
Pennsylvania Department of Education



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

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

Entity: Walter D Palmer Leadership Learning Partners CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Walter D Palmer Leadership Learning Partners CS

Date of Local Chartering School Board/PDE Approval: June 16, 2010 renewal

Length of Charter: 5 Years **Opening Date:** September, 2000

Grade Level: Kindergarten through 11 **Hours of Operation:** 7:30 a.m. - 4:00 p.m.

Percentage of Certified Staff: 80% **Total Instructional Staff:** 46

Student/Teacher Ratio: 25:1 **Student Waiting List:** 671

Attendance Rate/Percentage: 95.85%

Second Site Address, Phone Number and Site Director:

1415 N.Broad Street, First Floor, Philadelphia, PA 19123 215-232-0300; 215-627-7434. D. F. Hinson

Summary Data Part II

Enrollment: 758 Students - Grades K - 11 **Per Pupil Subsidy:** \$8087.88

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	6
Black (Non-Hispanic):	616
Hispanic:	124
White (Non-Hispanic):	0
Multicultural:	0

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 89

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	181	182	182	182	727
Instructional Hours	0	0	995:50	1001:00	1001:00	955:50	3953:00

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Walter D. Palmer Leadership Learning Partners Charter School, "WDP-LLPCS" is an urban charter school providing educational services for children in Grades K - 12. Our diverse population of students represent neighborhoods throughout the City of Philadelphia.

Located within the ever-developing Northern Liberties section of Philadelphia, Pennsylvania, WDP-LLPCS provides a dynamic educational learning community that engages children in a rigorous, stimulating, and focused curriculum evolving from the pillars of leadership, self-development, and social justice. Through a child-centered, culturally diverse and structured learning environment, WDP-LLPCS provides collaborative and nurturing opportunities for children, teachers, social workers, parents, community members and volunteers to develop and grow as life-long co-learning partners.

The Walter D. Palmer Leadership Learning Partners Charter School, K - 12, is a member of the Middle States Association of Colleges and Schools, Commission on Institution-Wide Accreditation. Accreditation is the affirmation that a school or educational service agency provides a quality of education that the community has a right to expect and the education world endorses. Accreditation is a means of showing confidence in the institution's performance.

WDP-LLPCS participates in the National Institute for Excellence in Teaching's (NIET) research based Teacher Advancement Program [TAP]. The TAP model is designed to help advance effective teaching by supporting and developing best practice instructional strategies and

ultimately, improving student achievement and success. The ultimate goal of TAP is to raise student achievement by creating incentives and support structures that maximize teacher effectiveness resulting in improved student performance.

The WDP-LLPCS Core Program is an articulate, K-12 design, with social justice and social development as emergent themes focusing on opportunities to prepare and engage students in addressing social injustices. The ultimate goal of the Leadership educational experience is to build leaders that will positively contribute to their own community and society. The WDP-LLPCS approach is based on the identified needs of the population.

Our program provides a comprehensive, interactive curriculum on leadership, core academics, social justice and character development, with best-practice instructional strategies from kindergarten through twelfth grade. The Leadership tenets, grounded in our mission, vision, and philosophy, integrate academics, community involvement, social awareness, problem posing and problem solving, into relevant learning experiences. Leadership tenets are further aligned and explored in the study of language, math, science, technology, geography, history, social studies, foreign language, physical fitness, music, art, dance and drama. These Leadership tenets are integrated in all subjects throughout the school day.

The WDP-LLPCS Core Program is designed to actively motivate and engage students through innovative practices and techniques tailored to each unique stage of learning and development to provide continuous opportunities for all students to learn and succeed.

WDP-LLPCS students are engaged in innovative learning models that provide interactive strategies and methods. Each component of the Core Program provides an integrated building block to improve academic and non-academic skills mastery for all students. The Core Curriculum subjects are aligned to Pennsylvania Department of Education standards and eligible content; with intermediate benchmarks throughout the school year to monitor and adjust instruction and improve student performance. WDP-LLPCS Goals were developed to provide opportunities for continuous performance growth and attainment of proficiency or above in all core academic subjects, and measurable application of skill growth in social justice awareness, self development, problem posing and solving, technology and the arts.

The WDP-LLPCS Elementary students in grades K - 5, attend school in the main building; while students in grades 6 - 8 attend in the annex building. Students in grades 9 - 12 attend school in the WDP-LLPCS Secondary School Campus. The expansion of the WDP-LLPCS secondary school program in September 2007, enabled seamless integration and mastery of the components and skills of our Leadership curriculum; while providing the skill mastery to pursue post-secondary education and viable career choices. The WDP-LLPCS secondary program focuses on decreasing high school dropout rates by in-depth exposure to leadership characteristics and life-balanced educational strategies, that develop and strengthen the student's ability to identify higher learning opportunities and short and long-term career choices.

WDP-LLPCS Secondary School students gain exposure to opportunities, resources, academic and social supports through university program disciplines in partnership with The University of Pennsylvania and Temple University. Students that qualify academically can also enhance their academic studies by participating in courses offered at these universities with the option of becoming full-time students upon graduation. Additionally, WDP-LLPCS partners with various businesses in the Philadelphia area to provide our high school students with internships and on the job training as part of their educational program, providing positive alternatives for students electing to enter the workforce immediately following completion of the 12th grade and/or provide an increased awareness of the disciplines available in a post-secondary environment. The implementation of an internal Leadership internship program for 61 of our high school students throughout the school year and summer months, provided hands-on work experience and training in child care, tutoring, nutritional services, and office support. The participating students met high academic and citizenship criteria; maintained high attendance, and became school role models.

The effectiveness of the WDP-LLPCS standards, policies, instructional practices, safe and child-centered environment, supportive services and parent involvement, results in a continuous high retention rate of students and staff. Student retention for 2009-2010 was 98.50%.

The 2009-2010 Annual Parent Satisfaction Survey results indicate 97% of WDP-LLPCS parents overall, are satisfied with their child's educational experience at WDP-LLPCS; and, 96.5% of parents "feel the environment is safe and conducive to learning"; and, 95% "feel their child has shown improved academic performance".

WDP-LLPCS participates in the Pennsylvania Pre-K Counts program, providing early childhood education to 160, 3-year old and 4-year old children. WDP-LLPCS students in grades 9 - 11 volunteer weekly in the pre-kindergarten program, by assisting the teachers with reading, motor skills, and science exploration.

In addition to the Day-School program of WDP-LLPCS, an After-School and Saturday School program is offered to all students. The After-School program is offered Monday through Friday and includes homework assistance, academic tutoring, through Huntington Learning Systems, enrichment programs, team sports and clubs. The Saturday School program, scheduled twice a month, is intended as a behavior management and intervention service for students. Parents/Guardians are required to attend the Saturday School Program with their child.

WDP-LLPCS has conducted a summer program since 2000. The majority of the students that attend the summer program are in grades K - 5. Our summer program, M.A.D.D. Camp -- Music, Art, Dance, Drama, engages students in leadership skill building, arts and crafts, reading, math, exploration and discovery. M.A.D.D. Camp also provides intern opportunities for WDP-LLPCS high school students.

WDP-LLPCS realizes a high level of parent and community involvement. Over 98% of our parents/guardians attend monthly Leadership Nights for educational workshops and student achievement showcases. WDP-LLPCS Community Partners include:

- DLA Piper Law Firm
- The West Philadelphia Mental Health Consortium
- University of Pennsylvania
- Temple University
- Cheyney University
- The Philadelphia Health Consortium
- Powhatan Native American Reservation
- Art Sanctuary
- Philadelphia Alliance of Black Social Workers
- Black Men at Penn
- Academy of Natural Sciences
- Asian Americans United
- Reach Alliance

Mission

The Walter D. Palmer Leadership Learning Partners Charter School's mission is to promote dynamic Partnerships that allow administrators, social workers, parents, teachers, community members and all students the educational and social options and techniques relevant to social growth and academic excellence.

Our school objectives include continuous improvement in the achievement of all students, increased effectiveness of teacher instruction and continuous leadership skill development and partnership for students, teachers, administrators, supporting staff, parents, and community members.

Vision

The WDP-LLPCS Leadership Vision: A World Perspective on Education:

- Where the world is seen as a laboratory and exploration, investigation, research, critical thinking, writing, and problem solving is encouraged and fostered.
- Where societies are built in peace, fairness, equity, justice, respect, dignity, humility, and humanity.
- Where communities practice cooperation and intergenerational living from birth to death; thereby assuring a legacy of the past and present histories of successful and unsuccessful community living.
- Where families provide organization, structure, dependability, security, loving, caring, sharing and nurturing of all family members as well as extended family members.
- Where the individual is taught the value of honor, honesty, trustworthiness, integrity, discipline, responsibility, accountability as well as self-help, self-reliance, self-determination; the essential ingredients for self-confidence and self-esteem.
- Where the school is seen as a creation and extension of the community to serve the individual, parent, family and community by gathering and warehousing histories, principles and skills necessary to help parents, students and teachers to transform individuals, families and communities in a healthy and affirming way.
- Where the classroom is a model (microcosm) of the living laboratory established to help parents, students and teachers model the best practices of the worldview.
- Where the teacher is a learning partner with students, parents, and other teachers for peer learning. The teacher who is conscious of his/her own creativity and is inspirational, motivational and practices understanding (empathy) with parents, students and other teachers.
- Where the school and teachers are socially conscious and socially responsible and understand the primary responsibility of education is to use the core subjects of reading, writing, math, and science; along with history, social studies, and computer science; to identify and critique social problems that individuals, families and communities face everyday and help create (identity) solutions for these problems.
- Where the school and teachers understand that learning for survival is primary and essential in order for parents and students to make a full commitment to learning for advance education, intellectual curiosity, jobs/work or professions.
- Where the school and teachers collaborate with students, families and community to create a school environment that is void of suspicion, fear, innuendo, gossip, threats, intimidation, pettiness, lying, cheating, stealing, deceit, distrust, disrespect, conspiracy, bias, discrimination, prejudice and bigotry.
- Where the school is an academy for training teacher and student leaders with skills and tools for fighting and overcoming social oppression such as racism, poverty, unemployment, hunger, homelessness, gender bias, war and illiteracy.
- Where the school and teachers are sensitive to the fact that many students, parents, families and communities suffer from the ravages of abuse to children, women, elderly, mentally ill, disabled, chemical substance, crime and violence. It's imperative that schools and teachers have the courage to face this reality already realized in many students, parents and families, and make a commitment to making a difference.
- Where the school and teachers are committed to leadership, character, social education, and academics for shaping the individual family, community and society.

Shared Values

The ten Leadership Core Values focus on continuous and evolving stakeholder involvement.

Leadership Core Value #1:

To Provide a Shared Vision and Commitment to all Stakeholders for Continuous Improvement and Performance Excellence.

Leadership Core Value #2:

To Ensure that all Goals, Objectives and Actions Support Student Learning and the Needs of the Student.

Leadership Core Value #3:

Demonstrate Organizational and Personal Learning and Provide Opportunities for School-Wide Continuous Organizational and Personal Learning.

Leadership Core Value #4:

Value Faculty, Staff and Partners by Creating an Environment for Collaboration, Creativity, Innovation and Recognition.

Leadership Core Value #5:

Demonstrate School-Wide Quickness in Responding to Student Needs.

Leadership Core Value #6:

Plan and Align Instructional Programs with a Focus on Future Needs.

Leadership Core Value #7:

Encourage innovative strategies and processes to build learning capacity and knowledge.

Leadership Core Value #8:

Demonstrate and Encourage Public and Social Responsibility and Citizenship.

Leadership Core Value #9:

Create Value, Accountability and Ownership in School-Wide Results

Leadership Core Value #10:

Continuously examine the needs of the school and collaboratively create key strategic goals and action plans.

Each of the ten (10) WDP-LLPCS Leadership Core Values includes a “How We Will Implement” to ensure a results-oriented organization.

Primary goals in the WDP-LLPCS Accountability Plan are promoting, enhancing and facilitating improved communications, learning and information sharing with our stakeholders; and, increasing the active engagement of parent and community partners

annually. Development of processes and programs to address parent and community member learning, two-way communications, information sharing, and engagement will result in strengthening our school's ability to satisfy the needs of our stakeholders and increase and sustain involvement in a partnership that provides opportunities for all student to achieve.

WDP-LLPCS implemented and practices policies and procedures for sound, organizational best practices and to ensure compliance with local, state and federal laws and regulations; and continual self-renewal.

At WDP-LLPCS:

- we will do whatever it takes to teach, inspire and motivate all learners -- children and adults
- we will work collaboratively, focusing on results and learning, sharing strategies that engage learners and seeking help in areas in which we are struggling,
- we will not give up on our students and will strive to find new ways to engage each and every student,
- we will ensure that every child is valued and recognized for their individual achievements,
- we will strive for greatness by continually exploring new ways of ensuring the success of all learners,
- we will implement instructional strategies and methods that improve student learning potential,
- we will model life-long learning
- we will celebrate success.

Academic Standards

WDP-LLPCS continues to demonstrate evidence of steady and significant growth in meeting/exceeding academic objectives. The continued implementation of effective instructional strategies, focused professional development, increasing gains in student achievement and skill mastery, retention of Highly Qualified Teachers, strong administrative leadership, a high level of stakeholder commitment and reflection, and strong oversight and guidance, directed by strong leadership, will results in meeting and exceeding educational objectives.

Implementation of assessment tools used to monitor student learning provide opportunities to make sound programmatic decisions connected to improved instructional strategies to increase student achievement and skill mastery. Analyzing student data, effective organization and planning, modifying instruction to meet the needs of all students, increased levels of learning support, and reinforcement results in increased student skill mastery.

At WDP-LLPCS, we strive for continued improvement in academic performance for all students by:

- Aligning core curriculum with Pennsylvania academic standards and anchors; and a requirement of student, skill mastery attainment in grade-specific skills.
- Ensuring inclusion of peer mentoring, peer learning, and peer teaching throughout school community and activities.
- Exceeding 90% attendance in all grades to ensure students have consistent instructional learning opportunities.

- Increasing parental participation in volunteer services, meetings and student academic and social support.
- Decreasing student discipline referrals and suspensions through the use of our leadership based school-wide code of conduct methods and strategies.
- Continuous assessment of student skill attainment through use of standard-aligned local assessments.
- Implementing a viable structured, thematic academic approach, that scaffolds leadership principals in all grade, activities, and leadership components which include:

Reading Comprehension	Reading Laboratories	English	Writing	Science
Algebra I	Algebra II	Geometry	Social Justice	Character Development
Technology	Geography	History	Leadership	Behavior Modification
Music	Art	Dance	Drama	Media
Career Readiness	Social Education	Foreign Language	Physical Fitness	Health and Nutrition

- Scripted, Pennsylvania standard based, aligned lessons.
- Utilization of effective, child-centered rubrics in all subject areas in order to establish a systematic approach towards assessing student skills in the areas of reading, writing, math, science, social justice, and self development.
- Maintaining over 95% retention rate of students and faculty; by providing an academically rigorous learning culture; with continuous innovative instructional approaches and methods to improve student performance.
- Establishing and reinforcing expectations for staff, students, parents, board members, and community partners that is reflected in our daily operations, school programs, and projects.
- On going professional development in instructional techniques, classroom management, technology integration and parental involvement.

Strategies To Achieve Academic Success

WDP-LLPCS has developed the following action plan to improve curriculum alignment to Pennsylvania Standards and Anchors for instructional delivery and student achievement: increased professional development, smaller class sizes, content rich curriculum, innovative, structured lessons; on-going assessments, 6-week benchmark assessments, small groups skill drills and remediation, curriculum integration with technology, and increased tutoring and monitoring.

In addition, WDP-LLPCS has implemented:

- School-wide Pennsylvania Academic Standards driven instruction and planning policies.
- Inclusion Training for all staff and parents in order to meet the needs of our diverse student population.
- Adequate observation, modeling, coaching, and prompt feedback for new and returning teachers
- Increased accountability of faculty members through use of a structured chain-of-command and cluster grouping.
- Ongoing professional development dedicated to the improvement of standards-based instruction to maintain a greater level of support for new teachers, minimizing teacher turnover on a yearly basis.
- Implementation of standards-based grade level assessments and benchmarks.
- Reinforcement of academic skill areas for students not meeting grade-specific skills.
- Implementation of an improved after-school SES program, targeting children struggling in the areas of reading and mathematics.
- Homework assistance.
- Monthly support staff meetings and professional development
- Weekly Cluster meetings facilitated by master and mentor teachers that are nationally certified by the Teacher Advancement Program, focusing on data analysis and instructional strategies aimed at improving student achievement.
- Weekly Grade-level Meetings for ongoing and reflective planning/mapping.

- Implementation of SAP process according to statutory state regulations.
- On-going parent support and involvement.

Implementation and roll-out of the school's strategic academic action plan will result in anticipated academic growth in Reading and Math as required per Pennsylvania state academic thresholds; presenting an increase in the number of students performing at or above grade level.

The preliminary data from the 2009-2010 PSSA indicates an increase from 46.5% proficient/advanced to 57.0% proficient/advanced in Reading, and an increase from 46.5% proficient/advanced to 57.5% proficient/advanced in Math.

WDP-LLPCS is in its second year of the Teacher Advancement Program, which resulted in improved teacher instructional delivery and improved academic achievement for all students. Additionally, goals to ensure small group skill remediation, focused differentiated instruction and acquisition of subject rich resources produced a steady increase in student growth and performance; with an outcome of attainment of NCLB requirements for students in Grades 3-12 by the year 2014.

State Threshold Growth Targets: By the year 2014, 100% of the students in **Grades 3 - 8, 11** will be proficient in Reading

SY	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Growth	8.5	9.7	9.7	10.9	12.7	14.3	13.3
Target	12. %	22.2%	24%	23.9%	28.3 %	46.5%	57.0%

State Threshold Growth Targets: By the year 2014, 100% of the students in **Grades 3 - 8, 11** will be proficient in Mathematics.

SY	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Growth	9.6	10.6	9.7	8.9	11.7	13.6	10.63
Target	4%	22.2%	37.9%	30.1%	31.8%	46.5%	57.5%

Strengths and Challenges

WDP-LLPCS Strengths

- Celebrating each student's academic and social success
- Leadership Core Program focusing on Leadership, Social Education, and Self Development skill mastery
- Safe and Secure Environment
- Environment conducive to respect and learning
- Implementation of Leadership Core Program from Kindergarten through High School
- Consistent and steady academic performance of students
- High student attendance
- High student retention
- Strong parent, community and business partnerships
- Diverse highly qualified instructional staff
- Effective instruction through the TAP grant
- Evolving learning and intervention initiatives that support improved performance for all students

- Comprehensive in-house social work services
- Focused Profession Development for all staff
- Involved and supportive Board of Trustees
- Improved Leadership Administrative Team
- After-School program
- Summer Enrichment Program
- Saturday School program

The WDP-LLPCS 5-year Accountability Plan will create increased opportunities to support and sustain the mission, vision, philosophy and Core Values of the school resulting in continuous improvement and self-renewal.

WDP-LLPCS Challenges:

- Increasing academic performance of students with special needs
- Increasing Highly Quality Teachers
- Increasing Instructional experience levels
- Funding for programs to increase learning support
- Funding to expand services to parents and the community
- Increase of technology equipment to support student learning and instruction
- Space allocations to implement new initiatives

The WDP-LLPCS 5-year accountability plan will document, measure and track the quality and effectiveness of our school's organizational strengths, progress towards student achievement goals and continuous school improvement; with opportunities to make program adjustments based on the data and procedures for reporting progress and performance to all stakeholders.

To support the mission, vision, philosophy, and core values of WDP-LLPCS, our five-year accountability includes performance areas to support continuous growth of student academic achievement; support a structured, safe learning, environment; support the active engagement of parents, business and community members in the school's educational processes; and support evolving professional development for staff.

The WDP-LLPCS 5-year Accountability Committee is comprised of:

- Four WDP-LLPCS Board Members
- Two WDP-LLPCS Parents
- Two WDP-LLPCS Community/Business Partners
- Three WDP-LLPCS Administrators
- Three WDP-LLPCS Teachers
- Three WDP-LLPCS Students

The WDP-LLPCS 5-year Accountability Plan focuses on four Performance Area Goals:

- Faithfulness to Charter
- Learning Environment
- Academic Program

- **Organizational Viability**

The four Performance Area Goals provide increased opportunity for analyzing, reflecting, monitoring, and adjusting goals for continuous and sustainable performance growth.

WDP-LPCS continues to increase the percentage of Highly Qualified, Pennsylvania Certified instructional staff to meet NCLB requirements of 100%.

WDP-LLPCS will continue the following recruitment and retention initiatives for 2010-2011:

- Improved, effective professional development
- Increased levels of coaching and support
- Praxis preparation courses and reimbursement
- Employee recognition
- Partnerships with local colleges and universities for intern opportunities and referrals

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

WDP-LLPCS leadership implemented the following steps towards improvement and is measured by the following criteria:

- Demonstrating high expectations for all students.
- Promoting a school climate focused on teaching and learning.
- Articulating, supporting, and monitoring the effective implementation of curriculum, assessment, and instruction—all of which are evidenced in student outcomes.
- Leading the continuous improvement of instruction through a collaborative, data-driven analysis of student learning to increase student achievement.
- Encouraging the use of adult learning concepts and professional development processes to build a professional learning community.
- Cultivating a school climate that values intellectual curiosity and recognizes the diverse needs and strengths of learners.
- Ensuring that the professional growth systems for all staff are implemented with quality.
- Ensuring organizational soundness and viability.

The WDP-LLPCS Administrative Leadership Team is responsible for the Strategic Planning Process. The team reviews and evaluates the strategic plans and related activities through weekly, monthly and annual meetings; and determines interventions, support levels, professional development needs and desired outcomes. Each Administrative Team member is assigned goals and held accountable for the implementation, monitoring and assessment of the related strategies and activities.

The Team communicates progress monthly through staff newsletters, faculty meetings, parent communication bulletins, school website, parent meetings and workshops.

In 2009-2010, the Team reviewed and evaluated strategic plans to determine , goals, interventions, supports, professional development and desired outcomes on a weekly basis. The team analyzed and disaggregated student data and worked with classroom teachers, master teachers and mentors teachers to monitor implementation of interventions and outcomes.

The team communicates and celebrates with all stakeholders successful attainment of milestones.

Goals for the 2010-2011 year include enhanced instructional professional development, additional benchmark assessments with improved individualized interventions and supports, and enhanced parent workshops and partnerships.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Christopher Abaray	4th Grade Teacher	Elementary School Teacher	Board
Daira Hinson	Administrator	Administrator	Board
David Henry	Director Support Services	Other	Board
Deas, Ebonee	Master Teacher	Elementary School Teacher	Board
Georgina Harris	Master Teacher	Elementary School Teacher	Board
Hardrick, David	Administrator	Administrator	Board
Jaclyn Longyard	Administrator	Administrator	Board
Karen Downs	Master Teacher	Elementary School Teacher	Board
Lang, Martha	Community Partner	Community Representative	Board
Lassiter, Chad	Board of Trustees Member, Social Worker	Board Member	Board
Mahalath Crooks	Special Education Director	Special Education Teacher	Board
McGhee, Diane	Parent Council President	Parent	Board
Palmer, Walter	Board of Trustees and Founder	Board Member	Board
Ryder, Jaurine	Parent	Parent	Board
Trevor Risk	Dean of Students	Elementary School Teacher	Board
Troutman, Richard	Controller	Other	Board
Wynder, Felicia	Parent and Community Liaison	Other	Board

Goals, Strategies and Activities

Goal: DELIVER DISTRICT AND STUDENT LEVEL INFORMATION AND POLICIES EFFICIENTLY

Description: To deliver stakeholders key district and student level information and policies efficiently to raise overall student achievement and learning capacity

Strategy: Ensure web-based access for school information is readily available to stakeholders

Description: Provide electronic ability to view pertinent WDPLLPCS information to support better overall stakeholder communications and support student learning

Activity: Ensure all school policies, forms, and announcements are updated regularly and posted on the current school web presence

Description: • 1st Quarter 2010 — Identify necessary polices required to approved with staff and administration

• 2nd Quarter 2010 — Begin composition or modification of identified documents

• 4th Quarter 2010 — Finalize and implement postings and ensure support mechanisms are in place to support all stakeholders

Person Responsible Timeline for Implementation Resources

Daira Hinson	Start: 2/1/2010 Finish: 3/1/2011	\$2,150.00
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Status: In Progress — Upcoming

Goal: Leadership Core Program

Description: Improve implementation and application of Leadership Core Program to all stakeholders.

Strategy: Self Development

Description: WDP-LLPCS's core leadership program consists of exposing students to issues of the self such as hygiene, goal setting, nutrition, and household budgeting to prepare students with the skills needed to succeed in the world today. Implementation of this program component results in development of the self and its surroundings.

Activity: Self Development

Description: -Visible increase % of students exhibiting leadership skills daily
-Positive results on stakeholders surveys
-Decrease in % of students on non-uniform compliance
-Decrease in studene discipline incidents

Person Responsible Timeline for Implementation Resources

Description: Student benchmark assessments are conducted from two to five times per year, dependent on the grade and subject. Assessments include: 4Sight, Dibels, Letter People, Teacher-made, Buckle-down, Acuity Predictive.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Activity: On-Going Analysis of Student Performance Data

Description: Student Performance data is baselined, monitored daily, weekly, monthly and by trimesters. Data is used to develop student interventions and feedback in a timely and effective manner. Ongoing analysis of student performance data is essential to changes in instructional delivery, and student interventions.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$4,500.00
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Status: In Progress — Upcoming

Activity: Student Tutorial

Description: Students will be identified needing extra academic interventions. Both teacher and student tutors will be assigned to work with identified students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Strategy: Skill Based Instruction

Description: Benchmark assessments are used to identify skill need and weaknesses. Results of individual students are charted and small groups are formed for daily instruction. A variety of instructional strategies and techniques are used to meet student needs. Local assessments are used to determine skill mastery or reteaching and refinement areas. Additional instructional techniques and strategies are implemented to reach skill mastery where necessary.

Activity: Scripted Skill Based Lessons

Description: Based on benchmark assessment data, state standards and anchors, teachers create and implement grade specific skill based lessons that result in skill attainment and mastery. Mastery is determined by assessment of student skill. Lesson are designed to gauge student need and use a variety of best instructional practices and techniques.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Activity: Test Preparation

Description: All students are taught test preparation strategies and techniques to familiarize them with high stakes tests. Finish Line Test Preparation Materials which are directly aligned to PA standards anchors will be used to provide additional practice and reinforcement in the skills needed per grade level. Additional materials are used for students who are below level to help scaffold learning and allow them to attain grade specific skills.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$18,000.00
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Status: In Progress — Upcoming

Strategy: Small Group Center Based Instruction

Description: Students are grouped according to instructional skill levels and needs. Teachers rotate through small groups to instruct students on their level providing individualized learning opportunities and a greater increase in skill mastery and attainment. Students move fluidly through all skill based centers to ensure mastery of all grade specific skills.

Activity: Data Analysis

Description: Analyze student assessment data to identify skill weaknesses. Identified skill weaknesses are used to develop individualized student instructional intervention to improve student performance and skill mastery.

Person Responsible Timeline for Implementation Resources

Jaelyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Activity: Data Analysis Review, Feedback, Teach, Reteach and Assess

Description: A cycle of analyzing student performance data, using the data for individualized student instruction, teaching and implementing best practice strategies, reteach weak skill areas, and assess for student mastery.

Person Responsible Timeline for Implementation Resources

Jaelyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,200.00
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Status: In Progress — Upcoming

Activity: Differentiated Instructional Delivery

Description: Based on student learning styles and skill levels, teachers implement various instructional techniques and strategies to meet student needs. Strategies include but are not limited to modified assignments, visual mechanisms, extended time, manipulatives, group activities, and skill grouping.

Person Responsible Timeline for Implementation Resources

Mahalath Crooks	Start: 1/1/2007 Finish: Ongoing	\$5,000.00
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Status: In Progress — Upcoming

Strategy: Supplemental Educational Services

Description: Students identified as low performing through state and local assessments are offered the opportunity to attend after-school tutorial sessions in reading or math. These services are provided by Huntington Learning. All students, regardless of performance levels, are able to participate in this program.

Instruction is individualized to meet each student's need. Student progress is monitored through pre and post assessments, as well as, daily informal assessments, to measure student skill attainment and mastery. Monthly progress reports, aligned to Pennsylvania Department of Education standards, are communicated to the student, parent and faculty, to clearly show student improvement and skill mastery and further interventions.

During 2010-2011, WDP-LLPCS plan to further enhance supplemental education services through scheduled corrective interventions in reading and math, conducted by classroom teachers and instructional support assistants.

Activity: After School Tutoring

Description: All students in the program take a pre test to identify skill weaknesses. Students are then placed into skill specific groups where they are instructed on their instructional levels. Student remain in skill specific groups until they have mastered the skill. Post tests are used to show student progress and skill mastery.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Activity: Study Island Tutorial

Description: Web based tutorial aligned to PA State standards and anchors. Study Island mirrors the PSSA and provides students with skill based instruction on grade level. Student mastery of skills is the goal of the program. Students use Study Island during the school day and continue in the after school program. This continues to increase skill mastery and attainment of all students.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$2,500.00
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Status: In Progress — Upcoming

Date Comment

5/27/2009	All students in Grades 3 through 10 participate in Study Island program during the school day. Students are also provided with logons that can be accessed at home.
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Goal: PROVIDE RAPID AND APPROPRIATE LEVELS OF TECHNOLOGY SUPPORT SERVICE TO STUDENTS, STAFF, INSTRUCTORS, AND ADMINISTRATORS

Description: Establish criteria for appropriate technology related support services in support of student learning and staff functionality

Strategy: Provide external resources to supplement internal resource to support all initiatives on a daily basis in the areas of break/fix, help-desk, network and telecommunications services and other pertinent concerns

Description: Provide support services as necessary with qualified experienced staff to support all initiatives on a daily basis in the areas of break/fix, help-desk, network services and other pertinent concerns

Activity: Establish business rules and hire external resources to provide various support services

Description: • 3rd Quarter 2009 — Perform needs assessment and form strategic plan, align to Technology Plan

• 4th Quarter 2009 — Begin processes to utilize funding programs and create specification guidelines for components and services

• 1st Quarter 2010 — Apply for eligible E-rate funding

• 3rd Quarter 2010 — Identify services and service levels to be provided for eligible equipment and contract with vendor as per multi-year RFP

Person Responsible Timeline for Implementation Resources

Daira Hinson	Start: 11/8/2010 Finish: Ongoing	\$135,000.00
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Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Individualized Student Intervention Plan

Description: Results from PSSA's and other local assessments are used to develop individualized student intervention plans that outline student need areas. Additional supports such as after school tutoring, small group differentiated instruction, and other interventions are put in place to support student learning. Plans are updated regularly to show skill attainment and skill refinement.

Activity: Local Assessment Program

Description: Student benchmark assessments are conducted from two to five times per year, dependent on the grade and subject. Assessments include: 4Sight, Dibels, Letter People, Teacher-made, Buckle-down, Acuity Predictive.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Activity: On-Going Analysis of Student Performance Data

Description: Student performance data is baselined, monitored daily, weekly, monthly, and by trimesters. Data is used to develop student interventions and feedback in a timely and effective manner. Ongoing analysis of student performance data is essential to changes in instructional delivery and student interventions.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Student Tutorial

Description: Students will be identified needing extra academic interventions. Both teacher and student tutors will be assigned to work with identified students.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Strategy: Skill Based Instruction

Description: Benchmark assessments are used to identify skill need and weaknesses. Results of individual students are charted and small groups are formed for daily instruction. A variety of instructional strategies and techniques are used to meet student needs. Local assessments are used to determine skill mastery or reteaching and refinement areas. Additional instructional techniques and strategies are implemented to reach skill mastery where necessary

Activity: Scripted Skill Based Lessons

Description: Based on benchmark assessment data, state standards and anchors, teachers create and implement grade specific skill based lessons that result in skill attainment and mastery. Mastery is determined by assessment of student skill. Lessons are designed to gauge student need and used a variety of best instructional practices and techniques.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007	\$4,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Test Preparation

Description: All students are taught test preparation strategies and techniques to familiarize them with high stakes tests. Finish Line Test Preparation Materials which are directly aligned to PA standards anchors will be used to provide additional practice and reinforcement in the skills needed per grade level. Additional materials are used for students who are below level to help scaffold learning and allow them to attain grade specific skills.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007	\$18,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Small Group Center Based Instruction

Description: Students are grouped according to instructional skill levels and needs. Teachers rotate through small groups to instruct students on their level providing individualized learning

opportunities and a greater increase in skill mastery and attainment. Students move fluidly through all skill based centers to ensure mastery of all grade specific skills.

Activity: Data Analysis

Description: Analyze student assessment data to identify skill weaknesses. Identified skill weaknesses are used to develop individualized student instructional intervention to improve student performance and skill mastery.

Person Responsible Timeline for Implementation Resources

Jaclyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Activity: Data Analysis Review, Feedback, Teach, Reteach, and Assess

Description: A cycle of analyzing student performance data, using the data for individualized student instruction, teaching and implementing best practices strategies, reteach weak skill areas, and assess for student mastery.

Person Responsible Timeline for Implementation Resources

Daira Hinson	Start: 1/1/2007 Finish: Ongoing	\$2,500.00
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Status: In Progress — Upcoming

Activity: Differentiated Instructional Delivery

Description: Based on student learning styles and skill levels, teachers implement various instructional techniques and strategies to meet student needs. Strategies include but are not limited to modified assignments, visual mechanisms, extended time, manipulatives, group activities, and skill grouping.

Person Responsible Timeline for Implementation Resources

Mahalath Crooks	Start: 1/1/2007 Finish: Ongoing	\$3,500.00
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Status: In Progress — Upcoming

Strategy: Supplemental Educational Services

Description: Students identified as low performing through state and local assessments are offered the opportunity to attend after-school tutorial sessions in reading or math. These services are provided by Huntington Learning. All students, regardless of performance levels, are able to participate in this program.

Instruction is individualized to meet each student's need. Student progress is monitored through pre and post assessments, as well as, daily informal assessments, to measure student skill attainment and mastery. Monthly progress reports, aligned to Pennsylvania Department of Education standards, are communicated to the student, parent and faculty, to clearly show student improvement and skill mastery and further interventions.

During 2010-2011, WDP-LLPCS plan to further enhance supplemental education services through scheduled corrective interventions in reading and math, conducted by classroom teachers and instructional support assistants.

Activity: After School Tutoring

Description: All students in the program take a pre test to identify skill weaknesses. Students are then placed into skill specific groups where they are instructed on their instructional levels. Student remain in skill specific groups until they have mastered the skill. Post tests are used to show student progress and skill mastery.

Person Responsible Timeline for Implementation Resources

Jaelyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Activity: Study Island Tutorial

Description: Web based tutorial aligned to PA State standards and anchors. Study Island mirrors the PSSA and provides students with skill based instruction on grade level. Student mastery of skills is the goal of the program. Students use Study Island during the school day and continue in the after school program. This continues to increase skill mastery and attainment of all students.

Person Responsible Timeline for Implementation Resources

Jaelyn Longyard	Start: 1/1/2007 Finish: Ongoing	\$2,500.00
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Status: In Progress — Upcoming

Date Comment

5/27/2009	All students in Grades 3 through 10 participate in Study Island program during the school day. Students are also provided with logons that can be accessed at home.
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Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will exceed 90% daily.

Strategy: Student Attendance Monitoring and Accountability

Description: Students' Attendance Rates are shared weekly with students, parents, and teachers to celebrate accountability and when needed, to develop and implement intervention plans for excessive absenteeism

Current attendance intervention strategies in accordance with compulsory attendance laws and regulations include, positive reinforcement and incentives for high attendance rates, with interventions for low attendance.

Student attendance is monitored to determine intervention strategies that include parent communication and conferencing, in-house support and services, and administrative review.

Activity: Saturday School Program

Description: A required Saturday School program is utilized for all students who display excessive absenteeism. Students who display excessive absenteeism are provided with academic skill reinforcement during the Saturday program as a means of reinforcing the skills missed due to absences.

Person Responsible Timeline for Implementation Resources

David Henry	Start: 1/1/2007 Finish: Ongoing	\$7,000.00
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Status: In Progress — Upcoming

Activity: Student Attendance Data-Teacher/Parent Monitoring

Description: Each grade level will establish a student attendance incentive plan with rewards for the entire class. A clearly delineated channel of communication will be utilized with C.A.O. and parents.

Person Responsible Timeline for Implementation Resources

Daira Hinson	Start: 1/1/2007 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Student Incentive Program Test Taking -PSSA

Description: A student incentive program for all students was developed to encourage all students to participate in the PSSA Administration

Activity: Class Incentive Program

Description: A class/grade incentive plan was developed to help ensure accuracy of student attendance data, as well as to emphasize student individual responsibility.

Person Responsible Timeline for Implementation Resources

Daira Hinson	Start: 1/1/2007 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Date Comment

7/29/2009 Classes are rewarded for maintaining a high level of daily attendance. Charts are displayed recording class attendance as an incentive to maintain high attendance. Students are rewarded monthly with certificates for perfect attendance. Special incentive initiatives are implemented throughout the school year to promote attendance goals. Teacher are recognized for accuracy in attendance records.

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:

WDP-LLPCS met with the Charter School Office at the School District of Philadelphia in November of 2009.

Statement of Quality Assurance - Attachment

- 2009-2010 WDP-LLPCS School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Quality of School Design

WDP-LLPCS utilizes a rigorous instructional methodology with variety of materials, resources, strategies, and programs, to ensure that all students master the grade specific skills required by the Pennsylvania Department of Education standards.

The alignment of Pennsylvania standards based grade level subject materials and assessments to each grade group helped ensure that students were immersed in a literacy rich environment. Continued, integrated use of the WDP-LLPCS literacy-based Profiles of Courage Portraits and Social Justice Murals have worked towards providing a cultural integration that complements the academic program. This program component also provided an engaging integration to motivate students to read and comprehend at higher levels; and to express their comprehension both orally and in written form.

Implementation of the Award Reading Program in grades 2 and 3, provided individualized instruction, assessment and intervention to build solid reading and comprehension skills. WDP-LLPCS plans to upgrade the Award Reading Program to 1st grade for 2010-2011.

During 2009-2010, WDP-LLPCS maintained an instructional-time model per subject area that emphasized a focus on grade-specific skill attainment. Continued professional development was provided for the teaching staff with an increased concentration on cooperative learning, peer mentoring, classroom management; standards based alignment, and parent support using our school model as well as the TAP model.

The continuance of Everyday Math in grades 1-3, with the planned addition to grade 4 in 2010-2011. Saxon Math is implemented in grades 5, with upgrades to the latest program versions, was implemented to ensure increased opportunities for student learning at the highest degree. Students in grades 6 through 8 engaged in Holt, Reinhart, and Winston's Math in Context (Levels 1-3) which engages students in situational, real-world based mathematic explorations. Students in grade 9, were engaged in Bridges to Algebra, as a means of ensuring continuity between the academic goals and skill requirements from grades 8 to 9. Students in grade 10, utilized Holt Geometry and students in grade 11 utilized Discovering Advanced Algebra, which included opportunities for students to engage in technology based math lessons, lesson differentiation, and self-assessment.

The 2009-2010 school year provided students with the increased opportunities to engage in a new Science curriculum. The Full Option Science System (FOSS) will expose students to hands on program materials and provide meaningful science education based on how students think and learn. Students in grades K-6, also continued participation in Pennsylvania Governor Rendell's "Science: Its Elementary!" initiative.

Continued analysis of the Social Studies program is in progress, with a focus on increasing instruction in Philadelphia and Pennsylvania history, U.S. government, U.S. History, and World History; along with the Social Justice/Civics components that will allow increased opportunity for students to improve reading comprehension and writing skills while reinforcing grade specific skill mastery attainment.

The members of the instructional staff are actively engaged in learning new strategies to implement diverse learning styles and intelligence types. Staff members are encouraged to differentiate their classroom instruction to ensure that the individual needs of all students are met. A key component of our program is through the use of the TAP instructional cluster model and rubric. Each cluster is comprised of one master and mentor teacher, as well as instructional staff members, that meet weekly to discuss research-based instructional strategies as means of improving their instructional practices, increasing student performance and achievement, analyzing data to drive instruction, coaching and modeling from the master and mentor teachers, and participation in targeted professional development.

Rigorous Instructional Program - Attachments

- WDP-LLPCS Professional Education Plan Assurance
- WDP-LLPCS Teacher Induction Plan

English Language Learners

WDP-LLPCS has a growing number of students that fall within the subgroup English Language Learners (ELL). Students identified as ELL are supported through the use of in-house interpreters (staff, teachers, social workers, parent liaisons), one-on-one instructional support, and reading intervention support, and supplemental resources such as LeapFrog Schoolhouse, Letter People, and Rosetta Stone.

During 2009-2010, WDP-LLPCS contracted ELL services to identify, assess, and provide learning support.

The continuous growth of this subgroup indicated the need to hire an ELL Support Specialist to increase support levels and allow increased opportunities for academic growth. Beginning in 2010-2011, the full-time, internal, ELL Support Specialist will provide learning support to ELL students and parents.

To ensure identification of ELL students, WDP-LLPCS captures information during the enrollment process under the section, "Language Spoken in the Home" , or through parent/teacher recommendation and student assessments and academic performance.

Implementation of a formal instructional support program for ELL students is scheduled for 2010-2011, which will also include professional development for intervention and support in the classroom and parent support workshops. These strategies are intended to support academic, social and emotional needs; resulting in improved grade-specific skill mastery of the ELL subgroup.

Approximately 25 students have been identified for ELL support for 2010-2011.

English Language Learners - Attachment

- 2008-2009 WDP-LLPCS ELL/LEP Report

Graduation Requirements

WDP-LLPCS adopted graduation requirements that meet all regulations of the Commonwealth of Pennsylvania Code, §57.31. Successful completion of WDP-LLPCS Secondary Program includes:

- Successful completion of the required minimum instructional requirements,
- Successful course completion and credit accumulation in all subject areas including:

In grades 9 through 12 every WDP-LLPCS student graduating shall have completed 120 hours of instruction in the following 24.5 units of credit:

- 4 Credits of English
- 4 Credits of Mathematics
- 4 Credits of Science
- 3 Credits of Social Studies
- 2 Credits of Arts or Humanities or Both
- 1.5 Credits of Health and Physical Education
- 6 Credits of courses from among those approved for credit towards graduation, including approved vocational education courses.

WDP-LLPCS Secondary School students are required to also complete a culminating Senior Project that measures and demonstrates the student's ability to analyze, synthesize and evaluate information and effectively communicate a significant level of knowledge and understanding.

A demonstrated proficiency in reading, writing and mathematics on the Pennsylvania Department of Education formalized assessment, administered in grade 11, and/or a local assessment aligned with the Pennsylvania academic standards and anchors administered in grade 11 or 12, is also a graduation requirement for WDP-LLPCS Secondary Students.

All WDP-LLPCS high school students participate in benchmark assessments every 6 weeks throughout the school year. Plans for 2010-2011 include the CBT program offered by the Pennsylvania Department of Education and Keystone examinations as assigned.

WDP-LLPCS students in 11th grade participate in a Leadership Community project that requires volunteering community services for 4 hours per month.

WDP-LLPCS students in 10th grade participate in a World Wildlife Fund project that requires developing increased community awareness for the endangered species of the world.

Both sophomore and junior projects require presentations to the community; along with journaling and written report submission.

WDP-LLPCS is a member of the Middle States Association of Colleges and Schools, Commission on Institution-Wide Accreditation for grade K through 12. Accreditation is the affirmation that a school or educational service agency provides a quality of education that the community has a right to expect and the education world endorses. Full accreditation is expected in the Fall of 2010. The Administrative Leadership Team has been participating in the program planning and evaluation stage of this important initiative with support from the Board of Trustees, and stakeholders.

WDP-LLPCS conducts a College Fair annually, and partners with colleges, universities and trade schools to provide students with enhanced awareness of post-secondary options. Additionally, junior students participate in Career Awareness lunches conducted from March through May of each year.

WDP-LLPCS students in grades 9 - 12 also have the opportunity to participate in in-school internships in child care, office assistance, tutoring, and environmental services.

The WDP-LLPCS inaugural senior class is expected to graduate in June 2011.

Special Education

The Walter D. Palmer Leadership Learning Partners Charter School provides special education services utilizing a full inclusion model, fully aligned to the Pennsylvania Department of Education standards and anchors. Five highly qualified teachers are responsible for ensuring the attainment of student's academic goals, as outlined by individual student's, Individual Education Plan[IEP]. Itinerant, Supplemental, and Resource levels of services are conducted outside of the classroom to address individual academic remediation in basic skills to improve student's potential for academic growth and performance. Special education academic, social and behavioral support allows a seamless integration of student's regular education curriculum with an increased level of support; while also affording individualized instruction in a smaller classroom setting.

WDP-LLPCS maintains policies and procedures in accordance with the Pennsylvania Department of Education compliance requirements for special education.

Academic and psychological assessments are conducted to determine student's eligibility for special education services. Occupational Therapy, Physical Therapy, and Speech and Language services are provided through out-sourced licensed contractors. The need for special education services is identified through our Student Assistance Program (SAP). SAP provides indepth input from teacher observation and academic data to identify early intervention and support. Additionally, WDP-LLPCS has contracted with a special education consultant to provide increased professional development and support to the Special Education Team and classroom teachers.

WDP-LLPCS Special Education Team collaborates with our internal Support Services Team to provide additional support to students. The partnership with Social Work Connections allows the opportunity for additional professional development, resources and support to special education students and their families. During the 2009-2010 school year, the Special Education Team implemented Standards-Based IEPs, research-based curriculum, and focused on student academic data collection for progress monitoring.

The Special Education Team participated in increased levels of professional development to ensure best-practice inclusive support and turn-around training to classroom teachers and parents/guardians. Classroom teachers are also provided with professional development from both internal and external sources. Additionally, resources are provided to support differentiated instructional strategies and support to improve accomodation for all special education students resulting in improved achievements and successes.

During the 2009-2010 school year, the number of special education students increased substantially due to early identification and intervention, with 92 students receiving accommodations and support.

The WDP-LLPCS will continue to build a direct relationship between IEP development, implementation and progress monitoring with the general education curriculum. Additionally the Special Education team will develop and align specially designed instruction for implementation by the Special Education Team and classroom teachers.

Classroom teachers will receive increased professional development and support to drive special education student data interpretation to better enable them to address specific instructional needs of the special education student and learn how to make data informed instructional and support decisions. The Special Education Team will continue to provide co-teaching support to the classroom teachers and partner in the provision of differentiated instruction in an inclusive setting for special education students.

Additional plans for the 2010-2011 year, include the addition of another Highly Qualified Special Education Teacher, the purchase of additional curriculum supplements and tools to ensure increased opportunities for learning for all students.

Special Education - Attachments

- WDP-LLPCS Disciplinary Exclusions for Special Education Students The Walter D. Palmer Leadership Learning Partners Charter School Policy
- WDP-LLPCS Parent Partnerships for Special Education
- WDP-LLPCS Special Education Instructional Strategies
- WDP-LLPCS Annual Special Education Notice

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Marsha Hough	1.0	SPED / LS Inclusion	Main	92	Special Education Coordinator/Teacher. Monitors and coordinates special education services; provides inclusion instructional support to special education students
Chanelle Harley	1.0	SPED / LS Inclusion	Main	22	Special Education Teacher provides inclusion instructional support
Samantha Richarson	1.0	SPED/LS Inclusion	Main	23	Special Education Teacher provides inclusion instructional support.
Ashley Clark	1.0	SPED/LS Inclusion	Main	20	Special Education Teacher provides inclusion instructional support
Amir Joshua	1.0	ELL and Behavior Support	Secondary	15	ELL instructional Support and Behavior Intervention
Douglas Cox	1.0	Learning Support	Secondary	12	Special Education Learning Support and Behavior Intervention

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Social Work Connections	1.0	Emotional Support	Main Building	15	Contracted provider - provides emotional support as per student's IEP.
Therapy	.5	PT / OT / Speech	Main	30	Contracted provider for

Solutions			Building		Speech, PT and OT services.
SpecEd Solutions	.25	Instructional Support/Professional Development; Compliance Monitoring	Main Building	92	Contracted provider for Special Education Team
Premier Health Systems	.25	Psychological Assessments and Evaluation Reports	Main Building	15	Contracted provider for Psychological Assessment and Evaluations.
PTS	.15	Psychological Assessments and Evaluation Reports	Main Building	5	Contracted provider for Psychological Assessment and Evaluations.

Special Education Program Profile - Chart III

Title	Location	FTE
Asia Pugh-Administrative Support Assistant	Main	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Social Work Connections	Emotional Support	20 hours per week
Therapy Solutions	Speech, OT, PT	24 hours per week
Premier Health Systems, Inc.	Psychological Assessments and Evaluation Reports	10 hours per week
PTS	Psychological Assessments and Evaluation Reports	4 hours per week
Staffing Plus	ELL Services	15
Spec Ed Solutions	Learning Support	8

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Letter People K - 1/Standardized Based On-going Assessments 2 - 8	Yes	Yes	No	No	No	No
Acuity Predictive	No	Yes	Yes	No	No	No
4Sight Benchmark Assessment	No	No	No	Yes	Yes	Yes
Dibels	Yes	Yes	Yes	Yes	Yes	Yes
Finished Line Assessment - Reading and Math	No	No	No	Yes	Yes	Yes
Finished Line Assessment - Writing	No	No	No	Yes	Yes	Yes

Local standards-based assessment - Reading and Math	Yes	Yes	Yes	Yes	Yes	Yes
Buckle Down Benchmark Assessments-Reading and Math	No	No	Yes	No	No	No
Local standards-based assessment - Science, Social Studies	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Local Standards-Based Assessment - Reading and Math	Yes	Yes	Yes	Yes	Yes	Yes	No
4Sight Benchmark Assessments	Yes	Yes	Yes	Yes	Yes	Yes	No
Local Standards-Based Assessment - Science and Social Studies, Technology Applications	Yes	Yes	Yes	Yes	Yes	Yes	No
Local Standards-Based Assessment - Foreign Language	No	No	Yes	Yes	Yes	Yes	No

Student Assessment

Students in grades 2 through 11 participated in an intensive, skill-based instructional learning program that included scripted lessons and assessments aligned to Pennsylvania State Standards and Eligible Content. Pre and post assessments were conducted to measure student performance in required grade-specific skill mastery, per the Pennsylvania academic standards and anchors. All WDP-LLPCS grade groups' data analysis indicated a progressive growth of students' reading and math skills that is indicative across grade levels K-11.

WDP-LLPCS students also participated in rigorous quizzes, oral and written examinations, and standardized-test preparation activities utilizing the PSSA Finish Line Test preparation program, Study Island access in school with home accessibility; as well as, additional aligned test preparation materials to fit the needs of all types of learners. Students were assessed every six weeks using the 4Sight Benchmark Assessments to monitor and assess skill mastery and attainment. Data from benchmark assessments was used to measure student performance and provide corrective differentiated instruction in grade-specific skill deficiencies.

Additionally, students who were not meeting grade specific skill mastery were placed in After-School tutoring conducted by an approved SES provider. The After-School tutoring focused on skill weaknesses and skill mastery aligned to state standards and eligible content. Pre and post assessments were used to show student progress as well as monthly skills based reports to inform parents, students and teachers of student progress.

The WDP-LLPCS Summer Reading program requires that students read two books from grade level reading lists and submit a structured book report on each book read during the first week of school.

Kindergarten and first grade students utilized the letter people program which required daily and weekly assessments in phonemic awareness, oral language, alphabetic knowledge and numeracy, concept of print/ acquisition language skill activity, cognitive and social skills, gross and fine-motor skill development and reading readiness. These students were pre-assessed at the beginning of the school year in order to determine their readiness levels. The post-test included skill measurements in phonemic accuracy, fluency, and comprehension. The results of the pre and post-test enabled comparison and measurement of student performance and provided a clear expectation of a students future performance.

Ongoing observations were also conducted that allowed maintenance of daily anecdotal records of literacy progress. The results of the program showed significant academic and social growth of students in all grade levels.

Student Assessment - Attachments

- WDP-LLPCS 2009-2010 Dibels Summary K-5
- WDP-LLPCS PSSA Preliminary Results 2009-2010

Teacher Evaluation

In May 2009, the Board of Trustees approved an evaluation process to ensure appropriate evaluating of staff, and on-going monitoring coaching and support to ensure effective instruction, management, and improved student performance.

The WDP Teacher Evaluation plan outlines the format and frequency of teacher observations. During the 2009-2010 school year, additional teacher evaluatory tools were implemented to provide ongoing coaching and modeling support. The goal of the teacher evaluation plan is two-fold in that it aims towards improvement of instructional practices resulting in increased student achievement. Through identifying teacher weaknesses, the teacher evaluation plan seeks to foster the skills and proficiency levels within instructors until they are able to demonstrate the sound, rigorous, structured and professional practices characterized by "master" teachers. In order to accomplish this goal, teachers are coached on a variety of instructional strategies and teaching techniques prior to, during, and after the identification of needs in order to ensure constant improvement in daily practices. By implementing these support structures, the overall goal of the evaluation plan seeks to develop facilitators of learning. Continuous feedback, modeling, and coaching are provided to all instructional staff.

The primary responsibility for teacher and staff evaluation rests with the Chief Administrative Officer and the Chief Operations Officer. The CAO and COO are responsible for formal and informal observations. Elementary and Secondary School Administrators and Master Teachers conduct informal observations as a component of the TAP program. All teachers receive a minimum of four (4) informal documented observations each year; along with at least one informal per month by an Administrator. Informal observations are completed by the school administrators, and master and mentor teachers, trained in the use of the teacher evaluation plan, and supporting tools, and are trained in instructional best practices and therefore can guide the teachers towards effective implementation of these practices in order to meet teacher needs while improving student learning.

Evaluators are continually trained in best practice observation through professional development, instructional material review, mentoring, modeling and coaching. The TAP model supports best practice observations, modeling, coaching and documentation to enhance teacher effectiveness and improve student performance.

Through review and synthesis of the content prior to teacher arrival, the observers are able to provide new and returning staff one, sound, supporting voice as it relates to the instructional practices and philosophies of the school.

WDP-LLPCS implemented an additional instructional staff support initiative through FocusED on Learning, providing on-going professional development, coaching, modeling, feedback and support throughout the 2009-2010 school year.

The WDP-LLPCS Observation and Evaluation Team includes:

- Daira Hinson, Acting Chief Administrative/Operations Administrator (Observation, Coaching, Modeling, Feedback)
- Jaclyn Longyard-Gates, Lead Administrator, Curriculum, Instruction, Assessment (Observation, Coaching, Modeling, Feedback)
- Rashaun Reid, Secondary School Administrator (Observation, Coaching, Modeling, Feedback)
- Georgina Harris, Master Teacher (Observation, Coaching, Modeling, Feedback)
- Ebonee Deas, Master Teacher (Observation, Coaching, Modeling, Feedback)
- Karen Downs, Master Teacher (Observation, Coaching, Modeling, Feedback)
- Ms. Dorothy Gibbons, Support Services Specialist (Coaching, Feedback)
- Mahalath Crooks, Special Education Director/Teacher (Coaching, Feedback)
- Gloria Potts, Special Education Consultant, (Coaching, Modeling, Feedback)

Teacher Evaluation - Attachments

- WDP-LLPCS Teacher Performance Standards Tool
- WDP-LLPCS Teacher Evaluation Tool
- WDP-LLPCS Objective Evaluation Tool for Teachers
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Under the direction of the new Chief Administrative Officer and new Chief Operations Officer the Leadership Team roles and responsibilities were clearly defined to ensure best practice administration, management, instruction, goal accomplishment, support and parent partnerships. The positions of Controller, Elementary School Administrator and Secondary School Administrator were added to the school's Administrative Leadership Team; along with the engagement of consultants in the areas of instructional best-practices, and special education.

The Board of Trustees membership of nine active members remained consistent during 2009-2010. These governing, administrative and operational changes resulted in higher levels of task ownership and accountability, increased classroom instructional support, enhanced professional development and improved internal and external relationships that improved the school's internal processes allowing best practice operations, instructional delivery and student performance growth.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Walter D. Palmer	Founder / President
Chad Lassiter	
Joseph Littlejohn	
Paulette Whitfield	Secretary
Sean Paul Coleman	Co-Treasurer
Stanley Straughter	Co-Treasurer
Eric Ward	
Anthony Gray	

Dr. Deborah Niles

Professional Development (Governance)

The structure of the governing Board of Trustees of WDP-LLPCS is comprised of nine diverse members of the community and an Advisory Parent Council, representative of the diversity of the school's learning community and reflects a broadened expertise in education, finance, banking, operations, healthcare, social work, science and technology.

Professional development and support for the Board of Trustees is spearheaded by the Founder and President of the Board of Trustees and Latsha, Davis, Yohe and McKenna Law Firm. The Board of Trustee professional development includes partnerships with educational and managerial consultants to provide Curriculum, Instructional Best-Practices, Charter School governance, Regulations and Law, Finance, Operations and Charter School Administration. The Founder and President of the Board of Trustees also creates ongoing opportunities for exposure to innovative strategies and techniques in education, school management, parent involvement and board governance.

On-going updates on local, state and federal laws, policies and procedures, are communicated to all Board of Trustees members continually. Assistance in interpreting the implications for charter schools is provided by the school's law firm, Latsha, Davis, Yohe and McKenna. The firm regularly updates and advises the Board and administration on state mandates, changes to school related laws and educational initiatives. Monthly periodicals, and newsletters are also provided to Board of Trustees members to ensure up-to-date awareness of educational programs and managerial requirements and methods. The Board of Trustees meets monthly to review the goals and objectives of the school, and best practices in school governance. Professionals from cooperations, educational institutions, and community organizations provide on-going professional development and organizational partnerships for WDP-LLPCS that benefit students, faculty and parents and the community.

The WDP-LLPCS Board of Trustees adheres to the Sunshine Laws. The Board adheres to all rules for voting and quorum. Board minutes are recorded for each board meeting with a clear record of voting actions. All Board of Trustees members observe the Public Officials Act and file statements of financial interest.

Coordination of the Governance and Management of the School

The WDP-LLPCS Board of Trustees works cooperatively with the school administration to build, manage, maintain and coordinate the governance and management of the school. A viable cooperative working relationship exists to ensure compliance, professional development, and ongoing communication and awareness of policies and requirements of The Pennsylvania Department of Education.

The Board of Trustees recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students, and the leadership required of the CAO.

Each member of the Board of Trustees is assigned to a committee to ensure sound governance and monitoring of school operations and management. Board members visit the school often and meet with the CAO to enforce policy and provide oversight and support. The Board is also actively engaged in consistent sourcing of community and business partnerships, best-practice, research-based educational and management resources, and funding sources to meet the evolving needs of the school.

Communicating the role of the Board of Trustees is conducted routinely through parent meetings, the Parent/Student Handbook and workshops. Board members routinely attend school functions

and meetings. Parents/Guardians are educated on the process for problem resolution and general school, student or educational concerns at Parent Orientation Meetings, monthly meetings and by the Administrative Leadership Team. A Board of Trustees member also attends monthly Parent Meetings as the Board representative. The Parent/Student handbook outlines the role of the Board and the protocol for addressing concerns and problem resolution.

The legal advisors to the school, Latsha, Davis, Yohe and McKenna, forward regulations, policies, laws and advisories to the Board, to ensure awareness, adherence and compliance. Board members also attend training sessions to improve understanding of the required board management and oversight responsibilities, and on-going consultation is provided by legal, government, educational and business individuals.

Coordination of the Governance and Management of the School - Attachment

- WDP-LLPCS 2009-2010 Board of Trustees Meeting Schedule

Community and Parent Engagement

The WDP-LLPCS Board of Trustees continuously creates and promotes opportunities for parent and community involvement. Parent and community members are encouraged to partner with the school and staff in building a sound, stable, safe, and productive learning environment. Monthly parent/community workshops are conducted focusing on school goals and objectives, educational research, health and awareness, finance, and family support services. Community organizations also provide awareness and informational workshops for students, staff and parents. Workshops conducted include Parenting through Leadership; Career Readiness; Helping Your Child with Homework; Reading Tools; Building Computer Skills; Health and Nutrition, The Adolescent Years. Two parents serve as active members of the school's Board of Trustees, and an active Advisory Parent Council.

During the enrollment process parents/guardians complete a Parent Volunteer Form, indicating the area of interest for volunteer activities at the school. Parents and family members participate in uniform drives, office assistance, arrival and dismissal, safety initiatives, networking, fundraising, and school programs. Additional volunteer opportunities are extended throughout the school year.

Monthly parent meetings also provide parents/guardians the opportunities to express concerns, share information, and network with parents and staff. At these meetings parents/guardians plan and volunteer for special activities and programs in the school; discuss field trips; and receive exposure to new academic initiatives planned by the school and internal and external resources to support the family and community. Their feedback is an integral component in decision-making processes for implementing educational and enrichment programs for their children.

Our Leadership philosophy is grounded in the belief that student performance is improved with a strong level of parent involvement and that partnering with the entire

family helps to build positive achievement levels from kindergarten through post-secondary activities. We encourage WDP-LLPCS parents to partner in every phase of their student's education and personal growth.

WDP-LLPCS Board of Trustees established a Parent Council during the original years of the charter as an advisory council to the Board. This unique approach, founded on the Leadership mission, vision and philosophy, provides opportunities for a greater degree of parental and community responsibility and accountability. All WDP-LLPCS parents/guardians are members of the Parent Council. The Parent Council creates multi-faceted engagement in guiding and monitoring WDP-LLPCS policy. All regular Board of Trustees meetings schedule time for Public Comment to afford the Parent Council and community members the opportunity to address the Board. To ensure continuous and effective implementation of the Leadership Core Values, and promote and sustain long-term engagement and partnerships, the WDP-LLPCS Board of Trustees meetings are oriented towards stakeholder relationship building.

To better address the evolving needs of the WDP-LLPCS learning community, the Board of Trustees implemented a Parent Ambassador Program to the Parent Council, school-wide. Each classroom teacher recruits parents that serve as the ambassadors to the classroom and executive representatives of the Parent Council. The Ambassadors act as liaisons communicating important information related to school activities, issues of concern and importance to the general parent population and community, serving on committees to improve school programs for all children, recruiting parents for programs and activities, supporting administration and teachers, and networking through the monthly parent meetings.

A WDP-LLPCS staff member is assigned as the Parent Liaison, and collaborates with the Parent Council Leader and Ambassadors on new initiatives, fundraising, uniforms, community projects and problem resolution. The school CAO attends the parent meetings to provide support and answer questions. Guest speakers from within the community are invited to provide resourceful information to parents and periodically the school's teachers, social workers and health providers attend for support and feedback.

Each month, the students showcase their Leadership skills during Leadership Night, highlighting Leadership Profiles in Courage and Social Justice Themes. Leadership Nights are scheduled for the last Thursday of each month, from September through May of each school year. Parents and family members assist teachers and coordinators with props, costumes, program components, guest speakers, and materials. Parents invite family members and community members to attend the Leadership showcase. WDP-LLPCS experiences high attendance at all Leadership Night functions and requires sign-in for recordkeeping.

National Young Readers Day is celebrated annually at our school. The school's Parent Liaison and Parent Ambassadors recruit readers from the community, government offices, celebrities, children's book authors and parents to participate in this event. Parents and family members assist as students and teachers dress as their favorite

book character. Parents also help collect books to add to classroom libraries and the school's Reading Center. The students, parents, family members and staff parade throughout the community promoting their love for reading.

The Week of the Young Child Program is another partnership with our parents. Parents collaborate with teachers and administrators in planning events, public relations, and speakers. Parents contact and invite members of the community to participate in week-long activities.

The Leadership Thanksgiving Feast is an annual school-wide event that provides parents, family members, student and staff an opportunity to socialize in a family setting. The parents/guardians, staff and community donate food items that are shared throughout the school. The high school students act as host and hostesses, serving the food and assisting younger students and their family members.

Parents/Guardians are required to attend at least three (3) conferences to discuss their child's academic performance and growth. On-going communication between the parent/teacher/administrator is required throughout the school year via telephone calls, on-site meetings, and emails. Regular communications highlighting resources and programs for children and their families is distributed throughout the year. The school's in-house Social Support Services Department schedules intervention meetings with parents, conducts workshops, and provides outside agency referrals as necessary.

WDP-LLPCS plans and implements multiple opportunities to partner with parents, family members and the community throughout the school year; and experiences a high level of parent and community involvement and commitment as evidenced by high attendance at monthly parent meetings, monthly Leadership Nights, school activities, parent/teacher conferences, and special programs. Parents and community members are encouraged and welcomed into the classrooms, and to participate in school initiatives as partners in the educational experience of all Leadership students.

All WDP-LLPCS parents/guardians are expected to support their child's education in the following ways:

- Supporting and understanding the WDP-LLPCS Vision, Mission, Philosophy and Core Values
- Attending Parent Conferences, Special Events, and Leadership Night
- Supporting all school policies
- Responding to all telephone or written requests from the school
- Signing on report cards, homework, or any other required acknowledgement
- Volunteering

- Setting high expectations for the administrators, teachers, staff and their children
- Providing feedback

WDP-LLPCS parents/guardians are expected to follow the rules and policies of the school at all times.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fundraising activities during the 2009-2010 school year were facilitated by the WDP-LLPCS Parent Ambassador Council. Additionally, the Leadership Administrative Team, in collaboration with the Board of Trustees identified specific target areas for fundraising initiatives.

An action plan was developed and implemented to identify partners, public relationship venues, networking and marketing plans. WDP-LLPCS Fundraising initiatives included Candy Sales and the Annual Leadership Carnival.

The fundraising initiatives for WDP-LLPCS will benefit the following planned programs:

- Uniforms and school supplies
- High School Internship Program
- Lending Library
- Inside and outside bleachers for basketball courts
- Sound optimizing the gymnasium for multi-purpose uses
- Enhanced Saturday School programming
- Additional After-School programming
- Further development of Smart Technology to include Smart Boards in each classroom
- Purchase of school bus for small group/sponsoring trips.
- Continuation of service-learning, environmental landscaping program for students in grades 5 and 6

The ongoing goal of WDP-LLPCS is to increase the financial standing of the school and add additional supportive intervention programs for students.

The Board of Trustees also planned a corporate fundraising drive, "Friends of LLPCS", for full implementation in the fall of 2010. The initiative is designed to raise major funds to build literacy programs, increase tutoring support for students, upgrade computer labs, continue the Leadership Mural Arts Program, and sustain the school's operations for future years. A committee of Board Members, community partners and parents will drive the program throughout the 2010-2011 school year and beyond.

WDP-LLPCS also actively sources grants, donations, and philanthropic providers to support the educational needs of students and their families.

Fiscal Solvency Policies

WDP-LLPCS practices sound, generally accepted policies and procedures to maintain its fiscal solvency. These include, but are not limited to:

- Monthly Finance Committee meeting.

- Strong, active administration and board oversight.
- Experienced and dedicated personnel assigned to the business office.
- Proper segregation of duties, particularly in the area of cash and disbursements.
- Well defined procurement and disbursement approval processes.
- Comprehensive monthly reporting. [This includes a Management Discussion & Analysis, Balance Sheet Review, Statement of Activities, and Grant Tracking and Compliance.]
- Quarterly Financial Statement submission to the WDP-LLPCS bond Trustee. [The WDP-LLPCS bond Trustee reporting includes cash flow information.]
- The WDP-LLPCS annual audit was conducted by a public accounting firm with educational expertise.

Continuous modifications and new controls are implemented for continuous improvement and best practices as warranted. The Board of Trustees has established criteria for all financial processes. Reviews and tests of controls are conducted semi-annually.

Basic tenants of the WDP-LLPCS control systems include:

- Board monitoring and approval
- Segregation of duties
- Accountability through assigning responsibilities
- Limiting access to resources and limited authority to commit the School
- Documenting transactions and reporting
- Multiple layers of review for checks and balances
- Mitigating risks such as discouraging cash transactions when possible
- The Board of Trustees and the Finance Committee use several methods to help monitor that resources are managed in a fiduciary manner. These include: a commitment authority framework that requires most contracts to be approved by the Board; an approved budget, and reporting tools such as: budget vs. actual financial statements, cash flow statements, projected payment lists, grant tracking worksheets.

The Board of Trustees and the Finance Committee use several methods to help monitor that resources are managed in a sound fiduciary manner. These include: a commitment authority framework that requires that most contracts are approved by the Board; an approved budget, and reporting tools such as: budget vs. actual financial statements, cash flow statements, projected payments lists, and grant tracking worksheets.

Financial reporting includes monthly and YTD variance analysis compared to budget. The WDP-LLPCS full-time, internal Controller, in collaboration with the Finance Committee, implemented an in-house accounting system and best-practice processes and procedures to ensure accountability. Comprehensive, enhanced, detail specific reporting capabilities were implemented in 2009-2010.

Accounting System

WDP-LLPCS utilizes Quickbooks as the internal Financial Systems. All financial recordkeeping and financial statements are prepared consistent with the Commonwealth of Pennsylvania requirements, utilizing the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting. Weekly financial management meetings are held with WDP-LLPCS Leaders along with a

monthly Finance Committee Meeting. The Finance Committee reports out during each monthly Board of Trustees meeting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- WDP-LLPCS FY10 Preliminary Report of Expenses and Revenues

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

Cantor, Novak, Beaver & Pike, PC was the audit firm utilized for the 2008-2009 school year to conduct both the Independent Audit and the A-133 Federal Programs Audit. This firm is retained to perform the 2009-2010 audit as well. The audit report for 2008-2009 has been issued and is attached. This was an Unqualified Opinion with one material weakness in the Independent Audit, and no reportable conditions to report under OMB Circular A-133. The Finding was a result of the School determining that the assumptions used to calculate 10.5 month employee accruals were incorrect each year since inception of the school. A one-time change was required to correct the methodology.

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

- WDP-LLPCS FY 09 Financial Audit

Citations and follow-up actions for any State Audit Report

No state audit was performed this year. We are not aware of any prior state audits.

SECTION VII. FACILITY RESPONSIBILITIES

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

WDP-LLPCS invested extensively in capital assets during 2009-2010. These investments served four basic purposes.

1. Leasehold improvements to the Secondary School Facility. \$295,000
2. Leasehold Improvements in the Elementary School Facility, primarily an upgrade to the existing kitchen. \$154,000.

3. Instructional Equipment. \$39,000.
4. Administrative Computers. \$4,000.

Future Facility Plans and Other Capital Needs

The WDP-LLPCS Board of Trustees is actively pursuing funding to allow continued renovations and upgrades to meet enrollment needs. The investments are required to enable a better match of space to grade configurations, address facilities in need of renovations, complete work at the Secondary location, and continue to increase the level of academic support and intervention.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

WDP-LLPCS complies with all health and safety requirements as outlined by the Commonwealth of Pennsylvania and the City of Philadelphia. Individual student files are maintained in a secure location in the school main office. Individual student health records are maintained separately in the nurse's office to ensure the appropriate confidentiality. All student files are secure and require access by authorized staff only. Student files also require sign-off and logging to identify individuals that viewed the records.

WDP-LLPCS contracts with the Mid-Atlantic Consortium of Charter Schools (MACCS) to assist in providing the appropriate health services and maintaining compliance with state requirements.

WDP-LLPCS ensures adherence to the Board of Trustees approved Wellness Policy.

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

- WDP-LLPCS Health Reimbursement 2009-2010
- WDP-LLPCS Wellness Policy

Current School Insurance Coverage Policies and Programs

WDP-LLPCS maintains comprehensive insurance coverages for the protection of its various constituencies.

Students are covered by an accident insurance policy up to \$1,000,000 through Monumental Life. 100% of the costs of the student accident insurance policy is covered by WDP-LLPCS.

WDP-LLPCS employees are eligible for insurance benefits covered at no cost to the employee. 100% of all employee medical, dental, prescription, vision and life are paid for by WDP-LLPCS. Immediate family members are also covered through the WDP-LLPCS employee insurance benefits. 100% of immediate family coverage for medical, dental, prescription and vision is paid for by WDP-LLPCS.

Employee Benefits

Aetna Personal Choice / Aetna HMO - Health, Prescription and Vision

Aetna Personal Choice / Aetna PPO - Health, Prescription and Vision

MetLife - Dental

Reliance - Life Insurance

WDP-LLPCS employees are also provided with the opportunity to enroll in voluntary insurance programs, that include AFLAC, Pre-Paid and 403(b). These voluntary insurance packages are paid in full by the employee through payroll deductions.

All WDP-LLPCS employees working 30 hours per week are enrolled in the Public School Employees Retirement System (PSERS).

WDP-LLPCS Corporate Insurance

The selection of business insurances is determined through the assistance of industry experts. WDP-LLPCS maintains a Package Policy and Umbrella Policy through Excelsior Insurance (Ohio Casualty) and Excess Liability of \$5,000,000 through General Star Indemnity.

Current School Insurance Coverage Policies and Programs - Attachments

- WDP-LLPCS Property Insurance
- WDP-LLPCS Certificate of Insurance 2009-2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The WDP-LLPCS professional staff includes a Leadership Administrative Team, Master and Mentor Teachers, Career Teachers, Reading Intervention Specialists, Social and Emotional Support Specialists, Social Workers and Instructional Classroom Support.

WDP-LLPCS continues to experience a high level of retention of all staff, with approximately 90% retention for 2009-2010.

WDP-LLPCS utilizes various recruiting venues for professional staff, with existing staff referral as the primary recruiting tool. WDP-LLPCS in collaboration with Teach for America, hired 5 classroom teachers for 2008-2009.

The implementation of the TAP model provided extensive professional development, instructional observations, modeling, and coaching support, providing enhanced teaching advancement for the staff.

WDP-LLPCS continues to increase the percentage of Highly Qualified, Pennsylvania Certificated professional staff to meet NCLB requirements. The implementation of a competitive salary scale and company paid benefits has also been a retention incentive for staff.

WDP-LLPCS instructional staff were provided multiple opportunities and supports to complete professional education to meet NCLB requirements, with a goal of completion by June 30, 2010.

WDP-LLPCS is recruiting and hiring only Highly Qualified Teachers for the 2010-2011 school year, to ensure 100% HQT compliance.

WDP-LLPCS will continue to strive towards balancing compliance with state and school policies, procedures and requirements to ensure that all staff members are treated in an equitable fashion in order to create an effective and efficient work environment.

Quality of Teaching and Other Staff - Attachments

- WDP-LLPCS Employee Manual 2009-2010
- WDP-LLPCS PDE 414 2009-2010

Student Enrollment

WDP-LLPCS continues to experience a high student retention rate of over 95%. WDP-LLPCS did not experience any negative enrollment trends and maintains a waiting list with over 500 lottery applicants.

789 students were enrolled as of 09/07/2009. By 06/30/2010, WDP-LLPCS student enrollment population was 758. Student retention ended at 98% for all grades, for the 2010-2011 school year. During 2009-2010, 37 students voluntarily withdrew from the school, with the major reasons of transportation or parent relocation.

WDP-LLPCS complies fully with the state's Charter School Law regarding admission policies and procedures, as well as all other applicable state and federal provisions. The charter school will be nonsectarian in all respects. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Generally, the charter school conducts an enrollment lottery and will give preference in the following order to these categories of students; provided an open slot exists:

- Returning students
- Siblings of currently enrolled students
- Students residing in the school district in which the charter school is located
- Students residing outside the school district in which the charter school is located

Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

Re-Enrollment of Current Students

All LLPCS returning students **are required to** complete a Re-Enrollment Form yearly to indicate intent to re-enroll.

Re-Enrollment forms are available from February 1st through March 31st of each year.

Failure to complete a re-enrollment form during the scheduled re-enrollment period will result in

withdrawal of the student; and the open slot available awarded to new admissions entering through the lottery system.

Pre-Enrollment Application Procedure

Pre-Enrollment applications for new student admission during the current school year are available during normal school hours in the main office, throughout the school year. Pre-Enrollment applications are not mailed. You must pick up a Pre-Enrollment application in the main school office.

Pre-Enrollment applications for the upcoming school year are available beginning January 1st of each year.

Pre-Enrollment applications must be completed each school year for consideration for the upcoming school year.

If the number of pre-enrollment applications exceeds the number of openings that exist in a grade, a lottery is held to determine the applicants for the opening(s) in the grade.

The lottery is held on or around April 1st of the current school year for the upcoming school year, if openings exist.

Pre-Enrollment candidates that are not selected through the lottery are placed on a waiting list in the order the application was pulled in the lottery.

A new lottery is conducted each year based on the new pre-enrollment applications received for the upcoming school year.

Parents/Guardians are notified when their child is selected through the lottery or placed on the waiting list. Notified Parents/Guardians are required to complete the enrollment process by providing the required documentation by the required date; and, by attending the mandatory orientation and information sessions.

Parents/Guardians are required to provide the following documentation to complete the admissions process. Failure to provide the required documentation will result in placing the applicant back on the waiting list and placing the next lottery applicant in the open slot.

Required Documentation for Admission

- Completed Charter School Enrollment Notification Form
- Completed LLPCS Admissions Profile (with name, address, emergency contact, and other pertinent information)
- Proof of Official Birth Certificate and copy for office to retain
- Proof of Official Social Security Card and copy for office to retain
- Copy of Up-to Date Immunization Records
- Proof of Residency (Utility Bill, Tax Record, Lease, Drivers License)
- Most recent report card from previous school
- If applicable, Individualized Education Plan (IEP); or 504 Plan
- Completed Free and Reduced Lunch Application
- Physical Examination Form (5-Year Old Kindergarten students and 9th Grade students)
- Completed Request for Student Records
- Completed Grade Specific Forms
- W-40 School Transfer Notification (if applicable)
- Home Language Survey

Orientation and Information Sessions

All WDP-LLPCS Parents/Guardians are required to attend mandatory information sessions at the beginning of each school year. Additionally, parents/guardians of new WDP-LLPCS students are required to also attend orientation sessions during the summer months.

Orientation and Information Sessions are mandatory requirements of enrollment/re-enrollment. Failure to attend an orientation or information session will jeopardize the student's enrollment/admission.

Kindergarten Admission Policy

WDP-LLPCS enrolls Kindergarten students through the Board of Trustees approved lottery system. All entering Kindergarten student must be 5 years old on or before September 1, 2010.

WDP-LLPCS's Kindergarten students transition to the WDP-LLPCS 1st grade. If an opening exists in the 1st grade, after all kindergarten students have transitioned, the Board of Trustees approved lottery system is used only for new students.

Student Enrollment - Attachments

- WDP-LLPCS Enrollment/Admissions Policy
- WDP-LLPCS Enrollment by Grade 2009-2010

Transportation

Transportation is provided to WDP-LLPCS through the School District of Philadelphia. Through this collaborative partnership parents receive support in acquiring the appropriate bus stops and routes for students in grades 1 through 7. Students in grades 8-11 were provided transpasses for transportation to and from school. Problems with transportation issues are resolved and documented and provided to the assigned transportation liason at WDP-LLPCS and the School District of Philadelphia.

During the 2009-2010 school year, the transportation contract was awarded to Durham School Services by the School District of Philadelphia. We work in conjunction with the School District of Philadelphia to ensure the highest level of bus services is provided to our students. We continue to encourage on-going communications to ensure timely problem resolution and safe and secure transporting of our students.

A major problem expressed by our parents is the pick-up and drop off locations assigned to our students and the early morning departure hours; along with the lack of seat belts on the buses provided, and the combination of very young 1st, 2nd, and 3rd grade students with students in higher grades. Additionally, we face continual problems with poor monitoring on the buses, and drop off at wrong location points.

The WDP-LLPCS Parents Council requested through the Board of Trustees a discontinuation of the bus services through the School District of Philadelphia due to mounting safety violations and poor monitoring. The Parents Council voted for parent pick-up and drop off with reimbursement for mileage and transpasses for students that require transportation services. This decision was made solely to ensure the safe transporting of our students.

The WDP-LLPCS Board of Trustees approved this request and submitted communications to the School District of Philadelphia. Plans are underway to provide parent reimbursement for driving

students to and from school and transpasses for the 2010-2011 school year, for all students in grades K - 12.

Food Service Program

WDP-LLPCS food services program is managed internally in partnerships with Primos Food Service. The WDP-LLPCS Nutritional Services Program meets all federally mandated requirements, and complies with all management and recordkeeping regulations. A WDP-LLPCS liaison works with state agencies and Primos to ensure that all students receive a variety of nutritionally based meals and snacks on on-going basis according to enrollment; and to provide WDP-LLPCS the assurity of accurate records and federal, state and local compliance. WDP-LLPCS Nutritional Services Staff is comprised of both school employees and contractors. Afternoon snacks are also provided to students in the Kindergarten grade group.

Primo's Food Service prepares all meals on-site.

WDP-LLPCS in collaboration with Primo's ensures that all federal requirements related to the nutritional needs of children are met. The responsibility of the provider (Primo's) is to determine ordering quantities of food, commodities and consumables; and to prepare and serve meals. Primo's also provides a monthly nutritional menu identifying daily breakfast and lunch servings for distribution to parents/guardians.

WDP-LLPCS provides breakfast and lunch for all students enrolled on a daily basis. WDP-LLPCS collects data to determine student eligibility for free and reduced lunch using the Free and Reduced Lunch (FRL) program. The FRL program provides the data required to determine a student's eligibility for meals at a free or reduced rate. This information is collected during the enrollment process for new students, and annually for all students.

WDP-LLPCS maintains records of meals served daily. In collaboration with Primo's Food Service, WDP-LLPCS uses student daily attendance, to verify number of meals served. WDP-LLPCS is responsible for the maintenance and operation of all equipment used to adequately prepare and serve meals to the student population.

WDP-LLPCS is classified as 100% Free and Reduced.

The implementation of the Primo's Food Service program indicates an increase in the consumption of the nutritious and healthy meals, particularly with the students in middle and high school; therefore allowing more students the benefit of meeting nutritious and healthy meal requirements.

Student Conduct

While the faculty and administration of WDP-LLPCS recognizes that students need opportunities to learn from their mistakes and thus foster the leadership skills that exist within them, WDP-LLPCS holds students to high standards of conduct. The WDP-LLPCS Parent/Student Handbook provides students, families and staff members with clear descriptions of how to address challenges presented within the school and the avenues through which student discipline should be channeled. Additionally, our tiered demerit system that equates behaviors with a specific number of demerits, ensured parent notification at every level and involved student input, consequences and parent collaboration on redirection of inappropriate behaviors.

Students, along with their parents are required to attend Saturday School to revisit code of conduct expectations and provide opportunities for behavior improvement. Implementation of our

Demerit Policy yielded decreases in inappropriate behavior occurrences and increased parent involvement and support. In-school suspensions are also assigned when warranted.

In addition to these clearly defined processes, the WDP-LLPCS Parent/Student Handbook handbook clearly outlines the discipline process for parents in order to ensure proper protocol is followed regarding all disciplinary decisions; final action resting with the Board of Trustees. Parents are strongly encouraged to follow the process in order to ensure that every measure has been utilized prior to a formal or informal hearing with the Board of Trustees.

Through implementing a clear, structured, non-negotiable discipline process, our school was able to end 2009-2010 with a total of zero expulsions and a decreased number of suspensions. WDP-LLPCS ended the 2009-2010 school year with 45 suspensions school-wide.

Additional behaviorial management support is provided to our parents and students through our in-house support services team that conducts Anger Management Workshops, Social/Emotional Circles, outreach and community referrals, and community service assignments.

WDP-LLPCS partners with parents to ensure behavior management is in the best interest of the student and results in decreased incidents.

Student Conduct - Attachments

- WDP-LLPCS Suspension Data 2009-2010
- WDP-LLPCS Student Code of Conduct and Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Walter D Palmer Leadership Learning Partners 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 Walter D Palmer Leadership Learning Partners 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: Daira Frinks-Hinson **Title:** Chief Administrative Officer
Phone: 215-627-7434 **Fax:** 215-627-9375
E-mail: dhinson@wdp-llpcs.org

Signature of the Chief Executive Officer and Date

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

Name: Walter D. Palmer **Title:** Board President
Phone: 215-627-7434 **Fax:** 215-627-9375
E-mail: founder@wdp-llpcs.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Jaclyn Longyard-Gates **Title:** Special Education Coordinator
Phone: 215-627-7434 **Fax:** 215-627-9375
E-mail: jlongyard@wdp-llpcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- WDP-LLPCS Charter Annual Report Signature Page 2009-2010