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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Wednesday, September 01, 2010**  
**(Last Accepted: Wednesday, September 01, 2010)**

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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Wonderland CS

**Date of Local Chartering School Board/PDE Approval:** 10/22/2007

**Length of Charter:** 5 Years (7/01/08 to 6/30/13) **Opening Date:** 09/10/1999

**Grade Level:** Kindergarten **Hours of Operation:** 07:00 to 16:30

**Percentage of Certified Staff:** 95.2% **Total Instructional Staff:** 4

**Student/Teacher Ratio:** 8.5 to 1 **Student Waiting List:** 12

**Attendance Rate/Percentage:** 98.007%

## Summary Data Part II

**Enrollment:** 34.6086 **Per Pupil Subsidy:** \$ 8,775.84 to \$ 9,930.68 annually depending on district.

### Student Profile

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<b>American Indian/Alaskan Native:</b>	0.000
<b>Asian/Pacific Islander:</b>	4.6984
<b>Black (Non-Hispanic):</b>	3.0000
<b>Hispanic:</b>	0.0000
<b>White (Non-Hispanic):</b>	26.9192
<b>Multicultural:</b>	0.000

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
34.2857%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 11

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	161	0	0	0	161
Instructional Hours	0	0	1019:36	0	0	0	1019.36

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## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Wonderland Charter School is a kindergarten grade only public school that primarily serves children living in the geographical area of State College Area School District (SCASD). If space is available after families in the SCASD area have had a chance to enroll, then children in other outlying school districts are admitted.

The overall enrollment for Wonderland Charter School is 36 students divided into two classrooms with each classroom having two teachers for the students assigned.

On staff, there are:

- 4 certified, highly-qualified teachers.
- 1 Early Childhood Education Supervisor (This is a volunteer serving in an unpaid status.)
- 1 Chief Executive Officer (This is a volunteer serving in an unpaid status.)

Wonderland Charter School is governed by a Board of Directors, consisting of 5 directors.

## **Mission**

Wonderland Charter School has 3 basic missions:

1. Teach children in cognitive areas.
2. Teach children how to go to school.
3. Develop a love of learning and school in the children.

Wonderland accomplishes these missions by accepting children with varied backgrounds, assessing their individual developmental levels prior to the start of the school year, and determining their starting capabilities in the areas of:

- Fine and gross motor skills.
- Creative and imaginative development.
- Social and emotional development.
- Cognitive development.
- Acquired readiness skills.

Based on this assessment, Wonderland Charter School, in concert with the parent, develops a Differentiated Education Plan (DEP) to fit each child's needs using the Wonderland Curriculum and 78 developed objective standards as a starting point. Wonderland's mission with the assistance of parents is to:

- Develop each child to his or her full potential in the five areas listed above;
- Master our 78 locally developed standards so that they develop a love for school;
- And, are fully prepared and equipped to enter First Grade in their local school district or the school of their parent's choice the following September.

## **Vision**

Wonderland Charter School's vision is to meet each child's needs educationally, emotionally, and socially before they enter First Grade with an educational model that identifies in detail each child's strengths and weaknesses. This is integrated into a unique curriculum that overcomes a student's weaknesses, cultivates their strengths, and is geared to their specific needs with a Differentiated Education Plan. The end result is a child whose self-esteem is bolstered and has a solid foundation for future schooling in whatever educational environment is available to them.

## Shared Values

Wonderland Charter School's shared value to the school community is twofold:

The uniquely developed content delivery system that develops the whole child socially, emotionally, cognitively, and physically; and, the phenomenal success rate demonstrated over the first eleven years of operation. An overview of these areas can be viewed through the prism of the six functional areas listed below.

1. **Fine Motor Skills**- Children must be able to write legibly (name, writing sentences, completing assignments), be independent in personal care issues (tying shoes, buttoning a coat) and be independent and comfortable with the basics of school (cutting, folding, manipulating small objects).
2. **Gross Motor Skills**- Children must get a daily dose of physical exercise to be healthy; also, participating in gross motor activities allows children to perfect the basics needed for most sports (coordination, balance, flexibility, strength and endurance).
3. **Creative and Imaginative Development**- Students practice this skill extensively in writing. They create their own ending to stories. They answer the questions: 'What would you do?' 'What do you predict and why?' and 'How would you change that?' Children also need child-related materials such as blocks, Lego's, Unifex cubes, dramatic-play clothing, cars and construction materials, and paper and glue to create and use their imagination.
4. **Social/Emotional Development**- Children need free play periods to work together in groups, begin to solve their own problems between other peers, partake in group projects, and opportunities to practice sharing.
5. **Cognitive Development**- Teachers assess children before the beginning of the school year to find out where they are starting from and to plan a Differentiated Education Plan (DEP) that will challenge each child to the best of his or her ability. Children at this age love to learn and absorb material quickly. Learning builds self-confidence and self-confidence promotes a desire to learn more. The classroom must provide teaching materials that can take each child to his or her maximum level. Children must be permitted to apply the knowledge they have or they lose it.
6. **Acquired Readiness Skills**- Students are assessed on a weekly basis. Four conferences a school year with the parents are needed to let them know where their child stands and how they can help them. The readiness skills will be practiced continuously throughout the year to avoid forgetting.

## Academic Standards

When Wonderland Charter School started 11 years ago, kindergarten was viewed primarily as organized play time and not part of the formal education process in the mainstream educational community. With Wonderland Charter School's focus being on developing the whole child, plus the belief that the young child of kindergarten age is fully capable of learning provided the learning environment is properly developed, Wonderland Charter School was forced to develop tasks, conditions, and standards to fulfill the academic, social, and physical needs of the students.

To this end, Wonderland Charter School developed 78 proprietary Indicators of schooling

success and incorporated them as part of the charter approved in 1999. Many of the backbone of these Indicators are now being viewed or considered to be standards by the Commonwealth of Pennsylvania for state kindergarten programs.

The goal back in 1999 was to have 85% of the student body receive a 'Go' on the Indicators. This was discounted by the mainstream educational community as ludicrous and even legally challenged. Since then, based on the strength of the Wonderland Charter School educational delivery system, every graduating class has received 'Go's' at approximately the 95% level of Indicators. Annually, these Indicators are evaluated as part of an annual curriculum review. The consensus has always been that these Indicators are valid and should remain as is. The one major change is in how these Indicators are viewed. Whereas in the beginning these Indicators were viewed as the ceiling or top goal for the students to meet, experience has taught Wonderland Charter School that in reality these Indicators are our floor or minimum standards for our students.

The challenge for Wonderland Charter School has always been to obtain viable assessment tools applicable to kindergartners. Most of the mainstream educational assessment instruments are meant to be used starting at the 3rd grade level.

### **Reading.**

Starting in School Year 2004/2005, Wonderland Charter School employed the Dynamic Indicators of Basic Early Literacy Skills, better known as DIBELS, for measuring emerging literacy development. DIBELS operates out of the University of Oregon's Center on Teaching and Learning. A description of the DIBELS program excerpted from their web site reveals:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (Originally retrieved July 9, 2006 from the DIBELS web site at <http://dibels.uoregon.edu/dibelsinfo.php>)

### **Reading Program.**

The Wonderland Reading Program utilizes the DISTAR Horizons Learning to Read (Levels A & B and Fast Track A-B) program by Macmillan/McGraw Publishing Company. DISTAR Horizons builds a solid foundation for fluency and comprehension by systematically teaching phonemic awareness and explicit phonics. Students apply decoding strategies in the context of fun, appealing stories, all written in a carefully developed sequence to provide needed practice. Once students complete Level A, they will have mastered about 700 words and have a solid foundation on which to build fluency and comprehension. Level B masters an additional 2,000 words and children will be well-equipped to enter any third grade reading program.

For children who finish Fast Track A&B, Wonderland Charter School is prepared to have them continue on in Fast Track C-D. This will allow the child to make the transition from fiction to nonfiction reading strategies. Horizons Fast Track C-D expands key decoding and vocabulary skills while developing higher level thinking and comprehension strategies. Reading for information is emphasized so children develop as critical readers, able to read for information as well as for pleasure.

Students build their comprehension skills as they:

- Complete longer lessons that teach vocabulary and thinking skills.
- Read nonfiction passages that build background knowledge.
- Interpret maps, graphs, and timelines
- Complete special project lessons, such as making maps and charts.
- Develop writing and spelling skills.

The reading behavioral objectives for the school year are that the child will:

- Recognize lower and uppercase letters and say both the lower and uppercase alphabet.
- Understand sound/letter association (phonics).
- Read one's writing and name.
- Read certain sight words.
- Read a rebus.
- When given a word, be able to name the beginning sound.
- When given a word, name the ending sound.
- When given a letter, name a word that begins with that particular letter.
- Recognize color words.
- Recognize number words.
- Recognize blends and digraphs.
- Learn left to right progression.
- Have an understanding of sound symbol relationships.

### **Math.**

In addition to using Direct Instruction (DISTAR) for Wonderland Charter School's reading and language curriculum, Wonderland Charter School also uses DISTAR for the mathematics portion of the curriculum.

DISTAR is a superior methodology of instruction which our educational director (and founder) first used on its inception in the early 1970's. DISTAR was not widely accepted in the early years because of its inherent structure, student mastery requirements, and continual assessment requirements. This conflicted with the mood of the country and the cultural revolution of the hippie era. A description of the effectiveness of DISTAR can best be summarized by an article that originally appeared in the Wall Street Journal written by Dr. Lynne Cheney which said:

"How well Direct Instruction works first became evident in 1977, when the results of Project Follow Through, a huge educational experiment undertaken by the federal government, were made public. Kindergartners through third-graders who were taught by Direct Instruction scored higher in reading and math than children in any other instructional model. The Direct Instruction children not only proved superior at academics, but also scored higher on "affective" measures like self-esteem than did children in most other programs -- several of which were specifically directed toward making children feel good about themselves."  
*(Effective Education Squelched by Dr. Lynne Cheney. The entire article can*

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[http://www.aei.org/publications/filter.all,pubID.10320/pub\\_detail.asp](http://www.aei.org/publications/filter.all,pubID.10320/pub_detail.asp) .)

DISTAR® I Arithmetic is described as:

- Lessons emphasize thinking and understanding before memorization. Students are shown how to use consistent, step-by-step thinking processes so all students -- even hard-to-teach children -- can solve increasingly complex story problems independently and with confidence.
- In DISTAR® Arithmetic I students learn to:
  1. Handle the basic operations of algebra addition, and subtraction.
  2. Work simple story problems that involve the operations above.
  3. Work simple problems based on greater than and less than signs.
  4. Apply ordinal counting to simple picture problems.
- In DISTAR® Arithmetic II students learn to:
  1. Solve column-addition problems involving carrying.
  2. Multiply single digit numbers.
  3. Work regular multiplication and algebra-multiplication problems.
  4. Work a variety of fraction problems.
  5. Solve negative-number problems.

### **Gross Motor Skill Development**

Large motor skills strengthen their muscles and help coordinate their actions. Physical Education helps foster listening, following directions, knowing the difference between left and right, and balancing and moving to music. Students will be assessed using a variety of age-appropriate activities. A database of 29 proprietary age-appropriate gross motor skill objectives have been developed to teach and assess the kindergarten student.

### **Fine Motor Skill Development.**

Students will be assessed using a variety of age-appropriate activities. A database of 28 proprietary age-appropriate fine motor skill objectives have been developed to teach and assess the kindergarten student.

### **Language Arts Activities.**

The teaching vehicle used to implement the language portion of the Wonderland Curriculum is the DISTAR Language I program by the Macmillan/McGraw Publishing Company. The purpose of DISTAR Language I is to help students learn the words, concepts, and statements important to both oral and written language comprehension. They will learn word and sentence skills plus important thinking skills as a foundation for reading comprehension. Their range of information and vocabulary is extended and they will develop questioning and reasoning skills and apply

these skills to new situations. At Wonderland Charter School, the Language Curriculum is broken down into the two main components of Oral Language and Listening.

**Oral Language.** Oral Language enables the child to share ideas and discoveries with each other. This includes speaking, listening, telling a story, and reciting rhymes. A database of over 200 proprietary age-appropriate oral language behavioral objectives have been developed to teach and assess the kindergarten student.

**Listening.** A database of over 63 proprietary age-appropriate listening objectives was initially developed to teach and assess the kindergarten student.

### **Writing.**

**Handwriting Program.** The teacher conducts daily lessons in handwriting. Our Handwriting Program starts with the practice of simple strokes and directional movement and progresses to letter formation. This facilitates a smooth transition to cursive with a continuous-stroke approach to manuscript. We use a simple color-dot system using the familiar "traffic light" to guide our letter formation. And, we have learning aids in the classroom such as flash cards and writing templates to focus our handwriting efforts. Overall, the letter forms in this program help prevent handwriting hazards and increase legibility. The type of manuscript writing that the children at Wonderland will learn is the same as taught by our local school district. A database of over 62 proprietary age-appropriate writing objectives have been developed to teach and assess the kindergarten student.

### **Science Activities**

The Wonderland student broadens his or her horizons through experiments, predicting, investigating, inventing, and recording ideas on paper. Units throughout the year are:

- Plants are Living Things.
- Animals.
- Body Growth and Hygiene.
- Seasons and Weather.
- Space.
- Magnets.
- Light and Sound.
- Safety.

### **Social Science and Intercultural Activities.**

This area broadens the children's ideas about people and the way they live together. Children will understand how they are unique and how they are part of a group.

### **Space (Geography)**

- Location - The student will develop the concept of "self in space" through movement and art activities that emphasize directional and positional concepts (left/right, toward/away, beneath/above, etc.
- Place - The student will understand that familiar places such as the classroom, the playground, and the neighborhood have physical characteristics (trees, mountains) and/or human characteristics (streets, stores, houses) and that places can be described or represented in different ways (pictures, table models, maps, and globes.)
- Relationships Within Places - The students will describe, through group discussions and planned activities, how people depend upon the environment and adapt to and change the environment.
- Movement - The student will learn through stories, songs, conversation, and by working together that people need and depend upon each other and move from place to place.
- Region - The student will show through discussions and art activities how classrooms, homes, and neighborhoods, are organized, have common characteristics, and can be changed.

#### Culture.

- The students will develop social and citizenship skills through sharing, accepting responsibility, planning, cooperating, compromising, and making decisions.
- The student will begin to recognize the need for rules and responsibilities within the home, school and neighborhood and develop a respect for living things.
- The child will develop an awareness of people, jobs, and services within the community.
- The student will develop an appreciation for stories, fairy tales, rhymes, poetry, art, music, and dance.
- The student will develop an awareness of customs and traditions that are developed through group living.

#### **Expressive arts (including music, art, and dramatic play.)**

- Art, music, and dramatic play are interwoven throughout all learning experiences and subject areas to maximize the child's learning arena.
- We use children's imaginations by having them use clay, paper, crayons, markers, paint, paste, and collage materials to express their feelings and ideas.
- Through music they express themselves and their ideas. We also use records, tapes, and rhythm instruments to develop a love for music. The children learn to sing, chant, accompany and move to music. This will also enhance their listening, reading, and writing skills.

## **Strengths and Challenges**

Wonderland Charter School has strengths that are statistically measurable while possessing other strengths that are not yet statistically measurable. Statistically measurable areas include hard content areas such as reading, math, and handwriting. These subjects allow the student to produce a physical object or product. These products can then be compared along established scales to determine grade level ratings or age-appropriateness. Because of the kindergarten only grade level structure of Wonderland Charter School, the challenge has been and continues to be, at least in the short-term, finding established grade level standards that are credible and reliable 'Indicators' of age-appropriate learning.

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The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. *(Originally retrieved July 9, 2006 from the DIBELS web site at <http://dibels.uoregon.edu/dibelsinfo.php>)*

Wonderland Charter School first use of DIBELS assessment tools in SY 2004/2005 proved successful in validating that all Wonderland Charter School students were at or above recognized and educationally credible national benchmark literacy skill levels.

However, intuitively the administration and teaching staff at Wonderland Charter School knew that the students were in reality at a level significantly above what is expected of kindergarten students. During SY 2006/2007 DIBELS continued to be administered at Wonderland Charter School. As in the previous school year, the goal was to attempt to determine the true assessment level of the students and in communication with the DIBELS program. Wonderland Charter School continued to administer higher grade level reading assessment tools to students in the SY 2007/2008 class. The results continue to objectively validate what the administration and teaching staff already know anecdotally.

At the end of SY 2009/2010 the results of our Reading instruction objectively show that out of our 36 Kindergarten students:

- All but 2 students were proficient at an end of Kindergarten level compared against national literacy skill level benchmarks. (Detailed assessments results are attached under Local Test Data.)
- 12 students were proficient at a 1st Grade level compared against national literacy skill level benchmarks. (Detailed assessments results are attached under Local Test Data.)
- 9 different students were proficient at a 2nd Grade level compared against national literacy skill level benchmarks. (Detailed assessments results are attached under Local Test Data.)
- 5 different students proficient at a 3rd Grade level compared against national literacy skill level benchmarks. (Detailed assessments results are attached under Local Test Data.)
- 1 student proficient at a 5th Grade level compared against national literacy skill level benchmarks. (Detailed assessments results are attached under Local Test Data.)
- 2 students were identified as 'at risk' for literacy skill levels.

**Math.** In addition to using Direct Instruction (DSTAR®) for Wonderland Charter School's reading and language curriculum, Wonderland Charter School also uses DSTAR® for the mathematics portion of the curriculum.

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- Work simple problems based on greater than and less than signs.
- Apply ordinal counting to simple picture problems.

All Wonderland Charter School Kindergarten students successfully completed the DISTAR I Arithmetic Curriculum.

In DISTAR® Arithmetic II students learn to:

- Solve column-addition problems involving carrying.
- Multiply single digit numbers.
- Work regular multiplication and algebra-multiplication problems.
- Work a variety of fraction problems.
- Solve negative-number problems.

All Wonderland Charter School Kindergarten students this past year completed approximately 75% of the DISTAR® II curriculum by the end of the school year. This is on par with the previous school year which was an increase of 33% the previous year. This places the students at a significantly higher math competency level than traditional kindergarten students.

### **Challenges.**

Our success and efficiency in teaching children to their fullest potential revealed a new challenge for us this past year. That challenge is that as we teach a student the mechanics of a

subject area, such as Reading, and that student's proficiency level increases, the material used to teach the mechanics exceed the cognitive comprehension of the student. An example of this was a student who ended the year reading on a fifth grade level as determined by national norms. The student could have developed further based on time remaining in the existing school year. However, the educational material contained in the teaching materials contained subject matter that the student could not comprehend. The reason for that was the publisher(s) had aligned the subject material to what a 6th grader and higher would be interested in and knowledgeable of. This is an area of study by our teachers to better serve our students in the future.

Although successful in the past 11 years, the social studies and science areas of the Wonderland Charter School curriculum continue to need more development. A 'vault file' of month long theme units was initiated in the summer prior to the start of SY 2006/2007 and continued in the summer prior to the start of SY 2007/2008. An increase in the numbers and variety of vault files were brought up to the school standard which gave additional themes for the teachers to use during the actual school year. This improvement process is continuing in the summer after SY 2009/2010.

English as a Second Language (ESL) continues to be a rapidly evolving area with regards to regulatory changes and student needs. Wonderland Charter School joined a consortium of local school districts and charter schools under Central Intermediate Unit #10 which was developing an ESL Program which provided professional development to our teachers. One of our teachers completed the certification courses offered by CIU #10 in SY 2007/2008 and applied and obtained ESL certification during SY 2008/2009.

The greatest challenge this past year continues, as in the last 2 years, to be the massive increase in reporting requirements as a result of the Pennsylvania Information Management System (PIMS)! Many times, the point is reached where PIMS input interferes with the education of our students. As said two years ago, this is unacceptable! The software that PIMS uses (Microsoft Access) continues to be obsolete and no longer supported by Microsoft. This exposes our school to significant Internet vulnerabilities. Additionally, the PIMS software is not compatible with existing Access software currently on the market and being supported by Microsoft. Attempting to install even PDE's Runtime version causes massive conflicts in the computer's Registry and often renders the computer unusable. Microsoft technical support strongly advises entities not to attempt to install any Access 2002 software in computers having either Access 2007 or Access 2010 software. Discussion with PDE personnel reveals that it is a funding shortfall at PDE that is causing PDE not to update their software. It is ironic that PDE can 'mandate' a requirement to LEAs without consideration of the fiscal consequences but cannot themselves implement 'mandates' because of fiscal constraints. Also, as stated in the past, it is imperative that PDE provide funding for PIMS as this is becoming so excessive in time and costs as to be the death knell of small schools. Outsourcing the PIMS requirement for our small school results in a \$25,000 to \$40,000 cost which can be as high as 10% of our total budget.

When charter schools were implemented in Pennsylvania, the concept was 'increased accountability as a trade-off for reduced state mandates'. PDE briefed this concept and the general procedure was 3 reports required during the year - an opening enrollment report, a staff certification report, and a capstone 'Annual Report'. We still have the Annual Report, but the additional reports have now mushroomed to something like 150 reports required annually. All this places a regulatory burden on charter schools that was never conceived of in the design of their structure.

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

### **Strategic Planning Process**

Strategic planning is limited in the realm of charter schools within Pennsylvania. This is due to primarily the limited length of a charter school's charter being 5 years. Nevertheless, the Wonderland Charter School Board of Directors has been looking at the succession planning of the school and how to evolve to best serve future student's and the community's needs.

In the case of Wonderland Charter School, statistics are kept as to what the children have mastered and when they mastered it. The first use of this data is to insure that the minimum school required learning is being met. These minimums are reviewed against the evolving Pennsylvania academic standards for Early Childhood Education. Failure to make the minimum progress automatically triggers additional assessment scrutiny, including Child Find in the Special Education arena. If all minimums are being met in a timely manner, then analysis is done to see what additional resources of time, effort, and money can be best utilized both in the short run and the long run to increase the learning of the children. Although some of this is done in a 'Cost/Benefit' type analysis, some analysis is done in an 'intuitive' basis and some is done on an experimental basis. If a weakness is identified that cannot be remedied within the current school year, it is factored into a long-range plan. And if improvement requires the expenditure of funds not allocated within the current budget, then the Wonderland Charter School Board of Directors is briefed and the decision is made whether to reallocate current budgetary funds or implement a strategy for the following year(s).

An example of this methodical steady progression of improvement continues to be just how the teachers go about developing and printing out each child's Differentiated Education Plan. When Wonderland Charter School first opened, each plan was developed from scratch with each teacher developing them for each child and the Education Director reviewing them for accuracy and appropriateness. During the summer between our second and third year of operation, a teacher that had been with us from the start and had two years of experience using our curriculum and system volunteered and was assigned the task of collating all objectives by subject matter and level and standardizing them. During this process, the standardized objectives were collated into a 'library' in word processor format for each teacher to use in formulating a child's plan. This was a tremendous advantage to the next year's implementation.

The next two years saw the refinement of these objectives and the process of how to use them. We then reached the step where we needed to improve our technology to free up some of the teachers' time so they could focus more on the children. Our Board of Directors took the avenue of investing in a server, upgrade of Internet access, and an initial concept of contracting for a server-based database program to ease the burden on our teachers and Education Director, and improve the quality and accountability of the actual Differentiated Education Plans themselves. Unfortunately, we could not find an 'off the shelf' computer program to meet our needs without significant changes to our methodology. We then contracted with a computer programmer to develop our own web-based application. The initial version was in place at the beginning of the school year and was used in the October 2003 Parent/Teacher Conferences. Throughout that and subsequent years, feedback from teachers, parents, the Educational Director, and the Chief Executive Officer were factored into application upgrades. These upgrades improved the design of the DEP process in that it more clearly

defined the learning path a child had taken and still needed to take while at the same time reducing the workload of the teachers. This application program was accessible from the teachers' homes using their school provided laptops and significantly eased the workload burden. The end result was an improvement we could readily see by the end of SY 2003/2004. Steady input from all parties concerned has allowed for continual upgrades in quality of the application. During SY 2004/2005, over 25 improvements were made to the system and 15 improvements were made in SY 2005/2006. And all of this is in a secure environment behind state of the art firewalls. One of the significant improvements was the improvement in the clarity of the audit trail done in SY 2004/2005. This proved invaluable starting with SY 2005/2006 and allowed our Education Director to better monitor the assessment tracking, who posted what and when, and routine electronic communication between the teachers and the Education Director. This clarity allowed the Education Director to be a more effective mentor and focus the teaching efforts where they needed to be focused. In the end the children learned more and in a more efficient manner.

We continue to collate a range of suggestions from teachers and parents over the past few years. We contracted with a new programmer to update our proprietary application that assigns and tracks what a student is taught. That programming is now complete and the previous ColdFusion Language programming has been completely re-written and updated in Active Server Page (ASP) program language. Along with the updated programming language, our application's security has been enhanced and new features have been added that allows us to teach the children more in an organized, refined, and focused manner.

We continue to make improvements in our school web application and have gone through 3 'enhanced' versions this past school year, SY 2009/2010. Tables of assigned objectives, stratified to highlight mastered objectives and objectives yet to be mastered can be easily generated for each student and for each classroom. This allows the teachers to clearly see what students have learned and what they still need to learn. It also prevents students from dropping though the proverbial crack!

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Harold A. Ohnmeis	Wonderland Charter School	Administrator	Wonderland Charter School Board of Directors
Kelly J. Raudabaugh	Wonderland Charter School	Elementary School Teacher	Wonderland Charter School Board of Directors
Marilyn L. Ohnmeis	Wonderland Charter School	Regular Education Teacher	Wonderland Charter School Board of Directors
Michael Pusateri	Wonderland Charter School	Business Representative	Wonderland Charter School Board of Directors
Michelle Schaffer	Wonderland Charter	Board Member	Wonderland Charter School

	School		Board of Directors
Myer, Kristin	Wonderland Charter School	Elementary School Teacher	Wonderland Charter School Board of Directors
Stephanie Raco	Wonderland Charter School	Community Representative	Wonderland Charter School Board of Directors

## Goals, Strategies and Activities

### **Goal: Professional Education Development Plan 2008- 2009**

**Description:** The purpose in developing this three year plan was not only for meeting the requirements set forth by Act 48, but also, to fulfill some of the requirements needed for our teachers to receive their Instructional II Teaching Certificate. Most of the courses provided in this plan shall count towards both requirements. This will help to ease some of the workload our teachers will have thrust upon them. It is important to note, that all teachers will not follow the same schedule in meeting their requirements. Depending on the needs of the individual, and his/her professional status, some of the options listed below may not apply. The Administration will meet with each educator and discuss his/her educational goals. The Administration will guide each educator in choosing the options that would be beneficial to them. It is then the educator's responsibility to submit a yearly goals plan. The plan shall state which options the educator wishes to participate in and why. Each plan needs to be approved by the Administration before the educator is permitted to follow the plan. Below, is a general outline of the options available within a reasonable, recommended time frame. Educators are free to pick and choose according to their own personal needs.

#### **Strategy: Three Year Plan**

**Description:** Three Year Professional Education Plan Year 1: I. Comprehensive curriculum developmental learning A. Math - The educator will study Wonderland Charter School's math program and how it meets the needs of all individuals. B. Language - The educator will study Wonderland Charter School's language program and how to use it effectively. C. Reading - The educator will study Wonderland Charter School's reading program and how to implement it for all ability levels. D. Science Kit - The educator will review the units covered in the science kit and receive valuable lesson plan ideas. E. Social Studies Units - The educator will review the units to be covered in social studies and receive suggestions for lesson plan ideas. F. Handwriting - The educator will view the handwriting program and recognize how it meets the educational standards for students at the Kindergarten level. G. Progress Report and Readiness Packet - The educator will review the content of these documents and learn how to use them to access each and every student. H. Individual Education Plan - The educator will view a sample copy and learn the components and how/when to access each student on the material. I. Lesson Plans - The educator will view Wonderland Charter School's forms and how to write them for each subject

matter. J. Personal Time Management Skills - The educator will learn how to make the best use of his/her time and how to set priorities. K. Classroom Management - The educator will discover how much time is required to complete various subjects/activities and how to plan their educational schedule. L. First Aid/CPR Training - The educator will practice techniques required for these safety issues. M. Abuse in Children - The educator will view the warning signs of abuse and how to handle the situation. N. Teachers Mentoring Teachers/Administrators Mentoring Teachers - The educator will learn how to give positive feedback upon a peer observation. The educator will learn suggestions to implement upon an administrative observation. O. Computer Skills - The educator will learn how to use basic word processing skills, how to develop and implement spreadsheets, and how to develop calendars.

Year 2: II. Life inside your classroom

A. Diversity in the classroom - The educator will learn how to educate a room full of students with different ability levels and interests. B. Main streaming - The educator will assess the needs and attitudes of various special needs students. He/she will also receive ideas for lesson plans. C. The Gifted Child - The educator will view the needs and attitudes of these students and receive lesson plan ideas. D. Multicultural - The educator will learn what issues are appropriate to cover in the classroom and will receive lesson plan ideas. E. Respect for one another - The educator will learn the appropriate ways to communicate with young children. He/she will also learn ideas to present to his/her classroom in respecting the teacher and one another. F. Discipline in the classroom - The educator will learn how to implement a system which fits everybody's needs. The educator will implement an appropriate behavior/consequence system in his/her classroom. The educator will learn what an individual student behavior plan is and when one is needed. G. Parent/Teacher Communication - The educator will discover ways to communicate and what works. The educator will learn what is appropriate and what is not. The educator will receive ideas on how to use parent volunteers in and outside the classroom. The educator will learn how to deal with angry parents. The educator will learn various educational ideas for parents to do with their kids outside the classroom. H. Internet - The educator will observe ways to make use of the Internet in the classroom. The educator will make use of the Internet for research and lesson plans. The educator will show their students how to make use of the Internet.

Year 3: III. Life Inside your classroom- part 2

A. Literature in the classroom - The educator will become familiar with the various types of literature appropriate for young children. The educator will learn about the importance of a shared reading experience and how to present them to his/her students. The educator will receive various lesson plan ideas. B. Children's Writing - The educator will review the stages in children's writing. The educator will be learn the correct procedure for beginning spellers- inventive versus corrective spelling. The educator will understand the connection between reading and writing. The educator will learn what to look for in children's illustrations and how important it becomes in writing. C. Presenting art to the young child - The educator will learn how to let their students be creative during art projects. The educator will learn various lesson plan ideas to incorporate in their classroom. D. Group Learning activities - The educator will learn the methods of promoting group learning activities in young students. The educator will learn how to separate children into groups. The educator will learn and adapt various lesson plan ideas. E. Team Teaching - The educator will view the benefits of team teaching. The educator will learn the method of incorporating this type of teaching into his/her schedule. The educator will learn various opportunities for team teaching.

IV. The real world and the future of education:

A. Education in the outside world - The educator will receive various ideas on how young students can apply their knowledge inside the classroom to the outside world. B. Education in the future - The educator will learn where the future of education is headed. The educator will learn how to keep materials and lesson styles updated in the classroom. A list of providers, courses, programs and activities which can be used in this plan

The following is a list of institutes and people which could supply our professional developmental needs:

- The Pennsylvania State

University • Lock Haven University • Pennsylvania Governor's Institutes and Academies for Educators • South Hills School of Business and Technology • Marilyn L. Ohnmeis, Wonderland Charter School's Director of Education • WebWorkShops.com, • The Association for Supervision and Curriculum Development • The Pennsylvania Department of Education. Penn State University The Pennsylvania State University provides a variety of graduate level courses beneficial to educators. Some of the courses our staff would be interested in taking are the following: • Computer Science courses- which focus on the basics of computer fundamentals; • Early Childhood Education courses- which focus on the developmental needs of the young child and how education fits into the family's role; • Educational Administration courses- which focus on educational law and changes in law; • Educational Psychology courses- which focus on the psychology of thinking and reasoning and how to teach a diversity of children; • Educational Theory and Policy courses- which focus on the philosophy of education and where we are headed; • English Courses- which focus on the basics of communication and writing; • Human Development and Family Studies courses- which focus on differences in children and feelings about discipline; • Instructional systems courses- which focus on teaching teachers to use a computer and the Internet as a teaching tool; • Language and Literacy Education courses- which focus on teaching the connection between reading and writing, and evaluating a reading/writing curriculum; • Math Education courses- which focus on changes in the math curriculum; • Psychology courses- which focus on managing behavior; and, • School Psychology courses- which focus on assessment of the child in various ways Lock Haven University The Lock Haven University provides a variety of graduate level courses beneficial to educators. They offer a masters programs in Teaching and Learning which focuses on educational improvement and the what, how, and why, of teaching and learning. Some of the courses our staff would be interested in taking are the following: • Classroom Management and Control - which is designed to promote mastery of theory and practice related to classroom management; • Teaching and Learning in an Information Age - provides graduate students with a knowledge of emerging instructional technologies necessary for teaching in an information age; • Critical Issues in Education - allows the graduate student to examine timely problems, trends, and issues, related to education; • Learning Theory and Practice - graduate student will study classical and contemporary theories of learning; • Performance Based Assessment - focuses on exploring various means of performance based assessment such as portfolio development, observation and techniques; • Language and Literacy Education courses- which focus on teaching the connection between reading and writing, and evaluating a reading/writing curriculum; and, • English Courses- which focus on the basics of communication and writing. South Hills School of Business and Technology South Hills provides several computer courses from the beginner to the advanced level. For the purpose of this plan, the staff at Wonderland Charter School would be interested in taking some special interest mini-courses such as: • Training on basic computer skills; • Word processing; • Microsoft Office; • Microsoft Excel • Microsoft Power Point; and, • Internet and E-mail essentials. Marilyn L. Ohnmeis, Education Director We are lucky to have the Educational Director of Wonderland Charter School on site at all times. Mrs. Ohnmeis has 35+ years of teaching experience at the early childhood level. She was instrumental in developing the Wonderland Charter School Curriculum, Progress Report, Readiness Packet, and the methodology, assessment tools, and goals for this unique program. Our staff will receive numerous Curriculum and Development training sessions, as well as daily critiques and guidance from Mrs. Ohnmeis herself! Kelly J. Wyss, School Lead Teacher. A new position of School Lead Teacher was created at the beginning of SY 2007/2008 to take advantage of the increased expertise being gained by Kelly J. Wyss, a Master Teacher at Wonderland Charter School. Ms. Wyss conducts the bulk of our Induction Program sessions dealing with the specific programs and applications used by Wonderland Charter School. As a practicing teacher at Wonderland Charter School, Ms. Wyss

brings an operational viewpoint to the successful implementation of our Professional Education Plan and our Induction Plan based on her five years at Wonderland Charter School. As the School Lead Teacher, Ms. Wyss assists Mrs. Ohnmeis, Education Director, in the mentoring process of our teachers. Pennsylvania Governor's Institutes and Academies for Educators These Institutes and Academies provide a variety of Scholarship programs for educators. The programs are a few days long and cover a variety of educational topics. We will continue to keep updated with the services and locations of the programs that would be of interest to our educators. WebWorkShops.com WebWorkShops.com provide Graduate Professional Development credit offerings for educators around the world. Each class is conducted over the Internet, using web pages, interactive forms, and small group discussion forums. The participants complete a portfolio of assignments and submit them electronically. Our educators will use this service to increase their knowledge and skills on educational technology. The Association for Supervision and Curriculum Development This Association provides an abundance of institutes, courses, and conferences for the professional development of educators. They cover a variety of educational topics. The institutes are 1 to 3 day meetings covering awareness and training in the most important educational issues. The professional development online courses are web-based, multimedia courses on topics of interest to all levels of educators. Each course includes interactive lessons that have been specially designed for web-based training and each lesson is supplemented with extensive reading material and access to discussion groups. The conferences are multi-day events that maximize an educator's exposure to issues and ideas in education. Our staff can use to cover several topics in our professional plan. The Pennsylvania Department of Education The Pennsylvania Department of Education provides both online courses and courses through Intermediate Units for Act 48 credits. Some topics that are addressed include: • English as a Second Language; • Online communication; • Essential Building Blocks of Reading Instruction; • K-12 Mathematics: Open Ended Problem Solving; • Comprehension Strategies; • Using Graphic Organizers; • Vocabulary Strategies; • Student-centered Science; and • Strategies for Modifying and Adapting Instruction for gifted students. Action plans for various professional development options The following are basic action plans for options offered through Wonderland Charter School's Professional Development Plan. Programs within Wonderland Charter School's curriculum: Upon completion of training in any one of the programs within the curriculum, the educator will need to successfully implement the program within his/her classroom. The educator must write lesson plans which cover the academic needs of all students. The Administration will come into the classroom from time to time without notice, to see if the educator is successfully teaching the material. Progress Report, Readiness Packet, Assessment Tools, and IEP: Upon completion of training in these areas, the educator must successfully fill out a Progress Report, Readiness Packet and IEP form. He/she will follow assessment standards for each student and provide academic material appropriate for each child's needs and capabilities. Lesson Plans: Upon completion of training on how to write them, the educator will submit lesson plans for all subject matter. Each lesson plan shall have appropriate objectives and teaching strategies for students to learn the material. The educators will submit lesson plans on a monthly basis for evaluation. Personal Time Management: Upon completion in training on this issue, the educator will prove his/her management skills by successfully turning in and implementing assignments on schedule. He/she will not let his/her personal life interfere with the job their job requirements at work. Classroom Management: Upon completion of training in this area, the educator will schedule the subjects for each daily plan successfully. First Aid/CPR: Upon completion of training in this area, the educator will successfully pass all testing requirements. Abuse in Children: Upon completion of the training program, the educator will be on the look out for signs of abuse in their students. If they detect any signs of abuse, they will be responsible in reporting the case to the appropriate agency for further investigation. Teachers Mentoring Teachers/Administrators

Mentoring Teachers: Upon completion of training in this area, the educator will observe fellow teachers and give positive feedback concerning their teaching strategies. In return, he/she will implement suggestions given to him or her during an observation of their own teaching strategies. The educator will also meet frequently with the administrators after observations to discuss areas of improvement for various methods of teaching. Computer Skills: Upon training on how to use a computer and how to implement various software, the educator will demonstrate his/her understanding by successfully making a calendar of events for the classroom each month, complete his/her lesson plans with the use of a computer, and write letters to parents with the use of a computer. Diversity in the Classroom: Upon completion of training in this area, the educator will present various lesson plans for learning center ideas. The plans will show an array of activities and options for a wide range of ability levels in the room. Mainstreaming: Upon completion of training in this area, the educator will provide learning materials and activities for these types of students on a daily basis. The Gifted Child: Upon completion of training in this area, the educator will provide learning materials and activities on a daily basis which challenge these students to be the best they can be. Multicultural: Upon completion of training in this area, the educator will present a list of lesson plan ideas stating how they will cover multi cultural topics on a monthly basis. Then they will implement these plans. Respect: Upon completion of training in this area, the educator will lead a discussion with his/her students about ways to demonstrate respect. The class will help develop a poster chart which includes the rules of showing respect for all members in the classroom. Discipline in the classroom: Upon completion of training in this area, the educator will devise and turn in his/her classroom discipline policy. Within the policy, will be the rules of the classroom and the consequences for misbehavior for all classroom students. If the educator feels there are students in the classroom who would benefit from an individual behavioral plan( on top of the rules which apply to the whole group), then he/she would devise the plans for those students at this time. Parent/Teacher Communication: Upon completion of training in this area, the educator will successfully write monthly newsletters to parents explaining to them what goes on in his/her child's classroom. The educator will treat each and every parent with respect and immediately confront the administration when there is a concern with that can not be solved between teacher and parent. The educator will also submit a list of ideas on how they would like to see parents involved in the classroom and for school functions. Internet: Upon completion of training in this area, the educator will make use of the Internet to write their monthly lesson plans. The educator will list the individual web pages in which the information was found so other teachers can make use of the materials as well. The educator will allow students to check out various web sites which relate to a particular unit of study. Literature in the Classroom: Upon completion of training in this area, the educator will provide a list of books that would be age/ability appropriate for each unit of study. These lists of books will be turned in with each monthly lesson plan. The educator will also plan a shared reading experience with his/her class each day. The educator will ask important thinking questions during each shared learning experience. Children's Writing: Upon completion of training in this area, the educator will allow each student to practice their writing on a daily basis. The writing topics will be centered around each unit of study. Paper will be provided at all times so students have the opportunity to write creatively during "free choice" activities as well. Presenting Art to the young child: Upon completion of training in this area, the educator will present several creative art opportunities for their students. Art projects shall be presented at least three times a week. Group Learning Activities: Upon completion of training in this area, the educator will submit a list of group learning activities to the administration for review. Group learning activities will take place once a week. The students will have the opportunity to carry out various roles with each group learning experience. Team Teaching: Upon completion of training in this area, the educator will meet with the other educators in the building to discuss monthly lesson plans. Each teacher meeting shall

take place once a week. This will give each member a chance to share ideas about weekly units. Education in the Outside World: Upon completion of training in this area, the educator will provide an appropriate activity for each child to complete with the assistance of his/her parents. One learning experience will be provided each week. This will help to connect what is going on inside the classroom to application in the real world. These activities will not be mandatory for the families but provided for their use if they choose to participate. Education in the Future: Upon completion of training in this area, the educator will constantly access the materials and programs they are using in the classroom. The educator will make sure the lessons they are presenting as well as the materials they are using, are up to date and are appropriate to use.

**Activity: Options for Teachers**

**Description:** Teachers may choose from the list provided to complete their professional development throughout the next three years.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Harold Ohnmeis	Start: 7/7/2008 Finish: 7/31/2009	\$18,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.00	0	0

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
See the attached list.	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Non-profit organization</li> <li>• Intermediate Unit</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Provided is a list of organizations that the teacher		<i>For classroom teachers, school counselors and education specialists:</i>

may use as part of their professional education plan.

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

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

- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Early Learning Standards</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> </ul>	

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

#### **What curriculum does your charter school utilize?**

Wonderland Charter uses its own specially designed and proprietary curriculum that stresses a strong mastery foundation in reading, mathematics, handwriting, and the English language. This is complimented with an introduction into the fields of art, music, and the sciences. Simultaneous with the academic portion of our curriculum is a thorough and consistent social/emotional component of the curriculum that imparts character education, as well as strengthens the tools for children to deal with acceptance by and of the social fabric of our society. This has always been one of the underpinnings of the Wonderland Curriculum well before it was politically correct to espouse character education.

To assist in the aims of our curriculum, Wonderland Charter School does use several 'off-the-shelf' curriculum components. Specifically, the reading, mathematics, and language components of our curriculum are provided by Direct Instruction or DISTAR, a recognized leader and research-based application of educational pedagogy. Handwriting is taught using the Zaner-Bloser Handwriting module. A sad fallout of mainstreams' educational move away from some of the more traditional subjects is the cessation by many leaders in the educational publishing world in the publication of handwriting curriculum and components. When the publishers (the largest in the country) of the previous handwriting program we were using were contacted two years ago by Wonderland Charter School, they cited the rationale for their stopping to produce handwriting materials is that the products did not sell. The publishers attributed this to fact that the majority of school districts in America have stopped teaching handwriting as 'obsolete' and replaced that time of the curriculum with computer type activities. Wonderland Charter School feels that although computers are the new wave of our society, the traditional forms of communication skills like handwriting and composition are still essential to an educationally strong citizenry.

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

Wonderland Charter School is a kindergarten grade only school. Wonderland Charter School easily meets all currently proposed standards. In fact, it is easily seen and credibly argued that many of the current proposed standards were in place some ten years before the Commonwealth of Pennsylvania instituted them. When Wonderland Charter School started 11 years ago, many thought Wonderland Charter School was too radical in postulating that early age children could be taught. Now the rest of the Commonwealth is catching up to that concept with early childhood standards, early childhood teaching certificates, and early childhood practices. Wonderland Charter School was always on the leading edge of early childhood education and is still on the leading edge!

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

We have a well-rounded curriculum that covers language, mathematics, reading, handwriting, social studies, and science. In addition, the curriculum addresses fine and gross motor skills, creative and imaginative development, social and emotional development, and cognitive and readiness skills. We meet each child's unique needs through goal setting and through direct instruction. This means that ***before*** the school year starts, the parents bring in their child for a one-on-one assessment session of the child by the child's assigned teacher. These sessions determine what the student knows at a mastery level. From that data, Wonderland Charter School then develops a detailed Differentiated Education Plan or DEP for the student. This plan is then presented to the parents in a Parent/Teacher Conference in August before the school year starts. The parents have already provided input to this plan in the July time-frame. The finalized DEP is then agreed to by the parents or modified if need be. On the very first day of school, each and every Wonderland Charter School student has a DEP in place that is used as the guide to that particular student's learning. This aspect of school structure is supplemented by having two certified teachers in each classroom and is one of the Wonderland Charter School model's components that insures each child the individual attention that he or she is entitled to. If the child is having difficulty learning a particular concept, this difficulty is identified early by the teacher and the child is given immediate help to overcome the stumbling block and get him or her back on track in relation to the particular lesson.

The individualization of each student is mirrored by the individualization of that student's DEP. But the real uniqueness of the Wonderland Charter School system is the degree of specificity of teaching objectives assigned. A subject such as Reading is broken down into a hundred or more specific sub-objectives for a particular student. And, each student's objective list can be different depending on where that student's starting point is/was and where that student's ending point is/was. In order to track these objectives, implement them on a daily basis, 'tweak' them as needed, and still provide the teachers the time to actually teach the student(s), Wonderland Charter School developed a unique and proprietary online application to track the learning objectives assigned to each student. This is key to enabling the teacher to stay focused on the student and the student's needs. To illustrate just how detailed our tracking system is, the following table illustrates the number of teaching objectives found appropriate for the 36 children at Wonderland Charter School for SY 2009/2010. These teaching objectives of which there are a total of 15,524 for this last school year (as compared to 15,120 assigned objectives in SY 2008/2009 and 13,502 assigned objectives in SY 2007/2008) were individually assigned based on the needs of the students taught and individually tracked. This represents an increase of approximately 2.7% over the previous years assigned objectives which was a 12% increase over the previous years assignment adjusted for differences in school child accounting data membership. Of import here is that many of these objectives assigned to the students and learned by them without stress is above, and sometimes significantly above, the normal kindergarten level found in the mainstream education system.

Subject Area	# of Teaching Objectives Assigned	# of Teaching Objective Met	% of Success
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<b>Fine Motor Skills</b>	963	939	97.5%
<b>Gross Motor Skills</b>	987	937	94.9%
<b>Oral Language</b>	1,861	1,808	97.1%
<b>Listening Skills</b>	1,103	1,068	96.8%
<b>Math</b>	1,023	961	93.9%
<b>Reading</b>	3,468	3,366	97.1%
<b>Social Development</b>	5,317	5,199	97.8%
<b>Writing Skills</b>	802	731	91.1%
<b>Total:</b>	<b>15,524</b>	<b>15,009</b>	<b>96.7%</b>

In the academic areas, we stress Math, Reading, and Language. There are lessons each day in these subject areas using DISTAR (Direct Instruction). The children are divided into groups on the basis of their current demonstrated performance. In this manner, it is not unusual on a daily basis for us to have children reading proficiently on a kindergarten level, first grade level, second grade level, etc. Each child learns in relation to his or her capabilities and no one is held back or left to amuse him or herself because the child is on a factory style, conveyor-belt system of education so often found in the mainstream educational community. We also teach Social Studies and Science and incorporate Art, Music, and Character Education on a daily basis.

Handwriting is also taught daily (increased from three times per week during SY 1999/2000, the first year of operation) to help the children learn manuscript before forming inappropriate habits and before entering First Grade. And, halfway through the school year, we add a Creative Writing component to each day's schedule to provide extra practice in both imagination and handwriting. This ties in nicely with our Shared Reading time that is conducted the entire school year.

We assess and reevaluate throughout the year writing new goals in January. All of this is documented in detail and kept track of by the teacher using a laptop computer, specific evaluation techniques, record-keeping data provided with the DISTAR Program, and our own proprietary unique, locally-produced evaluation system. This allows a complete Progress Report to follow the child to whatever school he/she may decide to attend the next year. In this way, the gaining teacher will be able to ascertain exactly where the child is in relation to his or her peers when starting his or her first grade year.

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

Our curriculum requires the children to apply their knowledge instead of memorizing facts.

- In **language**, the students learn vocabulary and definitions of common words. They learn how to speak in complete sentences. The students apply this knowledge by placing objects in correct categories, making correct use of verb tenses in written and oral language, asking specific questions, and describing the function of objects. In handwriting, students must learn the appropriate strokes to form each and every letter correctly. They apply this knowledge throughout the year in writing sentences and short stories. If a letter is not formed correctly, the child erases the letter and is encouraged to write it again the correct way. Handwriting is taught five times a week to help the children learn manuscript before allowing bad habits to develop before entering first grade.

- In **math**, the students learn to identify the numerals 1 through 100, learn the symbols +, -, and =, learn measurement vocabulary, learn to sequence numbers, learn addition and subtraction, learn simple algebra, and learn to use numbers to solve word problems.
- In **reading**, the students must identify upper- and lowercase letters. They must learn all letter sounds each letter makes. The students learn rules about blends and the meaning behind placement of various letters in words. The students apply this knowledge each time they read a story or passage in their reading program. The sooner they learn to apply this basic knowledge, the sooner they learn to read for meaning and the more time they spend on reading comprehension.
- In **social studies**, the students learn about themselves and how they are unique in this world. They learn the basics about the world around them. The students apply their knowledge in researching their placement in this world. They also determine what needs to be done to make our world a better place to live.
- In **science**, the students must learn about objects and resources that make up our planet. They learn why each is important for survival and how each is connected to one another. The students apply their knowledge of science through various experiments. Both social studies and science are taught daily with specific units throughout the year. Each teacher's own creativity and input enhances these units.
- In **gross motor activities**, the students learn the basics of large muscle functions. They apply their knowledge of large muscle movements during free play and through various games and sports that are teacher directed.
- In the **fine motor activities**, the students must learn the basics of holding and using implements such as pencils, paintbrushes, markers, crayons, rulers, scissors, patterns, stencils, and small toys. They apply such knowledge through various art activities, experiments, measurement, writing, free play periods, and in dressing themselves. We use art as a medium so that fine motor skill development is an integral part of creative and imaginative development.
- In **social/emotional development**, the students must learn the basics in becoming independent and responsible for their own learning. The students apply their knowledge in this area by working in groups, solving their own disputes, becoming responsible for their own actions (facing consequences), asking questions, coming to the teacher for help and expressing their feelings, and by following rules.
- In **creative and imaginative development**, we have music two times a week and art three times a week. We also work with fingerplays, role-playing, storytelling, and drama.

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

- Our curriculum is designed so each child is reaching the highest potential that he/she possibly can.
- The children practice the 78 developmental objective standards throughout the entire year. This continuous practice will ensure mastery of the standards in preparation for the following school year.
- Each student's DEP for each marking period must be approved and signed by the pupil's parent before moving on. Each child has his or her own goals that are attainable and which are related to the Progress Report and the 78 standards.
- Because we have the appropriate instructional materials for students of various abilities, we can make our education as individualized as the parents or we agree to. The child progresses at his/her own rate and does not stop once a certain level is met. This past year's class moved at a faster rate than preceding years' classes in both reading and math. *(Note: The second year Wonderland Charter School was open, the class moved at a 25% faster rate than the class in the year before. The third year Wonderland Charter*

*School was open, the class moved at a 15% faster rate than the second year of operation. The fourth year Wonderland Charter School was open, the class moved at 10% faster rate than the third year of operation. The rate had pretty much stabilized up to last year. However, with improved techniques, we have increased the learning of the students in SY 2008/2009 by about 12% over SY 2007/2008. This year has seen about a 2.7% increase.)* As in year's past, this continues to require us to order and use additional and more advanced material. Our instructional materials for various subject matters now continue to teach skills beyond the traditional kindergarten level. This further reflects that our educational model is time driven rather than limited by artificial boundaries of subject matter grade level ranking. That is, we teach the child to whatever level they can reach by the end of May of the school year.

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

We rely on a mixture of strategies depending on the subject areas being covered and the needs of the child. For Math, Reading, and Language, we use strategies developed as part of our Direct Instruction curriculum. We have found that this works for the vast majority of our students. However, in 2 cases over the last 10 years, we found Direct Instruction strategy did not work for these two children. We conducted various assessments using different experts from Penn State University and Mid-Step Child Development Centers. We found that both these children had what we characterize as very subtle learning disabilities. However, because of the nature of disabilities especially in an early childhood educational setting, many subtle disabilities are not detected in the mainstream educational fields. In these cases many times the advice is to wait until third grade to determine the needs. The first child, in our first year of operation, underwent a battery of tests only to determine that the subtle learning disability could not be diagnosed. Five years ago we encountered the second child in this category. However, this time we were able to find out that it was a mild visual processing disorder that prevented her from reading. We contracted with a specialist in the field and with intensive training that involved what in essence is neuron synapses rebuilding, the child was able to read quite proficiently at the end of the kindergarten year.

For other areas of art, gross motor skills, music, science, and social studies, we use a different teaching strategy of hands-on engagement and discovery. We want to expose the children to different styles of learning and find these subjects conducive to this. We integrate field trips into these parts of the curriculum with the emphasis on small groups of 4 children under a chaperone's watchful eye actually doing something rather than just passively watching exhibits or listening to lectures. This is a building block process starting with short field trips to progressively longer field trips. This past year's field trips included a visit to an Apple Farm to conclude our unit on apples, a field trip to a dairy farm to conclude our unit on Farms, 2 field trips to caves to conclude a unit on geology, and a service visit to a home for the elderly to conclude our unit on community helpers.

### **Approval of Teacher Induction Plan and Professional Education Plan.**

Wonderland Charter School has had approved Teacher Induction Plans and Professional Education Plans since our founding in 1999. Both of these plans have been readily approved by PDE through several life cycles. However, PDE disapproved our last renewal submissions primarily on the basis that we should have more teachers and educational specialists than are currently employed, as well as 2 administrators on the committee for these plans. Since we only have 4 teachers on our entire staff and only 1 administrator on our staff, this requirement cannot be filled with our existing resources. It had been suggested that we go out and hire additional personnel just to sit on these committees. However, without any additional funds provided by PDE, we do not have the money to do so. Plus, it does seem strange that the 'steering'

committee is larger than the entire population that the committee is supposed to steer. We have been attempting to resolve this issue with PDE over the last 2 years and it appears we may be coming to a resolution soon.

## **Rigorous Instructional Program - Attachments**

- Wonderland Charter School Teacher Induction Plan Approval
- Wonderland Charter School Professional Education Plan Approval

## **English Language Learners**

### **Describe the charter school's program for English Language Learners (ELL) and a brief narrative about how it functions**

The teaching vehicle used to implement the language portion of the Wonderland Charter School Curriculum is the DISTAR Language I program by the Macmillan/McGraw Publishing Company. The purpose of DISTAR Language I is to help all students, both ELL and Non-ELL students, learn the words, concepts, and statements important to both oral and written language comprehension. They will learn word and sentence skills plus important thinking skills as a foundation for reading comprehension. Their range of information and vocabulary is extended and they will develop questioning and reasoning skills and apply these skills to new situations.

### **Special Features of DISTAR's Language for Learning:**

Language for Learning is a comprehensive language program. Its special features include a Direct Instruction approach to the teaching of a wide range of important language concepts and skills. The special features include:

- Carefully organized sequences of exercises that make up the daily lessons.
- Teacher directions for the clear presentation of the concepts and skills taught in the program.
- The opportunity for both group and individual practice of the content of the exercises.
- Statement repetition exercises that help children become practiced with both the concepts and statements of the language of learning and instruction.
- The application of newly learned language concepts and thinking skills to problem solving situations.
- A continuous integration and review of all the concepts and skills that appear in the program.
- Directions for extending language instruction to games and other classroom activities.
- Original stories and poems to be read to the children.
- Workbook activities that teach new concepts and skills and that apply what children are learning to new contexts.
- A fast cycle for those children who can progress more quickly through the program.
- A placement test and progress tests to ensure that children are working on concepts appropriate for their abilities and are progressing through the program at a reasonable rate.

### **Wonderland Charter School Language Curriculum.**

In concert with DISTAR Language for Learning, Wonderland Charter School curriculum objectives with regards to language are:

#### Oral Language.

Oral Language enables the child to share ideas and discoveries with each other. This includes speaking, listening, telling a story, and reciting rhymes. The oral language behavioral objectives for the school year is that the child will:

- Name common objects, i.e., a ball, an ant.
- Make statements that identify common objects, i.e., "This is a ball! This is an ant!"
- Make not statements, i.e., "This is not a pencil."
- Describe some properties of objects, i.e., "This ball is big."
- Describe positional relations of objects, i.e., prepositions including 'under', 'on', etc.
- Make plural statements, i.e., "These are girls."
- Make comparative statements, i.e., "The rock is bigger than the ball."
- Follow simple commands and make statements describing their actions, i.e., "Touch your shoe!", "Stand up!", "I am touching my shoe.", and "I am standing up."
- Respond with actions to instructions that involve understanding pronouns, prepositions, plurals, tense, and other language concepts, i.e., 'and', 'or', 'some', 'all', 'none', 'same and different', 'before and after', and 'if-then' rules. The child will make statements describing their actions.
- Describe actions illustrated in pictures, i.e., "The boy is running."
- Make not statements involving actions, i.e., "I am not standing up."
- Learn to describe groups of objects, i.e., 'some', 'all', 'none', and make statements that incorporate these words.
- Use words that ask specific questions (i.e., 'who', 'what', 'where', 'when') and answer questions containing these words.
- Use words that describe similarities (i.e., 'same', 'different') and make statements that incorporate these words.
- Use conditional words (i.e., 'or', 'if') and make statements that incorporate these words.
- Use the combining word 'and' and make statements that incorporate this word.
- Use words that describe temporal sequence (i.e., 'before', 'after') and make statements that incorporate these words.
- Learn class names (i.e., 'vehicles', 'animals', 'tools', 'clothing', and 'food'.)
- Learn the names of many members of the nine different classes (i.e., a dog, a lion, an elephant, etc.)
- Learn the rules for classification (i.e., "If it's made to take you places, it's a vehicle.")
- Learn personal and school information.
- Learn the relationships between objects and their parts: the names of parts of objects and their functions.
- Learn the days of the week, months of the year, and seasons.
- Learn common information about different occupations, common objects and how they are used, and natural phenomena.
- Learn information about different locations.
- Verbalize songs and fingerplays.
- Dictate his own experience stories.

#### Listening.

- The listening behavioral objectives for the school year are that the child will:

- Identify rhyming words.
- Listen to instructions, the teacher, each other, and stories.
- Be able to follow 3 verbal directions.
- Identify sequence of events in stories.
- Repeat simple rhymes.
- Be able to, using auditory senses, discriminate between pictures that begin with the same sounds.
- Be able to associate sounds with their letters (phonics.)
- Understand prepositions.

## English Language Learners - Attachment

- LEP Report - SY 2009/2010

## Graduation Requirements

### Graduation Requirements.

Not applicable as Wonderland Charter School is a kindergarten grade only charter school.

## Special Education

**A major component of the school design is how the charter school addresses programming for special needs students. Describe the charter school's instructional strategies for educating special education students.**

***Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering district, the Intermediate Unit, or another outside agency.***

Wonderland Charter School underwent an on-site special education review by the Bureau of Special Education, PDE, in the spring of this past school year. The results of this review stated: "The on-site verification visit did verify, as required under 34 CFR 300.705(c), that the local educational agency is adequately providing a free appropriate public education for all students with disabilities required of their agency."

Wonderland Charter School is uniquely positioned to conduct *Child Find* with regards to identifying children with special needs because our student population is normally entering a formal school structure for the first time. Because of this we normally conduct two to five assessment sessions of each and every child in the summer prior to the student entering our kindergarten. These sessions are thorough and include the state mandated speech screenings. In addition, parent's enrolling their children are required to fill out enrollment papers that require them to inform the school whether or not their child is/was receiving special education services, the existence of a Special Education IEP, and any other concerns the parent might have. If a child is identified as having received services from an Intermediate Unit or other agencies in a Early Intervention scenario, then that agency is contacted with the consent of the parents and records are exchanged and included into our educational plans for the child. Once required services are identified then an outside certified agency is contacted to provide the services as identified.

Our ongoing, built-in assessment methodology gives us and the parents timely feedback as to

the effectiveness of the instruction and services. Because our educational model covers the continuous spectrum from pre-kindergarten to as high as the child can go, gifted children are also able to be identified because they will move at a significantly faster rate and achieve higher levels of performance. We had our first case in SY 2001/2002 where one student at a chronological age of 6 was doing 6th to 8th grade work in a solid foundation. This was such a difficult scenario that just our school and the parents scripting the child's future educational path would not have been prudent. Therefore, with the cooperation of Dr. John Sheridan, the then State College Area School District (SCASD) Liaison, the gaining district was brought into the future planning from the start and a smooth transition occurred in the child's next educational placement. This practice continues to the present day.

## Special Education - Attachments

- Special Education Policies & Procedures - Wonderland Charter School
- Penn Data from Wonderland CS (Redacted) - Dec 1 2009 Count.xlsx
- Penn Data From Wonderland CS - Table 8A (Redacted) July 2010.xlsx

## Special Education Program Profile - Chart I

Teacher FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	0	Not Applicable

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pennsylvania State University Speech & Hearing Clinic	1.00	Speech Therapy	Wonderland Charter School	12	Itinerant Services

## Special Education Program Profile - Chart III

Title	Location	FTE
N/A	N/A	0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
None	N/A	0

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Local Assessment - Prior to entry (2 to 5 sessions) - Developed by	Yes	No	No	No	No	No

Wonderland CS

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Local Assessment (Dual Packets) 3 Times/Yr - Aug/Jan/May - Developed by Wonderland CS	Yes	No	No	No	No	No	No
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Weekly Direct Instruction (DSTAR) Assessments	Yes	No	No	No	No	No	No
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Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - 3 Times/Yr (Aug/Jan/May)	Yes	No	No	No	No	No	No
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Final 'Go/No Go' Assessment of 78 Wonderland Indicators - Developed by Wonderland CS	Yes	No	No	No	No	No	No
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## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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None Given - Kindergarten Grade Only School	No						
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## Student Assessment

**In the previous two sections, you indicated which state and national testing programs are used per grade levels. For this section, please complete a narrative based on the following information:**

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

Wonderland Charter School is a kindergarten grade only charter school. Therefore no PSSA/PASA assessments are administered to our students.

**If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making. Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.**

At Wonderland Charter School, we use our locally developed assessments to determine a child's basic readiness skills in the areas of fine and gross motor skills, number identification, uppercase and lowercase letter identification, self-knowledge skills, identification of age-appropriate body parts, color identification, basic shape identification, literary skills, cognitive development, and reasoning ability. We use this assessment package in the summer prior to the start of the school year and a minimum of 3 times during the school year. During the school year, the assessments are conducted in September/October, January, and towards the end of May. The results of these assessments are the core of what is presented to the parents during a series of at least 4 Parent/Teacher Conferences held throughout the school year. These assessments are integrated with the DSTAR® skill assessments and overlaid against the 78 indicators that we have developed. Mastery of these indicators are what we believe are predictors of how well a child will do in first grade through fifth grade. In each of the past 11 years of operation, students at Wonderland Charter School have consistently mastered over 95% of the assigned objectives! For SY 2009/2010, the mastery level of the 15,524 learning objectives assigned to the student body was 96.7%. Of note, many of the assigned objectives are learning objectives normally assigned well above the kindergarten level in a traditional mainstream educational institution. The learning objectives and the results of the assessments of Wonderland CS students for SY 2009/2010 are listed in the table below:

Subject Area	# of Teaching Objectives Assigned	# of Teaching Objective Met	% of Success
Fine Motor Skills	963	939	97.5%
Gross Motor Skills	987	937	94.9%
Oral Language	1,861	1,808	97.1%
Listening Skills	1,103	1,068	96.8%
Math	1,023	961	93.9%
Reading	3,468	3,366	97.1%
Social Development	5,317	5,199	97.8%
Writing Skills	802	731	91.1%
<b>Total:</b>	<b>15,524</b>	<b>15,009</b>	<b>96.7%</b>

There are 7 parts to our Student's Achievement Plan as exemplified in the packet given to parents during one of the Parent/Teacher Conferences. This report combines and blends the information from the child's DEP, conducted assessments, and our locally developed Progress Report:

The first part is Student Information and lists factual information of the student like address, birthdate, age, etc.

The second part is titled Summary of Differentiated Education Plan (DEP) and consists of 3 sub-parts.

- The first sub-part is a summary of how well the student has done since the last Progress Report as described in detail in tables that covers Individualized Curriculum Objectives to be Met. This summary covers the whole child and is sub-grouped into the areas of gross motor skills, fine motor skills, oral language, listening, writing, reading, mathematics, and social development. Typically, this summary covers two to three typewritten pages.
- The second sub-part is a listing of the student's strengths listed in bullet form; and,
- The third sub-part is a listing of areas in need of improvement listed in bullet form.

The third part is titled Individualized Curriculum Objectives to be Met and lists in tabular form the specific learning objectives that have been determined to be relevant to teach the particular child. The table is further divided into the areas of

- Gross Motor Skills
- Fine Motor Skills
- Oral Language
- Listening
- Writing
- Reading
- Mathematics

- Social Development

The determination on which teaching objectives to assign to a particular child is based on giving the child credit for what he or she knows to our standards based on a demonstrated performance assessment; and, where we professionally feel we can take the child to in half-year increments. This predicted growth is based on our experience viewed through the prism of the child's potential developed to its fullest without stress being placed on the child. This table, broken down by curriculum area, lays out specifically what educational goals the student is expected to learn and the date the requirement is expected to be met. There is also a column where the date the objective is actually met.

This section is a 'living' document and monitors the progress of the child and lists the date the child meets the objectives. Due to the detail inherent in this section, the size of the section typically starts out at 10 to 12 pages and grows to 30 to 40 pages by the end of the school year. The minimum 78 objectives form the core of our curriculum and are incorporated with other learning goals deemed feasible and desirable by the teacher and the parent(s). Based on this, the Differentiated Educational Plan (DEP) is developed for each and every child and, in essence, is listed here. This concept is based on the same basic methodology that has been successfully used in the Special Needs educational field for the last 30 years. This concept recognizes that each child is different and is at a developmental level unique to that particular child. With the 78 objectives as the core, additional goals are layered on top of the objectives with specific timelines to successfully meet the goals. Once a child is credited with achieving mastery on a particular objective, new goals are developed in concert with the parents.

The fourth part is titled *Progress Report* and is based on the original Wonderland Charter School 78 Indicators stated in our original charter that we feel, if mastered by a child, are good indicators that the child's educational foundation is set and will do well in future schooling. The basic template for this is a listing of the 78 objectives, plus 4 additional supplementary objectives and reported progress in up to 4 science areas. The concept of reporting progress is based on mastery of the stated objectives. Successful mastery of a particular objective is annotated as a "Go" for that objective on the Progress Report. Mastery is not annotated with the traditional grades of A, B, C, D, or F. Rather, once minimum acceptable mastery is achieved, the student uses that as a foundation to go on to higher level skills.

The 78 Indicators are grouped into the areas of:

- Gross Motor Skills
- Fine Motor Skills
- Language Arts Activities
- Mathematical Activities
- Science Activities
- Social Development

A section dedicated to *Parental Input* follows the Progress Report. This section provides valuable feedback to the school of parent's concerns. And, the last page of the Progress Report contains the administrative data of days attended, days absent, and Recommended Placement for the next school year.

The last section in the student's achievement plan contains data from the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* assessments of the child. The individual student performance profiles are included and the parents are educated as to whether their child is a literacy risk or at an advanced literacy skills level.

## **Student Assessment - Attachments**

- Wonderland CS Students Reading at Grade Level (Redacted) - SY 2009-2010
- Wonderland CS Students Reading above Grade Level (Redacted) - SY 2009-2010

## **Teacher Evaluation**

### **List the main features of the school's teacher evaluation plan.**

#### For each classroom teacher:

The Chief Executive Officer and the Education Director will formally evaluate staff annually, based upon Director and/or Chief Executive Officer visitations, organizational compliance, execution of the Wonderland educational model, and the demonstrated performance of the students. The purpose of the evaluation routine is to promote professional growth and teacher excellence, identify areas needing attention as well as practices demonstrating high effectiveness, and provide feedback from which the teacher may guide her/his professional development. On an informal basis, feedback will be rendered to teachers on an individual basis when privacy is needed and, when beneficial, as a group.

The formal annual performance review will be written using our own locally produced Staff Evaluation Report that was approved upon acceptance of our Charter School Application by the Charter Appeal Board. This form assesses the teacher's strengths and weaknesses in the areas of Professionalism, Performance, and Potential. The evaluators will identify strategies for improvement where necessary, recognize achievement and effective practices, and review available indicators of student achievement.

A component will be the number of students who attained minimum mastery level and the number failing to attain mastery level outside of the group (if any) exempted from attaining mastery level due to identified disabilities or special needs. For the latter, information about the Child IEP Team's assessment will be included, including date of assessment, type of assessment, and services recommended. If the total minimum mastery level falls below 85%, that classroom teacher will forego any salary increase for the ensuing school year. This will be noted on that teacher's personnel records as well. (Note: This past year, as in the ten preceding years, each teacher met this threshold!)

Cooperation of teachers to administration will be evaluated with the focus being on whether or not a teacher exhibited a supportive positive attitude in the implementation and enforcement of school policies and philosophy.

Dates of absences, reasons, and total number will be evaluated.

Detailed information about professional development experiences will be considered.

The completed annual Staff Evaluation Report will be available to the Wonderland Charter School's Board of Directors for review.

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

- Chief Executive Officer
- Education Director

### **Describe professional development for the evaluators, particularly in the areas of special**

**education and instructional techniques that are unique to the mission of the charter school and support student success.**

- Training provided by PA Department of Education, to include CIU #10, West Decatur, PA
- Webinars provided by PA Department of Education, to include PaTTAN, Harrisburg
- Workshops provided as part of the Professional Development Plan
- Courses provided by institutes of higher education.
- Instruction provided by contractors.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan from Wonderland Charter School

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

**Discuss briefly any leadership changes during the past year on the Board of Trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why or how those changes occurred.**

There have been no changes in the membership of the Wonderland Charter School Board of Directors this past year. The last governance membership changes were the departure of one board member in April 2005 due to family reasons and the departure of our then Board President in June 2005 due to an employment promotion and her subsequent relocation out of the geographical area. The two board members that replaced those departing board members, as have all of our board members, have been faithfully serving Wonderland Charter School and the community it represents. The President of the Wonderland Charter School Board is a member of the original founding coalition and has been serving as President of the Wonderland Charter School Board of Directors since July 1st 2005.

The Chief Executive Officer and the Education Director are part of the original founding coalition and have been serving as CEO and Education Director, respectively, since the opening of Wonderland Charter School on September 10, 1999.

### **Board of Trustees**

Name of Trustee Office (if any)

Michelle Schafer President

Stephanie Raco Treasurer

Michael Pusateri Secretary

Marilyn Ohnmeis Education Director

Harold Ohnmeis Chief Executive Officer

### **Professional Development (Governance)**

**Describe the professional development provided or taken regarding governance of the school (including the Sunshine Law and the Public Officials Act) for the Board of Trustees.**

- Continued training using PDE provided literature downloadable from the PDE web site including "Legal Obligations of Charter School Trustees".
- Legal counsel provided by H. Amos Goodall, Jr., Esquire.

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

**How does the Board of Trustees coordinate the governance and management of the school? Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting 's Board of School Directors. Cyber Charter Schools should address the efforts of the Board of Trustees to maintain a working relationship with PDE.**

Understanding that Wonderland Charter School is a small school of 2 classrooms, 36 students, and a total staff of 6, our Board of Trustees coordinates the governance and management of our school by judicious use of policy and communication. The Board of Trustees understands that their role is to provide a vision for the charter school, set policy, and is not a 'Rubber Stamp'. In this vein, the Board acts as the Trustee/Owner of the Charter School. They govern by understanding and executing their role within the strategic scope (as opposed to operational scope) and by emphasizing values and vision, by meeting when needed, and through daily, weekly, or monthly visits or correspondence. These aspects, along with training received, allow the trustees to fulfill their primary responsibilities of ensuring that Wonderland Charter School fulfills its mission while operating in compliance with Commonwealth of Pennsylvania requirements.

At the working level, members of the State College Area School District (SCASD) staff continue to be most cooperative and professional. Regular meetings with the charter school liaison from the State College Area School District (SCASD) (Dr. Jeanne M. Knouse, State College Area School District's Director of Student Services/Learning Enrichment/Gifted Support) and all of the area charter schools in a group session continued last year as in the past 10 years. Cooperation with an eye towards improving the day-to-day requirements and interface between SCASD and the area charter schools is the framework for these meetings. Also, visits in the past year by the SCASD Board of Directors to Wonderland Charter School was conducted. And, this year the SCASD Board of Directors has requested that the area charter schools, to include Wonderland Charter School, submit a presentation for the SCASD August 23rd 2010 board meeting. The end result of these procedures should be especially beneficial to the families and children graduating from Wonderland Charter School's kindergarten and enrolling in SCASD or other area school districts.

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

- Wonderland Charter School Board of Directors' Meetings - SY 2009-2010

## **Community and Parent Engagement**

**Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.**

As in the past, guidance from our Board of Trustees continues to be that parent and community involvement continue to be strongly encouraged throughout the year. Examples continue to include:

- Encouraging parents to volunteer and assist in field trips held throughout the year. We continue to find that these field trips not only allow parents to become involved in their child's school; but, also provide the community at large to observe our charter school in action firsthand. Feedback from the places the children visited continues to be extremely positive.
- Hosting *Leadership Centre County* visitors during the school year where future community leaders receive a briefing on our charter school with the opportunity to visit the classrooms, observe the students in a learning environment, and interact with the students.
- Provide a booth, complete with literature and personnel, during the community *Countdown to Kindergarten* annual event. This project educates the community on how to transition to kindergarten and the benefits of early childhood education. This past year was our third year of participation and counted as a great success by the community organizers of the event!
- Partnered with a local dairy farm that culminated in a field trip to the farm.
- Partnered with an assisted living facility for senior citizens in Bellefonte that culminated in a field trip. During this trip, our children engaged the residents in singing, craft-making, and the establishment of an intergenerational experience.
- Parents visiting the classroom, as representatives of community businesses, in support of a class unit on *Community Helpers* continues to be a huge success. We have recruited more businesses and occupations than in the past.
- Finally, as in the past, the end of the school year graduation was the ultimate activity that all of the parents looked forward to!

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

#### **Identify major fund-raising activities performed this year and planned for next year.**

There were no major fund-raising activities for SY 2009/2010 and none are planned for SY 2010/2011.

### **Fiscal Solvency Policies**

#### **Describe the policies used to maintain fiscal solvency.**

First, it must be recognized that charter schools in Pennsylvania are still under-funded and still required to operate at about 65% of what their neighboring districts operate at for educating what are supposed to be the same type of students. Then there is the fact that charter schools cannot go out and raise taxes/revenue like school districts. That leaves only two options left to charter schools both outside the normal revenue stream of mainstream education — grants and loans. Recognizing that there is not an excess of money infused annually into charter schools through the normal funding mechanism, then charter schools must normally budget and expend within their expected revenue, inadequate as it is.

The budget for SY 2009/2010, as in the past, did not contain provisions for a reserve nor does the budget for the upcoming SY 2010/2011. With a population of 36 students, our budget

remains comparatively small at approximately \$375,000 to \$425,00 (depending on special education costs) with the result of not very much left over. As stated in previous Annual Reports, all of the start-up Federal funds have been claimed and Wonderland Charter School is not eligible for anymore under current provisions. Wonderland Charter School continues to be the beneficiary of a federal grant authorized under Part B of Title VI of the reauthorized Elementary and Secondary Education Act (ESEA). The grant is under the Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. Under this program, Wonderland Charter School receives approximately \$19,000 per fiscal year that can be spent on teacher professional education and for school technology uses.

Current revenues continue to be allocated against current expenses in the next fiscal period. Wonderland Charter School will be dependent on the special funds available through PDE for extra-ordinary special education costs.

As for other expenses, our policy, like that of private sector enterprises, continues to be to research and initiate the best value for the money expended, set aside monies when prudent, pay current financial obligations where feasible, maintain a good credit rating, and develop funding sources via loans and lines of credit. In addition, Wonderland Charter School will continue to pursue the awarding of various grants to assist in the execution of our program.

## **Accounting System**

### **What accounting system does the charter school use?**

***Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.***

Wonderland Charter School upgraded its computer software package developed by Intuit, Inc. to QuickBooks Pro 2009 during the previous fiscal year.. This software package allows the various journals (Accounts Receivable, Accounts Payable, etc.) to be overlaid with the Chart of Accounts required by the Commonwealth of Pennsylvania. Wonderland Charter School underwent its tenth financial audit last year by an independent certified accountant. Results of those ten independent audits continue to show that Wonderland Charter School continues to be fiscally and financially responsible, followed generally accepted accounting procedures, and all money was expended and accounted for properly. A copy of this last report was provided in a timely manner to Commonwealth agencies and to the State College Area School District.

Wonderland Charter School recognizes that it is considered a governmental entity as well as a non-profit entity. This requires us to account for the principles and practices specified by Generally Accepted Accounting principles (GAAP). We conduct an accrual system as required with fund accounting (an accounting entity with a self-balancing set of accounts) and our measurement focus is on both the flow of current financial resources and the flow of economic resources. Because of the smallness of Wonderland Charter School and our last nine years worth of experience, it continues to be envisioned that we would only need to deal with the Governmental Fund of a General Fund. Within Governmental Funds, it is not envisioned that Wonderland Charter School would need to avail itself of a Special Revenue Fund or a Capital Projects Fund. There is also envisioned to be no need for us to use Proprietary Funds (i.e., Enterprise Funds or Internal Service Funds.) Further, it is also not envisioned that Wonderland Charter School would need the use of fiduciary funds.

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

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

- Preliminary Revenues, Expenditures, & Fund Balances from Wonderland CS (2010)

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

**Identify the charter school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit. The audit report should be for the school year ending just prior to this annual report's due date.**

Wonderland Charter School's audit firm is ParenteBeard, LLC. The last completed audit was finalized for the fiscal year ending June 30, 2009.

The auditor's opinion stated:

"We have audited the accompanying financial statements of the governmental activities and major fund of Wonderland Charter School (the "School") as of and for the year ended June 30, 2009, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and major fund of Wonderland Charter School as of June 30, 2009, and the respective changes in financial position and budgetary comparison for the General Fund, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The audit for FY 2009/2010 cannot be started until enough time has passed for bank statements to show the clearance of checks for liabilities of FY 2009/2010 paid in July and August 2010. The period following the close of the fiscal year ending June 30th of any calendar year is a peak work period for auditing firms. Therefore, they like to schedule their workload well in advance of this period as well as leave time for financial items to clear financial institutions. The audit for FY 2009/2010 is scheduled for the normal time period and we expect this year's audit report to be just as favorable.

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

- Independent Audit findings for Wonderland CS - as of 6-30-2009

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

### **List citations and follow-up actions for any State Audit Report.**

Wonderland Charter School does not have any citations. Wonderland Charter School is awaiting a State Audit.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

#### **Describe the charter school's acquisition of facilities, furniture, fixtures, and equipment during the fiscal year.**

Wonderland Charter School continues to lease the facility that houses the school. Because of past legal expenses and increased mandates from the state level, acquisition of the majority of furniture, fixtures, and equipment continues to be procured on a phased basis.

Classroom chairs for the entire school were purchased during SY 2008/2009 to replace chairs that were originally loaned to Wonderland Charter School upon opening in 1999 and several new tables were purchased during school year 2009/2010. A few additional classroom furniture items are budgeted for School Year 2010/2011.

Three new laptops were purchased to replace existing laptops used by teachers. These laptops are a vital link for the teachers to access our server and Differentiated Educational Plan application with which they track the progress of the students and focus the learning opportunities of these students in the near term. These laptops replaced previous laptops that were three years old and used extensively on a daily basis.

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

#### **Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.**

Future facility plans and capital needs have been placed on hold due to increasing educational costs and the significant possibility of a severe hike in the employer contributions of the Public School Employees Retirement System (PSERS).

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

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

#### **Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate**

### **evidence of maintaining health and immunizations records for students.**

Wonderland Charter School has complied with required health and safety requirements. Fire drills were conducted monthly by Wonderland Charter School, appropriate fire licenses were issued by Centre Region Code Enforcement office for the building, and quarterly and annual inspections were conducted on the building's fire sprinkler system. All inspections noted compliance. Two sight screenings were conducted, one by North Central Sight Services of Williamsport and the other by medical personnel from the State College Area School District (SCASD). The sight screenings by North Central Sight Services used state-of-the-art equipment that utilized external and internal diagnosis of the eye detected by light readings rather than traditional verbal responses referencing an eye chart by the person being evaluated. The results of the new technology screening were much more accurate, comprehensive, and timely. There was also a hearing evaluation and a dental screening conducted, by the SCASD medical and dental personnel.

In addition, a speech screening was conducted at the beginning of the school year by the Penn State Speech & Hearing Clinic under contract to Wonderland Charter School. And, all health, dental, and immunization records were checked by the medical/dental personnel from the State College Area School District and found to be in compliance with the appropriate reports forwarded to the PA Department of Health. The Request for Reimbursement and Report of School Health Services for SY 2009/2010 is due by September 31, 2010 through the electronic reporting system, School Health Annual Reimbursement Request System (SHARRS) and will be submitted on time.

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

- Wellness Policy #12.1 - Wonderland CS

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

### **Provide a complete list of current school insurance coverage policies and programs including health and general liability.**

Policy Period: 3-20-2010 to 3-20-2011

- Commercial Property:
  - \$ 50,000 on Contents of School, 2112 Sandy Dr., State College, PA.
  - Replacement Cost Basis, Special Form, \$1,000 Deductible.
  - Loss of Business Income Included at Actual Loss Sustained Basis for up to 12 Months. No Dollar Limit.
  - Equipment Breakdown Coverage Included up to \$50,000 Contents Limit.
  - \$ 500,000 on Newly Acquired Personal Property Not Reported to Agent for up to 120 Days.
  - \$1,000 Deductible Applies to the Following Property Extensions:
    - \$ 250,000 Ordinances or Law, Combined Limit for Coverage's A, Band C.
    - \$ 50,000 Money and Securities Coverage,
    - \$ 100,000 On Employee Dishonesty Coverage,
    - \$ 25,000 Spoilage,

- \$ 25,000 On Valuable Papers and Records (Cost of Research),
  - \$ 5,000 Lost Data Preparation Costs
  - \$ 25,000 On Accounts Receivable,
  - \$ 100,000 On Property in Transit,
  - \$ 2,500 Key Replacement
  - \$ 10,000 Crime Reward,
  - \$ 50,000 Fences
  - \$ 25,000 On Outdoor Signs,
  - \$ 25,000 On Outdoor Property Including Playground Equipment,
  - \$ 15,000 On Fine Arts,
  - \$ 25,000 On Computer Equipment,
  - \$ 25,000 On Pollution Clean-up and Removal (Limited),
  - Debris Removal - 25% of Loss plus \$25,000,
- Debris Removal - 25% of Loss plus \$25,000.
  - Coverage Is Included for Certified Acts of Terrorism.
- Commercial General Liability:
    - \$3,000,000 General Aggregate Limit Including Products Aggregate
    - \$1,000,000 Personal and Advertising Injury
    - \$1,000,000 Each Occurrence Limit Including Teachers Liability and Corporal Punishment.
    - \$100,000 Fire Damage Limit
    - \$5,000 Medical Payments Limit Including School Children.
    - \$1,000,000 Each Occurrence/\$3,000,000 Aggregate Limit for Sexual Abuse Liability
    - \$1,000,000 Each Occurrence/\$3,000,000 Aggregate Limit for Defense Costs.
    - Hired & Non-Owners Auto Coverage is now included under the General Liability coverage.
- Public Official & Employee's Blanket Bond for Board of Directors and entire staff
    - \$25,000
- Directors' & Officers' Liability Insurance (Claims Made Form)
    - \$1,000,000 Each Wrongful Act limit / \$1,000,000 Aggregate Limit
    - \$5,000 Deductible

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

- Summary of Insurance Policies for Wonderland Charter School covering the period of 3/20/2010 to 3/20/2011
- Insurance Policy Declaration Pages - Wonderland Charter School (2009)

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

**Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for this entire school year. Discuss staff turnover and retention patterns and possible reasons for each.**

The professional staff at Wonderland Charter School consists of 4 teachers, 1 Education Director, and 1 Chief Executive Officer. All of the teachers working at Wonderland Charter School are certified and considered 'highly qualified' under the federal guidelines of No Child Left Behind.

When Wonderland Charter School was first created in 1999, there was extensive discussion among the founding coalition as to what teachers were desirable for this charter school. Because the educational model of Wonderland was (and is still) so different from those employed in mainstream education, it was decided to create a 'template' of the characteristics the founders wished to see in the teachers. First, even though there was a 25% certification exemption granted by Act 22 of 1997 (Charter School Law), the founders felt that 100% of the teachers should hold Pennsylvania Certification. Second, the ideal candidate for a teaching job at Wonderland Charter School should actually have 0% teaching experience and that Wonderland Charter School would develop and take on the responsibility to train new teachers to be effective within our educational model. The rationale for this was that with such a different teaching model, if the educational model failed, it should fail due to its design rather than possibly a built-in prejudice by experienced teachers.

Based on guidance from the founding coalition, a template was designed for an ideal teaching candidate at Wonderland Charter School that we identify as 'Template 1'. The characteristics of a candidate under Template 1 is a graduate of an accredited university with a 4 year degree in either Early Childhood Education or Elementary Education, a professional Level 1 teaching certificate issued by the PA Department of Education, all required security and child abuse certificates, preferably some work experience in a field other than education, and no teaching experience or at the most 1 year teaching experience. Wonderland Charter School's teaching methods and practices are quite different than those employed in traditional school districts. Our experience over the last 10 years has conclusively shown that a "Template 1" teacher is the most effective within our educational environment.

The positive aspects of a 'Template 1' teacher is that he or she brings a freshness and enthusiasm for teaching - an unbridled energy and passion for learning how to be an effective teacher - an unfettered ability to think, learn, and operate 'outside the box'! This positive energy and approach radiates in the classroom and is key to effectively implementing the Wonderland Charter School educational delivery vehicle.

If there is a 'down' side to a Template 1 aspect is that teachers possessing Template 1 characteristics tend to be young in age relative to experienced teachers. With this age comes the situations where departures occur due to marriages, relocations out of the geographical area, and for other personal reasons. Although this increases the workload for the Education Director and administration in the long run, the absolutely superior educational results for the children are worth it!

We are fortunate now in that we have had on board for several years now 4 very fine teachers that fit our vision of a teacher and thoroughly enjoy working at Wonderland Charter School. All teachers on board for SY 2009/2010 are planning on returning to Wonderland Charter School for SY 2010/2011. The teacher that has been with us the longest is now entering her 7th year as a teacher at Wonderland Charter School and has assumed the mantle of School Lead Teacher. As stated in previous Annual Reports, she has blossomed into a superior teacher effective at a level rarely found in teachers possessing 4 times her work experience. Her knowledge and implementation of our techniques, methods, and requirements has evolved to where she is effectively fine-tuning our system to make it even better. Her teaching experience at Wonderland Charter School plus her acquired insight makes her an invaluable member for school improvement planning. Additionally, she capably took on a mentoring role during School Year 2007/2008, continued that role through SY 2009/2010, and will probably expand in her duties for SY 2010/2011. This will be the 4th year for the other Master Teacher, and the 3rd year for the two Partner Teachers. All the teachers exhibit superior attitudes, hard work ethic, and an enthusiasm and zest for life that will greatly aid them in developing even further as effective teachers within the Wonderland Charter School educational model.

The key continues to be that Wonderland Charter School as an organization continues to learn and evolve in order to be an even more effective teaching vehicle for our children!

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

- PDE-414 Verification Form - Wonderland CS - SY 2009-2010
- ACS of LEA Staff Profile - Mar 2010 from Wonderland Charter School

## **Student Enrollment**

**Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.**

Wonderland Charter School advertises a "*Letter of Interest Period*" in the local community area to make the general public aware. For SY 2009/2010, the Letter of Interest Period was from February 1, 2009 to February 28, 2009. This was advertised in the local community in both print and television venues. If we had had more Letters of Interest than we had available spaces, we would have held a public lottery to draw at random children to attend our school. We did not have more Letters of Interest than spaces at the conclusion of the *Letter of Interest Period*. Therefore, as in the previous year, all parents who submitted a Letter of Interest last year were invited to fill out the enrollment form. The admission policy fully complies with Chapter 11 of the PA Code. All students are admitted without discrimination on the basis of race, sex, religion, ethnic origin, national origin, or disability. As spaces remained, we continued to advertise that fact and enrolled additional families on a non-discriminatory first come, first served basis. This opportunity is extended at this time to families in the surrounding school districts in accordance with Act 22 of 1997. For a child entering Wonderland Charter School, the child normally must be 5 years, 0 months old as of August 31st of the start of the kindergarten school. However, upon review and recommendation by the child's parent(s), the Wonderland Charter School's Education Director and concurrence by the Wonderland Charter School Chief Executive Officer, Wonderland Charter School may admit, with Wonderland Charter School Board of Director's approval, a child who will be 5 years, 0 months old as of January 31st of the Kindergarten year. The admission policy fully complies with Chapter 11 of the PA School Code.

**Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

By the start of the school year in September 2009, Wonderland Charter School had 36 students enrolled. The make-up of this student body was 28 students from State College Area School District, 2 students from the Bald Eagle Area School District, 5 students from the Bellefonte Area School District, and 1 student from the Penns Valley Area School District. At the start of the school year, only 3 students enrolled with the designation of being special education. During the course of the school year, 9 more regular education students were identified as having special needs through our *Child Find* process and underwent the *IDEA* process where *Evaluation Reports* were completed, *Individual Education Plans* were implemented, and *Notification of Recommended Education Placement (NOREP)* were developed. All of this was done with the complete cooperation of the parents of these students.

During the course of the year, 1 student from the State College Area School District left due to geographical relocation out of the area and was replaced by a student from Penns Valley Area School District. Later in January, February, and March of 2010, 3 students left either due to geographical relocation or personal reasons. None of these three vacancies was filled due to the progress the then currently enrolled students had made and the difficulty that new students would encounter entering our program that far into the school year.

**Provide the number of students who completed this school year who are currently enrolled to return in September.**

There are no students returning for SY 2010/2011 from SY 2009/2010 as Wonderland Charter School is a one grade only school of kindergarten.

**Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

There were no expulsion incidents and no students left at the requirement of the school. Four students left the school during the course of the year voluntarily due to family relocations and personal reasons.

**Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.**

Wonderland Charter School is a kindergarten only school and returning students do not apply. We continue to enjoy a very positive relationship with our former parents and continue to see families returning with siblings of their first child or second at our charter school. During this Annual Report period as in the past, we had families bring us another child to educate after already having had one child educated at Wonderland Charter School. Families with previous children enrolling at our school represent credible evidence that parents are satisfied with their past association with Wonderland Charter School and want to avail themselves of this educational excellence.

To help with strategic planning, at the end of SY 2007/2008, the Wonderland Charter School Board of Directors commissioned an independent satisfaction survey by a very reliable firm, Customer Follow-Up, Inc. This private sector firm researched the parents of the kindergarten students who attended Wonderland Charter School in SY 2007/2008. The report of that research is attached to this section and is well worth reading as it vividly illustrates just how positively

about 97% of the families that attend Wonderland Charter School feel about the education their children received with us and would recommend Wonderland Charter School to other parents. And, when asked to rate their happiness with the quality of education their children received at Wonderland Charter School, the parents responded with an average rating of 4.9 out of 5 with 5 being the best or highest rating. (See page 8 of the attached report.)

The Executive Summary of this report best portrays the quality of education delivered during SY 2007/2008 when stating:

Overall the parents whose children attended Wonderland Charter School's kindergarten for the 2007-2008 school year were overwhelming positive about their child's experience and the progress made in kindergarten. Parents said they were "impressed," "surprised," and "amazed" at the growth and achievements of their children both socially and academically. Many remarked how enthusiastic their children became about school while attending Wonderland and that in comparison to other children of the same age it appears their children are so much further ahead. One hundred percent (100%) of parents said:

- The Individualized/Differentiated Education Plan philosophy is beneficial
- The handwriting program was beneficial
- They were satisfied with their child's progress in reading and math
- Wonderland prepared their child for 1st grade
- Wonderland set the foundation for their child's future learning

We continue to study this report to implement suggestions made by parents, implement strategies to avoid negatives felt by parents, and reinforce the positive aspects of our educational institution and learning environment. We would very much like to commission such a study at the end of this past school year, SY 2009/2010. However, monetary costs of such a study require that we conduct this type of study every few years rather than every year.

Again, we would urge the reader of this Annual Report to take the time to read the Parent Satisfaction Survey attached to this section!

## **Student Enrollment - Attachment**

- Independent Satisfaction Survey of Wonderland Parents from SY 2007 - 2008

## **Transportation**

**Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program.**

Wonderland Charter School utilized the State College Area School District's transportation system in SY 2004/2005 for the first time. The schedule available to Wonderland Charter School was not conducive to the young child and most families that initially used the bus transportation, opted out of it well before the end of the school year. In SY 2005/2006, the Wonderland Charter School's Board of Directors in an attempt to make access easier and more conducive to the early childhood student made arrangements to provide before and after school care on school premises, much like our local school district does. Using this system, most parents dropped off and picked up directly from Wonderland Charter School. During this past reporting period of SY 2009/2010, no children used the school bus system. The transportation system provided just does not work out satisfactorily for our students or families.

Students identified as Special Needs with special transportation requirements in their approved IEP will have that transportation requirement coordinated by Wonderland Charter School with the appropriate district transportation office.

## **Food Service Program**

**Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program? If not, provide a brief explanation.**

At the present time, Wonderland Charter School does not participate in the FRL Program. Children at Wonderland Charter School bring their own lunches to school. These lunches can be refrigerated if needed and heated by microwave if necessary. This was discussed extensively with the founding coalition and the subsequent enrolling classes. All concerned felt that due to the children's young age and the diversity of ethnic backgrounds, it was best if the children ate at school what they were used to eating at home. For this reason, the option was picked for the children to bring in their own lunch. We continued to do so during SY 2009/2010.

## **Student Conduct**

**Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.**

There are two discipline policies at Wonderland Charter School. First, there is the general discipline policy that has been in place since our school was founded. Second, there is the discipline policy with regards to special education students. This special education policy was approved and adopted by the Wonderland Charter School Board of Directors on 26 June 2002 as a result of recommendations from the Special Education Compliance Visit the preceding spring. The policy was forwarded to PDE and accepted as being in compliance.

With regards to our original general discipline policy, overall discipline policies, the students of Wonderland Charter School are entitled to an education free from undue disruption. However, recognizing that the target population of Wonderland Charter School is one comprised of children that have probably not entered the formal education process prior to their enrollment at Wonderland Charter School, much of the early transition challenges is primarily separation anxiety of the child and parent, an introduction to a structured environment, and a learning of acceptable social behavior.

Wonderland Charter School facilitates this process by having all of its procedures in writing in a standardized fashion that is consistently enforced by all members of the staff. These procedures are in the form of Standard Operating Procedures (SOPs) that translate to the situation where all of the rules throughout the school and playground will be the same regardless of which teacher or staff member is present. This system prevents the situation where a student is playing one adult off of another. On the positive side, it becomes readily apparent to the child the definite boundary of acceptable behavior with a resulting confidence of what is expected of him or her.

The underlying philosophy is to teach the students and have them practice:

- Respect for themselves.
- Respect for other children
- Respect for adults.

- Respect for property.

**Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]**

There were no suspension incidents during SY 2009/2010 and no students were expelled or suspended during SY 2009/2010.

## **Student Conduct - Attachment**

- Wonderland Charter School's Discipline Policy

## **Signature Page**

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

**School Year: 2010**

The Wonderland CS within Central IU 10 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 Wonderland 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:** Harold A. Ohnmeis    **Title:** Chief Executive Officer  
**Phone:** (814) 234-5886    **Fax:** None  
**E-mail:** hohnmeis@wonderlandcharter.com

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Michelle L. Schafer    **Title:** President, Board of Directors  
**Phone:** (814) 234-5886    **Fax:** None  
**E-mail:** mschafer@wonderlandcharter.com

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

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

**Name:** Harold A. Ohnmeis    **Title:** Special Education Contact Person  
**Phone:** (814) 234-5886    **Fax:** None  
**E-mail:** hohnmeis@wonderlandcharter.com

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page for Wonderland Charter School - SY 2009/2010 Annual Report