
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 07, 2011
(Last Accepted: Monday, February 07, 2011)

Entity: Wissahickon CS
Address: 4700 G Wissahickon Ave
Philadelphia, PA 19144

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Wissahickon CS

Date of Local Chartering School Board/PDE Approval: May 2001

Length of Charter: 5 years, renewed in 2007 **Opening Date:** September 2002

Grade Level: K-8th Grade **Hours of Operation:** 8:30 am-3:23 pm

Percentage of Certified Staff: 89% **Total Instructional Staff:** 34

Student/Teacher Ratio: 11.8/1 **Student Waiting List:** 556

Attendance Rate/Percentage: 95.69%

Summary Data Part II

Enrollment: 402 **Per Pupil Subsidy:** Reg. Ed. \$8,183.58 Sp. Ed. \$17,788.75

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	92.3%
Hispanic:	1.2%
White (Non-Hispanic):	4.0%
Multicultural:	2.5%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
80.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 66

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	172	177	177	0	177
Instructional Hours	0	0	962	991	991	0	991

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Wissahickon Charter School (WCS) is a public charter elementary school approved by the School District of Philadelphia on May 7, 2001. It opened September 5, 2002. Initially the school served 250 kindergarten through 5th grade students. In its eighth year, WCS served 402 students in grades K — 8th Grade.

The WCS is an urban school located in the City of Philadelphia in a mixed residential, retail and industrial area across from Fern Hill Park in Northwest Philadelphia, just off a major road called Roosevelt Boulevard (Route 1). It is in an old industrial building that has been rehabilitated specifically for the school.

Students come from all over the city but tend to reside more often in Northwest and North Philadelphia. As student enrollment is quite stable, WCS has had the fortune to build a strong, warm and supportive school climate for the students that are served.

In addition to a strong instructional program, WCS offers rich opportunities for extending learning or offering activities for the development of the whole child. This is achieved through programs in music, art, library, physical education, afterschool program, intermural sports, and tutoring opportunities.

Mission

Mission

Wissahickon Charter School has an environmentally focused and integrated curriculum. The Wissahickon Charter School was planned around three essential elements: an environmental focus recognizing the importance of active learning that allows students and teachers to experience the curriculum; recognition of service learning projects as a key element in students' academic success; and an emphasis on family involvement at all levels of the school organization, with special emphasis on parents as partners in the learning experiences of their children.

Using the substantial environmental assets of the Wissahickon Valley and a variety of community resources, the school focuses on academic achievement through integrated environmental studies and service learning opportunities.

Parent participation in the instructional activities of their children is emphasized, as is developing the capacity in all students to work cooperatively with others and to resolve conflicts with appropriate and acceptable interpersonal strategies.

Vision

As a school, our primary vision is to educate students. We believe that every child has the potential to be proficient in all areas of their academic life. We develop all of our curriculum and instruction with this central vision in mind. Long-term, we aim to prepare students for the academic work ahead of them in high school and the intellectual challenges that come with life beyond school.

WCS uses the three elements of its mission- environmental integration, service learning, and parental involvement- as a means of realizing a longer term vision of student and community success. We believe that introducing students to the environment in developmentally appropriate ways using authentic experiences in nature, results in creating lifelong stewards for the environment. We believe that student work is vastly more meaningful when it is connected to real service that enriches the world. We believe that family involvement in all levels of school life results in students who are more emotionally, socially, and academically healthy. Our vision is to create the mechanisms that will provide students and families with these kinds of experiences such that they can leave here well on their way to becoming healthy community members of society.

Shared Values

Through our three-fold mission of environmental integration, service learning and parental involvement, WCS works to see that students understand and internalize the following shared values:

- A pursuit of knowledge and the commitment to achievement of potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

Academic Standards

Wissahickon Charter School's academic standards parallel and are consistent with the PA code 4.12. The curricula are developed upon research based best practices and provides students with hands-on activities. Students achievement of academic standards is measured through project based learning, standardized testing (PSSA and Terra Nova), teacher observation and student participation all classroom activities.

The Academic Standards

In the Arts learning area students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of arts forms. The Arts develop students' sense of personal and cultural identity and equips them for lifelong involvement in, and the appreciation of the arts.

In English /Language Arts students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well being.

In Mathematics, students learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' ability to solve problems and answer open-ended questions and assists with learning across the curriculum.

The Science standards follow the standards developed by the National Council of Teachers of Science. Students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

Society and Environment standards enable students to develop an understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

Technology standards are fundamental to all academic standards. Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short- and long-term impact on societies and environments.

Strengths and Challenges

The eighth year of Wissahickon Charter School (WCS) has been an important year for the school. WCS received several awards, deepened its relationships with partner organizations, started the implementation of our new strategic plan, completed the groundwork to launch a new school lunch program, renovated storage space for new classrooms and offices, maintained excellent faculty retention, and revised the writing curriculum. Past strengths of the school, such as the high quality of faculty and staff as well as the school's comprehensive adoption of the Responsive Classroom model of social curriculum, continue to be the hallmark of its success.

The Board and Co-CEOs of WCS consider faculty to be absolutely central to the success of WCS students. The high retention of an extremely qualified and dedicated staff is a point of pride. The school's philosophy provides faculty with significant access to the governance of the school and decision-making. The dedication of WCS faculty is impressive to administration, the Board, parents, and visitors. Faculty are frequently at the school after hours and continually devote energy well beyond their job descriptions to support the education of WCS students through parent engagement, lesson planning or participation in school-wide events. The administration of WCS is currently working on ways to help faculty make their work-lives more sustainable and to improve the quality of life that faculty and staff experience on the job. Some ways we have begun to do this include stipends for professional development, tuition reimbursement, flexible spending accounts, staff breakfasts, a robust staff appreciation week, and making time for teachers to observe one another and visit other schools.

WCS has completed its seventh year working with the Responsive Classroom (RC) model of social curricula and school management. In the past three years, the middle school adopted Developmental Designs (RC's program for middle schools) in grades sixth through eighth. One faculty member has become a certified RC trainer with the school's support and this past year she offered RC training to every member of our staff—both faculty and support staff. This had a palpable impact on school culture. Now, as students move anywhere throughout the building—from their homeroom to a special to recess—they operate under the same set of expectations and logical consequences. WCS is committed to continuing to train staff in this program and in deepening our RC/DD practices.

The board began implementation of the school's new Strategic Plan. The plan identifies several goals shared across constituencies (families, staff, Board of Trustees) around which the school's activities, resources, and energy are now organized. The four areas of focus are: Finance & Development; Environmental Mission; Employee Care; and Academic Achievement. This summer, the Board met with the administration and some faculty representatives to revisit the Plan in order to be sure that the goals of the first year were met and to review and revise goals for the second year. At this point, WCS is on track to meet the goals outlined by the Plan.

WCS graduated our fifth class in the spring of 2010. The selection of high schools that WCS students will attend continues to improve each year. All students have been placed in high schools of their choice and were supported by the close attention of our school counselor. In the coming year we seek to continue to build relationships with local high schools and to streamline the high school application process which is currently quite cumbersome.

We are awaiting the AYP analysis for the 2009-10 school year. We are happy to say that we did make AYP for the 08-09 school year. Our math scores improved significantly from 08-09 to 09-10 while our reading scores remained very similar to the year before.

While we are very happy about the rise in our math scores, academic success remains our top goal. Specific steps to supporting this goal are outlined in more detail in the following sections. Support of students with IEPs and those performing below basic, as measured by the PSSA, continues to be a high priority. One of our efforts in this vein was the launching of a tutoring program where families of our students who struggle most can receive tutoring by our faculty at no cost. Additionally, stimulus funding continues to allow for a sixth full-time employee on our Special Education Team who focuses on early intervention.

Additional changes to our academic program include our implementation of standards-based report cards and a focus on reading as outlined in our strategic plan.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

During the 04-05 school year, WCS completed its first strategic plan that addressed plans for five years, through the 09-10 year. WCS completed its second long range planning process at the start of the 09-10 year. The new plan has been developed to run for three years. It identifies four focus areas and priorities for each of the focus areas. WCS also created a workplan to carry out the strategic plan identifying which staff would be responsible for each activity, and a timeline and necessary resources for completing the plan.

The focus areas and priorities of the plan are:

1. Academic Achievement

- Create a Cohesive Curriculum
- Improve the Literacy Program
- Address Barriers to Learning

2. Finance & Governance

- Secure a Facility
- Enhance Governance
- Develop Resources
- Facilitate a Culture of Giving

3. Environmental Mission

- Define Environment for School and Curriculum
- Create a Healthy Sustainable Lunch Program
- Create Community Partners with Environmental Organizations
- Living the mission

4. Employees

- Competitive salaries for all staff
- Establish health benefit options for all staff
- Attract and retain talented staff by establishing professional growth as central to school's culture
- Attract and retain talented staff by providing quality of life benefits responsive to staff needs

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Biagioli, Elizabeth	WCS Discovery Teacher/Outdoor Program Coordinator	Elementary School Teacher	Dean of Administration
Engels, Hope	WCS	Administrator	Dean of Administration
Eweel, Isaac	WCS Board	Board Member	Board of Trustees
Gustavson, Leif	Arcadia University	Board Member	Board of Trustees
Hawley, Liza	WCS Board of Trustees	Board Member	Board of Trustees
Heinz, Adam	Community Member	Community Representative	Board of Trustees
Jamal Elliott	WCS	Administrator	Board
Kristi Littell	WCS	Administrator	Board
Lapp, David	WCS Board	Board Member	Board of Trustees
Leff, Leslie	WCS Elementary School Teacher	Elementary School Teacher	Dean of Administration
Minor, Gina	Middle School Teacher	Middle School Teacher	Dean of Administration
Nyce, Juanita	WCS	Administrator	Dean of Administration
Paul Skilton-Sylvester	WCS	Administrator	Board
Rice, Charles	WCS Board	Board Member	Board of Trustees
Rose, Marta	Parent & Board member	Parent	Board of Trustees
Valentine, Dave	Parent and Board member	Board Member	Board of Trustees

Goals, Strategies and Activities

Goal: I. Math goal

Description: At least 56% of all students will be proficient or advanced in Mathematics, as measured by annual statewide assessment (from Annual Report).

Strategy: Increased accountability by students for completing their math work

Description: To address cases where students persistently fail to complete math work that is assigned to them and--in the teacher's judgment based on assessments--the child is able to do, we have added new means of accountability, which include the activities listed below: new report card formats, and make up time for older students.

Activity: "Class list meetings" to review data and plan interventions & enrichment

Description: To help meet each child's needs, the Instructional Support Team holds periodic meetings periodically during the year with each grade teacher to review data on each child from our "data rich class lists", and consider whether particular interventions (e.g. small group work with math or reading coach) or enrichment activities (e.g. honors classes). Then, at the following meeting new data is reviewed to see whether the intervention or enrichment is productive, and, if not, to change what we're doing.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 8/31/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Data rich class lists

Description: Inspired by schools that have a "data room" where they display data on each child, we chose to make our "data room" a virtual one. To do this we created "data rich class lists"--a spreadsheet that summarizes data on all aspects of a students' academic and social progress across years. On this list we also include lists of current interventions or enrichment programs that a student is involved in, and the data to show whether that program has been a success. (see "Class list Meetings")

Person Responsible Timeline for Implementation Resources

Michele Ferante Start: 8/31/2008 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Make Up Time

Description: "Make Up Time" is a mandatory after school study hall held each week, Mon.-Thurs. We call it "Make Up Time" rather than detention to stress that it is a logical consequence intended to help address a problem, rather than a punishment meant merely to be unpleasant. Students may be assigned for Make Up Time for in one of four ways: 1) If a student is falling behind in their work a teacher may request a week-long assignment to Make Up Time; 2) Students who are chronically failing to complete work that their teachers believe they are capable of doing, may be put on Academic Probation Level I, which requires them to attend Make Up Time every day, Mon-Thurs. but does not include the threat of expulsion; 2) students who persist in failing to complete work despite every attempt at support, may be assigned by the Academic Review Committee to Academic Probation Level II, again requiring them to attend Make Up Time every day throughout the year, but, in this case, with the threat of expulsion; 4) Finally, students may be required to attend Make Up Time if they have been sent out of class to our accommodation room for disciplinary reasons.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 8/31/2008 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Report cards designed to communicate more clearly

Description: We have redesigned our report cards so that they communicate more clearly. For all grades, this means that we have separated the "achievement" grade from the "effort" grade. An example of how this can be important are the cases of a) the high achieving student who is not putting forth much effort; b) the low achieving student who is putting forth a great deal of effort. If achievement and effort grades were not separated these two aspects of their performance would typically be averaged together to yield a middling grade. Our current report card communicates the reality more clearly. Further, in the lower grades, our report cards break down achievement grades into particular skill areas, allowing readers to see what exactly students are doing well in, and where they need work.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 6/1/2009 -
 Finish: 8/31/2009

Status: Complete

Strategy: Math Support Coach

Description: A qualified Math Coach serves as a resource to students, faculty, and families as we seek to meet the goal of having 45% of students attain Proficient status for math on the PSSA. Coach will target students who are designated basic and below basic by the PSSA and who perform in the fourth quarter of the Terra Nova.

Activity: After School Component

Description: The After School Component compliments the day school program. Students receive individualized instruction and small group instruction with materials that are supplementary to "Everyday Mathematics". Students are involved for two hours for four days each week. Most students are enrolled in the program for the school year. But, additional students are added to the program as the need arises. Students who have performed at the Basic or Below Basic level on the PSSA are selected for the program.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Individual and Small Group Instruction

Description: Based on an analysis of the data provided by the disaggregated PSSA and Terra Nova tests, flexible groups of students are established based on common instructional needs. Classroom assistants provide additional instructional support in the groups. Classroom learning centers are used to differentiate instruction for students that are not achieving at a proficient level.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Modeled Instruction

Description: The Mathematics Coach provides the classroom teacher with sample teaching models. The coach is available to assist teachers daily and serves as a resource for best practices, materials and as a "Critical Friend".

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Professional Development

Description: Math Coach will lead professional development to aid faculty in differentiated reading instruction, reading strategies, and in teaching reading-intensive thematic units.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Strategy #1: Align curriculum

Description: Align curriculum to address the specific assessment anchors on which our students scored poorly on PSSA & Terra Nova tests (see "Needs Assessment")

Activity: Everyday Math

Description: Professional development session in which faculty meets in grade teams to examine PSSA and/or Terra Nova data and identify assessment anchors on which we did most poorly.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 10/1/2007 Finish: 10/1/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: In Progress — Overdue

Activity: Pearson Prentice Hall Math Program for middle school

Description: In the Middle School, we use the Pearson/Prentice Hall Mathematics Program (grades 7 & 8) and Everyday Math (grade 6). We supplement this text with the Connected Math program for non-routine problem solving. We have students grouped heterogeneously. All students will have a minimum of pre-algebra when they graduate. We believe that this kind of grouping will help us to raise students' achievement levels across the board.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007 Finish: Ongoing	-
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Status: Complete

Activity: Professional Development

Description:

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007 Finish: Ongoing	-
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Status: Complete

Activity: Professional development session to plan curricula

Description: Professional development session in which the faculty and staff looks at the assessment anchors that they identified in previous activity (see "Professional development session to analyze test data), then works in grade teams to plan integrated units

that address these assessment anchors (see “Needs Assessment”) across the curriculum.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 10/19/2007 Finish: 10/19/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	35
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to integrate key assessment anchors into integrated, inquiry oriented curricula. They will learn to plan curricula that include these anchors, but also a range of other types of knowledge related to the subject area: concepts, facts, and skills.	Supported by NCTM standards regarding the efficacy of using mathematical skills in relation to real-world problem solving and the analysis of data.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Mathematics • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio |
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Status: Complete

Activity: Professional development to analyze test data

Description: Professional development session in which faculty meets in grade teams to examine PSSA and/or Terra Nova data and identify assessment anchors on which we did most poorly

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 10/19/2007 Finish: 10/19/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers, classroom support staff, and administrators will learn how to analyze PSSA and Terra Nova test data, and how to use these data as a basis for planning instruction. By gaining these skills, they will identify 2-3 anchors in math and 2-3 anchors in reading that their grade group should pay particular attention to.	While common sense is sometimes refuted by research, it seems irrefutable that if we want test scores to go up (as a measure of student learning) then we should pay attention to what the test scores are indicating about areas of relative need.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- peers
- Analysis of student work, with administrator and/or peers
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: In Progress — Overdue

Activity: Summer curriculum writing by faculty

Description: Using Pennsylvania State Standards and Assessment Anchors, and the school's Central Topics Overview, teams of teachers will continue to develop our curriculum for various academic areas. These documents will be of four "levels." Level 1 will be our curriculum overview--the broadest view of what is taught in each grade and in each subject area. Level 2 will be a list of abbreviated objectives for the subject area and the grade in which its mastery should be "beginning," "developing" or "secure." Level 3 will be a more detailed scope and sequence listing the exact wording of the Standard or Assessment Anchor, again, the degree to which it should be mastered, resources and activities for teaching. Level 4 are lesson plans, which will not be part of the paid, summer curriculum writing.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 7/5/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Strategy #2: Increase capacity for teaching flexible thinking

Description: Increase capacity for teaching flexible thinking for complex, multi-stage problem solving—including the improvement of students' "number sense"

Activity: "Share the wealth" (within school)

Description: "Share the wealth" (within school)—Dean of faculty notes
Dean of faculty shares exemplary and innovative practices from visits to classrooms and includes those in a weekly note to faculty.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 2/24/2008 -
Finish: 12/31/9999

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	40	60
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain knowledge of practices of their colleagues that the Dean of Faculty believes to be exemplary.	It remains to be seen the practices that will be highlighted through "share the wealth," but presumably they will be ones that the Dean of Faculty judges to be supported by current research.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans • Portfolio |
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Status: In Progress — Upcoming

Activity: Professional Devel: Educationally defensible test prep

Description: Professional development sessions led by Dean of Faculty on ways to increase analytic skills related to students' test taking savvy. Teachers will learn to teach students to a) analyze test questions; b) write their own test questions; c) create rubrics for scoring answers to test questions. In this way, we will be encouraging students to take the perspective of test writers and scorers, rather than just those taking the tests.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 7/30/2008 Finish: 3/31/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to teach students to a) analyze test questions; b) write their own test questions; c) create rubrics for scoring answers to test questions. In this way, we will be encouraging students to take the perspective of test writers and scorers, rather than just those taking the tests.	Data informing the planning of this includes research by Steve Myran, Ph.D., Research Scientist at the Program for Research on Public Schools at Old Dominion University, and our own findings about which teachers in our school achieved greatest gains on PSSA scores and consideration of the practices they used in their classroom.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district

administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • Economics

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation | <ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: Complete

Activity: Professional Devel: numbers and operations, and measurement

Description: Periodic professional development sessions led by our math specialist regarding numbers and operations, and measurement—anchors identified by faculty as one’s where we score poorly. In particular, teachers will begin teaching more using data rather than numbers. The data they will use will be data related to students “central topics” of our integrated, inquiry-oriented science and social studies units.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	50
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Wissahickon Charter School	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers will learn to teach about numbers, operations and measurement using data rather than raw numbers. The data they will use will be data related to students “central topics” of our integrated, inquiry-oriented science and social studies units.

The use of authentic data related to meaningful inquiry is supported by the NCTM standards.

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

specialists

- Elementary (grades 2-5)

- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Portfolio |
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Status: In Progress — Upcoming

Activity: Professional development re: numbers, operations & measurement

Description: Periodic professional development sessions (i.e. a series, rather than a stand alone sessions) led by our math specialist regarding numbers and operations, and measurement—anchors identified by faculty as one's where we score poorly. In particular, teachers will begin teaching more using data rather than numbers. The data they will use will be data related to students "central topics" of our integrated, inquiry-oriented science and social studies units.

Person Responsible

Timeline for Implementation

Resources

Paul Skilton-Sylvester

Start: 2/21/2008
Finish: 12/31/9999

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn strategies for using "data" rather than "numbers." The data they will use will be data related to students "central topics" of our integrated, inquiry-oriented science and social studies units.

The authentic use of data for teaching math skills and problem solving is supported by the NCTM standards, a well-respected research based text.

For classroom teachers, school counselors and education specialists:

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

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

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

- on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Training of community volunteers

Description: Training of parent & community volunteers to teach students to improve their ability at flexible thinking for complex, multi-stage problem solving—including the improvement of students’ “number sense.” Special focus on the problem-solving strategies of the Everyday Math series.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	1	10
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Training of parent & community volunteers to teach students to improve their ability at flexible thinking for complex, multi-stage problem solving—including the improvement of students' "number sense"	Comer's research at Yale has shown the dramatic gains in student achievement when parents are included as partners in the learning process.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Mathematics

Follow-up Activities**Evaluation Methods**

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans |
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Status: In Progress — Upcoming

Strategy: Study Island

Description: Study Island is a computer program that will serve to help students practice math skills using a testing format. It will track student achievement in order to show areas where students need more instruction and areas where they have mastered skills. Data gained from Study Island will be used to inform classroom curriculum planning and instruction to ultimately help students who are designated as Basic or Below Basic.

Activity: Consistent Access

Description: Students will have consistent access to Study Island. Whole classes will use Study Island to master mathematics skills when they visit the Computer Lab. Computers in class will be used for Study Island by individual students, particularly those who are performing at the Basic or Below Basic level. Many students also have internet access at home where they can complete Study Island activities.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Informing Instruction

Description: The Math Coach will work with faculty to interpret data from Study Island and use it to inform curriculum development. Teachers will work to develop new ways of teaching topics that prove difficult for many students. Individual students will receive help in areas where Study Island shows that they are struggling. This will be used particularly to address students who are performing at the Basic or Below Basic level.

Person Responsible Timeline for Implementation Resources

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 8/31/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Data rich class lists

Description: Inspired by schools that have a "data room" where they display data on each child, we chose to make our "data room" a virtual one. To do this we created "data rich class lists"--a spreadsheet that summarizes data on all aspects of a students' academic and social progress across years. On this list we also include lists of current interventions or enrichment programs that a student is involved in, and the data to show whether that program has been a success. (see "Class list Meetings")

Person Responsible Timeline for Implementation Resources

Michele Ferante Start: 8/31/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Make Up Time

Description: "Make Up Time" is a mandatory after school study hall held each week, Mon.-Thurs. We call it "Make Up Time" rather than detention to stress that it is a logical consequence intended to help address a problem, rather than a punishment meant merely to be unpleasant. Students may be assigned for Make Up Time for in one of four ways: 1) If a student is falling behind in their work a teacher may request a week-long assignment to Make Up Time; 2) Students who are chronically failing to complete work that their teachers believe they are capable of doing, may be put on Academic Probation Level I, which requires them to attend Make Up Time every day, Mon-Thurs. but does not include the threat of expulsion; 2) students who persist in failing to complete work despite every attempt at support, may be assigned by the Academic Review Committee to Academic Probation Level II, again requiring them to attend Make Up Time every day throughout the year, but, in this case, with the threat of expulsion; 4) Finally, students may be required to attend Make Up Time if they have been sent out of class to our accommodation room for disciplinary reasons.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 8/31/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Report cards designed to communicate more clearly

Description: We have redesigned our report cards so that they communicate more clearly. For all grades, this means that we have separated the "achievement" grade from the "effort" grade. An example of how this can be important are the cases of a) the high achieving student who is not putting forth much effort; b) the low achieving student who is putting forth a great deal of effort. If achievement and effort grades were not separated these two aspects of their performance would typically be averaged together to yield a middling grade. Our current report card communicates the reality more clearly. Further, in the lower grades, our report cards break down achievement grades into particular skill areas, allowing readers to see what exactly students are doing well in, and where they need work.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 6/1/2009 -
Finish: 8/31/2009

Status: Complete

Strategy: Instructional Program

Description: The WCS Instructional Program for reading has been thoughtfully designed by the school's Curriculum Committee, led by the school's Dean of Faculty. It is research-based and designed to meet the needs of students with diverse learning styles. We consistently work to adapt our program to help students become proficient in reading.

Activity: Balanced Literacy

Description: We used a balanced literacy approach to reading, integrating a number of reading (and writing) programs described below. In grades K-2, we use the Foundations Program, a systematic phonics and phonemic awareness program, that includes components on handwriting and spelling. We have adopted the 100 Book Challenge Program of the American Reading Company to meet the PA Reading standards in grades K-6. We use this system as the independent reading component of the balanced literacy program, allowing for each child's needs to be met. We assess each child using the Developmental Reading Assessment (DRA) in grades K-2, and the McCleod program in grades 3-8, with the QR4 assessment for students for whom we need further data. Data from these assessments as well as the PSSA's help us to determine how to help all students to become proficient. In the Middle School, we shared readings trade books, as well as independent reading using the leveled texts of the 100 Book Challenge series. Books are chosen that connect with classroom themes and are grade-appropriate. For spelling in grades 3-5, we use Sitton Spell, a program that emphasizes the transfer of spelling to use in students actual writing. The program combines phonetic, morphological, and whole word strategies to teach spelling.

Person Responsible Timeline for Implementation Resources

Kristi Littell Start: 8/31/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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7/2/2009	We have gone beyond this. While we still use the Rigby readers for Guided Reading, we now also use Foundations, by Wilson Reading; and the 100 book Challenge by the American Reading company. We have purchased many more guided reading books to supplement Rigby as well.
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Activity: Professional Development

Description: Staff development activities are based on the students' learning needs, observation of teacher strengths, parent feedback, and the implementation of the reading standards that the Pennsylvania Department of Education developed. Professionals who are experts in the field will facilitate the staff development forums. Presentations can vary in format to include: workshops, seminars, and conferences. Consultants and teacher turn-around training will support the presentations. We believe that this kind of continued development of faculty leads to better instruction and higher proficiency rates among students.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Strategy: Reading Specialist

Description: A qualified Reading Specialist serves as a resource to students, faculty, and families as we seek to meet the goal of having 54% of students attain Proficient status on the PSSA. Specialist will target students in elementary grades who are designated basic and below basic by the PSSA and who perform in the fourth quarter of the Terra Nova.

Activity: Individual and Small Group Instruction

Description: RS will pull individual students as well as small groups for reading instruction that is specifically targeted to meet students' needs. Students who are performing at the Basic or Below Basic level will be targeted. All pull out sessions will serve to complement classroom curriculum.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Modeled Instruction

Description: RS will teach specific lessons in class as a means of teaching all students reading strategies and as a way to model best instructional practices for faculty. Modeled teaching will help faculty in meeting the needs of their Basic and Below Basic students.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Parent Outreach

Description: RS will periodically offer evening and weekend programs to parents that focus on building literacy skills in the home. Examples of topics include: Reading Aloud to you Child, Reading for Comprehension, etc. Parents of students who are performing at the Basic and Below Basic levels will be targeted for such programs.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Professional Development

Description: RS will lead professional development to aid faculty in differentiated reading instruction, reading strategies, and in teaching reading-intensive thematic units.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Strategy #1: Align curriculum

Description: Align curriculum to address the specific assessment anchors upon which our students scored poorly on PSSA & Terra Nova tests

Activity: Professional development session to analyze test data

Description: Teachers meet to analyze test scores data from PSSA and Terra Nova tests and identify key anchors that they as a grade should do more to address in their instructional programs.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	1	60
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Wissahickon Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will make sense of the PSSA and Terra Nova at the level of the individual assessment anchors for their students from the previous year. We will compile their findings to chart out priorities for individual classrooms and the school as a whole.	I don't know of particular research supporting this activity, but it stands to reason that if you want to improve student test scores you should know what your instructional program has done badly on in the past.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio |
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- Lesson modeling with mentoring

Status: Complete

Activity: Professional development to plan curricula

Description: Professional development session in which the faculty and staff looks at the assessment anchors that they identified in activity “a)” and then to work in grade teams to plan integrated units that address these assessment anchors (see “Needs Assessment”) across the curriculum. Throughout the year, teachers will periodically include problems that are congruent with those on the PSSA and Terra Nova tests.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: In Progress — Upcoming

Activity: Summer curriculum writing by faculty

Description: Using Pennsylvania State Standards and Assessment Anchors, and the school's Central Topics Overview, teams of teachers will continue to develop our curriculum for various academic areas. These documents will be of four "levels." Level 1 will be our curriculum overview--the broadest view of what is taught in each grade and in each subject area. Level 2 will be a list of abbreviated objectives for the subject area and the grade in which its mastery should be "beginning," "developing" or "secure." Level 3 will be a more detailed scope and sequence listing the exact wording of the Standard or Assessment Anchor, again, the degree to which it should be mastered, resources and activities for teaching. Level 4 are lesson plans, which will not be part of the paid, summer curriculum writing.

Person Responsible Timeline for Implementation Resources

Paul Skilton-Sylvester Start: 7/5/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Strategy #2: Implement 100 Bk Challenge in Middle School

Description: Implement 100 Book Challenge in middle school grades (our lowest performing cohorts, currently) during 2008-2009 school year.

Activity: Middle school team meetings

Description: On the second Monday of each month the middle school meetings turn its focus to curriculum. This forum will provide a regular opportunity to share issues, concerns, and innovations related to the implementation of the 100 Book Challenge series.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain practical understanding about the logistical issues involved with implementing the 100 Book Challenge program by hearing concerns of their colleagues and jointly problem solving to address these concerns.	See research cited re: implementation of 100 Book Challenge.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.Provides educators with a

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

- outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- Participant survey
 - Review of participant lesson plans
 - Portfolio

Status: In Progress — Upcoming

Activity: Professional Development re use of 100 Book Challenge

Description: Professional development intensive training provided by the American Reading Company with the purchase of 100 Book Challenge® series.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
American Reading Association	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge about how to use the 100 Book Challenge reading program in ways that a) support content area standards; b) allow efficient assessment of students reading abilities and; c) inform their planning for reading instruction.	Florida Center for Reading Research positively reviews 100 Book Challenge with no weaknesses noted: For more information on how 100 Book Challenge is aligned with current research, check out this report by Florida Center for Reading Research. The report	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

provides an overview of the 100 Book Challenge program and critiques previous reports by Dr. Joseph DuCette and Dr. Robert Offenberg. The report also highlights some program strengths and lists Florida school districts that have implemented the 100 Book Challenge.

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

American Reading Company's 100 Book Challenge Scientifically Based Reading Research Support:

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

100 Book Challenge is both founded in and supported by the most current research on reading development and adolescent literacy. American Reading Company's 100 Book Challenge Scientifically Based Reading Research Support outlines the research basis of the 100 Book Challenge and 100 Book Challenge Varsity reading programs. In addition, it details how 100 Book Challenge correlates with No Child Left Behind, Reading First, and Reading Next.

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Effects of 100 Book Challenge on Standardized Test Scores of Urban Elementary Pupils in Philadelphia:

Dr. Robert Offenberg, who retired in 2005 after many years in the research department of the School District of Philadelphia, conducted a longitudinal analysis of the effectiveness of the 100 Book Challenge reading program on the achievement scores of Philadelphia students in grades 1 through 3 from 2002 to 2004. The study involved nearly 16,000 students in 89 different elementary schools—14 100 Book Challenge schools and 75 comparison schools.

Summary results:

Students in 100 Book Challenge schools outperformed students in non-100 Book Challenge schools on the TerraNova standardized test. Overall, there was a highly statistically significant difference between the two groups

African-American students in 100 Book Challenge schools did especially well, significantly narrowing the gap between their performance and that of their White peers. In fact, most of the gap between the reading scores of African American students and "majority group" students was eliminated when African American students attended schools using 100 Book Challenge.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

Evaluation Methods

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Participant survey• Review of participant lesson plans• Portfolio |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: Complete

Strategy: Strategy #3: Implement 100 Book Challenge in lower grades (K-5)

Description: Implement 100 Book Challenge in lower school grades (our lowest performing cohorts, currently) during 2009-2010 school year.

Activity: On-going grade grade-group meetings for problem solving

Description: Teachers will meet in grade groups to discuss the implementation of the 100 Book Challenge program, sharing challenges, innovations and solutions to problems.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Activity: Professional development on use of 100 Book Challenge

Description: Professional development intensive training provided by the American Reading Company with the purchase of 100 Book Challenge® series.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
American Reading Company	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to use the 100 Book Challenge reading program to a) facilitate reading at students' independent reading levels; b) assess their strengths and weaknesses; c) plan instruction accordingly.	<p>Florida Center for Reading Research positively reviews 100 Book Challenge with no weaknesses noted:</p> <p>For more information on how 100 Book Challenge is aligned with current research, check out this report by Florida Center for Reading Research. The report provides an overview of the 100 Book Challenge program and critiques previous reports by Dr. Joseph DuCette and Dr. Robert Offenber. The report also highlights some program strengths and lists Florida school districts that have implemented the 100 Book Challenge.</p> <p>American Reading Company's 100 Book Challenge Scientifically Based Reading Research Support:</p> <p>100 Book Challenge is both founded in and supported by the most current research on reading development and adolescent literacy. American Reading Company's 100 Book Challenge Scientifically Based Reading</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,

Research Support outlines the research basis of the 100 Book Challenge and 100 Book Challenge Varsity reading programs. In addition, it details how 100 Book Challenge correlates with No Child Left Behind, Reading First, and Reading Next.

Effects of 100 Book Challenge on Standardized Test Scores of Urban Elementary Pupils in Philadelphia:

Dr. Robert Offenberg, who retired in 2005 after many years in the research department of the School District of Philadelphia, conducted a longitudinal analysis of the effectiveness of the 100 Book Challenge reading program on the achievement scores of Philadelphia students in grades 1 through 3 from 2002 to 2004. The study involved nearly 16,000 students in 89 different elementary schools—14 100 Book Challenge schools and 75 comparison schools.

Summary results:

Students in 100 Book Challenge schools outperformed students in non-100 Book Challenge schools on the TerraNova standardized test. Overall, there was a highly statistically significant difference between the two groups African-American students in 100 Book Challenge schools did especially well, significantly narrowing the gap between their performance and that of their White peers. In fact, most of the gap between the reading scores of African American students and “majority group” students was eliminated when African American students attended schools using 100 Book Challenge.

curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education Kindergarten Early Learning Standards History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

Status: Complete

Strategy: Strategy #4: Increase capacity for teaching flexible thinking related to RELA

Description: Increase capacity for flexible thinking related to the assessment anchors related to “interpreting and analyzing in an across tests” and “drawing inferences, drawing conclusions, and

interpreting tests.” (i.e. Assessment anchors identified this year by faculty as most worthy of improved teaching)

Activity: Professional development re: test taking savvy

Description: Professional development sessions led by Dean of Faculty on ways to increase students’ test taking savvy related to questions “interpreting and analyzing in an across tests” and “inferencing, drawing conclusions, and interpreting tests.”

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 2/24/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	60

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Wissahickon Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Professional development sessions led by Dean of Faculty on ways to increase students’ test taking savvy related to questions “interpreting and analyzing in an across tests” and “inferencing, drawing conclusions, and interpreting tests.”	See above.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership

roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

Follow-up Activities

Evaluation Methods

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Review of participant lesson plans
- Portfolio

Status: Complete

Activity: Professional Development related to "active reading" strategies

Description: Periodic interactive (i.e. a series, rather than stand alone) professional development sessions on active reading, including practices such as double entry journals, drawing inferences, responding to texts in character, using time-lines, plot mapping and character mapping.

Person Responsible	Timeline for Implementation	Resources
Paul Skilton-Sylvester	Start: 8/26/2008 Finish: 2/12/2010	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wissahickon Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge about strategies for "active reading" and how to teach students to use these.	Supported by NCTE standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

- Team development and sharing of

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Portfolio

Status: Complete

Strategy: Strategy #5: Foundations Reading Program

Description: The Foundations Reading Program is a phonics and phonemic awareness program made by the Wilson Reading Company for general education students (Wilson is better known for their remedial programs used in special education). Foundations provides systematic phonics instruction for all of our youngest students, with progressive differentiation as it becomes apparent which students have easy mastery of the skills.

Activity: Foundations -- Professional Development

Description: To prepare teachers and teachers assistants working in K, 1 and 2 to use the Foundations program we pay for professional development from the makers of Foundations, the Wilson Reading Company.

Person Responsible Timeline for Implementation Resources

Kathy Tench	Start: 8/31/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Study Island

Description: Study Island is a computer program that will serve to help students practice reading skills using a testing format. It will track student achievement in order to show areas where students need more instruction and areas where they have mastered skills. Data gained from Study Island will be used to inform classroom curriculum planning and instruction to ultimately help students who are designated as Basic or Below Basic.

Activity: Consistent Access

Description: Students will have consistent access to Study Island. Whole classes will use Study Island to master reading skills when they visit the Computer Lab. Computers in class will be used for Study Island by individual students, particularly those who are performing at the Basic or Below Basic level. Many students also have internet access at home where they can complete Study Island activities.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/2/2009 We will do a refresher professional development session in 8-09.

Activity: Informing Instruction

Description: The Reading Specialist will work with faculty to interpret data from Study Island and use it to inform curriculum development. Teachers will work to develop new ways of teaching topics that prove difficult for many students. Individual students will receive help in areas where Study Island shows that they are struggling. This will be used particularly to address students who are performing at the Basic or Below Basic level.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Preparation for Testing

Description: Through working on Study Island, students will familiarize themselves with standardized tests and open-ended questions. With the testing format already familiar to all students, they will be better able to focus on test content. This will prove especially helpful to those who are performing at the Basic or Below Basic level.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

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

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

Strategy: Communication with Parents

Description: It is critical that we communicate with parents about their child's attendance rate at school. When parents and teachers are in communication about absenteeism, student attendance rates increase. Further, frequent communication brings parents into the school community in such a way that encourages them to make sure their child's attendance rate is as high as possible.

Activity: Home Visits

Description: When a child is chronically absent, the teacher and one other WCS employee (guidance counselor, Dean of Faculty, etc.) will make every effort to visit the family at home. This visit will serve to demonstrate the school's interest in helping the child and the family overcome obstacles to school attendance.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Interim Reports

Description: Attendance information has always been included on report cards. It will now also be included on interim reports. This will alert parents mid-trimester to any issues regarding attendance so that they can be addressed early.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Newsletters

Description: Teachers will send home weekly newsletters that outline the week's plans and activities. These will keep parents informed of school happenings and will also serve as a constant reminder of all the things a child misses when they are absent. A new element of the newsletter will be a place where the teacher informs parents of the attendance rates from the previous week.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Powerschool

Description: Teachers will use the school's Powerschool system to electronically submit each day's attendance to the office by a designated time. More accurate record keeping will alert the parents and teachers to trends in absences so that action can be taken to address the problem.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Prompt Phone calls

Description: Classroom teachers will note each day's attendance and will call home if a child misses two days of school in the same week. Calls will focus on why the child has been absent and how the teacher can support the family and student to ensure that the child returns to school as soon as possible and as prepared as possible.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Instilling a Love of School

Description: When school is a safe and fun place to learn and when classrooms function as authentic communities, students want to be there and attendance records soar.

Activity: Anti-Bullying Efforts

Description: The WCS Dean of Students attended a workshop about addressing bullying that was led by The Responsive Classroom. He will use new methods from the program to address bullying at school. Both victims and offenders will work the guidance counselor to receive help. When students can trust that they will not be victimized at school, their desire to attend increases.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/2/2009	We have actually gone far beyond this. In 07-08 staff all took part in a day-long professional development in which we came up with dozens of ways to work against bullying. These were prioritized and the top priority ones were implemented that year, and more implemented the following year.
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Activity: Building Classroom Communities

Description: Faculty will continue to spend time developing the classroom community. Examples of community building activities include morning meetings, cooperative games, and collaborative work. Teachers will receive on-going training in how to develop such communities.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Conflict Resolution

Description: We currently have some teachers successfully using a conflict resolution program in class called Talk it Out. In the 2007-2008 school year we will develop and train staff in a school-wide conflict resolution program. If students feel they have a way to work through social problems, they will want to attend.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
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Finish: Ongoing

Status: In Progress — Upcoming

Activity: Schoolwide Events

Description: We have found that the best way to develop our school as a community is through school-wide events. We will continue to offer many family evening events and special school-day events as well. We will take results from last year's events to help plan the '07-'08 events. Examples of events include; WCS Celebration of Learning, Park Day, Fun Day, Wissahickon Reads, and many more. These events increase student and family buy-in into the school and have a very strong and direct impact on daily attendance.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Strategy: Recordkeeping

Description: WCS will work to maintain more accurate records regarding student absences.

Activity: Powerschool

Description: Teachers will use the school's Powerschool system to electronically submit each day's attendance to the office by a designated time. More accurate record keeping will alert the parents and teachers to trends in absences so that action can be taken to address the problem.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Tardiness

Description: If students arrive late, teachers will contact the office on the same school day to inform them in the change in the attendance list. The office will make the necessary change in order to maintain an accurate record of the day's attendance.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

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: Communication with Parents

Description: WCS will do everything in its power to ensure that parents know the dates of state assessments and the importance of their child's participation.

Activity: Assessment Reminders

Description: Families and students will get many written reminders of the dates of state assessments. Further, each classroom teacher will call the 20% of student households in class with the highest rate of absenteeism to personally remind them of testing dates. At the end of each test dates, all students who were absent will receive phone calls.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: Parent Workshop

Description: The Dean of Faculty will work with the Wissahickon Parent Partnership (WPP) to hold a workshop for parents on how to interpret data from assessments and how that results of assessments impact the school. For families who do not attend, an online version and paper copies will be available.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Powerschool

Description: Teachers will use the school's Powerschool system to electronically submit each day's attendance to the office by a designated time. More accurate record keeping will alert the parents and teachers to trends in absences so that action can be taken to address the problem.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Activity: School Calendar

Description: The WCS school calendar will include the dates of state assessments. The calendar is accessible on line and is mailed to households as well.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Make up Testing

Description: The WCS Dean of Faculty will take every possible step to ensure each child who misses state assessments, participates in make up testing.

Activity: Targeting Students

Description: Every student who fails to participate in state assessments will be called and/or visited by a WCS employee to let them know of the dates of make up tests and help them overcome obstacles to attendance.

Person Responsible Timeline for Implementation Resources

testing situation. If students feel less anxious about testing, they are more likely to participate in the original assessments.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student Familiarity with Testing Format

Description: Faculty will use Study Island and other tools to prepare students for the format of state assessments. As students become more comfortable with these modes of assessment, their anxiety over testing will decrease and participation will increase.

Person Responsible Timeline for Implementation Resources

Kristi Littell	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

RIGOROUS INSTRUCTIONAL PROGRAM

As our mission states, Wissahickon Charter School believes in student ownership of learning through empowerment and recognition of diverse learning styles. We also believe in a curriculum that teaches children about the wonder of the natural world. We are committed to empowering teachers to be creative designers of their own curriculum utilizing the different resources we provide. We have adopted a standards and inquiry based curriculum and each teacher is provided with and expected to refer to the Pennsylvania standards and assessment anchors in designing their instruction. WCS has selected curricula which aim to address the state standards. Each program we have adopted is research and standard based and allows for optimum inquiry.

READING & LANGUAGE ARTS:

We use a balanced literacy approach to reading and language arts--an approach that includes 8 instructional modalities: reading aloud, shared reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing. For guided reading texts we have supplemented the Rigby program with a variety of other high interest texts. For independent reading we have adopted the 100 Book Challenge program of the American Reading Company.

In addition to the eight components of balanced literacy, we do systematic phonics instruction in grades K-2, using the Foundations program of the Wilson Reading Company.

We assess each child in K-2 using the Developmental Reading Assessment (DRA) a minimum of three times a year. In grades 3-8 we use the QR4 test. This is supplemented by informal assessments that happen as teachers read with individual students as a part of the 100 Book Challenge program. The students' reading levels are then used to create guided reading groups, or assign extra services as needed. While the rest of the class is working on centers or independent work with the classroom aide, the teacher works with a small group of students to meet their individual needs. This practice also provides an opportunity to accelerate the academic skill development and learning strategies of students performing below standard. Additionally, we have a Reading Support Teacher who works in the lower grades and several inclusion teachers who meet with small groups of students on a daily basis for additional acceleration.

In the Middle School, we use sets of trade books to address the Reading Assessment Anchors. Books are chosen that are appropriate to the grade level and which also tie into themes that are being studied in each.

MATH

We have adopted Everyday Mathematics by Harcourt/McGraw Hill for grades K-6, supplemented by texts by Marilyn Burns in K-3, and Groundworks in 4-6. Everyday Mathematics is a research and standards based, hands on approach which provides repeated exposures to all content. It allows children's mathematical knowledge to grow from real life experiences. Everyday Mathematics includes individual/small-group and partner activities. The instructional aide in each classroom can work with small groups of students who need more practice. Additionally, the inclusion teacher helps accelerate the growth of students performing below level. The students also participate in many math games which allow for fact practice. At the end of each unit of learning, students are given an opportunity to do inquiry-based explorations and projects. Our math coach works with teachers in grades 3 — 8 to support direct instruction in the classroom, small group work and after school tutoring of students who need additional help grasping the concepts.

In the Middle School, we use the McDougal Littell Passports to Mathematics program, supplemented by additional problem-solving work from the Groundworks series by Wright/McGraw Hill and Dolciani book series, Mathematics: Structure and Method. We have grouped students homogenously in the middle school Math program and are offering Pre-Algebra to advanced 7th graders and Algebra to advanced 8th graders. All students will have a minimum of Pre-Algebra when they graduate.

SCIENCE & SOCIAL STUDIES

The heart of our science & social studies curriculum is inquiry into the outside world by students and teachers, and active engagement to leave the world better than we found it. Over the course of the year, each classroom studies a few carefully chosen "central topics," (see "Central Topics

Overview”) picked both for their irresistibility to students and the inevitability with which they lead to big ideas and important skills in reading, math, science and social studies. All central topic studies are chosen to address the PA social studies standards and the science standards and assessment anchors.

Often, the central topics we choose are “terrains”—whole environments where social studies and science and math and literacy are still connected. Many of these studies are related to the nearby Wissahickon Valley and its watershed, but others are connected to the urban environment. So, for example, in one such study, a second grade does a comparative study of a supermarket and the local food co-op. Students go to both of these locales to buy lunch and then trace the origin of all the food that made up their lunches. It is a study that draws on the science related to nutrition; the environmental studies related to the pollution created in making and transporting the food; the social studies of production and the organization of work; the geography of local trip to the stores and the global path of the food; the mathematics and economics of pricing; and the literacy skills necessary for researching all of the above.

The central topic or "terrain" studies are supplemented by the Science and Technology curriculum (STC) from Carolina Biological, with kits chosen that complement one's topic study. So, for example, a first grade studying the 60 acre park across the street from us also uses the STC kit on "organisms." STC is also a standards and research based program. STC aims to make science relevant, interesting, and challenging for children. In each unit of study the students address what they already know about the topic, explore the scientific topic, reflect on their findings, and finally apply their new learning to real-life problems. The entire approach is discovery-based. STC helps children foster the development of scientific attitudes, such as curiosity, problem-solving skills, respect for evidence, flexibility, and sensitivity to living things. The students focus on four content areas throughout the year, allowing for in-depth exploration of each topic.

In the Middle School, a heavy emphasis is put on lab work and field work. The students go on many trips and have been to local universities to perform labs in their state of the art facilities. The scientific process is heavily focused on and the students design some of their own experiments.

SOCIAL STUDIES

The WCS Social Studies curriculum is based on the state standards and allows students the opportunity to do project-based learning. Students participate in shared reading using a big book in the lower grades, or sets of student books that are based on the history standards. Students then explore the content areas with in depth explorations and projects. The WCS Social Studies curriculum also allows for additional content-based practice in Reading and Writing. In the Middle School, the History standards are addressed through the use of text books and comprehensive research projects.

WRITING

WCS has adopted the Fountas and Pinnell Writing Workshop approach to writing. The State standards and student needs are used to determine what mini-lessons will be taught. The students are then given choice to determine what genre and topic they would like to explore. The workshop approach to writing actively engages students in the writing process because it makes the writing relevant to their own lives. Each grade is also assigned three different writing genres which they must teach explicitly and practice. The students are then given a prompt to complete which becomes part of their permanent portfolio.

SERVICE LEARNING

The mission of WCS incorporates not only an environmental curriculum, but also service learning projects. Specific grades have been targeted to choose, devise, and implement an environmental service learning project. This approach gives students ownership over the project and an opportunity to perform in-depth explorations of real life problems.

DISCOVERY

WCS strives to integrate an environmental theme throughout the school's curriculum. This goal is realized both in each classroom and through the school's Discovery Program, a weekly lesson that is specifically focused on nature. The Discovery teacher works with classroom teachers to write three trimester-long units that complement the classroom curriculum but also use nature as the unifying concept. Classes are co-taught by the Discovery teacher and the classroom teacher and involve hands-on activities and trips to Fernhill Park (the park across the street from the school). Discovery units range in topic from Mapping to Animal Adaptations to Local Geography.

ART

WCS boasts an extensive arts program in which the students receive 1 to 2 class periods of fine arts instruction each week. The art teacher strives to integrate classroom themes and objectives into the art curriculum. Students are also exposed to styles and themes of different artists and art periods. For example, when the second graders were studying balancing and weighing, they created Alexander Calder mobiles in art class. When the first graders were studying mapping, they made three-dimensional topographic maps with objects from nature included. Each class takes at least one art field trip each year, organized by the art teacher. WCS also offers an after school mural arts program for third through eighth graders.

MUSIC

The Music Teacher works with each classroom one to two times per week in grades K-5, and it is offered as an elective in grades 6-8. During music students learn to identify and experiment with the fundamentals of music, including tempo, rhythm, and pitch. Primary students play cooperative musical games and use movement to express how music makes them feel. Older students explore the ways in which music inspires them creatively. Students compose rhythms, lyrics, and even whole songs. Students also listen to and learn about different styles of music and different types of instruments both in America and around the world. Additionally, music class is used to enhance specific topics being studied in class, and teachers are encouraged to work together to coordinate lessons.

PHYSICAL EDUCATION

Students attend PE class one to two times a week for 45 minutes. They are instructed in health, sports, team-work, cooperative games, and physical fitness. The teacher addresses the state standards and also the needs of the students. We have a full time PE teacher who also runs an after school sports program.

TECHNOLOGY

The Technology Curriculum Coordinator works with teachers to integrate the use and knowledge of technology into classroom subjects and projects. Typing instruction is begun in grade 3, with students required to be able to type a specified number of words per minute before moving on to tutorials in software applications. The technology coordinator helps bring teachers and students great ideas into technological reality. Students use programs such as Word, Mavis Beacon, and KidPix, as well as a number of skill-building and problem-solving games. Students use the Internet for guided research as well as specially designed Webquests to bring classroom topics to

life. Each teacher has adopted specific technology standards which to address in her/his classroom.

OVERALL

Our mission at WCS is to create "student empowerment and ownership of learning through learner-directed projects and recognition of diverse learning styles." The curriculum we have adopted lends itself to create such an environment for children. WCS prides itself on the quality of our teaching faculty and support staff. Without strong educators it is difficult to maximize learning in a student-empowered environment. As such WCS employs very rigorous hiring, induction and professional development programs.

Student accountability & support

Inspired by schools that have a "data room" where they display data on each child, we chose to make our "data room" a virtual one. To do this we created "data rich class lists"--a spreadsheet that summarizes data on all aspects of a students' academic and social progress across years. On this list we also include lists of current interventions or enrichment programs that a student is involved in, and the data to show whether that program has been a success. (see "Class list Meetings")

To help meet each child's needs, the Instructional Support Team holds periodic meetings periodically during the year with each grade teacher to review data on each child from our "data rich class lists", and consider whether particular interventions (e.g. small group work with math or reading coach) or enrichment activities (e.g. honors classes). Then, at the following meeting new data is reviewed to see whether the intervention or enrichment is productive, and, if not, to change what we're doing.

Beginning in 08-09, we increased academic accountability for students who--for whatever reason--were chronically not doing schoolwork that their teachers deemed them able to do. We began an after school study hall, which we named "Make Up Time" to stress that it is a logical consequence for time wasted in school rather than a punishment. Students who were falling behind could be assigned to Make Up Time for a week's period to make up the work that they had failed to complete, and to have a quiet, time to complete their homework. For students with more persistent problems, they could be put on Academic Probation Level I or Academic Probation Level II, the latter having the distinction of including the threat of expulsion, should they not improve. When a student was put on academic probation, if they had not recently been the subject of a Comprehensive Support Team (CST) meeting, one would be scheduled to look at what interventions had been tried in the past, and what should be done at that time.

In 09-10 we are implementing our re-designed report cards. To increase accountability of students and to communicate more clearly to parents, we have separated the students "achievement" grades from their "effort" grades on our report cards. In this way, it will become evident when a student of high ability might not be putting forth adequate effort, despite relatively high achievement marks. Similarly, separating the two allows a teacher to be honest about a low-achieving students' ability while still honoring them if they put in a great deal of effort. These report cards also include a higher degree of break-down by skill area, with the lowest grades having the highest degree of breakdown and higher grades having a cumulative grade to satisfy the requirements of high school admissions.

Recruiting and Hiring Qualified Faculty

Hiring for the school is conducted by a personnel committee composed of the CEO, the Dean of Faculty, the Dean of Students, the Special Education Director, the Middle School Coordinator,

and the Guidance Counselor. This committee meets regularly to review personnel needs, research and draft recruitment and retention policy, screen resumes and conduct interviews. The teaching vacancies and needs for the following year are identified in early February. Ads are placed in the major newspapers as well as flyers distributed to local colleges and universities. We maintain a list serve of minority individuals who have volunteered to put out job postings into their network as a way to move closer to having a staff that is more diverse. We have also posted on PAreap. Resumes are screened by the personnel committee using an established rubric and individuals scoring 13 or above on the rubric are invited to come into the school for a teacher open house and group interview. Following the open house, the committee targets individuals to come into the school for an interview and demo lesson in the targeted grade. Hiring recommendations are made to the Board of Trustees for approval.

Teacher Induction

The induction committee is comprised of the CEO, Dean of Faculty, Dean of Students, Librarian, Environmental Educator, Special Education Director and two classroom teachers.

Goals and competencies expected out of our program include: Understanding the WCS curriculum; exposure to various strategies for classroom management including the Responsive Classroom approach; introduction to WCS policies, procedures, facilities and resources; understanding of the evaluation process and mentoring program; understanding of the student code of conduct.

Upon hiring, teachers are asked to do a self-assessment of strengths and areas needing support. Teachers spent a full two weeks prior to the beginning of the year in induction activities. A plan is developed with the teacher and CEO to support the teacher and to address areas of concern. Each new teacher at the school is assigned a mentor who works with the teacher on an on-going basis. The full description of our induction program is on file at the PDE.

Professional Development

WCS believes strongly that professional development is key to the continued success of our instructional program. We devote significant time throughout the year to focus on exposing our faculty and teaching staff to new ideas and teaching strategies. Our calendar follows an innovative professional development schedule modeled after the School District of Philadelphia's calendar. We engage in regular professional development one Friday afternoon each month for 3-hour increments. We have found that frequent professional development opportunities allow us to address issues as they occur and to build on prior learning. In addition, we have built into our year two weeks of professional development before school starts in the fall and 2-3 days after school is dismissed. We also have a full day of professional development at the beginning of each trimester to plan and prepare for the new term.

Beyond that, we offer three funding cycles each year for faculty and staff to attend off-site professional development sessions. Teachers receiving funding are often asked to do turn-around training to share what they learned with colleagues at WCS.

Topics we covered in WCS sponsored professional development sessions included:

- For new staff: Data on our students, Special Education, Classroom management, Service Learning
- Strategic Planning and Curriculum development in Writing
- Classroom Management

- Understanding the PSSA and data driven instruction
- Reading
- Community building
- Data analysis
- Responsive Classroom and Developmental Designs
- Differentiated learning
- Teaching children who experienced trauma
- The brain and implications for learning

Rigorous Instructional Program - Attachments

- Induction Letter
- Professional Education Report approval letter

English Language Learners

Currently Wissahickon Charter School has no student whose primary language is not English. If a student enrolls whose primary language is not English, the student takes the mandated English as a Second Language(ESL) assessment and the teacher uses this data to inform the instructional program. A certified ESL tutor for the student is hired. The tutor works one on one with the student for about three to four hours each week. The tutor selects curricula and materials for the student to address his/her specific needs. The Dean of Faculty approves and procures said materials.

There are currently no supporting documents selected for this section.

Graduation Requirements

WCS includes grades K-8 It does not offer a diploma.

Special Education

Instructional Strategies

Many of our identified students require a significant amount of accommodations and modifications to be included in a regular education classroom. The learning support teachers differentiate classroom assignments as well as balance individualized attention in a resource setting. Non-identified students are included in small groupings, special education teachers have taught simultaneously in the classroom and regular education teachers have consistently provided specially designed instruction.

New Annual measurable goals:

- Maintain 100% timeline compliance for new evaluations and annual IEPs.
- 85% of special education students receiving Wilson Reading Program interventions, will move at least one step.
- Create a protocol for screening and follow up interventions for kindergarten students.

Special Education Policies and Procedures

Inclusion

All faculty at Wissahickon Charter School act as advocates for the least restrictive environment. We strongly believe that the best place for a child is with typically developing peers. We support our children with special needs in a multitude of ways, including a thorough exploration of supports prior to a special education referral. Our Child Support Team ensures that the problems that a child is having are clearly defined. We then call upon a variety of resources to develop strategies. These resources will always include the child's parent and other school community members with knowledge of the child.

Least Restrictive Environment (LRE)

The determination of whether a student is eligible for special education is made by the Individualized Education Program (IEP) team. Least Restrictive Environment and the continuum of services are discussed with the IEP team prior to making the placement determination. Wissahickon Charter School's philosophy is that each has a right to the least restrictive placement first. Aside from the support of the child's special education teacher, many classrooms are staffed with either full or part time aides. This allows opportunity to provide small group instruction, one-to-one support as well as other modifications and accommodations specified on the IEP. We follow the order of the IEP in determining the educational placement and frequency of services. If the team begins to discuss placement prematurely, the LEA redirects the group.

Grading and Retention

An inclusive IEP is intended to spell out how we will support a child in the regular classroom within the regular curriculum. With the proper accommodations and support, the child should be able to pass each grade with similar expectations to the rest of the class. The IEP team should discuss and document at the meeting, how to assess students. It is very important that parents are a part of this team.

Creativity and flexibility can be used to assess student's mastery as well as to modify instruction materials, and techniques. If grading practice for a specific child is in question, it should be listed in the IEP.

Retention is not encouraged but is the decision of the IEP team.

Discipline and Suspensions

A child may not be suspended if the offending behavior is related directly to her/his disability. If ongoing problems persist, the child may be removed and placed in a more restrictive environment. Students should be treated equally and students in special education are expected to follow the same rules and receive the same consequences as other children. What we don't want to do is suspend a child who does not understand the suspension thus making it ineffective anyway. We also must be sure that we are treating the behavior and teaching the child with appropriate interventions, teaching, plans and such. A pattern of suspensions is a clear sign that we need to adjust our program for that particular child.

A student may be removed from the school if the team agrees that it is appropriate. However all Wissahickon Charter Students are our responsibility and we must find an appropriate setting for that student.

Any disciplinary exclusion of an eligible student for more than 10 consecutive school days in a school year is considered a change in educational placement. A manifestation determination, functional behavior assessment, and notice to the parents shall be afforded prior to exclusion.

Any disciplinary exclusion of a student with mental retardation is considered a change in educational placement. Manifestation determination, functional behavior assessment, and notice to the parents shall be afforded prior to exclusion. (34 CFR300.121)

Confidentiality

Wissahickon Charter School protects the confidentiality of personally or personally identifiable information regarding its eligible, thought to be eligible, and qualified handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 and other applicable federal and state laws, policies and regulations. This protection includes storage and disclosure of information.

This means that our files are in locked cabinets and information is only shared on a need to know basis. We take great care in preventing children from feeling different. Other students and their parents and faculty and staff without reason to know are not knowledgeable regarding which students are receiving special education supports. School personally receive confidentiality training yearly. It's a buzzword around the school. Posters are visible all around with confidentiality reminders. Students transferring out of WCS must sign a notice of transfer form that includes the transferring institution. If the parent does not take the records themselves at the time of transfer, WCS will forward them immediately to the transferring institution. Wissahickon Charter School has a release of information form that may be used if parents would like the school to be allowed to speak with another agency or person for example the child's tutor or doctor.

Education records

Children's special education main files are kept in a locked file in the Special Education department. Children's teacher's and other WCS personnel may view those records at any time. Copies of the IEP are in secured in each classroom. No piece shall be copied without permission from the special education director. Copies made for outside WCS shall be documented in the file.

Upon written request, the Charter School will disclose educational records without consent to officials of another Charter School or school district in which a student seeks or intends to enroll.

504 plans

Students who are not eligible to receive special education programs and services may qualify as handicapped students under federal statutes and regulations intended to prevent discrimination. All students have equal opportunity to participate in the program including extra curricular activities to the maximum extent appropriate for each individual student. Necessary aids, services, or accommodations are provided to those children. This will be determined by a team and documented as a 504 plan. This does not require a full case study with psychological, educational, social-work and other evaluations. Eligibility is determined if the child has a physical or mental disability which substantially limits or prohibits participation in or access to any aspect of the Charter program.

Extended School Year

Recoupment-Recovery of skills or behavioral patterns, or both, specified on the IEP to a level demonstrated prior to the interruption of educational programming.

Regression-Reversion to a lower level of functioning evidenced by a measurable decrease in the level of skills or behaviors which occur as the result of an interruption in educational programming.

A child with disabilities is entitled to ESY services if regression caused by interruption in educational programming and limited recoupment capacity, or other factors, makes it unlikely that the student will maintain skills and behavior relevant to established IEP goals and objectives.

The need for ESY services for each eligible student will be considered at each IEP meeting or more frequently if a member of the IEP team requests an ESY meeting in addition to the annual IEP.

IF ESY services are determined necessary, they shall be designed to maintain skills and behaviors established in IEP goals and objectives. The need for ESY services will not be based on the desire or need for day care or respite care services, the desire or need for a summer recreation program or the desire or need for other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FARE.

Child Find

All children with disabilities regardless of the severity of their disability and who are in need of special education and related services, are identified, located, and evaluated. The school requires only an application requesting a child's current grade, birthday, directory information, siblings and prior school. It does not request information on special education placement or academic performance. A lottery is held at a publicly specified time and students are randomly selected for admission from the pool of applicants. Upon registration, information regarding any special needs is ascertained.

The Charter School partners with other local charter schools to disseminate the required information to comply with public notice regulations. A copy of the ad is kept on file. The annual public notice is posted on the website. The school also shares costs with other charter schools and places an ad in the major Philadelphia newspapers. The charter school holds regular open houses for potential students and their families. We also hold regular events for families of currently enrolled children and the community. We provide surveys to the parents to help us evaluate processes and inquire about training needs. Advertising for admission/open house is listed in several local newspapers. The policy and procedures for Special Education is due to be posted on the website in spring, 2005. Each year the k and first graders and any new students are screened using a speech and language screening and in class observations by the special education teacher and the occupational therapist. Hearing and vision screening are conducted by the school nurse.

Dispute Resolution

Parents are told at each IEP meeting that they should go to their child's teacher with any issues. If they are not satisfied to go to the Special Education teacher, then the Special Education Supervisor. If they are still unsatisfied to contact the principal or vice-principal. Parents are given the Procedural safeguards explaining where they can go for help outside of the school and the procedure for complaints and due process.

All agreements reached during a mediation are written into a document and signed by the IEP team members. Each member is then given a copy for their files and the original is placed in the child's IEP file and implemented, as any other portion of the IEP would be. All decisions of due process or appeal are documented and added as an addendum to the child's original IEP and followed according to law specified by law.

Independent Educational Evaluation

The parents of a child with a disability have the right under this part to request an independent educational evaluation of the child at public expense if the parent disagrees with the child's evaluation report provided by the school. The school will provide parents with information regarding where to obtain an independent educational evaluation. If the request is denied the school will issue this in writing with reasons listed. The school will initiate due process to defend the provided evaluation. If the hearing result is that the evaluation is appropriate the school will not pay for a second educational evaluation. All independent evaluations are reviewed at a multi-disciplinary evaluation meeting and may use the information from all evaluation reports to determine how to support the child. The school is not obligated to accept information in outside reports.

Surrogate Parents

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

Wissahickon Charter School protects the rights of our children even if no parent can be identified, a parent cannot be located or the child is a ward of the state. WCS determines a surrogate parent when it can identify no parent or person acting as parent or if WCS, after reasonable efforts cannot locate parents. Surrogate parents are recruited when needed through community outreach via letters of request. They are afforded all the same rights as other parents of students with disabilities. The surrogate parent may not be an employee of the school or compensated by the school for any other duty other than surrogate parenting. The surrogate may represent the child in all matters relating to identification, evaluation and placement.

Intensive Interagency Approach

Wissahickon Charter School identifies, reports, and provides for the provision of FARE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches. Wissahickon Charter School believes in working as a team to support our community of children and their families. We invite the parents to give permission for interagency coordination if the child has wraparound services, outside therapists, outside tutors, et... We encourage those agencies to communicate with us as well.

Special Education - Attachment

- WCS Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Zumbo	1.00	Learning Support	Wissahickon Charter School	12	None
Julia Salamone	1.00	Learning Support	Wissahickon Charter School	12	None
Fatimah Johnson	1.00	Learning Support	Wissahickon Charter School	12	None
Lauren Miller	1.00	Learning Support	Wissahickon Charter	12	None

			School		
Mia Rotondo	1.00	Learning Support	Wissahickon Charter School	13	None

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0.00	None	None	0	None

Special Education Program Profile - Chart III

Title	Location	FTE
Michele Ferrante-Supervisor	Wissahickon Charter School	1.00
Anne Zumbo- Teacher	Wissahickon Charter School	1.00
Julia Salamone-Teacher	Wissahickon Charter School	1.00
Fatimah Johnson-Teacher	Wissahickon Charter School	1.00
Lauren Miller- Teacher	Wissahickon Charter School	1.00
Mia Rotondo-Teacher	Wissahickon Charter School	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Occupational Therapy	7 hours
Therapy Source	Physical Therapy	2 hours
Abington Speech Pathology Services, Inc.	Speech Therapist	32 hours
Dr. Stefan Dombrowski	Psychological Services	3.5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
School District of Philadelphia Acuity Predictive 3	No	Yes	Yes	No	No	No
PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No

Student Assessment

a. The school is using a variety of disaggregated test scores to identify curricular gaps and to adjust instructional practice. Many members of the school staff are using multiple assessments to make informed decisions regarding methods, materials and strategies. Assessments give a clear picture of which curricular areas have not proven successful for student learning and thus need to be modified.

The school's grading procedures allow for teachers to look at tests, quizzes, classwork, participation, projects, portfolios, performance tasks and any other valuable evidence to evaluate students each trimester. Students receive feedback from their teachers on how they are performing and how to improve upon their levels of performance. Feedback occurs throughout the trimester with students in class and formally for parents twice a semester. Parents receive both interim reports and end of trimester report cards.

Multiple assessments are frequent, rigorous, authentic, and aligned with Pennsylvania Department of Education Standards to gauge student learning. Professional development for teachers includes time for them to review the state's assessment anchors along with testing data. This helps them as they plan whole group and individual instruction. The students maintain binders or folders that serve as organizers for their work.

In reviewing student work, both self-checking techniques and teacher review are noted. Within unit plans, all teachers have noted performance tasks as well as "paper-pencil" type assessments (e.g. tests, quizzes). Students are taught tools for evaluation of their own work as well as their peer's work.

Effective and varied instructional activities are aligned to individual student needs. Through teacher collaboration, instructional techniques are shared/designed/discussed. Time for such collaboration is built into each week for grade team teachers. Further, in fifth through eighth grades, students change classes. For these grades, collaborative planning is especially critical because teachers can share their instructional practices as they relate directly to the same group of students.

In addition to grade team collaboration, cross-grade collaboration helps teachers to use assessments to inform their teaching. Each student keeps a portfolio of work that follows him/her throughout their time at WCS. Teachers meet at the end of the year to discuss students leaving their classroom with the teacher(s) that will have the student for the following year.

In addition to peer collaboration, the Dean of Faculty collaborates with and evaluates faculty on a regular basis. Lesson plans are turned into the Dean each week. He makes comments on them, checks to be certain that the faculty member is keeping to the scope and sequence, and returns them to faculty. Further, he observes in class frequently both informally and formally. Through all of these mechanisms, the Dean is able to show faculty how assessment data can inform teaching practices.

b. Students will be evaluated in basic reading skills upon enrollment. Any child who is clearly not performing at grade level at enrollment or has been determined by his/her teacher shortly after enrollment to be underachieving will be evaluated to determine the cause or causes and an individual remedial plan will be drawn up.

Upon enrollment, all students will be assessed to determine their basic competency levels along with, in the case of the youngest students, their developmental and social levels. Assessment upon enrollment will include contact with parents regarding each child's unique history and experiences. School staff will review all entering assessment results and plan for the needs of

individual students. A multi-dimensional approach at home and at school will be developed for under-achieving students.

Student Assessment - Attachment

- 2009-10 Reading levels

Teacher Evaluation

Main Features of the school's teacher evaluation plan

Full-time teaching staff (including assistant teachers and those who do some teaching as part of their job such as the librarian and counselor) are evaluated annually by the Dean of Faculty in both formative and summative ways. The data for formative evaluation comes from beginning of the year interviews by the Dean of Faculty during which teachers self assess and set goals for the coming year, periodic classroom visits and "walk throughs", and weekly review of lesson plans. Dialogue and feedback between the Dean of Faculty and teachers occur through email and face-to-face conversation.

The data for summative evaluation draws on those data from the formative evaluation, as well as a formal observation. Formal classroom observations begins in the fall with new teachers and teachers who may need on-going support, and continue throughout the winter and spring with other faculty. In preparation for the formal observation teachers fill out a pre-observation report and self assess using a rubric aligned with the form used by the evaluator for the observation. Once the pre-observation form and rubric are filled out, the teacher meets with the Dean of Faculty for a pre-observation conference. The Dean of Faculty then observes the lesson, fills out an observation form and the same rubric that the teacher filled out, and conducts a post-observation conference with the teacher. The observation write up includes both specific comments on the particular lesson, but also more general comments based on the context what the Dean of Faculty has observed throughout the year.

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

The Dean of Faculty and Director of Special Education evaluated the faculty at WCS. Each teacher met with the Dean of Faculty or Director of SE to review the observations and evaluation. Follow up conferences and observations were conducted by the Dean of Faculty to monitor progress and enhance instructional support. Informal observations and feedback were provided regularly throughout the year by the CEO and the Dean of Faculty. Individual coaching and full faculty trainings were implemented in response to identified needs.

Describe training for the evaluators, particularly in the areas of special education and instructional techniques unique to the mission of the charter school.

Significant support and counsel was secured for the development of effective evaluation approaches and training for those involved in the evaluation process. One-on-one support for the CEO to develop these systems was secured through outside consultants and frequent meetings with associated personnel (i.e. Special Education Supervisor and Dean of Faculty). The Dean of Faculty sought the newest research on teacher evaluation. Teachers met in their Critical Friends groups and designed the rubric for evaluation, which can be found in the attachment. The Special Education Supervisor conducted

overview meetings for all staff on Special Education procedures, individual coaching sessions and frequent review meetings with the CEO.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

WCS will continue with the same CEO and principal for the 2010/2011 school year, Kristi Littell and Jamal Elliott respectively.

The board term for Marta Rose ended with the 2009/2010 school year. WCS welcomed two new board members, Anuj Gupta and Adam Heinze, at the start of the 2009/2010 school year.

Board of Trustees

Name of Trustee Office (if any)

David Valentine Chair

Leif Gustavson

Charles Rice

David Lapp

Liza Hawley Secretary

Pat Murray

Isaac Eweel Vice-Chair

Leslie Wood

Anuj Gupta

Adam Heinz

Professional Development (Governance)

Every Board Member was officially sworn in and informed of their responsibilities in a rigorous board induction process that includes multiple interviews, an overview of the Sunshine Law, distribution of a board handbook, and an overview of our budget.

Legal Counsel for the school (Latshe, Davis, Yohe, and McKenna) regularly inform the school about legal requirements and practices surrounding governance and operation of the school and requirements under the Sunshine Law. Required and informative updates are regularly distributed to both Board and Staff of the school.

Coordination of the Governance and Management of the School

The Board of Trustees meets one Tuesday each month to conduct the business of the school. Meeting dates and times are advertised to in two major newspapers per the requirements of the Sunshine Law. Minutes of each meeting are distributed and available to the general public. Board members frequently visit the school and a number are parents of students at the school.

The Board of Trustees has supported the Executive Team's engagement with the School District of Philadelphia on matters concerning the school. The school has always enjoyed a positive relationship with the School District. Frequently the SDP is consulted on issues surrounding Special Education, reporting requirements, transportation, assessment and peripheral services.

Coordination of the Governance and Management of the School - Attachment

- 2010-11 Board of Trustees meeting dates

Community and Parent Engagement

It is important to the school's mission that active parent engagement is requested and received.

The board regularly and enthusiastically encourages parental involvement in board related activities. Board meetings are posted on our website as well as included in our monthly calendar distributed to all students each month.

Either the Dean of Administration or the Dean of students attended every Wissahickon Parent Partnership (WPP) meeting and provided formal updates to the WPP members.

A parent survey, conducted in March, assessed satisfaction and areas for improvement with the school. A few of the findings from the survey related to parent engagement are summarized below.

- 81% of respondents felt that WCS does a good job of monitoring my child's progress and communicating that progress with me.
- 78.7% of respondents felt that WCS is open to suggestions and involves parents in making decisions
- 83.9% of respondents felt that WCS kept them informed of events, meetings and other activities as well as how they can help to improve the achievement of their child.

The school regularly hosts Discover Wissahickon Open Houses. These events are a chance for community members to visit the school and learn about the wonderful work that is happening at the school. These open houses are separate from prospective parent open houses and are geared towards engaging the community and encouraging support of the school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fundraising activities

Throughout Wissahickon Charter's history, goals and initiatives have been determined through a collaborative strategic planning process. We have recently completed a new round of planning and staff and volunteers are at work to implement new goals and realize new visions for our future. The plan, which runs from the 2010 through the 2012 school year, calls for Wissahickon Charter to:

- Increase opportunities for nurturing, rigorous and meaningful learning which promotes academic achievement for all students.
- Develop sustainable financial resources for its programs and infrastructure.
- Provide the most cutting-edge environmental educational program on the east coast.
- Cultivate a collaborative, respectful work and learning environment.

The priorities and associated strategies and tactics have focused the fundraising effort this year. We intend to secure resources over the next year to support our work in these areas.

This year has included a huge push to fully develop and implement the necessary infrastructure for development activities at the school. Below is a list of accomplishments:

- Developed and implemented an integrated development plan that is a working document to help develop resources and relationships that will support Wissahickon's mission and strategic plan.
- Engaged Grandparents Day committee who planned and hosted more than 130 grandparents, family members and caregivers.
- Enlisted 9 individuals and launched the Friends of Wissahickon Charter School group.
- Increased the Annual Fund by 433% from \$5,564 in 2008-09 to \$24,110 in 2009-10. This growth occurred during a period of time when most non-profit organization suffered decreases in giving.
- Made 84 new friends of the school through attendance at the Discover Wissahickon open house events and other events.
- Acquired three new foundation donors.
- Submitted 23 grant proposals.
- Wrote and sent regular Developing News e-newsletters and other email blasts highlighting WCS programs and opportunities for giving
- Initiated and implemented a new board engagement process through Individual Development Plans (IDPs)
- Made new/deeper connections with community partners
- Developed and monitored volunteer log as a way to engage volunteers in the ongoing life of the community
- Continued developing systems that foster efficient, meaningful donor stewardship and communication with all constituencies.

Wissahickon Charter School continues to secure external recognition for its work through a series of highly competitive grants that will greatly enhance our learning community.

- The Patricia Kind Family Foundation awarded WCS a grant of \$20,000 in support of organizational capacity building.

- The Kate Svitek Memorial Foundation continues their support of Wissahickon Charter School through a \$7,500 grant to help fund an Outward Bound expedition for 8th grade students.
- The Lomax Family Foundation continues its support of Wissahickon Charter School with a \$10,000 grant designated for faculty enrichment.

Donors continue to be excited to support programs that extend Wissahickon Charter's environmental mission. Contributions for the outdoor program, organic garden, and new food program are increasing in number and amount as individuals and foundations learn about our eco-centered learning community.

Over the next year, Wissahickon Charter School will continue to develop a culture of giving internally and externally and build an infrastructure to support that work.

- The school has refined the strategic list of funding priorities with the strategic plan. This will help focus the work.
- Board of Trustees members will continue to be developed as resource-development partners. They will provide contacts in the community as well as provide and solicit financial support for the school.
- The school will continue opening the doors of the school for a monthly tour. The goal is to expand the school's circle of friends in the community.
- Individuals, businesses, and foundations will be solicited for support of the school's priorities.
- Gift stewardship will be a high priority for the school as it builds relationships with partners.
- The school will expand and engage its Friends of Wissahickon development group.
- WCS will carefully steward volunteers and parents as key stakeholders and supporters.

Fiscal Solvency Policies

A fund balance has been created since the school opened its doors and each year this amount grows. The fund balance was created so the school had a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay.

Accounting System

The school's chart of accounts mirrors that of the state chart of accounts. GAAP account is followed for accrual based accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010 Preliminary Financial Statements

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

Citrin Cooperman & Company is the schools Audit firm for the 2008-2009 year. The date of last audit was published on February 8, 2010. Opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America.

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

- 2008-9 Auditor's Report

Citations and follow-up actions for any State Audit Report

The school is entering its ninth year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Charter School leases a facility at 4700 G Wissahickon Ave., Philadelphia, PA 19144.

All furniture and equipment was purchased after obtaining quotations from various vendors.

Future Facility Plans and Other Capital Needs

A major goal of the strategic plan that will run from Fall 2009-Spring 2012 is to secure a permanent home for the school. Ideally, WCS will purchase the space where it is currently located at 4700G Wissahickon Avenue in Philadelphia. There has already been a significant investment in remodeling this space, the space is located very close to several parks that serve as teaching and learning spaces, and the building itself speaks to our mission and identity. A capital campaign had been launched to raise funds for this purchase but was suspended this year. In the current economic climate, we found that funders were still interested in funding programmatic goals for the school but that capital fundraising was not feasible to the degree we had hoped. The new strategic plan outlines steps over three years to develop a team to focus on securing a home through other means. Owning our own building, whether it is this one or another, will allow us to meet other goals such as raising salaries to be more commensurate with the Philadelphia School District's.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

WCS complied with all health and safety requirements. We held the requisite ten fire drills. A record of fire drills, dates and conditions is on file at WCS. A fire and safety inspector visited the school and verified compliance with fire safety requirements.

The Commonwealth of Pennsylvania School Immunization Law Report for the school year 2009-2010 was submitted in October 2009. A copy of the Department of Health compliance report is on file in the administration office at the school. The School Nurse follows up on all immunization and health records for students and copies are on file in her office.

Wissahickon Charter School

School Wellness Policy

The Wissahickon Charter School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Wissahickon Charter School:

Health Enhancement and Physical Activity Opportunities

WCS shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-8 certified health enhancement specialist. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the Pennsylvania Standards and National Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation and Dance Physical Education Content Standards and Benchmarks.

All K-8 students of the WCS shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-and long-term benefits of a physically active and healthy lifestyle.

Nutrition Standards

WCS shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The District shall encourage students to make nutritious food choices through accessibility and marketing efforts of healthful foods. WCS shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom rewards, fundraising efforts). WCS shall consider nutrient density and portion size before permitting food and beverages to be sold or served to students. The Chief Administrative Officer shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Other School-Based Activities Designed to Promote Student-Wellness

WCS may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, non-food reward system and fundraising efforts.

Maintaining Student Wellness

The CEO shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school food service program, the school board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The CEO shall measure how well this policy is being implemented, managed, and enforced. The CEO shall report to the Board, as requested, on WCS programs and efforts to meet the purpose and intent of this policy.

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

- Wissahickon Charter School Wellness Policy
- 20100412 DOH Payment Voucher

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies and Programs

1. Aetna Personal Choice
2. Aetna Health Plan
3. Worker's Compensation
4. General Liability
5. Corporate Officers Errors and Omissions
6. Contents Insurance
7. Wage Continuation
8. Life Insurance

Current School Insurance Coverage Policies and Programs - Attachment

- 2010 Acord declarations

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The School employs 75 staff members, 40 of whom are Professional staff. Of those 40 staff members, 33 worked at WCS the previous year and four of the seven new employees were hired to fill new positions. All of the 40 professional staff members worked the entire school year. Three professional staff members are not returning next year. We do not see any consistent patterns for leaving, but WCS still works to create programs that could lead to higher staff retention. WCS offers competitive salaries and benefits as well as flexible spending accounts for medical and dependent care. WCS also houses a parent cooperative day care on-site for employees. The biggest incentive for staff to stay, however, is the culture of the school and the extent to which staff are able to have a voice in school decisions.

Quality of Teaching and Other Staff - Attachments

- 2009-2010 PDE 414
- 2010 HQT ACS
- 2010 Signed PDE 414

Student Enrollment

Student Enrollment

a.) It is the policy of Wissahickon Charter School to admit all students regardless of the grade that they are entering by lottery. Students entering / applying for Kindergarten must be 5 by September 1st of the entering year. There were three open houses for prospective parents in the fall of 2009. Applications for Kindergarten were accepted until November 30 of 2009. On December 7, 2009, a lottery was held and 43 students were selected randomly from the 177 applications received. Siblings were given preference. 134 students were placed on the waiting list. Applications for other grades entering in 2010 were collected until March 31st of 2010. 422 students applied for positions. In February of each year, we ask parents of current students whether they intend on remaining at WCS the following year. There were 2 available spaces for grades 1st - 8th as of July 2010. Applicants for those grades were randomly placed on a waitlist. If a current parent declines a space for whatever reason, the next person on the waitlist will be notified.

For the 2009-2010 school year, there were a total of 401 students enrolled in September. At the close of the school year, 401 students were enrolled. During the 2009-2010 school year, 12 new students were admitted, and 12 students transferred out -- two of the students who transferred out were involved in disciplinary proceedings. 348 students are expected to return for the 2009/10 school year. Forty-two students graduated and are leaving to attend high school. Two students have chosen not to return to the school in the fall.

STUDENT ENROLLMENT

Grade	September Enrollment	June Enrollment
K	45	44
1	45	46
2	46	46
3	42	44
4	46	46
5	44	45
6	43	42
7	46	46
8	44	42
Total:	401	401

	Enrollment Goal Stated in Application	Actual Enrollment Sept. /June	Wait List	Students Retained
2002-03	250	408 256	439	2 (0.8%)
2003-04	300	408 306	519	7 (2.3%)
2004-05	350	408 358	590	6(1.7%)
2005-06	400	408 406	634	
2006-07	425	434 405	560	
2007-08	425	399 399	509	15
2008-09	400	400 401	567	7
2009-10	400	401 401	556	3

b. Student turnover for the 2009-2010 school year was low. Results of the parent survey conducted in March 2010, showed that only 3.8% of parents are not satisfied with the education their child is receiving at WCS. From the beginning, WCS has received applications far in excess of the number of spaces to be filled. Next year we will enroll approximately 10 students above our stated enrollment goal. This provides a small "cushion" in the event our enrollment declines during the school year. Should that happen we would not fall below our enrollment goal and, therefore, not lose any of the student enrollment subsidy received from the School District of Philadelphia.

As indicated above, our student retention rate has been very low. While there are times when we do retain students, we believe that early intervention is the key to ensuring that students can achieve success and perform on grade level.

Parents who chose to leave the school did so largely as a result of relocation outside the city or the state. Others, during the exit interview, cited a difference with the school's philosophy - looking for a more traditional teaching approach.

There are currently no supporting documents selected for this section.

Transportation

The School District of Philadelphia offers transportation services for all students in the school grades 1st through 8th grades. All buses are contracted through individual bus companies by the Philadelphia School District Department of Transportation.

For the 2009/10 school year, WCS implemented a bus contract for each student utilizing the bus service. The contract outlines consequences for not following expected behavior and must be signed by both the student and parent(s). WCS students thus far do not require transportation accommodations for any Special Education students.

We've improved communication between the contracted bus company and WCS which has helped with correcting and rectifying problems that may arise during the school year. There

remains room for improvement in communication and follow-through on writing up incident reports for behavior issues.

Food Service Program

WCS utilized the Philadelphia School District's food services program for the 2009-10 school year. WCS offers free and reduced price meals to eligible students. Students that do not qualify for free or reduced price meals are still given the opportunity to partake in the program by paying full price for the meal. Breakfast and lunch are provided.

For the 2010-11 school year, WCS has been designated an independent School Food Authority and contracted with Linton's Managed Services as our Food Service Management Company.

This is the culmination of extensive research to find new options for our lunch program. Working with Fairmount Ventures, through a grant funded by The Barra Foundation, we were able to conduct a feasibility study to assess our options for a transformation of the lunch program.

Linton's bid includes food service using fresh ingredients for foods made daily. Their menu will also include options for different dietary needs. We anticipate both healthier and tastier options and increasing participation by students and staff.

Student Conduct

a. We have adopted the Responsive Classroom model of classroom management and community building. This model serves as our social curriculum.

Guiding Principles

The Responsive Classroom approach is informed by the work of many great educational theorists as well as the experiences of exemplary classroom teachers. There are seven basic principles underlying this approach:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and inviting their participation is essential to children's education.

How the adults at school work together is as important as individual competence:

- Lasting change begins with the adult community.

Teaching Practices The Responsive Classroom approach includes the following main teaching strategies and elements:

- Morning Meeting: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- Rules and Logical Consequences: A clear and consistent approach to discipline that fosters responsibility and self-control.
- Guided Discovery: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- Academic Choice: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- Classroom Organization: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.
- Family Communication Strategies: Ideas for involving families as true partners in their children's education.

(description of the Responsive Classroom taken from www.responsiveclassroom.org)

Responsive Classroom is intended for elementary school teachers. Our middle school students use the Developmental Designs for Middle School program which shares many of the same principles and approaches of Responsive Classroom.

We have found that the Responsive Classroom and Developmental Designs have taught our children to be respectful of fellow community members and increased students' accountability for their behavior. In those instances or for those students that do not respond to this approach, we invoke our Student Code of Conduct to guide our decision making. Our Code of Conduct (attached) was based on the School District of Philadelphia's Code of Conduct.

With all serious offenses we follow due process requirements set out by Chapter 12 of this code. This year, we again consulted with our attorneys to insure that our policies and processes are in compliance.

b. Thirty-five students were involved in forty-five suspensions. No students were expelled.

WCS- Interventions

Wissahickon Charter School strives to do what's best for all of our students; even those students who have struggled to adhere to our expectations. We utilize the Response Classroom approach, which focuses on building social skills of the students we serve. In cases where discipline or consequences come into play we try to have the consequence be logical. For example if a student throws food in the cafeteria, they will have to help clean up the cafeteria.

There are times when we have to go beyond the tools given to us by the Responsive Classroom. This occurs when students commit egregious acts that are in direct violation of our code of conduct.

Some things that we do:

- Loss of privileges
- Meetings with parents
- Conversations/Dialogues/ Discussions with Counselor, Dean of Students, and/or other school personnel
- Removal from class

- In school suspension
- Out of school suspension

When a student continues to break rules and not adhere to the Code of Conduct (which we adopted from the School District), we convene a DRC team meeting. The Discipline Review Committee consists of a Board Member, Dean of Students, CEO, and Director of Special Education. This committee meets to discuss the student's actions, and to figure out what the next steps should be. The student and his/her parent must attend the DRC team meeting. Letters are sent out at least once week in advance and phone calls are made to confirm attendance at the hearing.

Generally students are put on some type of probation that details specific goals that they must meet. The goals are not out of the ordinary realm of what we expect for all of our students. The DRC checks in with student bi-monthly or as needed to chart progress/regress within the probation. If the DRC continues to see lack of improvement, the committee can make a recommendation to the Board of Trustees that the student be expelled. The Board votes and if a majority agree with the Recommendation the student gets expelled.

Parents are informed of what is going on at all times. They are given all opportunities to partner with the school to deal with challenging student behavior.

Student Conduct - Attachments

- 2009/10 Code of Conduct
- 2009/10 Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Wissahickon 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 Wissahickon 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: Kristina P. Littell **Title:** Co-CEO
Phone: 267-338-1020 **Fax:** 267-338-1030
E-mail: littell@wissahickoncharter.org

Signature of the Chief Executive Officer and Date

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

Name: David Valentine **Title:** Board Chair
Phone: 267-338-1020 **Fax:** 267-338-1030
E-mail: learn@wissahickoncharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Michele Ferrante **Title:** Director of Special Education
Phone: 267-338-1020 **Fax:** 267-338-1030
E-mail: michele@wissahickoncharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 2010 Assurance Charter Operations
- 2010 Assurance Official and Employee Ethics