure that skills and concepts that are taught are being learned and applied by all students. It will be absolutely essential for teachers to read and apply the research on what types of instructional models work best for students of color and of poverty. Cultural differences that influence student behavior in the classroom will also be used to help teachers choose appropriate learning activities for their students.

Current brain research will be used throughout the school to ensure that the learning environment is conducive to successful acquisition of skills and concepts. Some of the strategies that are proven to work well are:

1. Songs and chants to memorize information
2. Related concepts to tangible aspects of the classroom
3. Teach students in the environment in which they will be assessed

While the instructional staff is given the freedom to incorporate their own instruction methods, the following models and strategies will serve as a framework for the delivery of the curriculum in all content areas.

Model/Strategy/Method	Explanation
Concept Attainment	<ul style="list-style-type: none"> - Learning by logic, analysis, comparison and contrast - Concepts are presented in the form of positive exemplars to allow students to identify attributes of the concept - Negative exemplars are then presented to allow students to identify attributes that are not characteristic of the concept - Allows students to learn the concept and how concepts are formed (from attributes, sensitivity to logical reasoning, and deepening regard for alternative points of view) - Student is able to reconstruct knowledge through guided learning
Inductive Thinking Model	<ul style="list-style-type: none"> - Enables students to generate knowledge based on prior knowledge - Utilizes higher-order thinking skills of students - Attention to logic and sensitivity to language - Encourages collaborative work among students
Inquiry Training	<ul style="list-style-type: none"> - Focus on both the content and the process - Utilizes prior knowledge of the students - Encourages collaborative work among students - Teacher serves as a guide to student learning by responding to their questions with yes-no answers - Encourages students to hypothesize, question, and verify - Mastery is not the goal, instead the student is expected to challenge his/her thinking - Aids the development of critical problem-solving skills, active listening skills, and positive group dynamics
Nondirective Teaching	<ul style="list-style-type: none"> - Students are in control of their own learning - Teacher serves as a guide to help students plan how they will go about learning a

	concept/skill - Allows the student to take ownership of his/her learning - Requires students to deal with their feelings about themselves, each other, and the process of learning
Lecture	- Systematic and sequential way of disseminating information - Should be interesting and be a motivation for students to attend class
Recitation	- Teacher makes value judgments on student responses to a set of questions - Should include all covered material, highlighted important items, identified student confusions, maximum student participation, stimulates higher-level thinking
Direct Instruction	- Often used for skill work - Quality instruction combined with maximized time on task produces mastery of skills
Chants/Songs/Raps	Aligned with brain research to aid in memorization of skills and concepts

All teachers are expected to integrate the standards from other content areas into their instruction at least once each week. However, all teachers are expected to promote the development of critical thinking and problem solving skills, clear and effective communication skills, and skills for becoming an independent and strategic reader. All teachers will be expected to use the following on a regular basis in their instruction.

- Strategies for Strategic Readers- Students will use a variety of strategies to maximize their comprehension of a text by implementing them before, during, and after reading texts for a variety of purposes.
- Reading Stances- Students will interpret texts on several levels (developing interpretation, global understanding, personal response, and critical response) and increase their critical thinking skills. Teachers will prompt student responses to text by asking targeted questions in each of the different stances.

While it is essential for teachers to vary the models/methods of instruction, the focus of all instruction needs to be on student learning. To ensure that all students are getting the most out of every lesson, a heavy emphasis in the instruction will be on the differentiation and the multiple intelligences. Planning lessons will involve incorporating activities that will stimulate at least three of the intelligences. At the same time, teachers will also need to plan each lesson, with documentation, to meet the needs of the students who are performing below grade level, at grade level, above grade level, and have special needs.

Rigorous Instructional Program - Attachment

- Professional Development Approval Letter

English Language Learners

English Language Learners

Currently, Wakisha Charter School does not have any students who qualify for ELL/ ESL. In the event that a new student does need ELL/ ESL support, the following program will ensure student success.

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 who 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 ELL 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 done by register 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 Assessment Coordinator and the assessment team.
- The World Language teacher, when appropriate can serve as interpreter for parents.
- If the student scores proficient on the Reading Test of the Accuity Benchmark Assessment, he/she will be classified as English proficient.
- If the student scores below proficient on the Reading Test of the Accuity Benchmark Assessment, he/she will take the oral proficiency test. The oral test will identify the proficiency level.

These types of social communication skills represent only the tip of the iceberg of language proficiency skills. Ninety percent lies below the surface. These skills are the academic cognitive and linguistic functions required of content-area instruction.

Surface and Deeper Levels of Language Proficiency

COGNITIVE LANGUAGE PROCESS

- Knowledge
- Pronunciation
- Comprehension
- Vocabulary
- Application Grammar
- Analysis
- Synthesis
- Semantic Meaning
- Evaluation
- Functional Meaning

According to Anna Uhi Chamot and Michael J. O'Malley (1994, p.41)

LEPs must master these cognitive academic language functions in order to comprehend and participate meaningfully in mainstream ESL and bilingual classes at the high school level. 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.

Instructional 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 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. Life itself is integrative and not departmentalized into discreet disciplines. 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.

Fluency in basic interpersonal conversational English may be deceiving in that the teacher may ignore the fact that LEPs do not have enough academic vocabulary to understand the subject. For example, a student coming from a country with a different political system may not have an idea what the term "president," which the teacher considers a simple term, means in his social studies class.

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.

Teachers will be prepared to use:

- Visuals
- Prompts
- Concrete examples
- Artifacts of all kinds
- Role play
- Dramatization and
- Scaffolding techniques

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 Wakisha 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 and 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

There are currently no supporting documents selected for this section.

Graduation Requirements

Not applicable- middle school (6-8)

Special Education

Special Education- Gifted/ Academically Advanced

The mission of the Wakisha Charter School (WCS) Gifted Program is to challenge students to reach their maximum potential using higher order thinking and accelerated instruction in interdisciplinary units, emphasizing problem solving, practical applications and a variety of strategies to meet all learning styles. We strive to create a rigorous academic milieu specifically designed to meet intellectual, creative, social and emotional needs of gifted individuals within their unique culture to produce self-directed life-long learners who will become productive citizens.

Students are identified as gifted by their outstanding and advanced performance on research-based screening instruments, psychologist recommendation, teacher recommendations, and standardized test scores. These are students whose potential requires differentiated and accelerated instruction and/or service beyond those normally received in the regular classroom.

WCS's gifted program serves students in two distinct manners. The first is through the utilization of cluster grouping. Cluster grouping, as utilized by WCS, occurs when the gifted learner and the advanced learner can work at an accelerated pace in all core subject areas, engage in additional enrichment activities, accelerated group projects, and independent computerized advance assignments.

The second manner is through small group inquiry and discovery based learning projects and computer modules. The students that have Gifted Individual Educational Plans meet for at least an hour once per week with a teacher that has been trained in Exceptionalities. During this session, students utilized experiments, technology and field experience for individual academic and social growth, participate in external school academic competitions, participate in National projects or college preparatory activities.

Special Education- Special Needs

WAKISHA CHARTER SCHOOL' special education process has six steps:

1. Child Find
2. Prereferral

3. Referral
4. Evaluation
5. Individualized Education Program (IEP)
6. Implementation

STEP 1 — Child Find

Each year, WAKISHA CHARTER SCHOOL will publish a notice to the public — via the School District of Philadelphia, newspaper, brochures, or radio — that includes:

- A description of available special education services and programs.
- The purpose, time, and location of screening activities provided.
- How to request a screening or evaluation.
- The procedural safeguards and confidentiality rights of parents.

WCS understands its obligation to ensure that all students eligible for special education who need special education and related services are identified, located, and evaluated including wards of the state. As such, WCS will implement the comprehensive system of screening described in Step 2 below.

STEP 2 - Pre-referral

Wakisha Charter School will implement a comprehensive system of screening to identify students who may need to be referred for a Multidisciplinary Evaluation (MDE). Specifically, this system will include, but will not be limited to, the following screening activities: Review by the Comprehensive Student Assistance Program Team (CSAP) and performance-based review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screenings; visual screenings; motor screenings; speech and language screenings; and occupational therapy screening. Except as indicated above or otherwise announced publicly, screening activities take place at the school unless other arrangements are necessary. The purpose and projected timeline for the screening activities to be conducted will be detailed to parents annually in the student/parent handbook. If parents need additional information about the purpose, time and/or location of screening activities, they can contact the school's special education coordinator or counselors directly.

The SAP Team is a vital part of Wakisha Charter School's pre-referral process. The SAP Team is intended to provide teachers with some educational intervention strategies to assist students who are having academic or behavioral issues. The team consists of the counselors, special education coordinator, data specialist, classroom teachers, reading specialist, disciplinarian and principal. The SAP Team process includes:

1. Teacher identifies a student having academic or behavioral difficulties.
2. SAP Team meeting held. Intervention strategies and goals are discussed.
3. Strategies are implemented for 30 days.
4. Meeting is held after the 30 day period to discuss student progress toward goals.
5. If needed, student enters an additional 30 days of support with predetermined progress monitoring and interventions.
6. One of three determinations is made: a) Student has had adequate progress and does not need continued support. b) Student has made adequate progress, but needs continued support. c) Student has not made progress and will require an MDE.

Professional development will be provided to all Wakisha Charter School teaching staff and non-teaching staff on classroom observation and intervention strategies for identifying

students who may require special education services. Additionally, workshops on recognizing potential disabilities will be held for parents and additional resources will be available for parents at the school. Wakisha Charter School will draw upon outside resources to assist in professional and parent education. These resources include, e.g., the following: the Education Law Center of Pennsylvania, PaTTAN, Intermediate Unit 26, Children with Attention Deficit Disorder, Autism Society of America, Counsel for the Blind, the Learning Disabilities Association of PA, the Mentor Parent Program, the Parent Involved Network, and the PA Initiative on Assistive Technology.

STEP 3 - Referral

Permission to Evaluate: If screening indicates that a student may be eligible for special education or if a request for a Multidisciplinary Evaluation (MDE) is made by a teacher of the charter school, Wakisha Charter School will request permission to evaluate from the student's parent/guardian. The letter requesting parental request will detail the reasons why an evaluation is being requested, evaluation procedures, and an explanation of parental rights and procedural safeguards. Specifically, parents will be informed that they have the right to review screening records, to meet with school personnel to discuss the referral, and to disagree with the referral. Parental written consent must be obtained before an evaluation can be conducted.

Wakisha Charter School understands that parental consent for the MDE is not consent for special education services. Furthermore, Wakisha Charter School understands that we are not permitted to require a child to obtain a prescription as a condition for attending school, receiving an evaluation, or receiving services.

In addition to the charter school, referral to MDE can be made by the Pennsylvania Department of Education, another state agency, the parents of the child, or the child him/herself. Written parental consent for the initial evaluation must also be obtained in these instances before the MDE can commence.

Absence of Consent: If a parent does not give consent for the evaluation or does not respond to a request for an initial evaluation, Wakisha Charter School may pursue permission through due process procedures.

Consent for Wards of the State: When a child who is legally defined as a "ward of the state" (i.e. a foster child, "Ward of the State," or child custody of a public child welfare agency) is referred for special education evaluation, Wakisha Charter School will make reasonable efforts to obtain the informed consent from the parent of the child for an initial evaluation.

STEP 4 - Evaluation

Initial Evaluation: Upon receipt of the permission to evaluate from the child's parent, Wakisha Charter School will convene an Evaluation Team to conduct the Multidisciplinary Evaluation (MDE). The Evaluation Team will be composed of qualified professionals (including at least one teacher) and parents. Wakisha Charter School will have 60 calendar days from the receipt of the written consent to evaluate to complete the MDE. In conducting the MDE, the charter school will use a variety of assessment tools, including information from the parent - the school will not use a single measure as the sole criterion for determining eligibility. The assessment tools used must:

- Not be discriminatory or racially biased.
- Be administered in "the language and form most likely to yield academic, developmental and functional information; unless it is not feasible to provide or administer."

- Be valid, reliable, and administered by trained personnel.
- Must be able to assess child in all areas of suspected disability and to provide relevant information.

The Evaluation Team must also review existing data including local or state assessments and classroom-based observations for all students and determine present academic achievement and developmental needs as part of the evaluation process.

When evaluating a child suspected of having a specific learning disability, the Evaluation Team is not required to take into consideration severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The Evaluation Team may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures. The ultimate aim of the MDE is to answer the following two questions:

1. Is the child identified as having a disability included in the 13 categories of disability defined in IDEA?
2. Does the child require special education and related services as a result of any such identification?

The 13 categories of disability identified in IDEA are:

- Autism Spectrum Disorder
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

If the evaluation finds that the child does have a disability as defined above, and that they, consequently require special education and related services, they are defined as a "child with a disability" the IEP Team will develop an IEP with recommended educational placement. If the child does not require special education as a result of a classified disability, they are defined as a "child with a disability." Furthermore, a child is not a child with a disability if the presenting problem is caused by lack of instruction in reading (including the essential components or reading instruction), lack of instruction in math, or limited English proficiency. Parents will receive an Evaluation Report (ER) at the conclusion of the initial evaluation.

All evaluations will be provided by the school at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP team will be provided free by the school. Results of the evaluations will be made available for parental review. Parents also may get evaluation reports from professional outside the school system and send them to the school.

Re-evaluation: Re-evaluation will not occur more than once a year unless the parent and Wakisha Charter School agree otherwise. Re-evaluation will occur at least every three years, unless the parent and the LEA agree that a re-evaluation is unnecessary. The exception is re-evaluation of students with mental retardation - the PARC Consent Decree requires that these students be re-evaluated at least every two years. Re-evaluation will begin with a review of existing evaluation data by the IEP Team (See Step 5). This data is to include evaluations and information from parents; local and state assessments and classroom-based observations; and observations by teachers and related service providers. Based on the review of the data, there are two possible outcomes:

The IEP Team will identify that additional data is needed to determine:

- If the child is a child with a disability.
- Educational needs of the child.
- Present levels of academic achievement and related developmental needs.
- Whether the child needs special education and related services.
- Whether any additions or modifications are needed.

At this point, Wakisha Charter School will issue a Permission to Re-evaluate Form to the parent and begin the necessary assessments upon receipt of consent.

OR

The IEP Team will determine that additional data is not needed, which means that the charter school will notify the child's parents/guardians with the reason for that determination and their right to request assessment. Wakisha Charter School will not be required to conduct an assessment unless requested by the parents.

WAKISHA CHARTER SCHOOL will not determine that the child is no longer a "child with a disability" without re-evaluation.

STEP 5 — IEP

IEP Team: If a child is identified as a "student with a disability," WAKISHA CHARTER SCHOOL must convene its IEP Team within 30 days from the completion of the evaluation. The IEP Team will be composed of the following persons:

- The parents of a child with a disability;
- Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher, or when appropriate, not less than one special education provider;
- A representative of the local educational agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the LEA;

- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- Other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

The IEP Meeting: The IEP meeting will serve as a communication vehicle between parents and school personnel, and will enable them, as equal participants, to jointly decide what the child's needs are based on evaluations, what services will be provided to meet those needs, and what the anticipated outcomes may be. As noted above, the first IEP Meeting will take place within 30 days of the completion of the MDE.

An invitation will be sent parents to participate in the initial IEP meeting and all subsequent IEP Team meetings. The invitation will include the purpose of the meeting and the accommodations offered. WAKISHA CHARTER SCHOOL will make every reasonable attempt (i.e. certified letters, telephone calls, and/or visits to home or parent's place of employment) to secure parent participation, and will document each attempt. WAKISHA CHARTER SCHOOL will ensure that the parent receives the ER a minimum of 10 days prior the initial IEP meeting. WAKISHA CHARTER SCHOOL understands that the school is not permitted to use due process procedures to place students in special education. Therefore, if a parent refuses the receipt of special education and related services or fails to respond, the school is not required to convene the IEP Meeting or develop the IEP. In this circumstance, WAKISHA CHARTER SCHOOL will not be in violation for not providing FAPE.

If an IEP team member's area of expertise is not being discussed/modified in a given meeting, the team member will not be required to attend if both WAKISHA CHARTER SCHOOL and the parent agree in writing. If an IEP team member's area of expertise is being discussed/modified, the IEP team member may be excused if both WAKISHA CHARTER SCHOOL and the parent agree in writing and if the member's written input is submitted to the parent prior to the meeting. The parents and WAKISHA CHARTER SCHOOL may agree to use alternative means of meeting, such as videoconferences and conference calls. Parents and the charter school may agree not to convene an IEP meeting to make changes to the IEP after the annual meeting, and instead the Team may develop a written document to modify the current IEP. Upon the parent's request, WAKISHA CHARTER SCHOOL will furnish a revised copy of the IEP.

IEP Process: The IEP development process is designed to provide an opportunity for resolving any differences between the parents and the school concerning the special education needs of a child with a disability; first, through the IEP meeting, and, second, if necessary, through the

procedural protections that are available to the parents. The initial IEP Team Meetings will be used to review the ER and develop the IEP. For reevaluation, the IEP Team will meet to review effectiveness of the current IEP. The IEP Team will also convene as necessary for progress monitoring designed to ensure the effectiveness of instruction.

IEP Document: The IEP will set forth in writing a commitment of resources necessary to enable a child with a disability to receive needed special education and related services. The IEP format will be developed within 30 days after the completion of the ER and will contain the following:

- A statement of the child's present levels of academic and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including benchmarks or short-term objectives required for those students who take the alternate assessment aligned to alternate standards (e.g. PASA).
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, (including Extended School Year) and a statement of the program modification or supports for school personnel that will be provided for the child.
- The plan for educational placement — an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class.

A statement of any individual modification in the administration of the state or district-wide assessments of student achievement (i.e. PSSA, TerraNova) that are needed in order for the child to participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the child, and how the child will be assessed. For example, if the IEP Team recommends that the student participate in the Pennsylvania Alternative System of Assessment (PASA), instead of the PSSA, the IEP will provide a full explanation of the reasons for providing the child with the PASA instead of the PSSA.

- The projected date for the beginning of the services and modification and the anticipated frequency, location, and duration of those services and modifications.

- A statement of how the child's progress toward the annual goals will be measured, how the child's parents will be regularly informed of their child's progress toward the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

WAKISHA CHARTER SCHOOL will use the Pennsylvania Department of Education's IEP format, which also requires a detail of LRE — the number of hours per week a child receives special education services and the percentage of time the student is literally "outside" the regular education classroom for special education, including the name of the school building or location where services are provided.

When a student with a disability transfers to WAKISHA CHARTER SCHOOL from within the state, WAKISHA CHARTER SCHOOL will implement the student's current IEP until we adopt the current IEP or develop a new IEP. When a student with a disability transfers to WAKISHA CHARTER SCHOOL from outside the state, the charter school will implement comparable services to those in the child's out-of-state IEP until we conduct an evaluation, if necessary, and develop a new IEP.

STEP 6—Implementation

Once the IEP team has developed the IEP, WAKISHA CHARTER SCHOOL will issue to the parents the Notice of Recommended Educational Placement (NOREP), again using the Pennsylvania Department of Education's form. This notice explains the placement or recommended class for the child and explains parental rights. A NOREP will also be provided anytime the school is proposing to change a student's educational program and/or assignment. If the parent approves the NOREP, WAKISHA CHARTER SCHOOL will implement the IEP as quickly as possible. We understand that a public school district is required to implement the IEP within 10 days of receiving an approved NOREP from parents, and, the charter school will make every effort to implement in a similar timeframe. If the parent does not approve the NOREP, a host of options will be available to them including a meeting with school personnel, pre-hearing conference, mediation, and a due process hearing. These options will be executed according to the timeframe established in IDEA.

Additional implementation components of WAKISHA CHARTER SCHOOL's special education policy include:

- ***Procedural Safeguards Notices***—Parents will be provided a Procedural Safeguards Notices (using the Pennsylvania Department of Education's notice), which outlines the rights and safeguards to be followed according to state and federal regulations in providing FAPE, at least one time per year. Additional copies of the PSN will also be provided to parents whenever

there is a notice of disciplinary change of placement, at the time of initial referral or parent request for evaluation, at the first occurrence of filing for a due process complaint, and upon any parent request for a copy.

•***Commitment to Inclusion***—WAKISHACHARTERSCHOOL recognizes the value of including young children with special needs in programs with their peers. Every effort will be made to include students with disabilities in the same activities as regular education students as much as is appropriate, with the intention of providing all students with the “least restrictive” educational environment possible. Most students with disabilities are expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and contribute in all services and school activities. These include:

- Health services
- Transportation
- Arts and music
- Counseling
- Physical education and recess
- Before-and after-school programs
- Food service
- Celebrations
- Recreation

Additionally, WCS will follow a co-teaching model that will support inclusive practices. Students with IEPs will receive support by both their regular education teachers and special education teacher daily within their classrooms. These teachers plan, teach and evaluate the effectiveness of their teaching collaboratively on a weekly basis. Students that may need additional supports are accommodated through small pull out sessions with a special education teacher and/or a part time learning support or emotional support setting.

•***Service Delivery***—WAKISHACHARTERSCHOOL will provide the services required by the student, or we will contract with another entity, such as an intermediate unit or school district, to provide the services, if it is determined that the school cannot provide the level of services that the student needs. The school will attempt to provide all needed services directly, or, in some cases, contract for services with a local IU. The following will be provided through some combination of direct and contracted services:

- Mobility training
- Adaptive therapy
- Notifications
- Evaluations
- Psychological and counseling services
- Assistive technology devices
- Speech and language services
- Resource room and special classes

- Occupational therapy
- Transportation
- Interpreters for deaf or hard of hearing

Our partners for the provision of special education and related services include:

- Therapy Solutions
- The School District of Philadelphia
- Parent Training and Technical Assistance Network (PaTTAN)
- Sylvan's Learning Center

Academic Support

Students with disabilities attending Wakisha Charter School will receive a variety of academic supports and accommodations. These supports are not limited to, but may include:

- Co-Teaching
- Tutoring
- Small Group Instruction
- Direct Instruction
- Choice Boards
- Interest Grouping
- Reading Specialist Support
- Frequent Progress monitoring
- Extended Math/Reading Blocks
- Individualized Goals and Objectives
- Resource/Part Time Learning Support
- Modified HW and classroom assignments
- Grade appropriate text and reading materials
- Corrective Math and/or Reading Sessions

Therapeutic Support

Students that are identified as having an Emotional Disturbance, Other Health Impairment, or behaviors that impede learning are provided with some or many of the following behavioral supports:

- Positive Support Behavior Plan
- Functional Behavioral Assessment
- Counseling Support
- Staff Mentor
- Daily Behavior Check Forms

- Behavior Contracts
- Breaks During Instruction
- Trigger Identification Skills
- Coping Identification Skills
- Assistance in Emotional verbalization or Positive Expression
- Small Group Emotional Support

• ***Ongoing Monitoring and Parent Involvement***—Parents will be kept informed on a regular basis with regard to their child’s progress relative to the goals set forth in the IEP. The student’s teacher will inform them formally on a bi-monthly basis about their progress, and more frequently on an informal basis.

QUALIFIED HANDICAPPED STUDENTS

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination. WAKISHA CHARTER SCHOOL will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, WAKISHA CHARTER SCHOOL will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. WAKISHA CHARTER SCHOOL or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

Special Education Program Profile- Chart 1

Teacher	FTE	Class/Support	Location	# of Students	Other Info.
Donna Litwin	1.0	Reading/Learning Support	Wakisha Charter School	32	N/A
Stephanie Senatus	1.0	Reading & Math Push In	Wakisha Charter School	16	N/A
Stacy Jones	1.0	Math/Learning/Gifted Support	Wakisha Charter School	14	N/A

Special Education Program Profile- Chart II

Organization	FTE	Class/Support	Location	# of Students	Other Info.
Therapy Solutions	.30	Speech Therapy	Wakisha Charter School	11	N/A

Title Location FTE
 School Psychologist Vivian Richardson, CSP.30

Special Education - Attachment

- Special Education- Policy & Procedure

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Donna Litwin	1.00	Learning Support-Reading	Wakisha Charter School	32	n/a
Stephanie Senatus	1.00	Reading & Math Push In	Wakisha Charter School	16	n/a
Stacy Jones	1.00	Math/Learning/Gifted Support	Wakisha Charter School	14	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Solutions	.30	Speech Therapy	Wakisha Charter School	11	n/a
Vivian Richardson Independent Contractor	.30	School Psychologist	Vivian Richardson, CSP	37	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Vivian Richardson Independent Psychologist	.30

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Acuity Reading - Computer Generated Assessment	Yes	Yes	Yes	No	No	No	No
Acuity Math - Computer Generated Assessment	Yes	Yes	Yes	No	No	No	No
Acuity Science - Computer Generated Assessment	No	No	Yes	No	No	No	No

Student Assessment

Wakisha Charter School performs multiple diagnostic assessments on its students performance using the PSSA (state test) and the Acuity Assessment (in-house test) and Study Island. The diagnoses are used to prepare Individualized Performance Plans (IPPs) from these instruments and to help teachers structure instruction so that students will achieve at higher levels when they take the Acuity and PSSA at a later time. The results are also used by the School Improvement Planning Committee to establish realistic achievement goals for subsequent assessment administrations.

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

Locally developed test were generated from the content of the curriculum. Assessment tools include teacher prepared tests from Measure Up in Reading, Mathematics, and Science.

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.

An electronic tracking system has been developed to track student achievement over a continuum. The plan tracks student performance in each content area by cluster. This allows teachers to individualize instruction for each child based on identified strengths/weaknesses. Wakisha Charter School has a comprehensive "Teacher Observation" instrument that was designed to ensure that teachers are:

- teaching to each child's demonstrated learning style;
- teaching within the parameters of the lesson plan;
- teaching to the curriculum;
- teaching to PA Academic Standards
- using a combination of the constructivist teaching style, the inquiry-based teaching style, and the traditional classroom teaching style..

Teacher surveys and student surveys have been implemented to get feedback from the two major stakeholders in the educational process so that meaningful and productive learning can take place in every classroom.

Wakisha Charter School prides itself on the ability of staff to provide various forms of assessment. A school wide portfolio process has been incorporated into the overall curriculum. Teachers and administrators are responsible for dissemination of information and evaluation. The portfolio allows assessment to take the form of:

- Weekly written assessment in all subjects- using test results diagnostically
- reading & writing (vocabulary, comprehension, inferences, predictions, context clues, etc)
- mathematics (computation, problem solving, real-life situations, etc)
- social science/ history (civics, culture, government, economics, and society)
- science (physics, life science, environment, earth science, and methodology)
- Rubrics (using PA Academic Standards for reading, writing & speech)
- writing assignments (essay- persuasive, expository, etc.)

- oral reports
- poetry/speech presentations
- Book Reports (oral and written)
- Hands on activities & projects
- Open-ended Questions- math, writing, science & social studies (using PA Academic Standards from each discipline)
- Student / Teacher Interviews- based on content & PA Academic Standards
- Six week assessment in all disciplines from administration
- Teacher made testing using a variety of questions- multiple choice, short response, etc.
- Performance Assessment- Practical approach to applying subject knowledge to activities and projects (explain your answer & show your procedure)
- Teacher observation with pre-planned objectives and assessment
- Self assessment & self reflection Student surveys and forms
- Computer & software assessment program- using modern state-of-the arts equipment
- Benchmarks- Pacing in all disciplines
- Math/Reading Anchor Assessments
- PSSA & Accuity Benchmark Assessments

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

Students performance on the classroom tests, quizzes, performance based assessment, etc. are used in conjunction with their performance on standardized tests to develop an Individual Plan that highlights their strengths and weaknesses. Content area teachers and advisory teachers collaborate to ensure that each child is being taught based on the Individual Plan.

Students in danger of failing or identified as not making reasonable progress are eligible to participate in several initiatives:

- After school homework help
- Extended Study Hall sessions
- Saturday school tutorial sessions
- Small group or individual instruction
- Small group or individual instruction
- SES services
- Computer tutorials

Student Assessment - Attachments

- Aggregate Scores from Local Test Data-Math
- Aggregate Scores from Local Test Data- Reading
- Student Assessment

Teacher Evaluation

The major purposes of the teacher evaluation plan at Wakisha Charter School are to:

1. Provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.
2. Provide a process for bringing structured assistance to marginal teachers.

3. Provide a basis for making more rational decisions about the retention, transfer, or dismissal of staff members.
4. 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.
5. Provide information for determining the extent of implementation of knowledge and skills gained during staff development activities and for use in judging the degree of maintenance of the acquired knowledge and skills.

Wakisha Charter School's Framework for the Six Teaching Components:

- Planning
- Implementing
- Provided Guided Practice
- Provides Independent Practice
- Monitors Instruction
- Closes Lesson by Using an Appropriate Strategy (ies)

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

CAO - formal & informal observations, professional development, and demonstration lessons for teachers.

Consultants-Retired teachers and other educational experts will be mentors to novice teachers (mentors will also observe) and demonstrate lessons for teachers.

Peer observation opportunities are built into the curriculum

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

Objective: To implement an effective evaluation system, professional development for evaluators will be clear and visible, with an appropriate set of evaluation criteria.

A cohesive professional development-teacher evaluation program is detailed in terms of critical elements of the program and the preparation of evaluators.

Components

Professional Development: a total program for enhancing professional effectiveness.

In-service: instruction designed to supply information and develop skills that can be translated into professional practice.

Mentor: a colleague who observes and gives feedback about an episode of teaching.

Evaluator: a person designated to summarize the quality of professional performance over a period of time, and assigned the responsibility for determining a teacher's future status.

The special education coordinator has attended numerous PaTTAN sponsored workshops dealing specifically with special education. The Chief Academic Officer has over 25 years as an educator and is an experienced principal whose professional training focuses on the skill and art of evaluation.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year the board remained intact as members served their five year term. In July 2010, there were changes to the Board of Trustees including increasing the number of members from 9 to 13.

The President of the Board of Trustees, Board Secretary and Board Treasurer completed their terms so new officers were elected by the Board Members.

The leadership team was changed during the 2009-2010 school year. The organizational chart now features a CEO (Chief Executive Officer), CAO (Chief Academic Officer)/Principal, and COO (Chief Operating Officer), Data Assessment Coordinator, Special Education Coordinator, and the Dean of Students.

Based upon the needs of the school, addition positions were added at the leadership level. The Special Education Coordinator was needed to handle the needs of our growing population of students with Individual Educational Plans, to coordinate the best use of our SPED personnel, and be responsible for all reporting data. The Data Assessment Coordinator is a vital position to accomplish becoming a school that uses data efficiently to drive instruction, increase the percentage of students working at the Proficient or Advance level, and significantly decrease the percentage of students below grade level.

Board of Trustees

Name of Trustee	Office (if any)
Tumar Alexander	Member
Edgar D'Oliveira	Secretary
Dr. Carissa Y. Ferguson-Thomas	Vice-Chair
Maurice Hawthorne	Member
Miguel P. Pulido IV	Chairman
Christian Hicks	Treasurer
Bob Borzotta	Member
Pastor Dana Lewis	Member
Rev. Tamiaka Moore	Member
Sharif Street, Esq.	Member
Dr. Dollyne Wayman-Brody	Member
Rev. Dr. Wayne E. Weathers	Member

Professional Development (Governance)

The board coordinates the governance of the school by the acting board chairman interfacing directly with the CEO, CAO and Director of Operations, through monthly board meetings, and through written and email communication.

At the annual meeting/retreat the board chair distributes a list of recommended reading that focuses on the role and functions of board members. Each new member is also given the Schools adopted Bylaws and the minutes from the two previous meetings. In addition, board members are expected to attend trainings to develop their skills as Board Members. This year they participated in the Pennsylvania Charter School Association Annual Workshops which dissected the roles and responsibilities of Charter School Boards.

The board complies with all procedures and laws including the Sunshine Law and the Public Officials Act.

Sunshine Law - Section 702. Legislative findings and declaration

(a) *Findings.* The General Assembly finds that the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decisionmaking of agencies is vital to the enhancement and proper functioning of the democratic process and that secrecy in public affairs undermines the faith of the public in government and the public's effectiveness in fulfilling its role in a democratic society.

(b) *Declarations.* The General Assembly hereby declares it to be the public policy of this Commonwealth to insure the right of its citizens to have notice of and the right to attend all meetings of agencies at which any agency business is discussed or acted upon as provided in this chapter.

Professional Development

Board members received professional development in the form of recommendations, input, portfolio from its legal council

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) in a timely manner, responds to all inquires, attends all mandatory meetings, etc.

The Board of Trustees receives monthly reports from both the Chief Executive Officer, Chief Academic Officer and the Director of Operations. Every report that is prepared for external organizations is 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 auditors reports.

Coordination of the Governance and Management of the School - Attachment

- Trustees Meeting 2009-2010

Community and Parent Engagement

Board members participate in all Open House Sessions, award ceremonies, inviting parents/guardians to serve on the board, and supporting the Parent Teacher Student Association

Also board meetings are advertised throughout the school, on the website, and in the newsletter.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fundraising efforts in 2009-2010 included:

- Receipt of funds under the e-rate grant program that have improved the technology of the school. The school now has over 100 computers and two state-of-art computer labs
- Cherrydale Farms-annual candy sale
- Weekly Pretzel Sales - proceeds paid for caps and gowns for all 8th grade students

The Wakisha Foundation will commence a capital campaign in school year 2010-2011 to provide shelving, computers and books for the new school library, equipment for the two new science labs, art studio (supplies,tables), music studio (piano, music stands, chairs), cafeteria (stove, hood, seating, dishwasher) and for the main office (desks, chairs, computers).

Fiscal Solvency Policies

At the beginning of the fiscal year the Board of Trustees approves the annual budget. During the year all expenditures are approved by the CEO, CAO and Chief Operations Officer and are reviewed at each regular Board meeting. The Board identifies amounts to be set aside when received to cover emergencies, shortfalls and/or delays in receipt of funds. The Board also relies on the accounting services, financial planning and compliance reviews of an independent educational consulting and advisory firm, Charter School Choice, to provide financial oversight and administrative support for the school.

Accounting System

Wakisha Charter School uses QuickBooks as its electronic accounting system. The Pennsylvania Chart of Accounts has been integrated with the QuickBooks Accounting System. The accounting system has been formatted to align with the state Chart of Accounts, the PDE reporting requirements formats, and with Generally Accepted Accounting Principles (GAAP). Entries are made in the QuickBooks Accounting System as checks are paid out. The system data is backed up and turned over to the CPA. The CPA imports the data into the QuickBooks Accounting System and applies general ledger account codes and class codes in accordance with the state chart of accounts.

Using the QuickBooks Accounting System, compliance with the state object class is achieved by assigning object class codes as general ledger account numbers. Compliance with function classifications is achieved by assigning function codes as class codes in the accounting system. The class code is further modified to achieve separate funds such as General Fund and Special Revenue Fund

The budget process and account procedures are designed to result in financial statements prepared on a modified accrual basis.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010 Preliminary Statement

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

Audit firm: Siegal and Drossner, PC

Date of last audit: November 7, 2008 for the School Year Ended June 30, 2008. The audit for the School Year Ended June 30, 2009 is expected to be completed on September 30, 2010 by the audit firm. A copy of the draft audit for School Year Ended June 30, 2009, received October 30, 2009, is attached.

Auditors Opinion:

Findings resulting from the SYE 2008 audit:

1. In a sample of 25 student files, 2 did not contain proof of existence through either a social security card or birth certificate of proof of residence in the district and 7 did not contain proof of residence in the district being billed. Auditors recommend that the school review all student files and obtain the required information to establish student's status.

Follow up action: The School will implement of all student files and institute revised procedures to ensure the information is obtained.

2. In a review of 25 payroll transactions, three files did not have a criminal history background check and child abuse clearances. Also, three files did not have criminal history background checks. Auditors recommended that management review all employee files not suitable for school environment.

Follow up action: School management will review all files periodically.

3. In review of 25 payroll transactions were either missing the form, incomplete, or unsigned. Auditors recommend that management review all employee files for the I-9 process.

Follow up action: School management will review all files periodically.

4. In review of 11 applicable payroll transactions 6 files did not have FBI checks. Auditors recommend that management review all employee files for the I-9 form.

Follow up action: School management will review all files periodically.

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

- Independent Audit for School Year Ended June 30, 2008
- Draft Independent Audit for School Year Ended June 30, 2009

Citations and follow-up actions for any State Audit Report

The only state audit report received during the 2009-2010 school year was the result of a cyclical compliance monitoring that was conducted by the Bureau of Special Education in Wakisha Charter School during the week of March 5, 2009, pursuant to the monitoring provisions of 34 CFR 300.600. A copy of the audit report is included in the Document Repository. The school took corrective action and was informed by a commendation letter from the Director of the Bureau of Special Education dated May 27, 2010, that all areas of non-compliance were corrected as of April 22, 2010. A copy of the letter dated May 27, 2010, is also included in the Document Repository.

SECTION VII. FACILITY RESPONSIBILITIES

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

Wakisha Charter School has entered a new leasing agreement for the school's facility. In December 2008 the Wakisha Foundation, an independent non-profit, tax-exempt corporation, formed for the purpose of supporting the operation of Wakisha Charter School, purchased a building. During 2009, the Foundation renovated the building into a school facility and in December 2009 the Wakisha Charter School moved into the space. The school entered a long-term lease on the facility.

The school has entered leasing contracts for the telephone system and has leased equipment for the gym, including basketball backboards, chinning bars and climbing ropes. Additionally, the school leased mats that were installed on the walls in the gym and mats that are used on the floor for safety purposes for tumbling and other floor exercises.

The school has not purchased any furniture, fixtures or equipment during the 2009-2010 school year.

Future Facility Plans and Other Capital Needs

Wakisha has no future plans to change or expand its current facility. The school moved into a new facility in January 2010 and it will likely be many years before any change to the current arrangement will be needed. There are no other immediate capital needs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Wakisha Charter School uses the services of Mid Atlantic Consortium of Charter Schools (Division of Health Services) to provide mandated medical services according to title 23.1, Section 23.1- 23.7 of the Pennsylvania School Code and mandated dental services according to title 28-2387 also of the Pennsylvania School Code

The process for meeting the health and safety requirements include:

- Immunization letter from the school nurse
- Omission from school- non- compliance
- Proof of immunization
- In addition, a school safety and action plan has been compiled that details prevention and intervention strategies. These topics include:
 - Visitor Screening Procedures
 - School rules and behavior standards
 - Discipline Philosophy
 - Fire drill exit directions
 - Shelter in Place
 - Crisis Preparedness/ Pre-planning with checklist
 - Multi-hazard safety plan
 - Lock down plan

Wakisha Charter School contracts with the Mid-Atlantic Coalition of Charter Schools, MACCS, for nursing services. This relationship provides the school with a nurse on site on a daily basis from 8:00 AM until 2:00 PM. In addition to the basic nursing services Wakisha is provided with specialized medical services on a periodic basis. In addition to the medical services provided, the organization provides certain management functions that include the preparation of annual reports that must be submitted to the Commonwealth of Pennsylvania.

Attached is the latest of the reports that Wakisha is obligated to submit. This report is a Request for Reimbursement and Report of School Health Services, submitted to the Commonwealth of Pennsylvania, Department of Health, Division of School Health. This report states the services provided by MACCS and the costs associated with the services. The report indicates the personnel assigned to Wakisha for 2009-2010. Further, the report provides statistics on the students who received services during the latest year and the nature of those services.

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

- Request for Reimbursement
- School Immunization Law Report

Current School Insurance Coverage Policies and Programs

Wakisha Charter School has the following insurance coverage:

- General Liability and Educators Legal Liability
- Worker's Compensation and Employer's Liability

- Unemployment Compensation
- Health Insurance Policy (Aetna) for Employees and family members
- Dental Insurance Policy (Aetna) for Employees and family members
- Vision Insurance Policy for Employees (Aetna) and family members
- Short-Term and Long-Term Disability Insurance Policy (Assurant) for Employees
- Automobile Liability for Hired and Non-Owned Autos
- Excess Umbrella Liability
- Property Fire and Liability

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD Certificate of Liability Insurance 2009-2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Wakisha for the 2009-2010 school year employed 22 teachers, 2 counselors, 1 PTSA Coordinator, 1 Data Assessment Coordinator and 1 CAO/Principal which provided support for 15 academic subject classes, 3 special education classes, health and physical education classes, computer classes, art classes and music classes.

Wakisha had several teachers, 1 reading teacher, 1 science teacher and 2 special education teachers, resign during the 2009-2010 academic school year. The interviewing process began in order to replace those teachers. We did hire 1 teacher for special education and another to be the Special Education Coordinator/teacher. Also, in the middle of the school year, the CAO/Principal resigned. In December, a replacement was hired.

Wakisha is committed to the process of hiring certified teachers to fill any available positions.

Quality of Teaching and Other Staff - Attachment

- Teacher Certification Chart

Student Enrollment

The Wakisha Charter School has an open-admission policy. All students who are presently enrolled at a Philadelphia public, charter, catholic, private Schools, etc. elementary or middle Schools are eligible to attend Wakisha Charter School.

- Students and their parents are invited to the school for an informal meeting and/or tour

- Students selected are asked to submit the following documentations:
 - Proof of Address
 - Birth Certificate and Social Security Card
 - Medical Records (immunization, etc.)
 - Last School Report Card (evidence of grade completion)

Once the school has received from the student the requested information the student receives a “letter of acceptance”

Please note: All students may be selected through a “public lottery.”- A lottery is a random selection process by which applicants are admitted to the charter school. A lottery is used if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery.

Once students are selected for the lottery and all openings are filled, students are placed on the waiting list.

Letter of acceptance is taken to former school and student receives school transfer

Parents of all new students are be required to sign a “release of information form” enabling us to obtain previous school records

Enrollment

Grade	Enrollment Numbers	Added	Dropped/ Transferred
6	82	17	9
7	132	25	51
8	120	16	35

Returning in September: excluding the incoming sixth graders, Wakisha anticipates 201 students returning

Required to leave the school expulsions, other):0

Numbers who left voluntarily: 53

Wakisha Charter School enrollment trends were similar to most schools. The school’s enrollment was demographically similar to the public schools. The school did have more female students than male students. The academic level of students ranged from achievement on standardized tests at Quartile 1 through Quartile 4. Student turnover was minimal and most were related to inconsistency related to the school bus.

Parents and students expressed satisfaction with the school’s Afro-Centric Program, the school’s concentration on Character Development, the Entrepreneurial Program, and the overwhelming show of concern by teachers and administrators in providing their children/students with the educational and social foundations needed to be informed and productive citizens. In an effort to ensure student safety, families of students who pose a threat (verbal or physical) are given best placement guidance and recommendations.

Parents also expressed satisfaction with the safety of the school and free afterschool tutorial services and extra-curricular offerings.

Student Enrollment - Attachment

- Enrollment & Admission Policy

Transportation

All Wakisha Charter School students (grades six through eight) are eligible to ride the school bus. The service is provided by The School District of Philadelphia and Durham Bus Company. Special Education students with severe motor/ambulatory disabilities are eligible for door to door transportation.

Suggestions for Improvements - Complaints have been issued to Durham Bus Company in reference to numerous problems with service, including late arrivals and late drop-offs.

Food Service Program

Wakisha Charter School does participate in the FRL Program. The Philadelphia Archdiocese provides free breakfast for all students. Free, reduced, and full price lunches are provided daily. Students who meet the eligibility for free lunches are provided free lunches. Students who meet the eligibility for reduced price lunches are provided lunches at a reduced rate. Students who do not qualify for free or reduced price lunches have to pay the full lunch price.

Student Conduct

Students are expected to come to school prepared to learn. This includes coming to school with the proper attitude and the right demeanor. Students are expected to follow ALL classroom and school rules and not to engage in any disruptive behavior that will take away from his or her or other students instructional time. Wakisha Charter School's Discipline Policy meets the requirements of Chapter 12 and Chapter 13 of the Public School Code. Due process is specifically highlighted in the Wakisha Charter School Suspension and Exclusion Policy.

SATURDAY ACADEMY- Behavior Modification & Enrichment Program

In an effort to re-tool our students with concrete conflict resolution skills, strengthen impulse control, and encourage respect for self and the community, Wakisha Charter School, beginning in September 2006, piloted a weekly Saturday Academy Behavioral Modification Program. The program was designed to reinforce self control, teach the value of 'taking responsibility' and reduce the out of school suspension rate. What has happened across schools in America is that student behaviors have become more pronounced and violent but the response from schools has remained stagnant. Wakisha Charter School's Saturday Academy is the first step in combating negative behaviors, fears, and attitudes before they become explosive. The program encompasses a four step approach (reflection, review, greater context/ the community at large and taking responsibility) to address student issues and concerns. It then links behaviors with resources and creates a modification plan.

In essence, the program is designed to improve self-esteem and encourage 'discipline with dignity' within the Wakisha Charter School environment. It is important to note that Saturday Academy is not Saturday detention. The program is not strictly punitive; it is a safety net and an opportunity to have our students become accountable and 'think' about their behaviors and how their responses/actions affect their lives and the lives of others. Saturday Academy is not a quick fix nor will it put a band-aid over the Grand Canyon. However, it is an innovative program that creates an environment that is challenging, therapeutic and responsible in its approach.

Why Saturday Academy?

Saturday Academy is 'discipline with dignity' which is a key element to changing the outlook/perception of consequences to our youngsters. It provides them a forum for dealing with the challenges of adolescences without feeling the need to put on a 'show' for their peers. The program avoids conflicts, encourages open dialogue, is confidential, and offers students real alternatives.

Most importantly, Saturday Academy does not interfere with classroom instruction and avoids out of school suspensions. Student suspensions has a number of rippling affects: It destroys a students academic record, it does not reinforce or teach positive behaviors, it reduces the number of academic days for students, and it creates greater conflict because the issue remains unresolved.

In just two years of initiating and enforcing Saturday Academy at Wakisha Charter School, the suspension rate was cut in half .The number of students suspended is still alarmingly high but with the drastic decrease we feel that Saturday Academy is a sound alternative.

2005-2006	2006-2007	2007-2008	2008-2009
257	203	122	127

2009-2010 165 students were involved in over 300 suspension incidents. 0 students were expelled.

With this alarming amount of student suspensions, it is necessary to look at our discipline policy and how we suspend. It is also important to have in place a in-school suspension that allows students to stay in school and continue to receive academic instruction that allows them to stay on track when placed back into the classroom.

Student Conduct - Attachment

- Student Conduct & Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Wakisha 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 Wakisha 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: Elbert Sampson **Title:** Mr.
Phone: 267-940-4800 **Fax:** 267-535-5876
E-mail: esampson@wakisha.net

Signature of the Chief Executive Officer and Date

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

Name: Miguel Pulido **Title:** Mr.
Phone: 215-427-1726 **Fax:** 215-427-1178
E-mail: mpulido@brightsideacademy.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Stephanie Senatus **Title:** Ms.
Phone: 267-940-4800 **Fax:** 267-535-5876
E-mail: ssenatus@wakisha.net

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Assurance Signatures 2010