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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**  
**Thursday, February 10, 2011**  
**(Last Accepted: Thursday, February 10, 2011)**

**Entity:** Pan American Academy CS  
**Address:** 126-136 West Dauphin Street  
Philadelphia, PA 19133

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Pan American Academy CS

**Date of Local Chartering School Board/PDE Approval:** January 18, 2006 (deferred opening)

**Length of Charter:** 5 years    **Opening Date:** September 10, 2008

**Grade Level:** K-8 (K-5 in 2009-10)    **Hours of Operation:** Mon.-Tues. & Thurs.-Fri 8:30 a.m. to 3:00 p.m.; Wed. 8:30 a.m. to 1:00 p.m.

**Percentage of Certified Staff:** 86.22%    **Total Instructional Staff:** 22 teachers

**Student/Teacher Ratio:** 17:1    **Student Waiting List:** 261

**Attendance Rate/Percentage:** 92%

**Second Site Address, Phone Number and Site Director:**  
N/A

## Summary Data Part II

**Enrollment:** 377 (Year End) **Per Pupil Subsidy:** Regular Education: \$8,183.58; Special Education: \$17,788.75

### Student Profile

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<b>American Indian/Alaskan Native:</b>	0.25%
<b>Asian/Pacific Islander:</b>	0.79%
<b>Black (Non-Hispanic):</b>	17.2%
<b>Hispanic:</b>	79.9%
<b>White (Non-Hispanic):</b>	1.06%
<b>Multicultural:</b>	0.79%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 97.15%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 46 as of 6/16/2010

## 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	174	178	0	0	178
Instructional Hours	0	0	905	1024	0	0	1024

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Pan American Academy is a public charter school located in North Philadelphia. Opening our doors in fall 2008, we promote excellence in each of our students by integrating cultural awareness into our academically rigorous curriculum. Through our focus on inquiry-based learning, Pan American is creating the next generation of strong, internationally-minded leaders in our community.

2009-10 represented Pan American's second year of operation, and we served approximately 377 students in K-5. We will add a grade each subsequent year, growing with our students, until the school hosts Kindergarten through 8th grade in 2012.

The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-based nonprofit organization that has been strengthening Latino

communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site.

As the focus of Pan American Academy is academic excellence, we recognize that to reach this level of achievement students and their families must be safe and healthy. With Congreso's partnership, Pan American can connect our students and their families to education, employment, health, and family support services, removing any barriers they may have to scholastic achievement.

Through our partnership with Congreso, Pan American Academy is focusing on the whole youth, we are not only enriching our students' lives academically and culturally, but we are also working to ensure that they can connect to services, if needed, to access new opportunities.

In opening this truly community-based school, all of us — parents, students, community members, teachers, and administrators — came together to create a positive and effective school environment for children in our community. At Pan American Academy we seek to create internationally-minded, lifelong learners who have the skills and motivation to succeed — the next generation of global leaders.

At Pan American Academy we are approaching education as discovery — discovery of culture, language, community, and the love of learning. Through this approach we instill in each student the desire and capabilities to achieve high academic standards. From implementing a dual instruction (English & Spanish) program to participating in the national Teacher Advancement Program (TAP) to involving parents as true educational partners, Pan American Academy has created an educational community that represents the best practices in education today.

## **Mission**

Pan American Academy Charter School aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students will be encouraged to become active, compassionate and lifelong learners.

## **Vision**

Pan American Academy Charter School empowers students to excel academically and become inquiring, bilingual intercultural students.

## **Shared Values**

### **Values and Beliefs**

**We believe...**

- In accountability for all
- In celebrating diversity by emphasizing culture competencies
- In acceptance, communication, and the power of positive relationships
- In lifelong learning, students and staff
- In shared governance and decision-making among students, parents staff and the community at large
- In meaningful collaboration focused on teaching and learning
- In engaging students daily in an inquiry-based approach to learning.

**Learner Profiles**

**Our students will strive to be:**

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.

**Attitude Profiles**

**Our students should demonstrate:**

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance.

**Academic Standards**

The following table delineates what Pan American Academy's graduates are expected to know upon completion of eighth grade; it emphasizes Pan American's focus on rigor, personal inquiry skills, and lifelong engagement in learning.

Because of the importance to the Pan American mission of the integration of culture into all aspects of learning, the school has the following unique standard: **All students exhibit strong understanding and appreciation of cultures.**

Objectives are that:

- All students will have ample knowledge, not only about the Spanish-speaking peoples of Philadelphia and the world, but also of African, Caribbean, Asian, and European cultures as well, both locally and globally.
- All students will be able to interact with many kinds of people from many places.
- Students will see themselves as citizens of the world, with myriad opportunities and responsibilities as engaged citizens.

Subject	What Pan American graduates should know and be able to do
Language arts (reading, writing, speaking, listening)	<ul style="list-style-type: none"> <li>• be able to read fluently anything the graduate chooses or needs</li> </ul>

Subject	What Pan American graduates should know and be able to do
	<p>to read</p> <ul style="list-style-type: none"> <li>• be able to listen to and participate appropriately in any discussion</li> <li>• be able to speak effectively (Note: new research indicates that speaking informs writing)</li> <li>• be able to recognize and remember some major works in world literature and major references to figures from major works</li> <li>• understand that reading and writing are part of all other subjects</li> <li>• be able to read for pleasure</li> <li>• be able to do research, that is, be able to find information on any subject and report that information in a variety of media and formats</li> <li>• be able to write coherently and correctly</li> <li>• know and be able to use the fundamentals of English grammar and composition</li> <li>• be able to use technology as a tool for writing, researching, and reading</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• be able to add, subtract, multiply and divide whole numbers, fractions, and decimals whenever necessary</li> <li>• know the basic principles of algebra and geometry, recognize situations where that knowledge is useful, and be able to use it</li> <li>• have a sense of the ways in which the universe can be explained and interpreted mathematically, to understand that math is part of science, social studies, and many other kinds of information</li> <li>• have problem-solving skills using mathematics</li> <li>• be able to use technology as a tool in mathematics</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• be able to use the scientific method, that is, be able to formulate a hypothesis, perform experiments or observations to test the hypothesis, draw conclusions, and present the conclusions graphically, orally, and in words</li> <li>• be able to use technology as a science tool</li> <li>• understand the physical, chemical, and geological worlds and</li> </ul>

Subject	What Pan American graduates should know and be able to do
	<p>their interrelationships</p> <ul style="list-style-type: none"> <li>• understand the biological world, especially the human body and its systems</li> <li>• be responsible citizens of the planet, with an understanding of global environmental issues and of how we must treat each other physically and psychologically</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• be able to use a map to locate streets, cities, countries, continents</li> <li>• be able to locate or identify most countries on a map, to know the basic geography of the United States</li> <li>• be able to use technology as a tool for social studies</li> <li>• have a basic understanding of the history and government of the United States and a beginning sense of what it means to be a responsible citizen</li> <li>• understand how the history of various countries has shaped contemporary society</li> <li>• have enough knowledge and experience of the history and customs of other cultures to appreciate and respect those cultures and the people who represent them</li> <li>• be able to conduct research on social studies topics and be able to present these findings in written, oral, and visual form</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• be able to conduct at least a simple conversation with another person in Spanish</li> <li>• be able to write a note, letter, memo, etc., in Spanish</li> <li>• be able to read at least a simple piece of writing in Spanish</li> <li>• be able to locate Spanish-speaking countries on a map</li> <li>• have some knowledge of and appreciation of the history and culture of the various Spanish-speaking peoples of the world and in the U.S.</li> <li>• be familiar with some of the Latino resources of Philadelphia</li> </ul>
<b>Arts</b>	<ul style="list-style-type: none"> <li>• have enough experience of visual arts, music, and drama to choose any or all of them as lifelong pursuits, both as participants/creators and as audience</li> </ul>

Subject	What Pan American graduates should know and be able to do
	<ul style="list-style-type: none"> <li>• be able to discuss with insight visual arts, music, and drama</li> <li>• understand that arts are a crucial part of a full life and that they can be useful academic and vocational pursuits</li> <li>• recognize and appreciate some of the great works of the world</li> <li>• know and appreciate the arts resources of Philadelphia and understand how to access the arts resources of other places</li> </ul>
<b>Physical Education and Health</b>	<ul style="list-style-type: none"> <li>• understand the importance of lifelong fitness</li> <li>• know how to engage in individual fitness activities such as walking, recreational sports, and other forms of exercise</li> <li>• know the basic rules of various sports</li> <li>• understand how to participate as a member of a team</li> <li>• understand responsible behavior towards themselves</li> <li>• understand responsible behavior towards others</li> <li>• understand the risks of alcohol and drug use</li> <li>• be able to make good, independent decisions</li> <li>• understand the basic principles of good nutrition and how to make responsible food choices</li> </ul>

## Strengths and Challenges

### *Our Many Strengths*

In reflecting on our first two years of operation and planning for 2010-11, Pan America’s strategic planning committee has identified the following strengths of our school:

- **Building On Our Successful Start!** In our second year of operation, Pan American Academy can proudly say that we have made AYP for a second consecutive year based on student performance on the reading and math PSSA. In 2009-10 52.5% of our students scored proficient or higher on the math PSSA compared to 46.7% in 2008-09 (a 5.8% increase). In reading, 44.1% of our students scored at proficiency on the PSSA in 2009-10. While these reading scores were lower than in our 2008-09 scores, we made AYP based on predicted growth in the future. Continuing to emphasize reading and math and providing students with comprehensive supports in this area remains a top priority for the school, but our first two years of success make us optimistic for the future.
- **An Innovative School/Community Partnership Serving the Whole Child** — The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-

based nonprofit organization that has been strengthening Latino communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site. As the focus of Pan American Academy is academic excellence we recognize that to reach this level of achievement students and their families must be safe and healthy. With Congreso's partnership, Pan American can connect our students and their families to education, employment, health, and family support services, removing any barriers they may have to scholastic achievement. Through our partnership with Congreso, Pan American Academy is focusing on the whole youth, we are not only enriching our students' lives academically and culturally, but we are also working to ensure that they can connect to services, if needed, to access new opportunities.

- **Effective Dual-Language Instruction** — In our charter application, one of our academic goals states that Pan American students “will be able to speak, read, and understand Spanish, at least at grade-appropriate levels, and will have an understanding and appreciation of the Spanish-speaking peoples of the world.” In 2009-10 Pan American Academy again implemented its dual-language program, expanding it to include both kindergarten and first grades. The Center for Applied Linguistics defines a dual-language program as one that “provides literacy and content instruction to all students through two languages, promotes bilingualism and biliteracy, grade-level academic achievement and multicultural competence for all students.” We used a 50/50 model of English and Spanish instruction. This model is described in further detail in Section III. In 2010-11, kindergarten through second grade will be dual-language programs, and a grade will be added each year thereafter until the school is a K-8 bilingual/dual language school.
- **Implementing a National Model for Improving Teacher Quality** — In 2009-2010, Pan American remained part of the School District of Philadelphia's Promoting Excellence in Philadelphia Schools (PEPS) program. Participating in PEPS is providing Pan American with an unprecedented opportunity to improve the quality of our teachers in the classroom, which research has shown to be the single most important school-related factor in determining student performance. Through PEPS we implement the national Teacher Advancement Program (TAP), which contains four basic elements:
  1. **Multiple Career Paths** — TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending on their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase — and so does their compensation. This allows teachers to advance without having to leave the classroom. Pan American has one master teacher and three mentor teachers who will provide instructional leadership at the school.
  2. **Ongoing Applied Professional Growth (OPAG)** — TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers, so they can constantly improve the quality of their instruction, and, hence, increase their students' academic achievement. Teachers learn new instructional strategies and have greater opportunity to collaborate, leading them to become more effective teachers. OPAG in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Instead of trying to implement the latest fad in professional development, teachers use data to target these areas of need.
  3. **Instructionally Focused Accountability** — TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills,

Knowledge and Responsibility Standards, as well as for the academic growth of their students as determined by value-added calculations.

4. **Performance-Based Compensation** — TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.

PEPS/TAP provides Pan America with an opportunity to collaborate with the School District of Philadelphia and to be on the forefront of a national reform effort that has been lauded by President Barack Obama and highlighted in *Time Magazine's* February 25, 2008 cover story, "How to Make Great Teachers."

- **Joining a Global Community of Inquiry-Based Learning** — After successfully completing its discovery year last year, Pan American Academy, in 2009-10, completed the first year of a 3-year rigorous authorization process to become a site for the International Baccalaureate Organization's (IBO) Primary Years Programme (PYP). The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. Described in further detail in Section III, the PYP program is explicitly aligned with the mission and vision of our school, and we are proud to be considered as the first Philadelphia elementary school to implement this well-regarded program. Pan American Academy Charter School is now considered a PYP "Candidate School."
- **Strategic Use of Out-of-School Time:** Whether before school, after school, on the weekends or in the summer, opportunities for extended learning never end for the Pan American Academy student. Teachers are available for thirty minutes before school for drop-in student tutoring. Additionally, the teacher workday at Pan American, ends at 4:00 p.m. As such, all students whose skills are more than a year below grade level participated in academic enrichment tutorials, staffed by our certified teachers, from 3:00 to 4:00 p.m. daily. Project-based learning and homework help is incorporated into these tutorials. In 2009-10 approximately 60 students regularly participated in this tutoring. From 4:00 p.m. to 6:00 p.m., the school ran a year-round after school program in partnership with Congreso, which included both academic and recreational components. On Saturdays, all 150 students in grades 3-5 participated in intensive PSSA prep, aimed at raising achievement levels of all students, not just those performing below proficiency. Finally, in summer 2010, approximately 40 of our students are attending summer school (with preference given to students operating below grade level in literacy and mathematics) through our partnership with Congreso. These students are attending summer programs at the Freedom Schools and North Star Summer Program, both of which focus on literacy and math skill-building and cultural understanding.
- **Parents as Partners:** Unlike other charter schools which strive in vain for the parental involvement so critical to student success, Pan American has the great advantage of offering Congreso's social programs and services as incentives to bring Pan American parents into the school. Pan American's goal for parent participation, as stated in the charter application, was 50%. In 2009-10 we built on our already impressive level of parent involvement from 2008-09, and we hired a full-time Parent Coordinator to track and coordinate our parent involvement activities and plan parent workshops. Parents are strongly encouraged to donate 30 hours of service to the Pan American Academy community in a wide array of activities from helping sew costumes for our Winter Concert or assisting students during their read-alouds. New to 2009-10, Pan American Academy incorporated home visits into its student services model. In August 2009, all teachers conducted the home visits, with 73% of our students' homes successfully

visited. The aim of the home visit is to improve the relationship and communication among teachers, parents, and students and to encourage parents to be active participants in their children's education.

- Our Diversity — In today's globalized world, academic excellence cannot exist without awareness and understanding of the world's multiple cultures. Many of our students and teachers are bilingual and bicultural. Pan American Academy embraces this cultural diversity to enhance the academic experience of our students. Our strength is our diversity.

### ***Areas of Opportunity***

Watching the school transform from ideas in a charter application to a vital, community-based school over the past two years has been an awesome experience for all those involved in the founding and implementation of Pan American. Yet, while we celebrate our many successes, we continuously look at ways to improve our program. In 2010-2011 we will:

- While official we made AYP in 2009-2011, we did not meet State targets which will be rising again in 2010-2011. Therefore, we are acutely aware of the need to focus on student achievement in reading and math to ensure that our students continue to improve academically and that we can meet the state performance targets, which will be increasing in spring 2011 to 67% proficient in math and 72% proficient in reading.
- Despite being successful in meeting the 75% state charter school certification requirement for professional staff (86.22% of our staff were certified in 2009-10), we need to increase the percentage of our teachers that meet the NCLB definition of highly qualified, possess a valid PA certification, AND are bilingual in Spanish. This is necessary as we begin to expand our dual language program into the older grades and to ensure that we remain in compliance with Act 22 and NCLB, while simultaneously ensuring that our staff have the skills required to teach in a dual-language program. Additionally, decreasing staff turnover mid-year is a goal for 2010-11 and forward.
- Improve student attendance to the level of 95% average daily attendance or higher.
- Continue to make progress toward moving into our new, state-of-the-art educational facility 2800 North American Street, Philadelphia (in our catchment area). Groundbreaking is anticipated for late August 2010 for school occupancy in fall 2011.
- Increase the number of meaningful community and educational partnerships that enrich the educational and social-emotional programs at Pan American.
- Increase the number of parents who are completing the requested 30 hours of volunteer service at the school and monitor parent participation and volunteer placement more effectively using our Parent Coordinator.

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

## Strategic Planning Process

### Strategic Planning Process

The Pan American Academy Charter School has developed a group of administrators, board members, teachers, and parents who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2009-10, this group met to develop this annual report various multi-year strategic plans including the professional education plan, induction plan, educational technology plan, and student services plan.

In conjunction with the preparation of this report and the above eSP plans, Pan American conducted a comprehensive needs assessment in 2009-10. We examined the following data during this review:

- PSSA spring 2009 test scores for mathematics and reading (grades 3-4), and science (grades 4).
- TerraNova spring 2009 test scores for math and reading (grades 1-2).
- Review of student benchmark data (Study Island, DRA)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Review of stakeholder feedback including students, parents and staff
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

This strategic planning team will remain active throughout our charter term as the school completes updates various eSP plans, completes IBO PYP authorization, and reviews data annually to set goals for the upcoming year and prepare the Charter Annual Report.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Bellot, Dario	Congreso de Latinos Unidos, Administration Vice President	Board Member	Board of Trustees
Carrera, Debora	Kensington Creative and Performing Arts High School	Parent	Board of Trustees
Carrera, Mindy	Pan American Academy Charter School, ESOL	Elementary School Teacher	Evaleen Velazquez / Mentor Teacher
Clay, Tracy-Elizabeth	Teach for America, Inc.	Board Member	Board of Trustees
Eunice Quiles	MACCS, School Nurse Assigned to Pan American	Ed Specialist - School Nurse	Lynnette Marte / School Counselor

Gomez, Ivette	President, Home & School Association, Pan American Academy Charter School	Parent	Board of Trustees
Jerchua, Lydia	Pan American American Charter School	Administrator	CEO
Lee, Claudia M.	Pan American Academy Charter School, Asst. CEO	Administrator	Wanda Novales / CEO
Lugo, Lidis	Congreso - Social Worker	Community Representative	Board of Trustees
Lumpkin, Lisa	Pan American Academy Charter School, Mentor Teacher	Elementary School Teacher	Evaleen Velazquez / Mentor Teacher
Marte, Lynnette	Pan American Academy Charter School, Counselor	Ed Specialist - School Counselor	Eunice Quiles / School Nurse
Novales, Wanda	Pan American Academy Charter School, CEO	Administrator	Board of Trustees
Perez, Claudia	Pan American Academy Charter School, Master Teacher	Administrator	Wanda Novales / CEO
Scoleri, Donna Longo	Pan American Academy Charter School, DOO	Administrator	Wanda Novales / CEO
Torres, Nicholas	Congreso de Latinos Unidos, President	Board Member	Board of Trustees
Velazquez, Evaleen	Pan American Academy Charter School, Mentor Teacher	Elementary School Teacher	CEO

## Goals, Strategies and Activities

### **Goal: Goal 1: Increase Student Achievement in Reading & Mathematics**

**Description:** Pan American Academy will make Adequate Yearly Progress (AYP). At least 63% of all students will be proficient in Reading (as measured by the reading PSSA) OR we will make continuous progress in raising student achievement to the extent that we make AYP through, safe harbor, confidence interval, or growth model. At least 54% of all students will be proficient in Math (as measured by the math PSSA) OR we will make continuous progress in raising student achievement to the extent that we make AYP through, safe harbor, confidence interval, or growth model.

#### **Strategy: Educational Software**

**Description:** Use software and web-based resources for student diagnostic and benchmark assessments, to provide differentiated instruction (including center-based learning), to provide academic interventions, and to increase student engagement in learning.

### **Activity: DRA (English & Spanish)**

**Description:** Pan American will administer the DRA in English and Spanish to determine reading levels for students in grades K-5 at least three times per year. This will enable us to determine if students are making adequate growth over time and to assign interventions if not.

#### **Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009 Finish: Ongoing	\$4,800.00
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**Status:** In Progress — Upcoming

### **Activity: English Language Learner (ELL) Services**

**Description:** Pan American Academy Charter School uses two different models of language instruction. All teachers and students in K-1 (K-2 beginning 2010-11) are involved in a bilingual, dual—language program. Teachers and ELL students in grades 2-5 (3-6 in 2010-11) participate in an ESOL push-in program that is conducted in “ESOL Friendly” homerooms. Our ELL plan includes all required elements including a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements. The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English from a contracted provider. They participate in the extended day programs for tutorial support and extra opportunities to practice English in the cultural programming from 4-00 — 6:00 p.m. The program is designed to: (1) Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing; (2) Ensure an effective and meaningful participation in regular education; and (3) Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

#### **Person Responsible Timeline for Implementation Resources**

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Carrera, Mindy	Start: 9/1/2010 Finish: Ongoing	-
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**Status:** Not Started — Overdue

**Activity: Reading A-Z & RAZ-Kids**

**Description:** Pan American Academy Charter School will implement Reading A-Z and RAZ-Kids, two online resources that promote literacy through online leveled books, lesson plans, worksheets and quizzes, etc. These sources can be used in various reading settings from whole class to small group to individual work whether with core, ESOL, special education, RtI (Response to Intervention), bilingual and other such programs. All materials are research-based, standards-based, and results oriented.

**Person Responsible Timeline for Implementation Resources**

Novales, Wanda	Start: 9/1/2009	\$9,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Study Island**

**Description:** Pan American will purchase and implement Study Island, a web-based program aligned to the math PSSA, for use in school and in the after school program, in Saturday school, and at home. Students in grades 2 and up will participate.

**Person Responsible Timeline for Implementation Resources**

Novales, Wanda	Start: 9/1/2009	\$18,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Effective Instruction through PEPS/TAP**

**Description:** Student achievement depends on high quality teaching. Investing time in monitoring instructional practices and providing for professional development as means of raising student achievement can improve instruction. Since 2008-09, Pan American Academy has participated in the Promoting Excellence in Philadelphia Schools (PEPS) pilot program of the national Teacher Advancement Program (TAP). PEPS Leadership Team (administrator, master teacher, mentor teachers) will use cluster meetings to ensure effective lesson planning and that instruction is

directly tied to student math and reading achievement goals. Four PEPS observations a year will provide teachers with ongoing feedback as to the quality of their instruction as well as offer strategies for improvement. PEPS Leadership Team will model effective instruction during math and reading lessons.

**Activity: Cluster Meetings**

**Description:** Teachers will meet once a week in grade-level groups. Meetings are led by Mentor or Master teachers and focus on instructional issues that teachers are facing as determined by student achievement data and observations.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	35	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Pan American Academy Charter School - PEPS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.	The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>
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- 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:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</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>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

### **Activity: Formal Observations**

**Description:** Each teacher will have four formal observations per year conducted by Master Teachers, Mentor Teachers and the Chief Executive Officer. The observations will track the teachers' progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the leadership team to create an action plan based on the observation and student assessment data. By focusing the teacher's actions through this process she/he will increase student achievement through better instruction.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Novalles, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

### **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>
1.00	4	25
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Pan American Academy Charter School - PEPS	• School Entity	Approved

**Knowledge and Research and Best Practices Skills**

**Designed to Accomplish**

Teachers will be assessed across 26 indicators rating the following teaching qualities: 1) Design and Planning 2) The Learning Environment 3) Instruction The teacher and leadership team will work together to improve the teacher's practices to reach exemplary on each indicator.

TAP was developed by research-based methodologies and best practices from successful practitioners. "The teacher responsibility rubrics were designed based on the work of Rowley (1999) and various teacher accountability systems including: Rochester (New York) Career in Teaching Program Douglas County (Colorado) Teacher's Performance Pay Plan Vaughn Next Century Charter School (Los Angeles, CA) Performance Pay Plan and Rolla (Missouri) School District Professional Based Teacher Evaluation."  
[http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements\\_ifa](http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements_ifa)

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed

to analyze and use data in instructional decision-making.

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

- Provide school leaders with the ability to access and use appropriate data to inform decision-making.

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

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Elementary (grades 2-5)</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- Analysis of student work, with administrator and/or peers
- Lesson modeling with mentoring
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### **Activity: TAP Coaching**

**Description:** Master Teachers and Mentor Teachers observe all of the teachers once a week and provide feedback on the teacher’s progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the Master and Mentor Teacher to create an action plan based on the observation and student assessment data. By focusing the teacher’s actions through this process she/he will increase student achievement through better instruction.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Novalles, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

#### **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>
1.00	35	30
<b>Organization or Type of Provider Institution Name</b>		<b>Provider’s Department of Education Approval Status</b>

Pan American  
CS / PEPS -  
School District  
of Philadelphia

- School Entity

Approved

**Knowledge and Research and Best Practices Skills**

**Designed to Accomplish**

Teachers will be assessed across 26 indicators rating the following teaching qualities: 1) Design and Planning 2) The Learning Environment 3) Instruction The teacher and leadership team will work together to improve the teacher's practices to reach exemplary on each indicator.

TAP was developed by research-based methodologies and best practices from successful practitioners. "The teacher responsibility rubrics were designed based on the work of Rowley (1999) and various teacher accountability systems including: Rochester (New York) Career in Teaching Program Douglas County (Colorado) Teacher's Performance Pay Plan Vaughn Next Century Charter School (Los Angeles, CA) Performance Pay Plan and Rolla (Missouri) School District Professional Based Teacher Evaluation."  
[http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements\\_ifa](http://www.talentedteachers.org/policyresearch/policyresearch.taf?page=elements_ifa)

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

Mentor and Master teachers will provide lesson modeling, co-teaching, running-log, and observation feedback to assist the teachers.

- students
- Provide 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.

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

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<b>Role</b>	<b>Grade Level</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> <li>• Elementary (grades 2-5)</li> </ul>

**Follow-up Evaluation Methods**

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## Activities

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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

**Status:** In Progress — Upcoming

**Strategy: Extended Time on Task**

**Description:** Students will be provided extended time to master fundamental subjects, such as reading and math.

**Activity: Congreso After School Programming**

**Description:** Through our after school programming, Congreso has planned and implemented the Freedom School curriculum. The curriculum specifically exposes students to diverse cultures.

**Person Responsible Timeline for Implementation Resources**

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Torres, Nicholas	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Literacy Block**

**Description:** Pan American endeavors to create literacy based classrooms. Each day, there is a 3-hour literacy block, which enables the school to deliver a balanced literacy curriculum of shared reading, guided reading, independent reading, etc. The literacy block follows the 50/50 dual language model (in grades K-1 in 2009-10 and K-2 in 2010-11), with 50% of instruction in English and 50% instruction in Spanish.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Summer School**

**Description:** Congreso runs an existing summer school program consisting of the Freedom

Schools and North Star Summer Program. 100 Pan American students, with priority given to students operating below grade level in literacy and mathematics can attend this program free of charge. The program focuses on literacy-building, math support, and cultural understanding.

**Person Responsible Timeline for Implementation Resources**

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Novalles, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Tutorial Period**

**Description:** The Pan American Academy school day begins at 8:30 a.m. and ends at 4:00 p.m. From 3:00 to 4:00 p.m. students are grouped according to academic literacy and mathematics needs. These groups are involved in tutorials, academic enrichment, and homework help. Teachers are also available for drop-in and pre-scheduled tutoring in the 30 minutes prior to the start of school each morning.

**Person Responsible Timeline for Implementation Resources**

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Novalles, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Monitoring Student Progress**

**Description:** Pan American will frequently assess students on reading and math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

**Activity: DRA (English & Spanish)**

**Description:** Pan American will administer the DRA in English and Spanish to determine reading levels for students in grades K-5 at least three times per year. This will enable us to determine if students are making adequate growth over time and to assign interventions if not.

**Person Responsible Timeline for Implementation Resources**

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Novalles, Wanda	Start: 9/1/2009	\$4,800.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: School-Designed Benchmark**

**Description:** Pan American will develop and administer a benchmark assessment to be administered three times per year in grades K-2. Will combine assessment materials from Harcourt's StoryTown, Harcourt Math, Everyday Math, and other teacher developed assessments.

#### **Person Responsible Timeline for Implementation Resources**

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Novalles, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Standards Aligned, High Quality Curriculum**

**Description:** Pan American has selected reading and math curricula and materials aligned to PA Standards and Assessment Anchors. Emphasis in selection was on materials that were multicultural and culturally sensitive, inquiry-based, hands-on, and adaptable to different learning styles and abilities.

### **Activity: 100 Book Challenge**

**Description:** In 2009-10, Pan American Academy implemented the American Reading Company's 100 Book Challenge, a systemic independent reading program for grades K-6. The 100 Book Challenge has students reading 60 minutes a day from grade-level libraries containing real books each from a wide variety of genres, subject areas, and perspectives (in English and Spanish). The classroom libraries are further organized into color-coded groups that indicate the reading levels, which ensure that every student can easily access appropriate materials in their independent reading level. Teachers will work with students, coaching them on reading. Students read 30 minutes in school and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students. Using national standards for reading proficiency, both books and students are leveled based on what readers need to know and be able to do at each of the five developmental stages of reading acquisition, as outlined by No Child Left Behind.

#### **Person Responsible Timeline for Implementation Resources**

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Novalles, Wanda	Start: 9/1/2010	-
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Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Everyday Mathematics**

**Description:** Beginning in 2009-10, Pan American will use Everyday Mathematics in grades K-6. This curriculum, now used by the School District of Philadelphia, is a research-based program developed by the University of Chicago School of Mathematics. It was attractive to Pan because it emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

#### **Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Harcourt StoryTown**

**Description:** Pan American uses Harcourt's new StoryTown curriculum materials in executing the School District of Philadelphia's Core Curriculum in reading. StoryTown is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction. Technology based resources are included.

#### **Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: International Baccalaureate Organization's Primary Years Programme (PYP)**

**Description:** In 2009-10, the school completed the first year of a three-year authorization process to become the first PYP school in Philadelphia. Pan American selected IBO's PYP because it encourages international-mindedness, encourages a positive attitude to learning, reflects real life, and emphasizes the development of the whole student. In 2009-10, Pan American began developing its PYP curriculum integrating the six disciplines (including language and mathematics) among the six transdisciplinary themes of IBO. The school will use this developing curriculum along with the District's Core Curriculum until the school's full PYP curriculum is written.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: School District of Philadelphia Core Curriculum**

**Description:** The school chose the Core Curriculum of the School District of Philadelphia as the basis of its language arts/literacy curriculum and math curriculum, because it is comprehensive and supports the mission of the school in its focus on rigor, the building of inquiry skills, and the cultural diversity and sensitivity of materials.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Study Island**

**Description:** In 2009-10 Pan American purchased and implemented Study Island, a web-based test preparation and student benchmarking system, which is explicitly aligned to the assessment anchors tested on the PSSA (for reading, math, and science). Students in grades 3 and up use this program for test prep, remedial instruction, and enrichment activities. Students are assessed twice annually to measure student progress and identify specific student needs.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda      Start: 9/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### ***Strategy: Supporting Students with Special Needs***

**Description:** Pan American serves a diverse student population requiring specialized services to enable them to achieve to high and realistic expectations. This includes approximately 11% of our population that receive special education services and 20% who receive ELL services. (Level of Service: Consultation and Coordination Services)

### ***Activity: English Language Learner (ELL) Services***

**Description:** Pan American Academy Charter School uses two different models of language instruction. All teachers and students in K-1 (K-2 beginning 2010-11) are involved in a bilingual, dual—language program. Teachers and ELL students in grades 2-5 (3-6 in 2010-11) participate in an ESOL push-in program that is conducted in “ESOL Friendly” homerooms. Our ELL plan includes all required elements including a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements. The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English from a contracted provider. They participate in the extended day programs for tutorial support and extra opportunities to practice English in the cultural programming from 4-00 — 6:00 p.m. The program is designed to: (1) Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing; (2) Ensure an effective and meaningful participation in regular education; and (3) Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

### **Person Responsible Timeline for Implementation Resources**

Carrera, Mindy      Start: 9/1/2010      -  
Finish: Ongoing

**Status:** Not Started — Overdue

## **Activity: Special Education**

**Description:** Pan American provides a first class special education program for students with special needs. The primary method of special education instruction at Pan American is the inclusion model. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. in the school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). Pan American's special education policies were designed and are implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 — PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), Chapters 14 and 15 of the Pennsylvania State Board of Education. The following six concepts serve as the foundation for Pan American's special education program: zero reject, Individualized Educational Plan (IEP), Free and Appropriate Education (FAPE), Least Restrictive Environment (LRE), due process and parental involvement, and non-discriminatory evaluation. Pan American presently employs a full-time Special Education Coordinator and two full-time special education teachers.

### **Person Responsible Timeline for Implementation Resources**

Jerchua, Lydia	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Goal 2: Proficiency in Spanish**

**Description:** Students will be able to speak, read, and understand Spanish, at least at grade appropriate levels, and will have an understanding and appreciation of the Spanish-speaking peoples of the world.

### **Strategy: Cultural Awareness Through Community Partnerships**

**Description:** At Pan American we celebrate diversity by emphasizing cultural competencies. Our students are expected to help to create a better and more peaceful world through intercultural understanding and respect. In 2009-10, Pan American had over 30 substantial community partnerships, many who assisted the school to exposing our students to different cultures.

### **Activity: Congreso After School Programming**

**Description:** Through our after school programming, Congreso has planned and implemented the Freedom School curriculum. The curriculum specifically exposes students to diverse cultures.

#### **Person Responsible Timeline for Implementation Resources**

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Torres, Nicholas	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: El Taller Puertorriqueño**

**Description:** This local community arts organization that celebrates the Latino arts, provides art teachers for the school's after school program (including the mural arts club), provides arts and culture workshops, and provides admission for our students to their museum.

#### **Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Spanish Education**

**Description:** Spanish instruction will begin in kindergarten, because research suggests that knowing a second language can have powerful effects on learning. There is also research suggesting that young learners acquire language in a different part of the brain than older learners and that it is easier to learn and to remember new language at a younger age. Based on this research, learning the Spanish language will not only position students to engage in a multilingual and multicultural world, but it may also enhance their performance in other skills.

### **Activity: Center for Applied Linguistics**

**Description:** Pan American partners with this organization for ongoing professional development and support in both implementing Spanish instruction in our non-Dual Language Program grades (grades 3-6 in 2010-11) and in implementing our Dual Language Program (grades K-2 in 2010-11).

**Person Responsible Timeline for Implementation Resources**

Novales, Wanda	Start: 9/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Activity: Dual Language Instruction - Professional Development**

**Description:** Our Dual Language Program is designed to graduate bilingual, bi-cognitive, bi-literate and multicultural students. In 2009-10, the Dual Language Program will be implemented in Kindergarten and 1st grade, adding a grade each year until our goal of becoming a K-8 Bilingual/Dual Language school is achieved. The program uses a 50/50 model where language arts, math, science, and social studies are taught equally in Spanish and English. Art is taught in Spanish. Music is taught in English. Teachers are trained to help students code switch between the languages and how to facilitate the 50/50 model.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	18	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Center for Applied Linguistics, Pan American Academy CS, NABE, and ATFA	<ul style="list-style-type: none"> <li>School Entity</li> <li>Non-profit organization</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to facilitate the 50/50 model including: 1) Creating a positive interactions between English and Spanish speaking students and	The Center for Applied Linguistics published the Guiding Principles for Dual Language Education in 2007, which can be found at <a href="http://www.cal.org/twi/Guiding_Principles.pdf">http://www.cal.org/twi/Guiding_Principles.pdf</a> . The guidebook outlines effective practices to implement a successful dual language	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's</li> </ul>
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staff  
 2) Designing cooperative learning projects to facilitate interactions  
 3) Total Physical Response techniques

program, which we provide to our teachers during our PD sessions.

- 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.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• World Languages</li> </ul>

**Follow-up Activities      Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Lesson modeling with mentoring</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>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• DRA (English and Spanish DRA results)</li> </ul>
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**Status:** In Progress — Upcoming

## Activity: Dual Language Program

**Description:** Our Dual Language Program is designed to graduate bilingual, bi-cognitive, bi-literate and multicultural students. In 2009-10, the Dual Language Program will be implemented in Kindergarten and 1st grade, adding a grade each year until our goal of becoming a K-8 Bilingual/Dual Language school is achieved. The program uses a 50/50 model where language arts, math, science, and social studies are taught equally in Spanish and English. Art is taught in Spanish. Music is taught in English.

### Person Responsible Timeline for Implementation Resources

Novales, Wanda	Start: 9/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## Activity: Spanish - Professional Development

**Description:** In response to teacher and parent feedback we will be offering Spanish classes starting in fall 2010. These classes will provide both parents and teachers with vocabulary and grammar to help them support their students who are enrolled in the dual language program.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2010	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	20	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Pan American Academy Charter School and Congreso	<ul style="list-style-type: none"> <li>School Entity</li> <li>Non-profit organization</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Parents and teachers will learn Spanish vocabulary	By building our parents' and teachers' Spanish skills, they will be	<i>For classroom teachers, school counselors and education</i>
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and grammar.

able to support our students as they *specialists*:  
progress through the dual-language  
program.

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

### **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><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• World Languages</li></ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"><li>• Journaling and reflecting</li></ul>	<ul style="list-style-type: none"><li>• Spanish quizzes (Short quizzes to assess participant's progress)</li></ul>	

**Status:** Complete

## **Goal: Goal 3: Parent Involvement**

**Description:** We view parents as essential partners in education, and strive to actively include parents in decision-making and day-to-day operations. Pan American's goal, as stated in our charter application, is to have a high rate (at least 50%) of parent participation in school events.

From an active Home & School Association to attendance at parent teacher conferences as high as 90%, parents are truly involved at the school.

### **Strategy: Professional Development for Staff in Parent Outreach**

**Description:** Central to the success of our parent involvement campaign on having a meaningful impact on the educational experience of our children is ensuring that staff possess the ability to effectively collaborate with parents and families.

### **Activity: Parent Involvement - Professional Development**

**Description:** Teachers will learn effective methods to engage parents in their students' academic process and utilize them as volunteers in the classroom. Pan American asks each parent to donate 30 hours of service throughout the school year, we want to provide our teachers with the tools to make that experience positive and productive. Additionally, teachers are trained to provide skills for parents to help their students in a dual language program.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to: - Identify goals for the conversation - Set a positive and constructive tone - Reflect on areas in which the student could grow - Create a plan with parent to continue or further engage the student - Create a structure for parents to volunteer in the classroom - Identify activities that parents can complete during volunteer hours	Education World recognized, "Research has shown that parental involvement is the most important factor in a student's success in school." By building strong relationships with parents through parent teacher conferences Pan American will be able to continue to improve parent participation.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

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

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>

- School counselors
- Other educational specialists

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Journaling and reflecting</li> <li>• Parent volunteer hrs</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Volunteer Hours (Number of parent volunteer hours)</li> </ul>

**Status:** In Progress — Upcoming

### ***Strategy: Use Technology to Enhance Parent Involvement in the School***

**Description:** Pan American Academy charter school will use Internet and telecommunications resources to connect with parents on an on-going basis.

### ***Activity: Open-Door Policy Using Telecommunications***

**Description:** Pan American reinforces its open-door parent involvement practice through the use of Smart Phones (e.g. Blackberry). At the start of each school year, all teachers receive a Smart Phone programmed with each of their students' parental contact information. In turn, parents are given the phone number and email account for their children's teachers. This technology enables parents and teachers to communicate easily and on an ongoing basis. The school also maintains in constant communication with parents via the school's local and long-distance phone service.

#### **Person Responsible Timeline for Implementation Resources**

Novalles, Wanda	Start: 7/1/2009 Finish: Ongoing	\$92,700.00
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**Status:** In Progress — Upcoming

## ***Goal: Goal 4: Student Engagement and Commitment to Pan American***

**Description:** There will be a high rate of student engagement and commitment to Pan American reflected in an attendance rate of at least 95% and very low suspension rate.

## **Strategy: Consistent Implementation of Code of Conduct**

**Description:** Pan American has identified 8 school wide learning goals, the purpose of which is to provide children with a consistent system of behavior management that is used throughout the school. Consistency is the key to the implementation of the learning goals. Teachers focus on these goals everyday throughout the day as the point of reference for how children are behaving.

### **Activity: Class Meetings**

**Description:** Teaching a child to become self-disciplined is a skill that requires consistency and the use of effective role models from teachers and parents. One tool that we use at Pan American is weekly Class Meetings held in every classroom throughout the school year. In the meetings, teachers facilitate conversations amongst their students about issues relevant in their lives, including issues surrounding behavior and feelings. The meetings, which are structured, help teachers to create a climate of social belonging in the classroom where children are valued and respected for their different points of view. Example topics for classroom meetings include, "What would you change about the school? How do you feel when your classmates argue? The one thing I would change about my teacher is. ..My most exciting moment in school was ..., etc."

#### **Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Classroom Culture - Professional Development**

**Description:** Lou Tenaglia provides extensive training on classroom management and culture. Our teachers will learn how to create a positive and constructive learning environment through the use of positive reinforcements and consistent consequences. Mr. Tenaglia initially provides group training and then follows up with coaching and modeling for individual teachers.

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<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

#### **Professional Development Activity Information**

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<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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3.00	3	30
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Lou Tenaglia		Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

1) Address instruction and assignments to challenge academic achievement while continuing to assure individual student success. This includes explicit discussion about academic rigor and student behavior. 2) Act to stop inappropriate behavior so as not to interrupt the instructional activity. 3) Students must be aware of the connection between tasks and grades. 4) Differences between effective and ineffective praise. 5) Be consistent in delivering consequences to all students. 6) Include lessons on school-wide learning goals 7) Teach and discuss the vocabulary of the school-wide attitudes.

Harry Wong (1998) states that classroom management is the greatest predictor of student and teacher success. The management of the classroom determines how time and activities are effectively organized to maximize student learning. Teachers at Pan American Academy CS will learn more constructive ways to manage the classroom and therefore increase student achievement.

*For classroom teachers, school counselors and education specialists:*

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

<b>Role</b>	<b>Grade Level</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> <li>Elementary (grades 2-5)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Peer-to-peer lesson discussions</li> <li>Lesson modeling with mentoring</li> <li>Journaling and reflecting</li> <li>Curriculum discuss</li> </ul>	<ul style="list-style-type: none"> <li>Morning Meeting (On-going morning meeting implementation)</li> </ul>

**Status:** In Progress — Upcoming

## Activity: Learning Goals Self-Assessment

**Description:** Teachers are encouraged to review the 8 learning goals all of the time throughout the school year. Each class at Pan American implements a system of weekly student learning goal self-assessment, teacher review, one-on-one mentoring, and parent review.

### Person Responsible Timeline for Implementation Resources

Novales, Wanda	Start: 9/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## Activity: School Wide Behavior System - Professional Development

**Description:** Pan American is implementing a School-Wide Positive Behavior Support System in 2009-2010, the staff will be trained on how to implement the plan to create a productive learning environment in the classrooms.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pan American Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Pan American teachers will learn: - Pan American's code of conduct - How and when to give out positive behavior reinforcements - How and when to give out negative behavior reinforcements - How to create a	Pan American developed this program as a proactive approach to discipline that promotes appropriate student behavior and increased learning. It is based upon a three-tier model that ties into IDEA's Rtl model. Research shows that a	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u></li> </ul>
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positive learning environment - The difference between discipline and punishment - How to create learning goals with students and use them to drive academic success

positive behavior system can be more effective than traditional behavior management programs (Horner, 2000). For more information see the PDE's website: <http://www.pde.state.pa.us/>

based on research on effective practice, with attention given to interventions for struggling students.

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

<b>Role</b>	<b>Grade Level</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> <li>Elementary (grades 2-5)</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul>

**Status:** In Progress — Upcoming

### ***Strategy: Identifying Barriers to Learning***

**Description:** Many of our students come to school with academic, social, economic, health, and behavioral barriers to learning which manifest themselves in low achievement and/or disciplinary issues. Pan American will develop and implement a coordinated plan to mitigate these barriers with the intent of decreasing the rate of disciplinary issues while simultaneously increasing student achievement.

### ***Activity: Comprehensive Student Assistance Program (CSAP)***

**Description:** In coordination with our Safe & Drug Free Schools programming, Pan American will implement a systemic process using techniques to mobilize school resources to remove barriers to learning. Beginning in 2009-10, Pan American will form a CSAP team comprised of administration, counselor, nurse, special education coordinator, education specialists, master and mentor teachers, and community representatives. Members will be trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the CSAP team will assist the parent and student so they may access

services within the community. CSAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up. Pan American will partner with Congreso and Community Behavior Health to ensure at least two full-time counselors/therapists will be based on-site at the school to address the behavioral health needs of students and families.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Congreso Private Client Manager**

**Description:** Our partner and founding organization, Congreso, partners with the school to ensure at least two full-time counselors/therapists will be based on-site at the school to address the behavioral health needs of students and families. Congreso is an authorized mental health provider. Services include a full continuum of behavioral health services including individual counseling, family counseling, home visits, etc.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Response to Intervention (RTI)**

**Description:** RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, Pan American will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

**Person Responsible Timeline for Implementation Resources**

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Novales, Wanda	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Goal 5: Retention of Certified and Highly Qualified Teachers**

**Description:** Pan American will meet teacher certification and HQT requirements by recruiting and retaining high quality staff. At least 75% of all certifiable staff will possess a valid PA certification in the subject area in which they are assigned. 100% of all core content teachers will meet the NCLB definition of highly qualified.

### **Strategy: Leadership Development Opportunities**

**Description:** Teachers will be able to develop their leadership skills through the TAP leadership trainings.

### **Activity: TAP Leadership - Professional Development**

**Description:** Members of the leadership team need to complete the TAP leadership trainings to become certified TAP evaluators. Training continues after certification to provide ongoing support of the implementation of the program.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Novalles, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

  

<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6.00	9	5

  

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
TAP-PEPS, Todd White - Focus for Learning	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Association</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The Leadership teams will learn:</p> <p>1) How to conduct a successful observation</p> <p>2) How to provide constructive feedback using the TAP rubric</p> <p>3) Norming of the TAP rubric so that all members of the team are rating teachers equally</p>	<p>TAP™ was developed based upon scientific research as well as best practices from the fields of education, business and management. The TAP Elements of Success stem from research findings about effective practices in attracting, developing, motivating and retaining the highest quality teachers to the profession, and particularly to high-need schools. The core aspects of TAP are also consistent with best practices in business and industry to develop and motivate employees. For more information please see: <a href="http://www.tapsystem.org/policyresearch/policyresearch.taf?page=research">http://www.tapsystem.org/policyresearch/policyresearch.taf?page=research</a></p>	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides</li> </ul>

leaders with the ability to access and use appropriate data to inform decision-making.

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

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

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>

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<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-</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>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul> |
|--|---|

- area
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- peers
- Analysis
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- student
- work,
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- administr
- ator
- and/or
- peers
- Creating
- lessons
- to meet
- varied
- student
- learning
- styles
- Lesson
- modeling
- with
- mentorin
- g
- Classroom student assessment data

**Status:** In Progress — Upcoming

***Strategy:* Professional Learning Community**

**Description:** Teachers will work together with the administration and as a peer group to create a professional learning community.

***Activity:* Cluster Meetings**

**Description:** Teachers will meet once a week in grade-level groups. Meetings are led by Mentor

or Master teachers and focus on instructional issues that teachers are facing as determined by student achievement data and observations.

Person Responsible	Timeline for Implementation	Resources
Novales, Wanda	Start: 9/1/2009 Finish: 6/30/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	35	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Academy Charter School - PEPS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.	The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers</li> </ul>
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educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

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#### **Role**

- Classroom teachers
- Principals / asst. principals

#### **Grade Level**

- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

### **Follow-up Activities**

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

### **Evaluation Methods**

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- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

**Status:** In Progress — Upcoming

## **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?**

#### ***School District of Philadelphia Core Curriculum***

In 2009-2010, the Pan American Academy Charter School again implemented the School District of Philadelphia's Core Curriculum for literacy, math, science, and social studies. Pan American was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what student outcomes “look like” at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

The Core Curriculum contains three components: (1) A Year at a Glance — provides a snapshot of the content to be covered during the year, (2) Planning and Scheduling Timeline — provides teachers with what they are to teach and connects the concepts and skills to the PA Content Performance Descriptions and Pa Academic Standards, and (3) Core Curriculum — describes standards-driven, instructional best-practices written to include the rich cultural heritage and diverse learning styles of Philadelphia students.

Pan American adopted the School District of Philadelphia's Core Curriculum to ensure consistency in content and instruction in each grade level's classrooms as well as coordination between the content and instruction across grade levels. It was also selected, because the Planning and Scheduling Timelines provide links to PSSA preparation materials related to each concept.

In implementing the Core Curriculum, the school used the following curriculum materials in 2009-10: |

- **Reading:** Harcourt's new *StoryTown* reading series is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction.
- **Math:** Everyday Mathematics. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These

activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework, timed tests and a wide variety of math games.

- **Science:** For science, Pan American used Harcourt Science. In 2009-10, in preparation for implementing the International Baccalaureate Organization's Primary Years Programme (see below), the school began to incorporate the Full Option Science System (FOSS) topic modules. The hands-on modules/kits (e.g., plants and animals, weather, trees, magnetism and electricity) begin with inquiry investigations, then move students toward abstract ideas related to those investigations through simulations, models, and readings.
- **Social Studies:** Pan American implemented the Teacher's Curriculum Institute's *Social Studies Alive* program. The curriculum was chosen because it is interactive, has been proven effective, and it fits the mission of Pan American in its focus on intellectual rigor, understanding of culture, and the promotion of personal inquiry.

### ***International Baccalaureate Organization's Primary Years Programme (PYP)***

In 2009-2010, Pan American participated in the first year of the three-year authorization process to implement the PYP. There is growing evidence that this curriculum provides an opportunity for all students to succeed at the highest levels. (See, for example, "Schools Offer IB Program to Help Minority Students Excel," *Washington Post*, August 17, 2005.) The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. This emphasis speaks directly to the goals and mission of Pan American and would therefore, greatly enhance instruction at all levels. The PYP has a set of cross-disciplinary themes which are incorporated into classroom practice:

- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- how we share the planet.

*(The Primary Years Programme: a Basis for Practice, International Baccalaureate Organization, page 9)*

International Baccalaureate Organization research indicates that these organizing themes develop students' abilities to think, communicate, take risks, and be knowledgeable, principled, caring, open-minded, and well-balanced.

There is also a core set of concepts:

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?

- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Responsibility: What is our responsibility?
- Reflection: How do we know?

*(The Primary Years Programme: a Basis for Practice, page 7)*

In 2008-09 the CEO/principal and six teachers were trained to implement the PYP, and the rest of the instructional staff will have participated in this training by the close of summer 2010. Highlights from our 2009-10 PYP planning included:

- Submission of Application A
  - Received Candidate Status June 2010
  - Contacted by IB consultant — Lynn Tutuska (Hilton Head Island Middle School — IB Coordinator)
- Weekly Planning Meetings
  - Central Ideas
  - Concepts
  - Inquiry
  - Vertical and Horizontal Overlaps
- Completed Programme of Inquiry (POI)
- Summer Planning
  - Vertical and Horizontal Planning and Overlaps
  - Alignment of Standards to POI
  - Dual Language and the PYP
  - Inquiry in the PYP
  - Global Mindedness in an Urban School

As we enter the second year of the authorization process in 2010-11 as a “candidate school” our PYP implementation plans include:

- Implementation: Two Units of Inquiry (UOI)
  - 6 Weeks Long/30 Lessons
  - Inquiry
  - Transdisciplinary
  - Global
  - IB Profiles
  - IB Attitudes
  - Dual Language
- Visit from IB Consultant
- Workshops — Level 1, 2, and 3
- Application B — Submitted by October 2011

Long Term Goals:

- Workshops — Level 2 and 3
- Complete Remaining (4) Units of Inquiry — by October 2011
- Authorization Visit — October 2012

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

The curriculum is aligned to both Pennsylvania and Philadelphia standards. Specifically:

- The language arts (reading, writing, speaking, listening) curriculum use the same texts as the School District of Philadelphia. These texts have been designed for the School District and are aligned with city and state standards. They will be supplemented by materials developed by Congreso and other culturally sensitive materials.
- The mathematics curriculum uses the *Everyday Math* series, used by the School District. This program is aligned not only with Philadelphia and Pennsylvania standards but also with the standards established by the National Council of Teachers of Mathematics.
- Science is based on curriculum developed by FOSS (Full Option Science System), funded in part by the National Science Foundation and endorsed by the National Science Foundation and the Center for Science Education at the Educational Development Center. Their materials are derived from national science standards and align with Pennsylvania and Philadelphia standards.
- Social studies curriculum uses materials provided by Teachers Curriculum Institute, *Social Studies Alive* and *History Alive*. These materials have been correlated to state standards.

In developing the International Baccalaureate Organization's PYP units of study, aligning the curriculum with State Standards will be a required step.

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

The Pan American Academy curriculum was selected and developed to meet the developmental and academic needs of our students, largely by providing intensive instruction in foundational math and literacy skills. Pan American students spend an hour in Math class and two hours in Language Arts every day. In addition to foundational mathematics and reading skills, studies also include "learning-to-learn" skills that will help students transfer and apply their literacy and numeracy skills in other subject areas. Students will not only learn basic skills in a classroom setting, but they will also experience using reading and math in the real world. All curriculum materials were selected to ensure developmental appropriateness.

Additionally, in beginning to implement the PYP program, Pan American is implementing a taught curriculum that is specifically designed to reach a wide-range of academic and developmental levels among students. In the PYP classroom, the teacher must be familiar with child development and learning, be responsive to the needs and interests of the individual student, and be aware of the cultural and social contexts in which the student lives and learns. The role of the teacher is to facilitate connections between the student's prior knowledge and the knowledge available through new experiences.

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

The goal of Pan American's curriculum and instruction is not content coverage, test-readiness, or student involvement; it is learning. To achieve this goal, students' classroom experiences combine best practices of constructivist inquiry and problem solving, as well as more traditional, standards-based instruction. Classes at Pan American include both drill and discovery. Projects in the classroom and partnerships with organizations around the city ensure that students will have complex, real- world experiences through which to develop and apply skills and knowledge. In addition to these active learning strategies, Pan American also uses standards-based textbooks and clear, explicit instruction to make sure that all students are not only engaged, but are learning.

The Pan American instructional model is based on the development of sophisticated inquiry skills. This focus has been chosen because it promotes student engagement and motivation and because research indicates that it leads to in-depth learning. Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a 'need or want to know' premise. Inquiry is not so much seeking the right answer — because often there is none — but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes and habits of mind that will enable individuals to continue the quest for knowledge throughout life. In other words, through a process of inquiry, a person develops critical thinking skills enabling him or her to solve problems through innovative and creative solutions.

In the words of the IBO Primary Years Programme, "Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Researching and seeking information
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising events
- Deepening understanding through the application of a concept or rule
- Making and testing theories
- Making predictions and acting purposefully to see what happens
- Elaborating on solutions to problems.

**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?**

At Pan American, all students embrace the school's high standards of excellence. The school prizes effort and hard work in all of our students and we provide everyone with various avenues of support through teachers, counselors, and Congreso's support services located in the school. Students with special needs—cognitive, behavioral, emotional, or language-based—also get additional support they may need to succeed. In 2009-10, programmatic supports and interventions for students performing below standards in literacy and mathematics (as identified by DRA, PSSA, Study Island, and locally developed benchmark assessments) included:

- Morning tutorials for remediation and homework help for 30 minutes before the start of school.
- After-school tutorials for both remediation and enrichment, offered from 3:00 to 4:00 daily.

- Summer school: Pan American students will be invited to participate in Congreso's academically-oriented summer program.
- Saturday School — All students in grades 3-5 (not just those performing below level) participated in Saturday PSSA prep.
- Teaming: Teachers, administrators, parents and the student in need meet to help solve that student's academic or behavioral problems, using principles and protocols described by William Glasser.
- Special Education: Pan American will evaluate students who may be eligible for special education services. If students are eligible, Pan American will create an Individual Education Plan and will monitor and measure progress as mandated by special education law. Pan American will support these students in regular classes and in some cases, through pull-out services.
- Student Support Services including speech therapy and counseling will be contracted out so that eligible Pan American students, and/or students with disabilities receive help at school from licensed professionals.
- Preparation for the PSSA: Students attended PSSA Prep tutoring sessions two days a week for two months prior to the actual PSSA testing window. Specialized materials were ordered to support student learning and intervention. Benchmarks were used to determine strengths and needs of students in grades 3-5. PSSA prep was integrated into the regular school day (e.g. PSSA Centers, PSSA daily review, weekly constructed response activities, daily writing using informational and narrative rubrics) and in nightly homework. A PSSA Pep rally was held to support the students and to create an environment that supported achievement and student learning.
- Actively involving parents in learning: Pan American continuously reached out to parents throughout the year to involve them as partners in learning. Activities included home visits, parent/teacher conferences, holding parent workshops and training, and providing concrete examples via the monthly newsletter for how to encourage their children to demonstrate and deepen what they learned in school through activities at home.

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

Instructional methods used in Pan American classrooms in 2009-10 included:

- Assessment of prior knowledge (What do we already know about this?) at the beginning of a new topic or concept.
- Problem-solving and project work in teams.
- Brainstorming.
- Use of "what? so what? now what?" techniques to summarize what a lesson is about, why it is important, and what the students still want to learn or what they think is next.
- Use of multiple forms of outlining and note-taking, including visual maps
- use of both research and I-search (where students describe their research process as well as their findings).
- Group discussions with students taking turns participating, leading, or recording the discussion.
- Hands-on learning by experimenting, observing, recording, acting out, etc.
- Student preparation and teaching of lessons.

- Preparation of independent and/or group projects.
- Use of technology, including computer and Internet.
- Use of traditional audio-visual materials, such as videos, as appropriate.
- Student demonstrations, readings, performances, reports as additional forms of assessment beyond traditional tests.
- Traditional direct teaching.
- The use of protocols that require all students to think critically (e.g., Socratic seminars, learning logs, jigsaws) and to collaborate to assess their work.
- The use of workshops that first model or demonstrate a concept, skill, or strategy and then require students to practice and apply what was modeled and discuss and debrief what has been learned.
- The use of mini-lessons to introduce and teach specific concepts, skills, and strategies to the whole class or to smaller workgroups.
- The use of anchor charts and other forms of documentation to synthesize and make public student understanding.
- Regular conferences with students individually and in small groups to monitor each student's level of understanding, to identify problems, and to differentiate instruction.

These methods promote student engagement and intellectual rigor, as well as the understanding of differences and culture. Because the emphasis is on higher order thinking and on content knowledge in context, students are able to use the content in service of thinking and action. There is abundant evidence that students achieve better, not only on standardized tests, but also in their lives, if they have been engaged in the active inquiry processes, which is being actively implemented at Pan American.

### **Professional Development & Induction**

In 2009-10, Pan American Academy developed and submitted multi-year professional education and teacher induction plans, both of which were approved by the Pennsylvania Department of Education (see the attached letters).

Professional development activities in 2009-10 included:

- TAP Clusters: Weekly professional development by grades for all teachers on instructional practices.
- On-going observations and coaching sessions with mentor and master teachers.
- Intensive PYP training.
- School and conference-based training in dual language and site visits to other dual language schools. Topics included: integrating curriculum in the dual language program, understanding language adaptations for Spanish assessments, evaluating language acquisition, understanding cooperative learning, simultaneous dual language reading and writing, and physical response techniques, etc.
- Curriculum-based professional development in Everyday Math and Story Town.

- Math related training, including sessions on small learning groups in math instruction, math interventions for struggling students, and math content knowledge, problem solving, and logic.
- Literacy related training, including sessions on guided reading, grouping, structuring the Literacy Block to include phonemic awareness, phonics, vocabulary, fluency, and comprehension teaching practices.
- Special education related training, including sessions on referral protocols, accommodating students with special needs, integrating technology in all areas of instruction and as an accommodation for special needs, etc.
- Student engagement/behavior related training, including extensive training in positive behavior management strategies.

## **Rigorous Instructional Program - Attachments**

- PAACS INDUCTION APPROVAL
- PAACS PD APPROVAL

## **English Language Learners**

Our English as a Second Language Program at Pan American continues to grow. During this past month, we have identified 14 additional ELL students who will become part of the program for the 2010-2011 school year, bringing our total to 84 students.

Our ELL students did a phenomenal job this year. All the students who were part of the ESOL program this year improved their language proficiency and some students made incredible progress. The ESOL Department is very proud of our students' progress and we are looking forward to watching the students develop even more during the 2010-2011 school year. A report of ESOL student academic progress is attached to this report.

A copy of our ELL Plan is attached to this report document. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English from a contracted provider. They participate in the 3:00 — 4:00 p.m. program as well as the extended day programs for tutorial support and extra opportunities to practice English in the cultural programming from 4:00 — 6:00 p.m. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.

2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Also attached to this report is Pan American's LEP EdHub Report and signature sheet.

## **English Language Learners - Attachments**

- PAACS ELL PLAN
- PAACS LEP REPORT ACS 09-10
- PAACS LEP EDHUB REPORT 09-10
- PAACS ESOL BOARD REPORT 2010

## **Graduation Requirements**

Not applicable. Pan American Academy Charter School is an elementary school, which served students in grades K-5 in 2009-2010.

However, the school has developed guidelines for student promotion and retention in a Board approved policy. It is the policy that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade. A student shall be promoted when he/she has successfully:

- Completed the course requirements at the presently assigned level.
- Achieved the academic standards established for the present level, based on the professional judgment of his/her teachers and the results of assessments.
- Demonstrated proficiency to move ahead to the educational program of the next level.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level.

From the students who completed the 2009-10 school year at Pan American Academy, 33 students are being evaluated for possible retention to ensure that they are positioned for future academic success.

## **Special Education**

Pan American provides a first class special education program for students with special needs. In 2009-2010, Pan American served 46 special education students, representing 10.7% of our student population.

The primary method of special education instruction at Pan American is the inclusion model. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. in the school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Pan American's special education policies were designed and are implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 — PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), Chapters 14 and 15 of the Pennsylvania State Board of Education.

The following six concepts serve as the foundation for Pan American's special education policies:

1. **Zero Reject:** As an LEA, Pan American will provide all students an equal education opportunity, and will not deny any students an education on the basis of a disability.
2. **Individualized Education Program (IEP):** In accordance with IDEA, all Pan American students identified as having a disability and in need of special education services will be provided a written IEP. The IEP will include current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.
3. **Free Appropriate Public Education (FAPE):** All eligible Pan American students will be provided appropriate special education (determined on a case-by-case basis) and related services at the expense of the charter school in conformity with each student's IEP.
4. **Least Restrictive Environment (LRE):** Pan American will ensure that students with disabilities are educated to the maximum extent appropriate with their non-disabled peers. The educational philosophy of Pan American is to bring all students into one community of learners, and our preference is to educate students, whenever appropriate, with the appropriate supplementary aids and services necessary for them to participate in the regular classroom experience with their peers.
5. **Due Process and Parental Involvement:** Pan American understands that parents must be notified of the intent to evaluate their child for services, and their consent to an initial evaluation before the process begins. Parents will also be involved in the IEP process and will be required to provide consent to the initial placement and provision of services.
6. **Non-Discriminatory Evaluation:** Pan American will use a variety of assessment tools and strategies, including information provided by the parents, to gather relevant functional, developmental, and academic information about each special education student. These assessments will not be discriminatory on a racial or cultural basis, and all tests and evaluation materials will be:
  - Provided and administered in the child's native language or other mode of communication.
  - Validated for the specific purpose for which they are used.
  - Administered by trained personnel.

- Tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.
- Reflective of the child's aptitude or achievement and not reflective of the child's impaired sensory, manual, or speaking skills.

In January 2011, Pan American Academy Charter School will have the opportunity to demonstrate the high quality of our special education program during our cyclical Bureau of Special Education monitoring with the Pennsylvania Department of Education.

A copy of Pan American's Special Education Policies is attached to this report along with the PENN Data Tables from December 2009 and June 2010 as well as the PENN Data Tables for 2009-2010.

### Special Education - Attachments

- PAACS SPED POLICIES
- PAACS PENN DATA- DEC&JUN 09-10
- PAACS PENN DATA- TABLES 09-10
- Student Records and Confidentiality Policy

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kelly DeChambeau	1.0	Learning Support	Pan American Academy CS	27	NA
Amanda Minarczyk	1.0	Learning Support	Pan American Academy CS	14	NA

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Independent Consultant-Speech and Language Therapist	.40	Speech and Language Support	Pan American Academy CS	14	NA
Independent Consultant-School Psychologist	.20	Evaluations	Pan American Academy CS	35	Evaluated 35 Students

### Special Education Program Profile - Chart III

Title	Location	FTE
Speech and Language Therapist- Robin Kushner	Pan American Academy CS	.40

## Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
Robin Kushner	Speech and Language Therapist	0.40 FTE
Dr. Amy Ambromowitz	Certified School Psychologist	0.20 FTE

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PSSA Reading & Math	No	No	No	Yes	Yes	Yes
PASA Reading & Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
Acuity Predictive Assessment (Reading & Math)	No	Yes	Yes	No	No	No
DRA (English & Spanish)	Yes	Yes	Yes	Yes	Yes	Yes
Study Island Benchmark Assessment	No	No	No	Yes	Yes	Yes
Local Benchmark Assessment	No	Yes	Yes	No	No	No

### Student Assessment - Secondary

There is currently no data saved for this section.

### Student Assessment

#### **Preparation:**

In 2009-10 Pan American Academy implemented a robust PSSA preparation plan. Pan American Academy provided professional development for its teachers and parents regarding preparation for PSSA 2010. Professional development was delivered to prepare for testing, to inform parents of the need for support in the home, and to prepare its students to participate with efficacy. Parents were informed of testing dates, how to prepare their children for the actual test, and how the assessment was developed. Students attended PSSA Prep tutoring sessions two days a week for two months prior to the actual PSSA testing window. Specialized materials were ordered to support student learning and intervention. Benchmarks

were used to determine strengths and needs of students in grades 3-5. A PSSA Pep rally was held to support the students and to create an environment that supported achievement and student learning.

INSERT PSSA:

**Benchmark Assessments:**

For benchmarking in 2009-10, Pan American used Study Island. The assessments indicate that Pan American has been successful in increasing student achievement. Our benchmark assessment data for grades 3-5 follows below.

<b>3<sup>rd</sup> Grade 2009-10</b>	<b>Fall</b>	<b>Spring</b>	<b>Difference</b>
	On Above Level/Fall	On Above level/Spring	
Reading Benchmarks (Study Island)	5.3%	43.8%	+38.5%
Math Benchmarks (Study Island)	19%	39.1%	+20.1%

<b>4<sup>rd</sup> Grade 2009-10</b>	<b>Fall</b>	<b>Spring</b>	<b>Difference</b>
	On Above Level/Fall	On Above level/Spring	
Reading Benchmarks (Study Island)	42.9%	61.2%	+18.3%
Math Benchmarks (Study Island)	24.5%	71.4%	+46.9%

<b>5<sup>rd</sup> Grade 2009-10</b>	<b>Fall</b>	<b>Spring</b>	<b>Difference</b>
	On Above Level/Fall	On Above level/Spring	
Reading Benchmarks (Study Island)	13.3%	51.1%	+37.8%
Math Benchmarks (Study Island)	20%	64.4%	+44.4%

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

As a participant in the PEPS/TAP program, Pan American strives to operate in a data-driven environment. The PEPS Leadership Team will meet with our District leaders in late summer to analyze our PSSA/PASA test data in depth and develop an action plan for improvement, including plans for professional development and instructional coaching. Improving reading and math achievement among all students will remain a priority, but the particular grades, classes, and or/students that need additional assistance and the areas in which they need the most assistance is needed will be identified through this data analysis. At the start of the school year, through TAP, Pan American Academy will develop a year-long school-wide goal based on the 2009-10 data and early 2010 benchmark data.

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

In 2009-10, Pan American Academy used locally developed benchmark assessments in 1<sup>st</sup> and 2<sup>nd</sup> grade, Study Island benchmark assessments in reading and math in grades 3-5, and the DRA in all grades. The DRA data was used effectively to place students in reading groups and refer struggling readers to interventions including tutorials and after school programming. The other benchmark assessments were used to prepare students for the testing environment, and, more importantly, to drive instruction, make changes during the year as needed, and ensure that students with academic needs are promptly provided with the academic supports they need to improve (e.g. before school tutoring, after school tutoring, learning supports, etc.).

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

The Principal/CEO has primary responsibility for the oversight of the academic program. It is her responsibility to ensure that there is a comprehensive plan to collect, disseminate, and review data regularly to assess the program and design necessary reforms.

The school uses data from the Study Island and PSSA tests, including disaggregated data for students with disabilities, from low-income families, students of color, and those with limited English proficiency. Pan American also disaggregates data according to how long students have been at the school to assess growth over time and the efficacy of the educational program. In addition, the school uses data from benchmark tests in English/language arts and mathematics, given at regular intervals throughout the school year. Grades and other classroom assessments will also be analyzed to assess the academic program. Suspension/expulsion data and attendance data will also be used, both for the whole school and disaggregated, to ensure that groups of students are not being disproportionately disciplined.

The Principal/CEO convenes a group of teachers and administrators to examine the data several times per year (the PEPS Leadership Team typically). This group brings concerns and issues to the attention of the whole faculty or of the relevant groups (subject area teachers, grade teachers, or other group, depending on the specific problem). Those groups make recommendations for changes in the program. The group's action plan includes processes to:

- Continue to analyze student achievement data against the requirements of the No Child Left Behind legislation.
- Design and implement specific ways to address deficiencies.
- Analyze the results of newly implemented practices.
- Celebrate, publicize, and replicate or expand what has been successful.

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

As stated previously, at Pan American, all students embrace the school's high standards of excellence. The school prizes effort and hard work in all of our students and we provide everyone with various avenues of support through teachers, counselors, and Congreso's support services located in the school. Students with special needs—cognitive, behavioral, emotional, or language-based—also get additional support they may need to succeed. In 2009-10, programmatic supports and interventions for students performing below standards in literacy and mathematics (as identified by Study Island, DRA, PSSA, and locally developed benchmark assessments):

- After-school tutorials for both remediation and enrichment, offered from 3:00 to 4:00 daily.
- Extra help and homework lab, offered before and after the school day.
- Summer school: Pan American students will be invited to participate in Congreso's academically-oriented summer program.
- Teaming: Teachers, administrators, parents and the student in need meet to help solve that student's academic or behavioral problems, using principles and protocols described by William Glasser.
- Special Education: Pan American will evaluate students who may be eligible for special education services. If students are eligible, Pan American will create an Individual Education Plan and will monitor and measure progress as mandated by special education law. Pan American will support these students in regular classes and in some cases, through pull-out services.
- Student Support Services including speech therapy and counseling will be contracted out so that eligible Pan American students, and/or students with disabilities receive help at school from licensed professionals.

The Student Assistance Program (SAP) was developed during the 2009-2010 school year as a means to identify students for whom barriers to academic progress needed to be identified. Students were referred through the SAP process to the SAP Team and then assessed by a certified SAP Assessor provided by Shalom, Inc. The SAP Team consisted of administrators, teachers, and the school counselor who received three days of training. SAP is a state mandated program to intervene in a variety of areas including: academic, social emotional, attendance, and drug and alcohol barriers to educational success.

## **Student Assessment - Attachment**

- Pan American AYP Results 2009-10

## **Teacher Evaluation**

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

As mentioned previously, Pan American is a participant in the Teacher Advancement Program (TAP) through the Promoting Excellence in Philadelphia Schools (PEPS) initiative of the School District of Philadelphia. "Instructionally Focused Accountability" is one of the four pillars of the TAP model. TAP provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards, research-based standards based on twenty-six indicators and operationalized against a five-point scale rubric. Teachers are also responsible for the academic growth of their students.

In their second year in the PEPS/TAP program, Pan American fully implemented the TAP program. In 2009-2010, each teacher was evaluated four times a year, during announced and unannounced observations by multiple, trained and certified evaluators using the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. These standards include (1) Designing and Planning Instruction Standards (instructional plans, student work, assessment); (2) Learning Environment Standards (expectations, managing student behavior, environment, respectful culture); (3) and Instruction Standards (standards and objectives, motivating students, presenting content, lesson structure and pacing, activities and materials, questioning, academic

feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem solving). Prior to announced evaluations, evaluators meet with teachers for a pre-conference to discuss the upcoming evaluation. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss reinforcements and refinements intended to help the teacher strengthen his/her instructional practice.

Every teacher is also evaluated individually based on how much learning growth the students in his or her classroom have achieved during the school year. Further, all teachers in the school are evaluated collectively based on the learning growth of all students in the school. Through this structure, TAP makes it possible to consider multiple measures of teacher effectiveness.

A full copy of this evaluation rubric is attached to this report.

**List entities/individuals who are responsible for teacher and staff evaluation AND indicate whether those individuals have administrative certificates.**

Under PEPS/TAP the PEPS administrator (CEO/principal Wanda Novales), the one master teacher (Claudia Perez-Fortune), and four mentor teachers (Joana Diaz, Kelly Blocker, Mindy Carerra, and Lisa Lumpkin) are responsible for staff evaluation. Ms. Novales holds a superintendent Letter of Eligibility and a principal K-12 administrative certificate. It is not required under PEPS for the evaluators to hold administrative certificates as the idea behind PEPS is to have your teaching peers evaluating you. Presently, none of the PEPS master or mentor teachers at Pan American hold administrative certificates.

Additionally, any teachers participating in the Induction Program or who are converting their certificates from Level I to Level II, can request that their evaluations be completed on the official PDE evaluation forms.

**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.**

All PEPS/TAP evaluators have undergone extensive training provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. In order to become a Certified TAP Evaluator, our PEPS administrator, master teacher, and mentor teachers were required to participate in training specific to the evaluation rubric, complete an allotted number of classroom observations, and pass the TAP Certified Evaluator Performance Test. As part of this training, our staff had to demonstrate an ability to rate videotaped teacher lessons at TAP's three performance levels (unsatisfactory, proficient, and exemplary) before they could do live observations. In addition, the evaluators must rate taped videos each year; akin to a recertification process. The purpose of this type of evaluator training is to ensure "inter-rater reliability."

The teacher evaluation system is structured to maximize fairness in the evaluation process. It does so in two ways: (1) having teachers evaluated on multiple occasions by multiple evaluators counters the limited, subjective nature of many conventional evaluations and provides a richer picture of a teacher's performance, and (2) scoring rubrics, evaluator training, and recertification requirements increase the "inter-rater reliability" of evaluations, producing ratings that are more consistent from evaluator to evaluator and that teachers are more likely to trust (Toch, 2008). Finally, TAP requires that all evaluations be entered into a national Performance Appraisal Management System. Reports are generated from this system that allows the school to look not only at patterns in areas of improvement or strength but also to analyze trends in evaluator "inter-rater reliability" and grade inflation, thus further ensuring the reliability of the evaluation process.

Additionally, Pan American has consciously structured its TAP leadership team to have one mentor teacher with special education certification and one with an ESL certificate to best ensure that our teachers are being evaluated on their effectiveness in accommodating students with special needs.

As for the school's primary evaluator, CEO/principal Wanda Novales, she has participated in extensive professional education in teacher evaluation, instructional techniques, and supporting students with special needs. Specific to Pan American's unique mission and instructional techniques, Ms. Novales has participated both in the International Baccalaureate program heads training institute and in International Baccalaureate Level 1 Primary Years training institute. She has participated in various professional development opportunities related to dual language instruction, including training facilitated by the Center for Applied Linguistics.

Finally, Pan American's administration participates in Pennsylvania Department of Education and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education.

## **Teacher Evaluation - Attachment**

- PAACS TAP EVALUATION FORM

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

#### Board of Trustees

2009-10 marked the second year of the school's operations, and the school's governance structure remained stable, with just one Board member, Dr. Isidoro Gonzalez leaving the Board. To broaden the Board's expertise and to incorporate a parent member, two new voting members joined the Board:

- **Ms. Debora Borges-Carrera, Board Member & Parent:** Ms. Borges-Carrera presently serves as the principal of Kensington Creative and Performing Arts High School. A life-long educator, she brings to the Board extensive expertise in K-12 urban education as well as the valuable perspective as a parent of a current Pan American Academy Charter School.

**Ms. Dominique Bernardo, Board Member:** Ms. Bernardo is the Quality Assurance Vice President at Congreso de Latinos Unidos, where she has worked since 2001. Ms. Bernardo's expertise brings expertise in directing children and youth services, having led more than 15 in-school and after school youth development and truancy/delinquency prevention programs for youth. The Pan American Academy Charter School will be well-served by her business acumen and community outreach experience, as Ms. Bernardo has worked as a financial auditor with a specialization in nonprofit organization, as a community organizer in a Latino community in the Boston area, and a social worker for high risk adolescent girls in Costa Rica. She is a Licensed Social Worker and also a Certified Public Accountant (inactive) in Pennsylvania. She holds an MSW and an MBA from Boston College.

Additionally, the Board now includes an ex-officio member from among the school's faculty. Fourth grade teacher Ms. Carmen Paisa Riter presently holds that position.

### Administration:

Ms. Wanda Novales continued to serve as the school's CEO/Principal in 2009-10. Ms. Novales brings 13 years of experience in early childhood, elementary education and school administration to Pan American. Born in Puerto Rico and raised in Philadelphia, Ms. Novales comes to the Pan American Academy Charter School most recently from the School District of Philadelphia where she served as the Principal of Sheridan Elementary School between 2006 and 2008 and as Assistant Principal for two years prior. During her administration, attendance improved, test scores soared and parent involvement increased. Wanda received her Bachelor's of Science in Elementary Education from Temple University and her Master's in Education from Cheyney University. Recently, she received a Superintendent's Letter of Eligibility from Arcadia University.

In 2009-2010, the school hired two new administrators, an Assistant Principal and a Director of Operations:

**Claudia M. Lee, Assistant CEO:** Ms. Lee brought to the charter school varied experience in education, finance, public policy, and publishing. For the past decade, she has dedicated herself to public education as both a teacher and administrator. Most notably, Ms. Lee worked for eight years as the Spanish Immersion Coordinator for the Independence Charter School, which will prove invaluable as she oversees the dual language program at Pan American. She also brings to the school experience in curriculum development, strategic planning, and early childhood literacy, both of which will be of benefit to the school as we transition to the International Baccalaureate Organization's Primary Years Programme. Ms. Lee has a B.A. in English from City University of New York, an M.A. in writing from the City University of New York, an M.Ed. from Temple University, and is currently pursuing an M.Ed. and Certification in Leadership through a partnership with Foundations, Inc. and Arcadia University.

**Ms. Donna Longo Scoleri, Director of Operations:** Ms. Scoleri brings to Pan American more than 30 years of experience in public education, including serving as a School Operations Officer at the Francis Scott Key School and a Regional Business Specialist with the School District of Philadelphia. She has experience with fiscal management and budgeting, procurement, human resources, strategic planning, anti-violence initiatives, arts programming, and federal Title programs.

**Ms. Lydia E. Jerchau, Special Education/Data Administrator:** Ms. Jerchau brings to the charter school more than 20 years of experience working with special education students, including serving as a Special Education Teacher, Coordinator, and most recently, as the Assistant Principal at Mastery Charter Schools. Ms. Jerchau has a B.S. in Education from PA State University and Master of Education and Secondary Administration degrees from Arcadia University. She holds a Secondary Administrative Certification as well as Level I and II Multiply Handicapped K-12 Certifications. Ms. Jerchau has experience developing and managing all operations of a Special Education Program for a bi-lingual school and has proven was the recipient of the New Leaders Schools' Effective Practice Incentive Community Award for boosting student achievement.

In 2010-11, Pan American Academy Charter School will welcome Dr. Darcy Russotto as Assistant Principal, replacing Ms. Claudia Lee. Dr. Russotto will be an invaluable member of our instructional team having most recently served as an Intervention Administrator and TAP Specialist with the School District of Philadelphia. Her expertise is in the analysis of instruction for the purpose of instructional growth for teachers, promoting instructionally focused schoolwide reform, providing mentoring and coaching for new and experienced teachers, data-driven instruction and decision-making, teacher supervision and observation, and curriculum development. Dr. Russotto also has 13 years of classroom instruction as an elementary school teacher in public and private schools. She is a Pennsylvania certified elementary education teacher (Instructional II), Supervisor of Curriculum and Instruction, and Principal K-12. Dr.

Russotto is currently an adjunct professor at Temple University, teaching a graduate course: *Tests and Measurements*. Dr. Russotto has a doctorate in Educational Psychology from Temple University, and M.S. in Elementary Education from St. Joseph University, and a B.A. in Communications from Fordham University.

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. Nicholas Torres	Chair
Ms. Elizabeth-Tracy Clay	Co-Chair
Mr. Fernando Mendez	Secretary
Mr. Dario Bellot	Treasurer
Ms. Debora Borges-Carrera	Member & Parent Representative
Ms. Dominique Bernardo	Member

## **Professional Development (Governance)**

The Pan American Academy Charter School’s Board of Trustees is committed to staying abreast of developments in the charter school arena and ensuring compliance with the various legal responsibilities of a charter school board. As such, the Board built upon its initial governance training (March 2008), by participating in a governance training session on “The Legal Obligations of a Charter School Board” facilitated by Ms. Melanie Burke Reiser of OmniVest Properties Management, LLC on April 12, 2010. Ms. Reiser is an experienced charter school governance trainer, who has facilitated professional development for schools including the Philadelphia Electrical and Technology Charter High School, Independence Charter School, Souderton Collaborative Charter School, and the Philadelphia Montessori Charter School. The training provided Board members with a review of the legal obligations of the charter school Board including due diligence, Sunshine Law, Public Officials Act, Right to Know Law, etc. Board members received a packet of training materials and copies of the above-stated legislation for their future reference. This training is reflected in the Board minutes from April 12, 2010.

The Board is also provided guidance regularly by the school’s legal counsel and prominent charter school attorney Robert W. O’Donnell.

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

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the Director of Operations. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering

into major contracts; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Under the leadership of the Board of Trustees and the Pan American CEO/Principal, Pan American maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia, in 2009-10. Representatives of Pan American attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including Data Group meetings, special education meetings, and charter school meetings. The school has a history of open communications with the District's Charter School Office and submits required reports and requests for information in a complete, thorough, and expeditious manner. Most notably in 2009-10, Pan American continued to participate in the School District of Philadelphia's PEPS pilot program (Promoting Excellence in Philadelphia Schools), which represents a multi-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system by implementing the national Teacher Advancement Program (TAP).

A copy of the 2010-11 Board of Trustees meeting schedule is attached. Unless otherwise noted, meetings are held at 4:00 p.m. at the Congreso building (216 W. Somerset St.).

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

- PAACS BOT MEETINGS 10-11

## **Community and Parent Engagement**

As Pan American was founded by a vital community-based organization (Congreso), we believe that family, culture and community as powerful learning assets. As such, the Board and the school administration have committed to making parent and community engagement a central element

### ***Parent Engagement***

Unlike other charter schools which strive in vain for the parental involvement so critical to student success, Pan American has the great advantage of offering Congreso's social programs and services as incentives to bring Pan American parents into the school. Program offerings in 2009-10, included workforce development training, smoking cessation programs, parenting classes, family case management, and behavior health services. In enrolling their children at Pan American, our families have become part of one of the largest network of social programming in Philadelphia's Latino community.

Parent involvement remains one of the major strengths of the charter school. One of the school's primary goals is to have 100% of its parents volunteer 30 hours per year at the school. Congreso paid for the clearances that allowed for these parents to volunteer within the school, and the type of volunteer activities our parents engaged in included staffing book fairs; assisting in the kindergarten classroom; serving as crossing guards, lunch aides, and recess aides; chaperoning students during the walk to the park for physical education and recess; preparing goods for the bake sales, etc. In 2009-10 the school appointed a parent coordinator (a half-day parent volunteer) to monitor parent involvement and link parents to various volunteer opportunities in the school. She was also responsible for arranging a wide

array of parent programming, including parenting classes, literacy workshops, and training on assisting their children in preparing for the PSSA.

Additionally, the school maintains open communication with parents. All teachers receive a Blackberry/PDA and a laptop which enables parents to have constant access to their children's teachers. This frequent email and phone communication allowed parents to hear regularly about their children's progress at school, not just their problems. A monthly newsletter (in English and Spanish) highlight schoolwide celebrations and activities while providing specific information on what students in each grade level are learning. Teachers augment the monthly newsletter with weekly bulletins that provided detailed accounts of class studies and homework assignments. A Back to School Night was held in September, and Parent/Teacher conferences were held following each report card period. Conferences were scheduled during the day and in the evenings, to accommodate as many parents as possible.

The school has an incredibly active Home and School Association that meeting regularly to discuss school matters and plan high-interest events for our families. Pan American held frequent family events (including meals and performances) to build community and showcase students' home cultures as rich, vital sources of pride and academic motivation. These events included participation in the Puerto Rican Day Parade, "A Pan American Holiday" (which showcased holiday traditions in North, Central, and South America," winter concert, a family math-themed game night, field day, and more. Informational meetings on the PSSA, parenting, literacy, etc. (often in partnership with Congreso) were also held in 2009-10. And, as mention previously, Pan American Academy incorporated home visits into its student services model in 2009-10. In August 2009, all teachers conducted the home visits, with 73% of our students' homes successfully visited. The aim of the home visit is to improve the relationship and communication among teachers, parents, and students and to encourage parents to be active participants in their children's education.

Including parent feedback in the decision-making of the school is also of paramount importance to the school's Board and administration. To that end, the Board appointed a parent of a student currently enrolled in the school to serve on the Board. Additionally, Board meetings are open to the public and, in addition to posting meeting date and times in a local newspaper, the meeting dates and times are posted in the charter school's main office and on the school calendar so that any parents interested in attending are made aware of upcoming meetings. Finally, for 2009-10, Pan American migrated its student information system to PowerSchool, which, when fully optional, will provide parents with real time access to their children's grades, homework assignments, attendance record, disciplinary record, etc., via a secure log-on.

### ***Community Engagement***

As Pan American was founded by a vital community-based organization — Congreso — ensuring that the community plays an active role in the school's operation is of paramount importance to the Board of Trustees. In 2009-10, community involvement enabled Pan American to provide parent training, run after school clubs, provide high quality professional development, mentor future educators, promote the school, offer library services to our students, and make science learning come alive. A sampling of Pan American's 2009-10 community partners follows below:

**Congreso** — The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-based nonprofit organization that has been strengthening Latino communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site. In 2009-10, Congreso provided a host of services to the school including, 70 slots in its after school programming, participation in its summer school program, workforce development training, smoking cessation programs,

parenting classes, family case management, and behavior health services. Four members of the Board are Congreso employees, which ensures that the school is truly a community-based school.

**26<sup>th</sup> Police District** — Pan American actively partners with its local police district, with the CEO attending the District's monthly safety meetings and getting involved in local safety initiative. During the holidays, the District adopted 20 families in need, throwing a party and buying them gifts. The school is currently in discussion with the District about having its school police officer attend training at the District.

**Brightside Academy** — Provides before and after school care for working parents. They pick drop off the students in the a.m. and pick up in the p.m.

**Center for Applied Linguistics (CAL)** — Pan American partners with CAL (an organization that aims to promote and improve the teaching of languages) for professional development and support in implementing its dual-language program.

**Citibank** — Citibank made a donation to the school in support of its mission and programming.

**Dancing Classrooms Philly (Upcoming)** — Will offer ballroom dancing classes for our 5<sup>th</sup> grade students in 2010-11.

**Eastern University** — Provided a student teacher.

**El Taller Puertorriqueno** — This local community arts organization that celebrates the Latino arts, provides art teachers for the school's after school program (including the mural arts club), provides arts and culture workshops, and provides admission for our students to their museum.

**Esperanza College** — Facilitated parent workshops and provided volunteers for school programming.

**The Eye Institute** — Offered free vision screening to our students during the summer.

**Free Library of Philadelphia, Kensington Branch** — The school does not have a school library, so each week our classes rotate to visit the library.

**Harcum College** — Facilitated parent workshops and offered more in-depth classes to parents.

**International Baccalaureate Organization (IBO)** — The school has an ongoing professional development and academic support relationship with IBO, as the school makes steps toward becoming an IBO Primary Years Programme site. To date, the school's CEO/Principal and 6 teachers have been through the first level of IBO training, with the anticipation that all staff members will be trained by summer 2010.

**The Franklin Institute** — The Franklin Institute provided a mini-grant to the school, which provided free admission for all our students to visit the museum. The school is presently in conversation with the Franklin Institute about providing on-site science professional development to our teachers.

**Gavin Electronics** — Made a donation to the school in support of its mission and programming.

**Kensington High School** — The school's current facility does not have the auditorium or general purpose space to hold concerts, celebrations, etc. Kensington High School allows Pan American to use their auditorium for events, and some of their high school students are placed with Pan American for their community service activities.

**The Lighthouse** — The school has a deep partnership with this multi-service community organization that provides educational, recreational, and economic improvement programming. The Lighthouse operates a pre-school program, which will relocate to within the new Pan American Facility in its 4<sup>th</sup> year of operation. Presently, the pre-school refers families to the charter school, assisting the school in meeting its local admissions goal. The Lighthouse also has a pool that our students use and run various community-based sports teams (e.g. baseball, football), in which are students participate.

**Lowes** — Provided a generous \$100,000 playground grant.

**The New Jersey Aquarium** — The aquarium provided a mini-grant to the school, which provided free admission for all our students to visit the aquarium. The school is presently in conversation with the aquarium about providing on-site science professional development to our teachers.

**Mariana Bracetti Charter School** — In the school's first year of operation, Mariana Bracetti's CEO and other administration served as mentors to Pan American, specifically with regard to reporting, compliance, and start-up issues. Our successful first year is due, in large part, to the support from this charter school and its dedicated staff.

**Mastery Charter School** — A graduation requirement at Mastery is the successful completion of an internship. Pan American CEO/Principal served as a host principal to an 11<sup>th</sup> grade intern.

**National Institute for Excellence In Teaching** — NIET provides extensive professional development support to the school as it implements the TAP program through the Promoting Excellence in Philadelphia Schools initiative. In 2008-09, our TAP leadership team (CEO, master teacher, mentor teachers) participated in year-long professional development with NIET.

**National Nursing Center Consortium (NSCC)** — Partnered with the school to plan a Wellness Center.

**Norristown Civic Association** — The school has an extensive partnership with this neighborhood association. The CEO/Principal attends the Town Watch Meetings and attends various workshops presented by the organization. Ms. Novales has also been asked to host workshops for the Association, and has presented a parenting session as well as a workshop on 21<sup>st</sup> century skills and bilingual education. The school and the Association partnered on Earth Day to conduct a large-scale clean-up of the local park. This park, which is maintained by the Association, is used every day by the school as a site for its physical education classes. Additionally, the school's partnership with the Association provides our parents with access to after school activities sponsored by the Association.

**The Philadelphia Zoo** — The zoo provided a mini-grant to the school, which provided free admission for all our students to visit the zoo. For 2009-10 the school is trying to set up an "adopt a zoo" or "adopt an animal" partnership.

**Councilwoman Maria Quinones** — Provide ongoing public support to the school and raises community awareness of our school by attending many of our events.

**Rock School for Dance Education** — Provided afterschool programming for our students, including ballet and flamenco dancing. "

**Salvation Army** — Provided use of their facilities for the Kindergarten Move-Up Day.

**School District of Philadelphia** — The School District of Philadelphia has proven to be one of the school's biggest partners, both with the implementation of the TAP program through the

Promoting Excellence in Philadelphia Schools initiative and also with a good relationship with the Charter Schools Office (and the training provided to charters).

**St. Christopher Dental Mobile** — Provided free dental service for 52 of our students.

**Telemondo** — Telemondo has proven invaluable to the school's student recruitment and public relations efforts, running free ads for the school on an ongoing basis. The school's CEO/Principal has also been a guest several times on Telemondo's community talk shows.

**Temple University School of Nursing** (Upcoming) — Will provide nurse practitioner and practicum students to service our students during the upcoming 2010-11 school year.

**Urban Worship Center** — The school has a similar partnership with the Urban Worship Center as we do with Kensington High School. The Center provides us with space for our performances and celebrations and its youth program provides volunteers to staff these events and to assist at the school throughout the year. The Center hosted our winter concert and spring talent show.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

In 2009-10, Pan American Academy Charter School concentrated its fundraising efforts on aggressive grant-writing and corporate giving. These efforts were met with great success and our partnership with Congreso has opened many doors to community-minded businesses and foundations interested in supporting public education. For example, the school received a \$100,000 grant through the Lowe's Charitable and Education Foundation. This grant provided playground equipment and created an outdoor science learning lab. In 2010-11, the school's Board and administration will continue to seek out grant funding opportunities and solicit private and corporate donations.

Pan American also benefits from an extraordinarily active Home and School Association. Through small-scale fundraisers (e.g. dress down days, candy sale, bake sales, pretzel sales, Mother's Day plant and flower sale, book fair, flea market, etc.) the group makes great contributions to student activities. In 2009-10, the Home and School Association raised funds that were reinvested in student activities (e.g. expeditionary learning field trips, purchasing supplemental materials for the classrooms, etc.).

### **Fiscal Solvency Policies**

The school operates under internal control procedures that protect the fiscal solvency of the school, including the requirement for dual signatures on all checks.

Additionally, the school maintains an on-site Director of Operations and Business, and contracts with an education management company — Charter School Choice — to provide back-office support and ongoing financial planning services. Charter School Choice meets with the school's Treasurer and CEO weekly and prepares monthly financial packets, which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Pan American understands that a healthy fund balance is one of the biggest indicators of a school's fiscal solvency. The Preliminary Statements of Revenue Expenditures and Fund Balance Pan American Academy Charter School's fiscal year ending June 30, 2010 indicate a surplus of \$312,161.

## **Accounting System**

The school's Chart of Accounts mirrors that of the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and GAAP Accounting is followed for accrual based budgeting, accounting, and reporting. The school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB), including Statement 34.

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

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

- PAACS Preliminary Statements of Revenues Expenditures and Fund Balance

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

The school's Board of Trustees has engaged certified public accounting firm Siegal & Drossner, PC (300 Yorktown Plaza, Elkins Parks, PA 19027) to conduct our audit for the fiscal year ended June 30, 2010. This audit report for fiscal year ended June 30, 2010 is expected to be completed no later than November 2010. Pan American will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the school's engagement letter with Siegal & Drossner, PC is attached to this report.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2009, the school's first audit. This audit was completed on November 16, 2009, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 1-6 of this document. A summary of audit results includes the following:

There were no significant deficiencies in internal control over financial reporting that would be considered material weaknesses.

There were a couple instances of noncompliance material to the financial statements; however such events of noncompliance do not have a direct and material effect on the determination of financial statement amounts.

- There were no significant deficiencies in internal control over major federal award programs (i.e. Title I — Improving Basic Programs).

Specifically, the instances of noncompliance findings to the financial statements were as follows:

#### **FINDING 1: Payroll**

**Criteria:** Pan American is required to establish internal control policies that ensure proper documentation is included in all personnel files. Pan American is required to have documentation supporting the employee's pay rate and official FBI clearance letters for all employees.

**Condition:** As a result of testing Payroll internal control procedures, ZA noted that 3 out of 16 personnel files tested did not include an official FBI clearance letter. They also noted that 1 out of 16 personnel files tested did not include proper documentation to support the employee's rate of pay. The employee worked and was paid for a period prior to the contract term as indicated on the Employment Agreement and documentation was unavailable to be provided to support the days worked.

**Auditor's Recommendation:** Pan American should implement procedures to obtain all required documentation prior to an employee's start date and maintain Employment Agreements for all employees with contract terms that include all days worked.

**Management Response:** Pan American has implemented procedures that will ensure obtaining the necessary documentation requested by the State prior to the school employee's first day of work. Also, periodic controls (quarterly) are implemented and documented by the school's Director of Operations and Finance. All school hiring packages must include a tracking sheet with the list of documents required and approval signatures. Regarding the proper documentation to support employee's state of pay, the school ensures that they submit the employee's contract to the payroll company together with the first request of payroll payment. The payroll company has been informed that payments can only be made during the period of the contract, and any changes must have an amendment or new employee contracts. The school's Director of Operations and Finance will perform periodic testing in terms of employee payments.

## **FINDING 2: Cash Disbursements Internal Control Procedures**

**Criteria:** Pan American is required to establish Cash Disbursement internal control policies to ensure proper initiation, approval, recording and filing of all cash disbursements.

**Condition:** As a result testing of Cash Disbursement internal control procedures, ZA noted that 1 out of 60 invoices did not include proper authorization for the disbursement. ZA also noted that 1 out of 60 invoices could not be located for review.

**Auditor's Recommendation:** Pan American should implement procedures to ensure that all invoices are approved prior to disbursement and appropriately filed.

**Management Response:** Pan American has implemented processes and procedures that ensure payments are made with the required approval. At the same time the school has implemented a tracking sheet for invoices and checks that are being mailed back and forth to the subcontracted administration company. The Principal or the Director of Finance and Operations must approve each invoice mail from the school detailed on the tracking sheet. Two signatures are required on each check. This serves also as control of the proper approved invoice attached to the check.

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

- PAACS AUDIT 08-09

- PAACS AUDIT ENGAGEMENT 09-10

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

Not applicable. Pan American Academy Charter School did not have a state audit in 2009-2010.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

2009-2010 was the second year of a three-year lease with the School District of Philadelphia for the former site of the William H. Hunter School (one of Philadelphia's oldest school buildings) at 126-136 W. Dauphin Street, Philadelphia, 19133.

After incurring significant start-up expenses in 2008-09, Pan American Academy's capital purchases and improvements were minimal in 2009-10. Purchases included \$86,845 in technology (instructional and administrative), \$23,984 in furniture and equipment, and \$56,971 in leasehold improvements (installation of thermostats, repairing pipes for better heating, bathroom renovations, boiler improvements, installation of water treatment equipment, etc.).

Additionally, the school continued to invest in technology (both instructional and administrative), purchasing a mobile computer lab for grades 4-5 and adding one more laptop per classroom to raise the number of student computers per class to three. These technology investments were funded largely through Title I American Recovery and Reinvestment Act (aka Stimulus) funding.

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

The school plans to move into a new facility within its catchment area for its 4<sup>th</sup> year of operation, but, in the meantime, leasehold improvements need to be made to account for the school's growing population and to make the facility more welcoming and efficient. For 2009-10, improvements will include cosmetic activities (e.g. extensive painting, deep cleaning, power-washing exterior), minor repairs (e.g. thermostat replacements, pipe and toilet repairs, minor brick pointing), the installation of security cameras, installation of three more split unit air conditioners, and the purchase and installation of Promethean boards in classrooms.

Additionally, the school will be adding a grade level next year (expanding from K-5 to K-6), which will necessitate the purchase of additional classroom furniture and equipment. A new computer network server will be purchased and installed and another mobile computer lab purchased.

Finally, the school is on schedule to move into its new facility — the Congreso Education and Training Center — at 2800 North American Street, Philadelphia, PA 19133. The facility will be a \$15 million newly constructed three-story, 60,000 sq. foot building on 1.5 acres of land. The building will be a state-of-the-art educational facility (including extensive integration of educational technologies) with a capacity for 717 students. The facility will include regular and special education classrooms, administrative office, a cafetorium (cafeteria/auditorium), computer labs, and an art room with kiln. Ground breaking is anticipated for late August 2010 (pending some finalizing) with estimated completion in August 2011.

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

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

#### **Fire & Safety**

Pan American Academy complies with 24 P.S. §15-1517 with regard to holding fire drill not less than once a month. Each classroom has posted directions in case of a fire and all classes have had training on what to do in case of a fire or other incidences. Specifically, Pan American teachers are trained to follow the fire drill procedures below:

At the beginning of each school year, familiarize your students with the directions for evacuation posted in each teaching station. Remind students that a quiet atmosphere must be maintained so that emergency instructions from the teacher and/or the public address system may be heard and panic avoided. The cooperation of students is essential. Students should be instructed to walk close to corridor walls keeping an emergency center path open. They are to be moved at least 100 feet away from the building.

At the sound of the fire alarm, everyone is to evacuate the building following the Fire Escape Plan posted in each room. Students are to move quickly, quietly, and in an orderly manner to the designated area at least 100 feet away from the building. All streets and roadways must be kept clear so that emergency vehicles will not be blocked.

Upon leaving the rooms, close all windows and turn out the lights. The last person leaving the room should close the classroom door.

If the exit designated by the Fire Escape Plan for your class is blocked, use your judgment in leading students to the nearest safe exit.

Teachers are to bring their attendance sheets with them in order to account for the students in their classes. Each teacher is responsible for the supervision of his/her students outside the building and during transit.

Upon the signal to return to the building, direct students to return to class quickly, quietly, and in an orderly fashion.

A copy of Pan American's 2009-10 Certification of Fulfillment of Fire Drill and School Bus Evacuation Drill Requirements (PDE-4101) is attached to this report as well as a list of all the fire drills conducted in 2009-2010.

#### **Health & Wellness**

A nurse is available to provide health services to students at Pan American Academy Charter School five days a week. Pan American contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for these nursing services, which includes a Licensed Practical Nurse who provides the day-to-day nursing services. She is responsible for checking the vision, height, weight, and hearing of students and making necessary referrals to parents when problems are founded. She also is involved in the provision of health education, including safety, nutrition, and healthy living skills.

The nurse is overseen by a certified school nurse who is at the school no less than one day a week. The certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.
- Prepares and directs staff development presentations in the area of healthcare.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Pan American in a locked file cabinet, available to the nursing staff and is the property of the charter school. Records are reviewed every month by MACCS' certified school nurse to maintain accuracy. The nursing staff and health services agency (MACCS) comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted to the Pennsylvania Department of Health's Division of School Health in by September 30, 2010. A copy of the filed report will be provided to PDE and the School District of Philadelphia upon submission.

A copy of the School Immunization Law report for 2009-10 (submitted in October 2009) is attached.

Finally, Pan American is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting has been healthy eating and physical activity. As such, Pan American has developed and is implementing a School Wellness Policy. A copy of this policy is attached to this report.

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

- PAACS WELLNESS POLICY
- PAACS IMMUNIZATION REPORT 09-10
- PAACS PDE-4101 09-10
- PAACS FIRE DRILL CALENDAR 09-10

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

For the 2009-10 school year, Pan American Academy Charter School procured liability insurance coverage through the insurance brokerage firm Willis of Pennsylvania, Inc. as follows:

- Professional legal liability — \$1,000,000 per claim /\$1,000,000 aggregate
- Commercial general liability — \$1,000,000 each occurrence/ \$3,000,000 aggregate
- Products-completed operations aggregate — \$3,000,000
- Personal & advertising injury — \$1,000,000
- Damage to rented premises — \$100,000
- Medical expense (any one person) — \$5,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$4,000,000 occurrence/ \$4,000,000 aggregate
- Workers compensation & employers' liability — \$500,000

A copy of the 2009-10 ACORD Certificate of Liability Insurance, valid through October 10, 2010, is attached to this report. Pan American Academy understands that the School District of Philadelphia's insurance requirements for charter schools have been revised and that the new insurance requirements must be effective at the charter school's next insurance renewal. These changes include increases in coverage in Fire Damage or Fire Legal Liability, and in Excess/Umbrella Liability. We will ensure that our policy beginning October 10, 2010 will meet these new requirements.

Additionally, Pan American provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2009-2010, two medical insurance options were available to Pan American employees as follows:

- **Independence Blue Cross Keystone HMO Flex Plan** — There is \$10 co-pay for primary care physicians and \$20 co-pay for specialists. In-patient hospital services are covered 100% for unlimited inpatient hospital days. All services are directed by the employee's named primary care physician. There is a prescription card with a \$10 co-pay for generic drugs on the formulary list, \$20 co-pay for brand name drugs on the formulary list and a \$35 co-pay for any drug not on the formulary list. In addition, there is a \$100 vision benefit through Davis Vision for glasses or contact lenses once every 24 months. This plan represents a modification in the HMO plan from 2008-09, namely in the co-pays for in-patient hospital stays, for out-patient surgery, and for prescription drugs. However, Pan American Academy developed an employee reimbursement policy whereby employees were reimbursed 100% for the difference in co-pays between 2008-09 and 2009-10.
- **Independence Blue Cross Personal Choice Flex Plan** — Employees have the option of "buying up" to this plan by paying the difference in monthly premium by payroll deduction. The level of benefits in this plan is identical to the HMO above, however, there is no need for the employee to name a primary care physician and they can always self-refer.

Dental coverage was provided with Met United Concordia Concordia Flex. Preventive services (cleanings and checkups) are paid at 100% with no deductible or co-insurance. After a \$50 calendar year deductible, basic treatment (fillings, endodontic, periodontic) is paid at 80%. Major work (crowns and bridges) are paid at 50%. There is a \$1,000 calendar year maximum.

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

- PAACS ACORD 09-10
- ACORD Certificate of Insurance 2010-11

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

**In the narrative, 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.**

2009-10 was the Pan American Academy Charter School's second year of operation. The school began the year with 30 professional staff members of which 53% were returning employees from the 2008-09 school year and of which 24 (80%) were with the school for the entire school year. Of the 27 professional staff members who were employed by Pan American at the close of the school year, 22 (81%) are returning for 2009-10. This was nearly identical to attrition rate from 2008-09 to 2009-10. In our charter we state student attrition as a measurement of student and parent satisfaction and set the goal for 90% student retention. Similarly, we believe that low staff attrition is evidence of staff satisfaction. While we did not meet 10% or less teacher attrition, the 19% attrition rate for a school's second year of operation is laudable, when schools typically experience high turnover. Additionally, Pan American Academy Charter School is striving to recruit teachers who are HQT, PA certified, and bi-lingual. As such, teachers who fail to meet our high standards for certification within an established timeframe are not being asked to return to the school. This accounts for some of our staff turnover.

Many teachers at Pan American are bilingual and/or bicultural. All Pan American teachers are deeply committed professionals who are teaching in order to make a difference in the lives of their students. To continue to foster excellence within our own teaching staff and retain our best teachers, Pan American creates a climate that encourages ongoing applied professional learning, provides supports for new teachers and opportunities for further growth for experienced teachers (e.g. strong induction program, coaching, instructional leadership roles for career teachers), and that awards success and the desire to grow as a professional (e.g. performance pay, our new tuition reimbursement program).

In 2009-10, 86.22% of our professional staff possessed valid Pennsylvania certification, exceeding the 75% certification requirement for charter schools.

The PDE-414 Certification Verification Form for 2009-2010 is attached to this report as well as the 2009-2010 LEA Staff Profile from PIMS.

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

- PAACS PDE-414 09-10
- PAACS LEA STAFF PROFILE PIMS 09-10

### **Student Enrollment**

Based on Pan American’s mission that champions inclusion and an embracing of differences, the school seeks to admit a diverse group of students. The founders are making every effort to recruit students from the neighborhoods near the school’s facility, as well as from throughout the city, in order to have a diverse student body which reflects the rich cultures and myriad of perspectives that shape the world in which the students live. To ensure that all eligible students and families will have the opportunity to attend Pan American, the facility will be accessible to all and will meet all requirements outlined by the city and the commonwealth. The school will give preference to all eligible students from Philadelphia before considering students from outside the city. Information sessions were held in spring 2009 for the 2009-10 school year and in spring 2010 for next year to ensure that applicants were aware of the school’s program and expectations. A lottery was conducted per our admissions policy and Act 22 of 1997 on May 5, 2010. A copy of Pan American's Admissions Policy is attached to this report.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

For 2009-2010, only students who would be 5 years-old by September 1, 2009 were considered for enrollment in the school.

- **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.**

	Initial enrollment	Number dropped	Number added	Year End
K	100	12	4	91
1	103	14	2	93
2	54	7	1	47
3	51	5	3	49
4	53	2	0	51
5	50	5	1	46
Total	411	45	11	377

Please note that the school under-enrolled (based on our charter enrollment allocation) due to space limitations in our current facility and our desire to start small and grow our program.

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

361 of the students who completed the 2009-10 school year (96%) are currently enrolled to return in September 2010. In our charter we state student attrition as a measurement of student and parent satisfaction and set the goal for 90% student retention. For the second year, we have exceeded our target.

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

Of the 45 withdrawals, all left voluntarily. There were no expulsions in 2009-2010.

## **Student Enrollment - Attachment**

- PAACS ADMISSIONS POLICY

## **Transportation**

In 2009-10 the School District of Philadelphia provided transportation to our students in grades 1-5 who reside within 1.5 miles of the school. Parents/guardians must provide for the transportation to and from school for kindergarten students. Of the 46 students with disabilities enrolled at Pan American in 2009-10, two required specialized transportation services as a related service in their IEPs. Pan American understands that any Pan American student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Pan American will provide this service at the school's expense.

## **Food Service Program**

Numerous scientific studies have suggested a strong link between child nutrition and learning in school. Unfortunately, only 2% of students (ages 2 to 19 years) eat a healthy diet, consistent with the five main recommendations from the food guide pyramid. As stated previously, Pan American is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Pan American's participation in the National School Lunch Program and School Breakfast Program is central to implementing our wellness policy and mitigating any nutritional barriers to learning.

Pan American contracts with an approved Food Service Management Company, Primo's Food Service, to provide breakfast and lunch for our students. All students are eligible to participate in the federal meals programs. 97.16% of our students qualify for free or reduced price meals. Students are also permitted to bring their own lunches to school.

## **Student Conduct**

**a) 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.**

To foster a climate of academic excellence, Pan American has drafted a clear description of the positive behaviors and attitudes Pan American students must exhibit. These expectations are stated in the Code of Conduct and written handbook, and "No Excuses" language also permeates every student and family's introduction to Pan American. The Pan American handbook details prohibitions and clearly spells out consequences. Accompanying this strictness is a commitment to disciplinary interactions that are always respectful and viewed as learning opportunities.

### ***Student Expectations:***

Our school-wide learning goals provide children with a consistent system of behavior management that is used throughout the school. These learning goals include:

I am learning from my mistakes.

I follow school and class rules.

I complete my work on time.

I am respectful and considerate of other people.

I am learning and improving my skills.

I ask questions when I need help.

I accept responsibility for my own behavior.

I am a cooperative citizen of my school.

The general class/school rules/expectations are:

Come to school prepared every day.

Follow directions the first time given.

Be responsible for your work and actions.

Think and act in a positive manner.

Respect yourself and others.

Specific student expectations and responsibilities include:

Attendance — Students are expected to arrive on time for class and to strive for perfect attendance. Lateness to class is not excusable and repeated lateness may result in disciplinary action and possible expulsion.

Students are expected to follow ALL school rules and procedures.

Students are expected to behave in a courteous and peaceful manner toward staff, visitors, and other students.

We expect our students to be proud of their school.

Honesty and courtesy are expected at all times.

Completion of ALL assignments is expected as is striving for academic excellence.

Improvement of performance upon notice of unsatisfactory progress is expected.

Students are expected to practice good sportsmanship.

Fighting with peers or others to inflict harm will be treated with Zero Tolerance and may result in immediate suspension and/or exclusion from school activities and even possible expulsion.

Students are expected to refrain from the use of illegal drugs, alcohol, as well as the possession, concealment, or use of illegal weapons.

Respect the rights of your peers and others.

Set a good example and contribute to fostering a positive learning environment.

Always seek positive assistance from others to prevent or resolve conflicts.

Report any incidents or activities that may threaten someone or disrupt the school environment to your teacher, principal, and/or parents.

***Due Process:***

Pan American's disciplinary process was developed with the assistance of its legal counsel to ensure compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at Pan American, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.

- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

#### Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

### ***Discipline of Special Education Students***

Please note that all students are expected to abide by the Pan American Code of Conduct. And, in accordance with Pennsylvania law, all students at Pan American (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, Pan American first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then Pan American determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, Pan American follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

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

In 2009-10, 33 students (representing 8.8% of our population) were involved in 53 suspensions. This represents a decline in both the amount of incidents and percentage of students involved in suspensions over last year when 14% of our population was involved in 81 suspensions. This positive decline is due, in large part, to the implementation of comprehensive student services supports, including an active CSAP team.

Copies of Pan American's Code of Conduct and the 2009-2010 Safe Schools Report submitted through PIMS are attached to this report.

### **Student Conduct - Attachments**

- PAACS CODE OF CONDUCT
- PAACS SAFE SCHOOLS REPORT 09-10

### **Signature Page**

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

### **School Year: 2010**

The Pan American Academy CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

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**Board President**

**Date**

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**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 Pan American Academy 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:** Ms. Wanda Novales **Title:** CEO/Principal

**Phone:** 215-425-1212 **Fax:** 215-423-0871

**E-mail:** wnovales@panamcs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Mr. Nicholas Torres **Title:** Board Chair

**Phone:** 215-425-1212 **Fax:** 215-423-0871

**E-mail:** nicholast@congreso.net

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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:** Ms. Lydia Jerchau **Title:** Special Education/Data Administrator

**Phone:** 215-425-1212 **Fax:** 215-423-0871

**E-mail:** ljerchau@panamcs.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page - Attachment**

- PAACS Annual Report 2009-10 Signature Pages