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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:** People for People CS  
**Address:** 800 N. Broad St  
Philadelphia, PA 19130

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** People for People CS

**Date of Local Chartering School Board/PDE Approval:** March 2000 (Original Charter) /June 2010 (Current Renewal Term)

**Length of Charter:** 5 years    **Opening Date:** August 2001

**Grade Level:** K-8    **Hours of Operation:** 8:30 a.m. to 3:00 p.m.

**Percentage of Certified Staff:** 73%    **Total Instructional Staff:** 41 teachers

**Student/Teacher Ratio:** 22:1    **Student Waiting List:** TBD

**Attendance Rate/Percentage:** 91.48%

## Summary Data Part II

**Enrollment:** 550 **Per Pupil Subsidy:** Education: \$8,183.58; Special Education: \$17,788.75

### Student Profile

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<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Pacific Islander:</b>	0%
<b>Black (Non-Hispanic):</b>	96.4%
<b>Hispanic:</b>	2.8%
<b>White (Non-Hispanic):</b>	0.3%
<b>Multicultural:</b>	0%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
85.37%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 92

## 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	175	175	0	175
Instructional Hours	0	0	944	950	991	0	991

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The People for People Charter School is a K-8 urban charter school in North Central Philadelphia. Founded in 2001, PFPCS will begin its tenth year of operation in September 2010. PFPCS provides a rigorous academic program with an entrepreneurship theme to 540 students each year. Our student body is predominately African American (96.4%), entirely native English speakers, and overwhelmingly from low-income families (85.4% of our students qualify for free and reduced price lunch). We also serve a significant special needs population; 16.7% of our students have an Individualized Education Plan (IEP). In 2010, PFPCS successfully applied for and was granted a second five-year renewal term.

### Mission

The underlying purpose of The People For People Charter School is to equip students in grades K-8 with a challenging educational program in which the fundamentals of entrepreneurship will be a primary focus. Economic, community, and career education will be integrated into all subject areas throughout all grades. Students will acquire necessary knowledge, skills, and interests through a highly experiential program that

will prepare them to take responsibility for their own lives and to participate in their communities.

## **Vision**

PFPCS is located in North Central Philadelphia in an area characterized by pervasive poverty, which fosters a high crime rate, high unemployment figures, drug and alcohol abuse, poor housing conditions, closed businesses, and single-parent households. PFPCS was founded to serve as the educational arm of People for People, Inc. — a community development corporation devoted to breaking the vicious cycle of poverty in the lives of North Central Philadelphia residents by providing them with positive alternatives to gangs, drugs, welfare and crime. In founding the PFPCS, Rev. Dr. Herbert H. Lusk, II, envisioned a community school that would provide the educational component to a comprehensive community development strategy. The school would be a center of academic excellence and an incubator for young entrepreneurs and civic leaders.

## **Shared Values**

PFPCS believes that the most effective and lasting answer to alleviating the above-mentioned community problems, turning around the neighborhood, and giving our students a better chance to succeed, is to provide a strong educational foundation infused with economic, career, social and community development skills. By the time our students graduate from the eighth grade they should:

- Demonstrate proficiency in all content areas — mathematics, language arts, social studies, science, arts, technology, health education, and foreign language.
- Understand basic economics and entrepreneurship.
- Have an understanding of the variety of careers available to them.
- Possess the knowledge, thinking skills, self-awareness, and interpersonal skills they need to participate responsibly in their homes, community, and in the marketplace.
- Be self-directed and motivated citizens who will help create a more positive environment.
- Be motivated to become life-long learners.

## **Academic Standards**

The People for People Charter School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, PFPCS provides students instruction needed to attain the elementary and middle school level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of

writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.

- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement

concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

PFPCS assesses the attainment of these academic standards for the purpose of promotion and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, Acuity); benchmark assessments tied to state standards (i.e. 4Sight, Study Island, curriculum unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at PFPCS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. PFPCS provides assistance to those students having difficulty attaining these academic standards.

## Strengths and Challenges

2009-10 was a momentous year for the People for People Charter School. In June, after a rigorous reauthorization process, the School District of Philadelphia renewed our charter for five more school years. The renewal process afforded PFPCS the unique opportunity to assess our program, receive constructive recommendations from veteran educators, and to join together to demonstrate to the School District of Philadelphia the innovative and high quality educational program we provide to 540 students every day.

In reflecting on the past year, we have identified the following strengths and areas of opportunities

### ***Strengths:***

**Data Driven Instruction** — Over the past three years, testing and data driven decision making has become an increasingly central aspect of academic life at PFPCS. The school's staff has worked diligently to adopt new forms of assessment and to incorporate that testing into programmatic decisions that help move each child closer to academic proficiency. The school uses the PA-standards linked 4Sight system benchmark assessment (first piloted in 2008-09), the PSSA tests of academic proficiency, Study Island test preparation software, DRA reading tests from Scholastic, in addition to teachers' locally developed assessments. The testing system in place at PFPCS and the training teachers have received has helped our students to make steady academic progress toward NCLB goals. The introduction of data analysis into the vernacular of our faculty is enabling us to provide targeted interventions to students on a real-time basis and to set priorities each year.

**Enhanced Project-Based, Multidisciplinary Entrepreneurship Program** — PFPCS has achieved its mission teaching the fundamentals of entrepreneurship. However, like most schools, the demands of high stakes testing has required PFPCS to emphasize reading and math test preparation, sometimes at the sacrifice of other subjects. However, in 2009-10, PFPCS developed a unique approach to striking the balance between test prep, reading and math enrichment, and entrepreneurship. Specifically, the Entrepreneurship special has now been reconfigured into a middle school level course that teaches math and reading within the context of entrepreneurship. In essence, the goal of the new Entrepreneurship course is to reinforce math and reading concepts, in an engaging, project-based, and mission-focused manner. To facilitate the reconstitution of the Entrepreneurship course and to encourage project-based learning tied to academic standards, the Entrepreneurship Lab has been reconfigured into "Classrooms of the Future" style learning center, with "smart" technology. PFPCS is exploring partnerships with various

organizations that provide entrepreneurship education for children and youth. These partnerships will also be beneficial to teachers in the improved integration of entrepreneurship education into the regular classroom, which has always been a PFPCS goal.

In addition to the following strengths above, PFPCS had a two-day renewal site visit from SchoolWorks that revealed several positive findings about our school including:

PFPCS has a comprehensive written curriculum that is aligned to state standards.

Learning objectives and agendas are present in the majority of classrooms at PFPCS.

Overall, teachers utilize effective instructional strategies such as guided practice, connections to student experiences and connections to previously learned material.

PFPCS administers an array of formal and informal assessments and has taken some action in response to the results.

Teacher collaboration is purposeful and designed to enhance teaching and student learning.

There are sufficient personnel and appropriate program elements to support students with special needs at PFPCS.

PFPCS provides a safe environment for students and adults.

PFPCS network provides valuable partnerships to support students and families.

There is a shared understanding of the mission, vision, and values among all stakeholders at PFPCS.

### ***Opportunities for Improvement***

However, in preparing for our renewal and for our third charter term, the school has identified three main areas of opportunities: (1) Raising academic achievement in reading and math; (2) Improving academic achievement among our special education population, and (3) Improving student behavior. These areas and our proposed action plans are described below.

**Improving Academic Performance in Math and Reading** — PFPCS is committed to raising student achievement in math and reading to ensure that we make AYP and prepare students for success in high school and beyond. The progress has been slower than we would like, so we have decided to dedicate the coming year to putting in place a number of new curriculum improvement projects, and have named a new school principal who will implement data driven instructional decision making throughout the school. Student assessment will be at the center of our decisions, as we examine PSSA, Terra Nova, 4Sight, Study Island, DRA scores and other reliable data to tailor our instruction to individual student needs.

**Improving Academic Achievement Among Our Special Education Population** — In 2009-10 and beyond, the school will explore alternative models to address the depth of the achievement gap in scores between our students without IEPs and those with (42.9% of all students scored proficiency in reading in 2009 compared to 14.1% in the IEP subgroup; in math 49.4% of students overall met proficiency targets, while

only 12.5% of the IEP subgroup did). And, while some disparity between students overall and special education students is expected, the fact that the IEP subgroup is improving at a slower rate than our school overall, is also of concern.

Since the school's opening, special education students requiring itinerant support have been provided services, almost entirely, in a pull-out or resource room setting. In 2009-10, the school will explore alternative models to address the depth of the achievement gap in scores between our students without IEPs and those with (42.9% of all students scored proficiency in reading in 2009 compared to 14.1% in the IEP subgroup; in math 49.4% of students overall met proficiency targets, while only 12.5% of the IEP subgroup did). And, while some disparity between students overall and special education students is expected, the fact that the IEP subgroup is improving at a slower rate than our school overall, is also of concern.

In 2009-10, PFPCS piloted a special education inclusion services program on a small scale, and the practice will be used with increasing frequency in the next two years. 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).

While there is relatively little comparative data between pull-out and push-in service models and there are proponents and opponents of each, PFPCS is committed to developing a continuum of special education placement options to ensure that none of our children are left behind. A special education teacher has been designated the Inclusion Coordinator/Liaison to oversee the special education inclusion initiative and guide special education teachers in their endeavor to educate their students to the best of their abilities. Benchmark assessments (i.e. 4Sight) will be used throughout this initiative to measure effectiveness and make modifications/improvements as needed.

Additionally, with support from IDEA ARRA funds and Title I ARRA funds, PFPCS will be implementing a Response to Intervention (RTI Plan) with long-time educational partner Dr. Robbin Alston and her company BETA One, Inc. RTI is acknowledged in the federal law, IDEA 2004, as a process that provides high quality interventions to at-risk student so that potential academic and behavior problems are resolved. The intent of the law is that we do not wait for students to fail. As a problem-solving process, BETA One will help to implement RTI to expeditiously identify struggling learners and children at-risk for behavioral and social challenges. As such, our RTI process will be assessment-driven and supported by interventions that are evidence-based and can be effectively implemented in general education, special education, or both. Our RTI system will have three tiers for assessment:

**Tier 1: Everyone** — Universal assessments will be used to identify at-risk students, with an emphasis on children in the earlier grades.

**Tier 2: At-Risk Students** — Students identified as needing moderate interventions through the universal screening in Tier 1 will receive these interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month).

**Tier 3: Intensive** — Students identified as needing intensive supports through the universal screening in Tier 1 or in the ongoing progress monitoring (as well as all special education students) will be provided with interventions and will be assessed for progress most frequently (typically 1-2 times per week).

BETA One will help to roll-out this system of coordinated interventions and continuous progress monitoring. Specifically, this involves the analysis of data and the support of teachers charged with implementing the interventions. Teachers will receive professional development, enabling them to deliver “scientifically based,” instructional support to assure the strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness. The program addresses both the needs of the students and the educators in order to increase the likelihood that all children will succeed.

**Improving Student Behavior:** PFPCS has committed to implementing a different behavior/discipline model at the school. While the number of suspension incidents has decreased by 40.4% (from 535 in 2008-09 to just 216 this year), 20.7% of the student population missed one or more days of instruction due to disciplinary infractions. Furthermore, in the 2010 end-of-year surveys, teachers and parents expressed concerns with the school’s discipline and student behavior. Additionally, in January, the School Works Renewal Site Visit team indicated that the school lacks an established, understood and enforced set of behavioral expectations. The data supports the fact that our reactionary/punitive approach is not deterring students from committing additional disciplinary infractions, since there are often underlying issues to the behavioral misconduct. And, we understand the loss of valuable instructional time as students are in out-of-school suspensions can have a negative impact on student academic growth. For the 2010-2011 school year, PFPCS is hiring a full-time disciplinarian as well as a behavioral specialist to work with the teachers and school personnel in the administration of disciplinary action to address the behavioral issues prevalent in the school. Additionally, PFPCS will continue to partner with B.E.T.A. One, Inc. to implement a multi-tier education paradigm known as Response to Intervention (RTI) with a Teaching for Success (TFS) component. RTI and TFS will be implemented to identify struggling learners and children at-risk for behavioral and social challenges. Key components of RTI and TFS include: collaboration among parents, teachers, specialists, and administrators; assurance that all interventions are evidence-based and can be effectively implemented in general education, special education, or both; students' progress is closely monitored at each stage to determine the need for further or different interventions and/or instruction; progress monitoring of teachers on a regular basis; professional development; weekly data analysis, etc.

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

### **Strategic Planning Process**

The People for People Charter School has established a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. PFPCS conducts a continuous strategic planning process, whereby assessments of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, Professional Education Plan, Induction Plan, etc). The school’s strategic planning team incorporates the feedback of parents, staff, and the community at every phase.

A charter school’s renewal application serves as its five-year strategic plan. As such, the group reconvened formally in winter 2009 to begin thinking about the 2009-10 charter reauthorization process. The school contracted with two education consulting firms to assist in the development of our five-year plan. First, the school has contracted with Dr. Leroy Nunery of PlusUltré to hold strategic planning focus groups among PFPCS’ various constituent groups (e.g., students, parents, staff, community partners, and Board). This open discussion on mission-critical issues served to inform the strategic planning committee as it made decisions on school design, programming, strengths and weaknesses, etc. Secondly, the strategic planning committee is contracted with Dr. Alexander Schuh to conduct a detailed analysis of the past five years of student performance data. This enabled us to describe the

significant successes of the school as well as to define specific areas (grades, subjects, anchors) requiring targeted intervention in the upcoming charter term.

The successful five-year plan that was incorporated into our renewal plan was the end-product of a year-and-a-half of thoughtful collaboration and planning on the part of this strategic planning group. Additionally, PFPCS will continue to implement an annual survey of students, parents, and teachers to both gauge the level of satisfaction with the program and to solicit feedback on the school's strengths and areas of concern, recommendations for the upcoming year(s), and feedback on specific school initiatives (as needed).

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Allen, Gregory J.	People for People Charter School - - Director of Development	Administrator	Board of Trustees
Alston, Robbin	B.E.T.A. One, Inc.	Ed Specialist - School Psychologist	Board of Trustees
Amster, Doreen	People for People Charter School - - Principal	Administrator	Board of Trustees
Bond, Jenece	People for People Charter School	Elementary School Teacher	PFPCS DOO
Chandler, Linda	People for People Charter School	Board Member	PFPCS Board of Trustees
Day, Emily	People for People Charter School	Elementary School Teacher	PFPCS DOO
Eglin, Robin	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Enicks, Kate	People for People Charter School	Elementary School Teacher	PFPCS DOO & Teachers
Lusk, Herbert H., II	People for People Charter School	Board Member	PFPCS Board of Trustees
Mazzola, Jasmine	People for People Charter School - - Special Education Coordinator	Administrator	Principal
McCarthy, Kimberly	People for People Charter School	Elementary School Teacher	DOO & Board
Montgomery, James	People for People Charter School	Middle School Teacher	PFPCS DOO & Teachers
Pender, Chris	People for People, Inc.	Community Representative	PFPCS DOO
Ramos-Coles, Bobbie Jo	Parent Teacher Organization	Parent	Director of Operations
Reiser, Melanie Burke	OmniVest Properties Management, LLC	Business Representative	PFPCS DOO
Schuh, Alexander	Frontier 21 Education Solutions	Other	Board of Trustees
Seebadri, Pri	People for People Charter School	Other	Board of Trustees
Sukran, Nihmal	People for People Charter School	Ed Specialist -	PFPCS DOO

		Instructional Technology	
Thomas, Eugene	People for People Charter School - Academic Coach	Special Education Teacher	Education Director
West, Donovan	People for People, Inc.	Community Representative	PFPCS Board of Trustees
Williams, Andre C.	People for People Charter School - Director of Operations	Administrator	PFPCS Board of Trustees

## Goals, Strategies and Activities

### **Goal: Discipline**

**Description:** 10% annual decrease in both the total number of suspensions and the percentage of the student population involved in suspensions.

#### **Strategy: Consistent Implementation of Discipline Policy**

**Description:** PFPCS will develop and disseminate a discipline policy and Code of Conduct, which will be consistently implemented by all teachers and staff in all grades. Code of Conduct will incorporate positive behavior systems.

#### **Activity: Attendance Plus**

**Description:** School Counselor and front-desk personnel will fully utilize Attendance Plus module of Rediker's Administrator's Plus Student Information System (SIS in place since 2007-08). This attendance management software will enable PFPCS -to track absence and tardiness data, notify parents of attendance problems, and run reports for the purpose of data analysis. Will allow for more uniform parent notification (i.e. letters will be automatically generated when student exceeds set tardiness or absence limits) and for the school to identify and try to remedy any student issues before they become dire through engaging parents.

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

Sukran, Nihmal	Start: 9/1/2009 Finish: Ongoing	\$4,500.00
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**Status:** In Progress — Upcoming

#### **Activity: Discipline Plus**

**Description:** School will fully utilize Discipline Plus module of Rediker's Administrator's Plus Student Information System. This disciplinary management software will enable PFPCS to document and track disciplinary incidents, maintain related records, notify parents of infractions,

and produce, reports, notices, forms, and other documents. Will allow for more uniform parent notification and ease in accessing records, in addition to allowing school to perform sophisticated and ongoing analysis of disciplinary issues.

**Person Responsible Timeline for Implementation Resources**

Amster, Doreen	Start: 9/1/2009	\$4,500.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Revised Code of Conduct**

**Description:** Dean of Students, Behavior Specialist, and Administration to review policies annually, make needed revisions, train staff on changes, and disseminate new policies to parents and students via the Student-Parent Handbook. New Code will reflect the new positive behavior.

**Person Responsible Timeline for Implementation Resources**

Amster, Doreen	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Saturday School -- Discipline**

**Description:** Saturday School, staffed by certified teacher(s) will be available as a consequence for severe disciplinary infractions while minimizing out of school time (i.e. suspension) and interruption to learning (i.e. in-school suspension). Students will be required to complete standards aligned work that reinforces reading and math instruction as well as complete assignments from our positive behavior curriculum.

**Person Responsible Timeline for Implementation Resources**

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

**Status:** In Progress — Upcoming

**Strategy: Coordinated Interventions**

**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. PFPCS 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. Our multi-tiered paradigm will stress the partnership between instruction and evidence-based intervention. When instruction is ineffective, intervention must take over. Intervention considers the child's learning style, maturation, and case history. The aim of intervention is to correct the problem, reduce deficits, and increase student achievement.

**Activity: Continue to implement the Administrator's Plus student information system to provide staff with real-time access to student data, to improve parent communication, and to facilitate reporting (including PIMS).**

**Description:** After a year of training, PFPCS transitioned in 2007-2008 from a paper-based record-keeping environment to a student information system, Rediker's Administrator's Plus. In 2008-2009, PFPCS will continue to use this system for its central database of student and staff enrolment and demographic data, attendance, scheduling, and report cards. And, this system will continue to be used as the source of data to be reported to the state via PIMS. However, we will enhance the usage of this program by using the reports function to providing ongoing data for data-driven decision making and by customizing letters and reports for communication with parents on issues such as attendance and discipline. Additionally, we will add the Student Nurse Administrator's Plus (SNAP) module, to provide a centralized database that links all students' medical information. This will simplify the nurse's recordkeeping and eliminate redundancy while allowing the nurse to create reports for data-driven decision-making, generate letters for parents, and alert staff about medical emergencies, allergies, etc. Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable and Internet connectivity; maintenance and repair/replacement of end-user equipment; renewal of Administrator's Plus subscription and subscription to SNAP module.

**Person Responsible Timeline for Implementation Resources**

Sukran, Nihmal	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Response to Intervention**

**Description:** In 2009-10, PFPCS will partner with B.E.T.A. One, Inc. to implement a multi-tier education paradigm known as Response to Intervention (RTI) with a Teaching for Success (TFS) component. RTI and TFS will be implemented to identify struggling learners and children at-risk for behavioral and social challenges. Key components of RTI and TFS include: collaboration among parents, teachers, specialists, and administrators; assurance that all interventions are evidence-based and can be effectively implemented in general education, special education, or both; students' progress is closely monitored at each stage to determine the need for further or different interventions and/or instruction; progress monitoring of teachers on a regular basis; professional development; weekly data analysis, etc.

**Person Responsible Timeline for Implementation Resources**

Amster, Doreen	Start: 9/1/2009	-
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Finish: Ongoing

Status: In Progress — Upcoming

### **Activity: Student Assistance Program (SAP)**

**Description:** In coordination with our Safe & Drug Free Schools programming, PFPCS will implement a systemic process using techniques to mobilize school resources to remove barriers to learning. Beginning in 2008-2009, PFPCS formed a SAP team comprised of administration, counselor, disciplinarian, nurse, special education coordinator, reading specialist, master teachers, and community representatives. Members were 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 SAP team will assist the parent and student so they may access services within the community. In 2009-10, SAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up.

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

None Selected	Start: 9/1/2009 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

### **Strategy: Identify and respond to barriers to learning**

**Description:** PFPCS staff will be able to identify and respond to barriers to learning (e.g. behavior, attendance, lateness, health concerns, etc.)

### **Activity: Implementing Administrator's Plus, Discipline Plus, and SNAP**

**Description:** Our administrative staff and specialists will learn how to input data, create reports and use the reports to make strategic decisions in all of our electronic tracking systems.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Allen, Gregory J.	Start: 9/1/2009 Finish: 6/30/2012	\$3,000.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	1	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval</b>

		<b>Status</b>
People for People Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

Administrators and Specialists will learn:  
 - how to operate Administrator's Plus, Discipline Plus, and SNAP  
 - how to create various reports in each of the programs  
 - how to use the reports to make strategic decisions

Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability.

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

- Instructs the leader in managing resources for effective results.

In order to provide the data to improve instruction and therefore student achievement our school needs to collect accurate and timely data. Through this professional development our administration and specialists will be able to use up-to-date data to make decisions and inform teachers.

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

**Role**

- Principals / asst. principals
- Other educational specialists

**Follow-up Activities**

**Evaluation Methods**

**Status:** In Progress — Upcoming

**Strategy: Schoolwide Positive Behavior Support System**

**Description:** In 2009-10, PFPCS will implement a SWPBS -- a proactive approach to discipline that promotes appropriate student behavior and increased learning.

**Activity: Positive Action Curriculum - Professional Development**

**Description:** People for People Charter School is adopting a School Wide Positive Behavior System in 2009-10. We have purchased the Positive Action Curriculum to help implement the system. Positive Action consists of five components. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions and there is a

positive way to do everything. The program teaches the positive actions for the physical, intellectual, social, and emotional areas of the self. Our teachers will receive training on how to implement the program and provide positive support and reinforcement for our students to make good choices.

Person Responsible	Timeline for Implementation	Resources
Allen, Gregory J.	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
0.00	0	0

  

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Positive Action and People for People Charter School	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Our teachers will learn:</p> <ul style="list-style-type: none"> <li>- Positive Action curriculum</li> <li>- Positive Action resources</li> <li>- How to integrate the Positive Action program with our School Wide Positive Behavior System</li> <li>-</li> </ul>	<p>Rigorous evaluations of the Positive Action program have consisted of two matched-control designs with archival data collected by school districts during the 1990s (Hawaii, Nevada and a large southeastern district) and two recently completed randomized trials (Hawaii and Chicago). The evaluators reported statistically significant improvements in school performance and behavior as follows (all expressed as percentage improvements by the intervention group compared to the control group).</p> <ul style="list-style-type: none"> <li>•Multiple studies have demonstrated that more exposure to Positive Action produces stronger effects.</li> <li>•Some studies demonstrated greater effects in high-risk schools (higher mobility, poverty or ethnic minorities).</li> </ul> <p>For more information see: <a href="http://www.positiveaction.net/research/">http://www.positiveaction.net/research/</a></p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
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#### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> </ul>

principals

- Elementary (grades 2-5)

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**Follow-up Activities****Evaluation Methods**

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- |   |   |
|---|---|
| <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>• Creating lessons to meet varied student learning styles</li></ul> | <ul style="list-style-type: none"><li>• Discipline Data</li></ul> |
|---|---|

**Status:** In Progress — Upcoming

## **Goal: Improve Academic Achievement Among Students with Special Needs**

**Description:** PFPCS made AYP 3 out of 4 years in its current charter term (with an appeal pending for 2008-09 AYP status), and, in 2008-2009, test scores were the highest in the school's history for students overall. However, the IEP group struggled again in 2008-09, with only 14.1% achieving proficiency in Reading. Disappointingly, the IEP group's scores declined slightly in Math to 12.5% from 12.9% in 2008.

Goal: At least 54% of IEP students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or growth model.

Goal: At least 63% of IEP students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or growth model.

### **Strategy: Coordinated Interventions**

**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. PFPCS 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. Our multi-tiered paradigm will stress the partnership between instruction and evidence-based intervention. When instruction is ineffective, intervention must take over.

Intervention considers the child's learning style, maturation, and case history. The aim of intervention is to correct the problem, reduce deficits, and increase student achievement.

**Activity: Continue to implement the Administrator's Plus student information system to provide staff with real-time access to student data, to improve parent communication, and to facilitate reporting (including PIMS).**

**Description:** After a year of training, PFPCS transitioned in 2007-2008 from a paper-based record-keeping environment to a student information system, Rediker's Administrator's Plus. In 2008-2009, PFPCS will continue to use this system for its central database of student and staff enrolment and demographic data, attendance, scheduling, and report cards. And, this system will continue to be used as the source of data to be reported to the state via PIMS. However, we will enhance the usage of this program by using the reports function to providing ongoing data for data-driven decision making and by customizing letters and reports for communication with parents on issues such as attendance and discipline. Additionally, we will add the Student Nurse Administrator's Plus (SNAP) module, to provide a centralized database that links all students' medical information. This will simplify the nurse's recordkeeping and eliminate redundancy while allowing the nurse to create reports for data-driven decision-making, generate letters for parents, and alert staff about medical emergencies, allergies, etc. Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable and Internet connectivity; maintenance and repair/replacement of end-user equipment; renewal of Administrator's Plus subscription and subscription to SNAP module.

**Person Responsible Timeline for Implementation Resources**

Sukran, Nihmal	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Implement New Special Education Reading Intervention Program**

**Description:** PFPCS will implement the Reading Horizons program as part of the Response to Intervention. The program offers online reading and literacy skill development that is both interactive and effective. The program is especially designed for grades K-3 to remediate students who are struggling with phonics.

**Person Responsible Timeline for Implementation Resources**

Mazzola, Jasmine	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Response to Intervention**

**Description:** In 2009-10, PFPCS will partner with B.E.T.A. One, Inc. to implement a multi-tier education paradigm known as Response to Intervention (RTI) with a Teaching for Success (TFS) component. RTI and TFS will be implemented to identify struggling learners and children at-risk for behavioral and social challenges. Key components of RTI and TFS include: collaboration among parents, teachers, specialists, and administrators; assurance that all interventions are evidence-based and can be effectively implemented in general education, special education, or both; students' progress is closely monitored at each stage to determine the need for further or different interventions and/or instruction; progress monitoring of teachers on a regular basis; professional development; weekly data analysis, etc.

**Person Responsible Timeline for Implementation Resources**

Amster, Doreen            Start: 9/1/2009            -  
    Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: RTI Professional Development**

**Description:** Year-long professional development on RTI (a process that provides high quality interventions to at-risk students so that potential academic and behavioral problems are resolved). Professional development will enable personnel to deliver "scientifically based" academic and behavioral interventions.

Person Responsible	Timeline for Implementation	Resources
Allen, Gregory J.	Start: 8/24/2009 Finish: 6/14/2010	\$5,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BETA, One, Inc. (Dr. Robbin Alston)	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of the RTI model. Understanding of Teaching for Success (TFS) model. Ability to deliver "scientifically based" academic and behavioral interventions.	An analysis of the research as well as its practical application reveal that a fluid multi-tiered instructional approach will remedy problems in the core academic areas and the behavioral and social domains	<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> based on research on effective</li> </ul>

for 10-30% of the student population who are not making progress.

practice, with attention given to interventions for struggling students.

- Empowers educators to work effectively with parents and community partners.

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

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

**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> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</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>• Peer-to-peer lesson discussions</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>• Review of written reports summarizing instructional activity</li> </ul>

**Status:** In Progress — Overdue

**Strategy:** Offer a Continuum of Special Education Placements

**Description:** PFPCS has largely employed the pull-out model for special education service delivery since the school's opening. PFPCS will explore different models in an effort to better meet the academic needs of our special education students.

### **Activity: Inclusion Model Pilot Program**

**Description:** PFPCS will pilot an inclusion (or push-in) special education model among 1-2 classrooms. 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).

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

Mazzola, Jasmine	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** At least 54% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through Safe Harbor or the Growth Model.

### **Strategy: Monitoring Student Progress**

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

### **Activity: 4Sight Benchmarking**

**Description:** PFPCS will administer 4Sight math benchmarking assessment 4 times annually and provide data to teachers electronically within one week. Data will be used to tailor instruction and provide needed interventions to students.

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

Amster, Doreen	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Renew school subscription to Edline’s GradeQuick program and expand its usage.**

**Description:** All teaching staff will continue to use Edline’s GradeQuick program, a web-based grade book system, to track student grades, develop interim and trimester student progress reports, and facilitate classroom, grade, and school-level decision making on academic instruction. Usage of GradeQuick provides teachers and administration instant access to student grades and assessment results. In 2008-2009, PFPCS will pilot the GradeQuick Lesson Plans module (and its linkage to standards and benchmarks) among one or two grade levels. Using this technology will enable teaching staff to develop lesson plans specifically to address benchmarks on which students need improvement and allow administration to monitor instructional content and its alignment with standards and benchmarks. When the electronic lesson plan builder is fully implemented in 2009-10, PFPCS will begin to populate a school wide Lesson Plan Database. Benefits of this database will included: availability of a lesson plan resource relevant to our students, environment, and equipment; providing a reference to new staff regarding academic standards, expectations, and strategies; creating greater consistency within each grade level and across all grades; allow the school to retain successful lesson plans even after teachers leave, etc.

Technology needs: Maintenance of existing LAN (including backup and firewall), maintenance of wire and cable, improved backup solutions, maintenance and repair/replacement of end-user equipment, one computer and Internet connectivity per classroom, GradeQuick license and support, etc.

**Person Responsible Timeline for Implementation Resources**

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Renew school subscription to Study Island to prepare students for academic assessments and enhance program use via curriculum linkage.**

**Description:** Students in grades 3-8 will continue to use the Study Island web-based PSSA preparation program for mathematics, reading, and science. This program has been used for three years, with students for the past two years taking “Study Island” as a “special” course on a five-day rotating schedule. Through this rotation, students use this web-based program for at least 45 minutes a week in the school’s computer lab dedicated to Study Island (includes 30 computers).

In 2009-10, two strategies will be used to improve the implementation Study Island. Currently, there is a disconnect between the Study Island lab teacher and the classroom teachers and the consequent lack of linkage between Study Island and the general curriculum.

First, we will enhance the use of Study Island by making more use of its reports function to monitor student achievement data on an individual, classroom, grade, and school-level. By using the data reports, the Study Island teacher/facilitator, master teachers, and mentor teachers can identify student needs and communicate these to classroom teachers. During cluster meetings

specific instructional strategies can be identified to improve upon these student needs. Similarly, by creating a regular flow of information between the lab teacher and the classroom teachers, teachers will be encouraged to share their curriculum maps with the lab teacher who can then emphasize certain topics during lab time to provide students with additional time to master concepts introduced in their classrooms. The strategy is designed to improve student reading, mathematics, and science achievement by linking the web-based program to the math curriculum in the classrooms.

Second, to further curriculum linkage and increase student accessibility to Study Island, PFPCS will pilot the use of N-Computing Mini-Labs in the classrooms in the third grade, with plans of using this technology school-wide in 2010-11. Through N-Computer multi-user environment, four students will have simultaneous access to a single computer independent of each other, which is a cost-effective means of increasing computer availability in the classrooms. Via the Mini-Labs, classroom teachers will serve as Study Island facilitators in addition to the lab teacher. Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable; maintenance and repair/replacement of end-user equipment in Study Island lab; renewal of monitoring software (Geneva Logic) to allow facilitator to control all lab machines, view screens, and restrict application; maintenance of two current N-Computer Mini-Labs and purchase and maintenance of two others; renewal of Study Island site license, etc.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### ***Strategy: Out of School Programming***

**Description:** PFPCS will make use of out of school time to provide students who are struggling with math with needed supports and interventions

#### ***Activity: Academic Recovery Summer School***

**Description:** Students who fail one or more core content areas will be required to attend a 6-week summer school program aimed at raising student achievement.

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

Amster, Doreen	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### ***Activity: After School Program***

**Description:** After School Program will serve students in grades 1-8 who are at risk for academic failure. Tutoring, homework assistance, mini-lessons, and computer-based instruction are some

of the strategies that will be employed to raise student achievement in mathematics. Service learning and project based learning activities will be incorporated into the program.

**Person Responsible Timeline for Implementation Resources**

Amster, Doreen	Start: 10/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Saturday Enrichment Academy**

**Description:** In 2009-2010, PFPCS will implement a new Saturday Enrichment Academy. The program will be offered year round with a preference for students who are achieving below level. Students in the program will receive special lessons on core subjects, participate in service projects, receive reading and math enrichment and excel through project-based learning.

**Person Responsible Timeline for Implementation Resources**

Williams, Andre C.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Promoting Effective Instruction**

**Description:** Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

**Activity: Increase use of technology in general classrooms to increase student engagement and improve student learning.**

**Description:** Currently, classroom-based technology used for instruction is limited at PFPCS. To more actively engage students in the learning process and improve student learning, PFPCS will begin to implement a full spectrum of instructional technologies from rotating projectors and laptop sets to full wired classrooms. In 2007-2008, PFPCS piloted a shared projector and laptop program, with the 7th and 8th grade social studies teacher serving as the lead instructor for the pilot program. Based on this pilot, PFPCS is developing professional development and a peer mentoring program for 2008-2009 on incorporating this technology in the classroom. Secondly, PFPCS also will pilot a fully wired classroom in 2008-2009 (using the 6th grade math classroom as the pilot room) with plans for a staged roll-out in future academic years. Technology will include laptop, projector, speakers, microphones, N-Computer Mini-Lab, and (most likely) a SmartBoard. Teachers in all classrooms and subjects will observe this classroom during the pilot and participate in associated training. Finally, in 2008-2009 a process whereby classes have access to the two labs during the school day will be developed. Currently, the labs are used primarily for Study Island and entrepreneurship education, with little availability for teachers to

use the labs as part of their technology curricula or for research projects. All students in grades 6-8 will be required to produce one graded project using computer-based research tools per year. Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable and Internet connectivity; maintenance and repair/replacement of end-user equipment; renewal of monitoring software (Geneva Logic) to allow facilitator to control all lab machines, view screens, and restrict application; maintenance of current N-Computer Mini-Labs; maintenance of current laptop and projector sets and possible purchase of new sets; student email and document storage solution; possible purchase of SmartBoard.

**Person Responsible Timeline for Implementation Resources**

Sukran, Nihmal	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Standards Based Curriculum**

**Description:** PFPCS will select a mathematics curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

**Activity: Everyday Mathematics & Math in Context**

**Description:** Corresponding with the School District of Philadelphia's Core Curriculum, PFPCS will implement Everyday Mathematics (K-5), a research-based and evidence-based program that promotes hands-on learning.

**Person Responsible Timeline for Implementation Resources**

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

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

**Description:** Since 2006-2007, PFPCS has implement the School District of Philadelphia's Core Curriculum for Mathematics.

**Person Responsible Timeline for Implementation Resources**

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: Test Preparation Programs**

**Description:** PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

### **Activity: Study Island**

**Description:** PFPCS 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 3-8 will participate.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or growth model.

### **Strategy: Literacy Professionals**

**Description:** PFPCS will engage literacy professionals to guide our school's reading improvement plans.

### **Activity: Reading Specialist**

**Description:** In 2008-09, PFPCS will employ a reading specialist. The reading specialist helped to coordinate literacy instruction at PFPCS, provide small-group instruction to students, and plan professional development related to reading, and administer the DRA assessment in K-6. Reading specialists will again be used in 2009-10 in after school and Saturday school settings.

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

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

**Status:** In Progress — Upcoming

## **Strategy: Monitoring Student Progress**

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

### **Activity: 4Sight Benchmarking**

**Description:** PFPCS will administer 4Sight reading benchmarking assessment 4 times per year and provide data to teachers electronically within one week. Data will be used to tailor instruction and provide interventions to students identified as requiring additional support.

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

Amster, Doreen	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Renew school subscription to Edline's GradeQuick program and expand its usage.**

**Description:** All teaching staff will continue to use Edline's GradeQuick program, a web-based grade book system, to track student grades, develop interim and trimester student progress reports, and facilitate classroom, grade, and school-level decision making on academic instruction. Usage of GradeQuick provides teachers and administration instant access to student grades and assessment results. In 2008-2009, PFPCS will pilot the GradeQuick Lesson Plans module (and its linkage to standards and benchmarks) among one or two grade levels. Using this technology will enable teaching staff to develop lesson plans specifically to address benchmarks on which students need improvement and allow administration to monitor instructional content and its alignment with standards and benchmarks. When the electronic lesson plan builder is fully implemented in 2009-10, PFPCS will begin to populate a school wide Lesson Plan Database. Benefits of this database will included: availability of a lesson plan resource relevant to our students, environment, and equipment; providing a reference to new staff regarding academic standards, expectations, and strategies; creating greater consistency within each grade level and across all grades; allow the school to retain successful lesson plans even after teachers leave, etc.

Technology needs: Maintenance of existing LAN (including backup and firewall), maintenance of wire and cable, improved backup solutions, maintenance and repair/replacement of end-user equipment, one computer and Internet connectivity per classroom, GradeQuick license and support, etc.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Renew school subscription to Study Island to prepare students for academic assessments and enhance program use via curriculum linkage.**

**Description:** Students in grades 3-8 will continue to use the Study Island web-based PSSA preparation program for mathematics, reading, and science. This program has been used for three years, with students for the past two years taking “Study Island” as a “special” course on a five-day rotating schedule. Through this rotation, students use this web-based program for at least 45 minutes a week in the school’s computer lab dedicated to Study Island (includes 30 computers).

In 2009-10, two strategies will be used to improve the implementation Study Island. Currently, there is a disconnect between the Study Island lab teacher and the classroom teachers and the consequent lack of linkage between Study Island and the general curriculum.

First, we will enhance the use of Study Island by making more use of its reports function to monitor student achievement data on an individual, classroom, grade, and school-level. By using the data reports, the Study Island teacher/facilitator, master teachers, and mentor teachers can identify student needs and communicate these to classroom teachers. During cluster meetings specific instructional strategies can be identified to improve upon these student needs. Similarly, by creating a regular flow of information between the lab teacher and the classroom teachers, teachers will be encouraged to share their curriculum maps with the lab teacher who can then emphasize certain topics during lab time to provide students with additional time to master concepts introduced in their classrooms. The strategy is designed to improve student reading, mathematics, and science achievement by linking the web-based program to the math curriculum in the classrooms.

Second, to further curriculum linkage and increase student accessibility to Study Island, PFPCS will pilot the use of N-Computing Mini-Labs in the classrooms in the third grade, with plans of using this technology school-wide in 2010-11. Through N-Computer multi-user environment, four students will have simultaneous access to a single computer independent of each other, which is a cost-effective means of increasing computer availability in the classrooms. Via the Mini-Labs, classroom teachers will serve as Study Island facilitators in addition to the lab teacher.

Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable; maintenance and repair/replacement of end-user equipment in Study Island lab; renewal of monitoring software (Geneva Logic) to allow facilitator to control all lab machines, view screens, and restrict application; maintenance of two current N-Computer Mini-Labs and purchase and maintenance of two others; renewal of Study Island site license, etc.

**Person Responsible Timeline for Implementation Resources**

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Out of School Programming**

**Description:** PFPCS will make use of out of school time to provide students who are struggling with reading with needed supports and interventions

### **Activity: Academic Recovery Summer School**

**Description:** Students who fail one or more core content areas will be required to attend a 6-week summer school program aimed at raising student achievement.

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

Amster, Doreen	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: After School Program**

**Description:** After School Program will serve 120 students in grades 1-8 who are at risk for academic failure. 100 Book Challenge, tutoring, homework assistance, mini-lessons, and computer-based instruction are some of the strategies that will be employed to raise student achievement in reading. Service learning and project-based learning activities will be incorporated into the program.

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

Amster, Doreen	Start: 10/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Saturday Enrichment Academy**

**Description:** In 2009-2010, PFPCS will implement a new Saturday Enrichment Academy. The program will be offered year round with a preference for students who are achieving below level. Students in the program will receive special lessons on core subjects, participate in service projects, receive reading and math enrichment and excel through project-based learning.

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

Williams, Andre C.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Promoting Effective Instruction**

**Description:** Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

**Activity: Increase use of technology in general classrooms to increase student engagement and improve student learning.**

**Description:** Currently, classroom-based technology used for instruction is limited at PFPCS. To more actively engage students in the learning process and improve student learning, PFPCS will begin to implement a full spectrum of instructional technologies from rotating projectors and laptop sets to full wired classrooms. In 2007-2008, PFPCS piloted a shared projector and laptop program, with the 7th and 8th grade social studies teacher serving as the lead instructor for the pilot program. Based on this pilot, PFPCS is developing professional development and a peer mentoring program for 2008-2009 on incorporating this technology in the classroom. Secondly, PFPCS also will pilot a fully wired classroom in 2008-2009 (using the 6th grade math classroom as the pilot room) with plans for a staged roll-out in future academic years. Technology will include laptop, projector, speakers, microphones, N-Computer Mini-Lab, and (most likely) a SmartBoard. Teachers in all classrooms and subjects will observe this classroom during the pilot and participate in associated training. Finally, in 2008-2009 a process whereby classes have access to the two labs during the school day will be developed. Currently, the labs are used primarily for Study Island and entrepreneurship education, with little availability for teachers to use the labs as part of their technology curricula or for research projects. All students in grades 6-8 will be required to produce one graded project using computer-based research tools per year. Technology needs: Maintenance of existing LAN (including backup and firewall); maintenance of wire and cable and Internet connectivity; maintenance and repair/replacement of end-user equipment; renewal of monitoring software (Geneva Logic) to allow facilitator to control all lab machines, view screens, and restrict application; maintenance of current N-Computer Mini-Labs; maintenance of current laptop and projector sets and possible purchase of new sets; student email and document storage solution; possible purchase of SmartBoard.

**Person Responsible Timeline for Implementation Resources**

Sukran, Nihmal	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Standards Based Curriculum**

**Description:** PFPCS will select a reading curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

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

**Description:** Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Reading.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Activity: StoryTown***

**Description:** In 2008-2009, PFPCS implemented Harcourt's new StoryTown curriculum, a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction. We will continue to do so in 2009-10.

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

Allen, Gregory J.	Start: 9/1/2009	\$36,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### ***Strategy: Test Preparation Programs***

**Description:** PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

### ***Activity: Study Island***

**Description:** PFPCS will purchase and implement Study Island, a web-based program aligned to the reading PSSA, for use in school and in the after school program, Saturday School, and at home. Students in grades 3-8 will participate.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## ***Goal: Science***

**Description:** 5% annual increase in percentage of students overall scoring at or above proficiency in Science as measured by the Terra Nova (2nd grade) and PSSA (grades 4 and 8).

## **Strategy: Standards Based Curriculum**

**Description:** PFPCS will select a science curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

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

**Description:** Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Science.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Science It's Elementary**

**Description:** Through participation in Science It's Elementary (Cohort 2), PFPCS implements science modules (Full Option Science System -- FOSS) to augment School District of Philadelphia Core Curriculum in grades K-6.

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

Enicks, Kate	Start: 9/4/2009	-
	Finish: 6/20/2010	

**Status:** In Progress — Overdue

## **Strategy: Test Preparation Programs**

**Description:** PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

### **Activity: Study Island**

**Description:** Beginning in 2007-2008, PFPCS will implement the science version of the web-based Study Island test preparation program to improve student content knowledge in science and prepare them for the addition of the Science PSSA to the assessment schedule.

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

Allen, Gregory J.	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

#### **The PFPCS Curriculum**

In 2009-2010, PFPCS again implemented the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, Science and Social Studies, which was adopted by PFPCS in 2006-2007. PFPCS 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 is comprised of the following components: (1) 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, (2) Classroom Assignments, (3) Alignment to State Standards, (4) Alignment to Externally-based Assessments, (5) Extended Learning Opportunities, (5) Suggested Technologies, and (6) Indicators of Proficient Content and Proficient Performance.

PFPCS 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 and TerraNova preparation materials related to each concept. Copies of the Core Curriculum and the documentation that the curriculum meets the Chapter 4 Content Standards can be found both in the PFPCS administrative office and classrooms, as well as on the School District of Philadelphia's website.

The structure, format and length of lesson plans vary. For instance, lesson plans may be hand-written or electronic, individually created or designed by a grade group, simple word documents or detailed tables specifying which instructional strategies will be utilized (e.g., independent practice and scaffolding). All lesson plans, however, must include: learning goals and/or objectives; instructional questions and

activities; resource materials; assessment; and, homework and next steps. Teacher lesson plans are submitted to the two academic caches on a weekly basis. Academic coaches review lesson plans for their overall clarity, quality, completeness and alignment to the state standards and state assessments. The academic coach provides specific feedback on lesson plans and recommends changes and improvements. This feedback helps the teachers clarify instructional activities and strengthen instructional delivery techniques.

***New Curriculum Materials:*** In the past, the school has largely used Houghton Mifflin's curriculum in implementing the Core Curriculum. In 2008-2009, PFPCS implemented Harcourt's new StoryTown reading program in grades K-6, and HEC Software, Inc.'s Reading Horizons phonics program in grades K-3, and new elementary science curricula (Full Option Science System — FOSS, Science and Technology for Children — STC) in association with Science It's Elementary. In 2009-10, PFPCS began using the University of Chicago School Mathematics Project's Everyday Math and updated its middle school social studies.

***Specials/Electives:*** In addition to the Core Curriculum, PFPCS students participated in four special/elective classes on a rotating schedule in 2009-10. These included: Art, Entrepreneurship, Physical Education and Health, and Enrichment Lab. The Entrepreneurship special was reconstituted to teach math and reading within the context of entrepreneurship for our students in K-8.

***Entrepreneurship Education:*** The part of our curriculum that makes PFPCS stand apart from other schools as a truly innovative program is its emphasis on entrepreneurial skills and basic economics. Through active participation, students learn to be informed decision-makers as spenders, investors, borrowers, and managers of money.

In 2009-10, after the extensive stakeholder analysis conducted by PlusUltre, LLC that included student and parent surveys and focus groups, PFPCS decided to enhance our Entrepreneurship program to permeate more aspects of our curriculum. We realized PFPCS achieved its mission teaching the fundamentals of entrepreneurship; however, like most schools, the demands of high stakes testing has required PFPCS to emphasize reading and math test preparation, sometimes at the sacrifice of other subjects. To better meet our mission while addressing critical core subject matter, PFPCS developed a unique approach to striking the balance between test prep, reading and math enrichment, and entrepreneurship for the 2009-10 school year. Specifically, the Entrepreneurship special will now be by a certified language arts teacher. The aim of the course will be to teach math and reading within the context of entrepreneurship.

To facilitate the reconstitution of the Entrepreneurship course and to encourage project-based learning tied to academic standards, classrooms are being reconfigured into "Classrooms of the Future" style learning centers, with "smart" technology. Through grants, PFPCS purchased a PolyVision Board, 24 new desktop computers, 10 laptops, and business computer programs (e.g. photo shop, Microsoft Office). Further, PFPCS is exploring partnerships with various organizations that provide entrepreneurship education for children and youth. These partnerships will also be beneficial to teachers in the improved integration of entrepreneurship education into the regular classroom, which has always been a PFPCS goal.

In the second part of the 2009-10 school year, the students will be starting a "copy center" where students will make copies for teachers and will keep records in Microsoft Excel. This will familiarize them with Excel and how keep financial and business related materials.

In class, the sixth grade has been learning the intricacies of personal finance. The year started with an examination of the difference between checking and savings accounts. Through readings, examples, and research, students studied interest rates and how the differences and similarities between the two accounts. They learned how to write checks and balance account books. This unit corresponded to the regular math class lessons on number sense. After checks, the class moved to interest rates and tax

rates. These concepts again tied into the sixth grade math curriculum when explaining how to add tax onto an item. Following the discussion of tax, students studied credit. They received lessons on interest rates and heard about credit scores from a guest speaker.

The seventh graders have focused more broadly on business rather than personal finance, while strengthening their reading and writing scores on their tests. Students' composition skills were enhanced through a business writing unit where they learned how to write a business plan. Students have explored the idea "want versus need" in the business framework. Student created parts of a business plan including detailed explanations of the expenditures through a cost/risk analysis. They have been required to read, process, and interpret data that they must summarize in defense of their spending decisions. Next, the students will learn the writing process for incorporating all of the ideas into a single plan.

To reinforce math skills, the seventh grade learned how to understand and analyze the distribution of a company's money. Students looked at budget reports and disaggregated financial records of a company. They analyzed a company's expenses and recommend spending cuts through the lens of "want versus need" to save the company money. This aligns with their unit on algebra because we have looked at "want versus need" in terms of constants (fixed) and variable spending. They have broken down monthly bills into categories of fixed and variable and created formulas to predict a business' expenses.

The eighth grade studied the process of a supply chain. Concentrating on appealing to consumers, students completed weekly projects on manufacturing, wholesale, retail, and building customer satisfaction. The eighth-grade student's PSSA scores identified a need to focus on writing and reading comprehension. To build those competencies, students combined a number of writing, reading, and math skills in a study of market surveys. They were required determine what a company should manufacture by creating a market survey. Students experienced the difficulty and frustration of asking the appropriate questions to get the information needed to complete a project. From the survey results, they processed the data and converted the information to handmade pie charts.

In essence, the new Entrepreneurship course reinforces math and reading concepts, in an engaging, project-based, and mission-focused manner. Through all of the projects we are hoping to see an increase on the PSSA and benchmark exams proving that our Entrepreneurship model can not only provide the basic skills but also develop and expand our students' talents to become informed decision makers as spenders, investors, borrowers and managers of money and to act on these decisions wisely by playing a significant role in the existing People for People Inc. community programs.

### **Strategies for Under-Performing Students**

In the 2009-2010 academic year, PFPCS implemented several strategies for accelerating academic skill development for students who were performing significantly below standards in literacy and mathematics skills (as measured on the PSSA and Terra Nova tests). These included:

- **Study Island** — In 2009-2010, PFPCS again purchased and implemented Study Island, a web-based test preparation program explicitly aligned to the assessment anchors tested on the PSSA. Students in 3 through 8 participated — at their own pace — during school and in the after school program.
- **MaxSkill** — MaxSkill Training Software is a computer-based program aligned with the Terra Nova and PSSA. This provided students with the opportunity to use practice test questions, in which the questions are designed to be 15% more difficult than they are on the standardized tests.
- **Measuring Up** — Measuring Up is a supplemental series of student workbooks with instructional lessons customized to the Pennsylvania curriculum standards. The program has diagnostic/prescriptive approach, where students take practice tests to diagnose areas of

weakness and to prescribe a prescriptive path to the workbooks for extra skill instruction, review, and practice. Not only does it provide standards-based instruction in reading and mathematics, but it also includes PSSA review and practice.

- **21<sup>st</sup> Century Community Learning Center** — In October 2004, PFPCS launched its 21<sup>st</sup> Community Learning Center, an after school program for 120 of the school's lowest performing students as measured by performance on reading and mathematics standardized assessments. 2009-2010 was the sixth year of this program. In addition to providing homework assistance and tutoring and providing students with more opportunities to use MaxSkill and Measuring Up programs, the after school program implemented the 100 Book Challenge, a systemic independent reading program for grades K-12. The 100 Book Challenge has students read a minimum of 15 to 30 minutes a day from grade-level libraries containing 240 real books each from a wide variety of genres, subject areas, and perspectives. In 2009-10, the afterschool program, through a grant from Public/Private Ventures, also included a Youth Education for Tomorrow (YET) Center, which provided rigorous reading remediation to students in 6<sup>th</sup> to 8<sup>th</sup> grade who were performing below proficiency.
- **Saturday School** — For the 6 weeks leading up to the PSSA in 2009-2010, the school held a reading and math PSSA prep academy on Saturdays.
- **TAP Professional Development** — Our teachers work with our Master Teachers/Academic Coaches and Mentor Teachers/Academic Mentors to develop and incorporate strategies into the classroom to address students who are below level. Together, they work in cluster meetings to identify students based on benchmark data and methods to help those students reach grade level.
- **Enrichment Center Special** — During this class period students receive targeted instruction in math and reading using computer-based and teacher directed instruction. Based on data generated from 4-Sight and Study Island, each student receives lessons that address their specific skill level.
- **Special Academic Enrichment Courses** — In addition to Entrepreneurship, Physical Education, and Art courses, each year PFPCS designs a specialty course that provides supplemental and targeted instruction in core subject areas. In 2008-09, PFPCS offered a writing workshop that addressed needs identified by the PSSA and 4Sight data.
- **Literacy Professionals** — In the past four years, PFPCS has always provided professional support for our teachers in literacy instruction. For two years we employed literacy coaches, who provided individual and group coaching for all of our teachers. In the years we did not employ literacy coaches, PFPCS contracted with the Children's Literacy Initiative (CLI) to provide professional development and over 100 hours of classroom coaching.
- **Summer School** — Students who are at-risk of failing are required to attend a six-week summer session in which they are provided intense support in all core areas. Instruction is based on the student skill level determined by benchmark exams.

### **Teaching Methods**

In order to accommodate the wide array of individual learning styles found among the student body of PFPCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- **Cooperative Learning** — Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.

- **Team Teaching** — Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- **Learning Centers** — Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms and are excellent independent teaching tools for students who complete work early.
- **Peer Coaching** — Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- **Project-Based Learning** — In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology. This will be implemented to a much greater extent in 2009-10, specifically in the area of Entrepreneurship education.
- **Thematic Units** — Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary learning opportunity, one kindergarten class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.
- **Computer-Based Instruction** — Students have the opportunity to learn at their own pace while receiving continuous feedback while using both the MaxSkill and Study Island test preparation programs.

#### Strategies for Actively Engaging Students in Learning Process

Teachers at PFPCS utilize effective instructional strategies such as guided practice, connections to students' experiences and connections to previously learned material.

In addition to the core curriculum explained above and our entrepreneurial program, the PFPCS instructional staff members have implemented a variety of programs to make learning come alive for students — largely through hands-on learning. A sampling of some of our innovative programs from 2009-2010 follows:

- **Field Trips** — Teachers in all grades put much effort into organizing field trips to complement the school curriculum, to expose students to new experiences, and to provide students with real-life applications to their studies.
- **Monthly Celebrations** — From Black History Month to the holidays, teachers in most grades plan celebrations and presentations to make learning come alive for students.
- **Service Learning** - Service learning is when students do something to help others, and they learning reading, math, social studies, or science through their service. PFPCS received a grant in May for a MusikFest Service Learning Unit. Kindergarteners read books about grandfathers and grandmothers and discussed elderly persons. The class was invited to perform at Kearsley Nursing Home in Overbrook after they wrote proposals and sent pictures requesting a visit. After returning to school, students reflected on their experience by writing simple sentences and drawing pictures. Many students had the opportunity to explore a part of the community that they hadn't before, using literacy lessons that caused them to think, which is the essence of "service learning". Students also participated in a service learning recycling program.

#### Professional Development

Teacher collaboration at PFPCS is purposeful and designed to enhance teaching and student learning. Professional development is embedded in the school day. It consists primarily of cluster meetings, grade group teams and academic coaching.

In 2009-10, cluster meetings, led by an academic coach and attended by teachers from various grades, take place once a week. These meetings are highly structured, interactive, and cooperative, with detailed agendas and protocols. Cluster meetings provide teachers with regular opportunities to examine student work and collaborate about instructional strategies, as well as engage in team-based problem-solving.

Common planning time for faculty and staff is consistent and organized. Grade group teams meet once or twice a week for 45 minutes. These meetings focus on constructing lesson plans, sharing instructional practices, planning community service projects, and arranging educational field trips and activities. Teachers also have 30 minutes before school each day for individual or group planning.

There are multiple mentoring and induction supports for teachers. Two full-time academic coaches provide instructional assistance to teachers in: (1) kindergarten through third grade and (2) fourth grade through eighth grade. Academic coaches work with their specified teachers to offer individualized coaching, demonstrate lessons and co-teach sessions. Using a structured rubric, academic coaches also give teachers specific feedback during weekly informal observations. Furthermore, four full-time mentor teachers serve as an additional resource, providing modeling, team teaching, and instructional recommendations for career teachers.

PFPCS' professional development plan approval letter from PDE is attached to this report. PFPCS' induction plan approval letter from PDE (dated July 24, 2009) is also attached to this report, which verifies that this plan was valid through September 30, 2014.

## **Rigorous Instructional Program - Attachments**

- PFPCS INDUCTION APPROVAL
- PFPCS PD APPROVAL LETTER

## **English Language Learners**

During the 2009-10 school year, PFPCS did not serve any English Language Learners. However, having served ELL students in the past, we recognize how vital it is that we have a comprehensive ELL Plan in place which can quickly implemented upon enrollment of an ELL student. For example, PFPCS has engaged the services of an ELL assessment specialist to assist us with testing any students for whom English is not the primary language spoken at home. PFPCS provides for the education of students whose dominant language is not English in accordance with 22 Pa. Code § 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners.

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.

PFPCS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, ESL Coordinator input, and CSAP plans.

The PFPCS' ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. 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.

A copy of the Accuracy Statement from PFPCS' submission of the LEP-LEA report is also attached.

## **English Language Learners - Attachments**

- PFPCS ELL PLAN
- PFPCS LEP EDHUB REPORT 09-10
- PFPCS LEP PIMS REPORT 09-10

## **Graduation Requirements**

PFPCS is a K-8 charter school, and, as such, this section is not applicable.

## **Special Education**

For our special education/IEP students specifically, PFPCS has been working to ensure that they are properly and promptly diagnosed, and that their IEPs and educational programs are oriented toward their achieving all of the requisite academic standards. In 2009-2010, PFPCS served 92 special education students, representing 16.7% of our student population.

PFPCS employs two main models for educating students with special needs: resource room and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

- **Resource Room** — The Resource Room program is designed to provide academic support to students who demonstrate special learning needs. Both push-in and pull-out services are provided. Push-in support occurs when the Special Education Teacher works in a regular education classroom, co-teaching with the regular education teacher. Assistance is provided to any child who needs help successfully meeting the goals of the lesson. Pull-out services are delivered to small groups in the Resource Room setting. Instruction is individualized to meet the needs of each student.
- **Learning Support Classes:** These classes are dedicated special education classes that are full-time “adapted” classes based on the “regular education” model. These are smaller classes (10 students typically) in which special education students are taught by a special education teacher for most of the day but join their peers for electives/specials, homeroom, and lunch.

In 2009-10, PFPCS piloted classes for special education inclusion services. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. 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).

PFPCS has six full-time staff special education certified teachers and a full time special education coordinator and a part-time special education consultant. The strategies in place to serve these students with special needs — to ensure that they are being given opportunities and reasonable accommodations to meet PFPCS academic goals — vary dependent on each student’s IEP, and placement is made in the least restrictive environment in which the student’s needs can be met with special education and related services.

All students with disabilities are educated to the maximum extent appropriate with children who are not disabled. As mentioned above, depending on the student’s IEP, placement options include: (1) Itinerant intervention in the speech and language and/or occupational therapy classroom; where a student may leave the regular instructional environment (for example, once or twice per week, for thirty to forty five minutes) to receive speech or occupational therapy, but is educated in the regular instructional environment at all other times and using the regular education curriculum; (2) Itinerant Learning or Emotional Support in the Itinerant (formerly Resource) Instructional Environment, where a student may be pulled out of the regular instructional environment several times a week, for example, for their reading or mathematics instruction for 45 minute periods to receive learning and/or emotional support in the itinerant classroom, using an adapted or modified curriculum. When not receiving services they are educated in the regular instructional environment using the regular education curriculum. Depending on the specific needs of these students, they may also receive up to two periods each week of in-class support by having a certified special education teacher work with them within the regular education classroom using the regular education curriculum. Students who receive itinerant learning or emotional support also receive accommodations and/or modifications to the regular education curriculum within the regular education classroom as designated in the IEP or (3) Supplemental Learning or Emotional Support (formerly Part-Time), where a student receives all *academic* instruction outside of the regular instructional environment but is included in all non-academic activities with their non-disabled peers (i.e. homeroom, specials, lunch, dismissal, field trips, class celebrations, etc.). These students receive academic instruction solely in the supplemental classroom using an adapted or modified curriculum.

All special education teachers attend at least two special education professional development workshops each year (such as training on writing standards-based IEP's and special education curriculum training). All regular education teachers also receive at least one mandatory special education training each year (such as how to make accommodations and modifications within the regular education classroom) and are invited to attend all other special education trainings offered. Parents of all People for People Charter School students are also invited to special education trainings that are offered.

In 2009-2010, PFPCS continued to utilize the Reading Horizons program for all special education students (as a supplemental reading program). The program offers online reading and literacy skill development that is both interactive and effective. The program is especially designed to remediate students who are struggling with phonics and decoding skills that limit their progress in the general education curriculum.

The People for People Charter School also contracts with outside agencies to provide additional supports and services for our special education students. B.E.T.A One, Inc. provides all psychological evaluations, functional behavioral analyses and consultations as needed. Pediatric Therapeutic Services provides People for People with speech and occupational therapists as needed, depending on the needs of our students. Currently, we utilize a PTS speech therapist four days each week and an occupational therapist one day each week.

The People for People Charter School is assessed for compliance monitoring throughout each school year in various ways. All special education information is entered into both the Penn Data and PIMS information reporting systems, which are reviewed by both the School District of Philadelphia (monthly) and the Bureau of Special Education (quarterly). The special education coordinator also attends bi-monthly charter school special education meetings sponsored by the School District of Philadelphia, as well as all special education trainings provided by PaTTAN and the PA Department of Education relating to special education regulations and procedures. Additionally, The People for People Charter School was monitored in July 2009 by the Bureau of Special Education to determine if PFPCS "meets requirement" of Part B of the IDEA. It was determined on September 9, 2009 that People for People Charter School "meets requirements."

In 2009-2010, People for People Charter School underwent a full cyclical monitoring audit of the special education program by the Bureau of Special Education at PDE. There were no issues of non-compliance. However, the Special Education Coordinator is presently developing a schedule of training for staff and parents to disseminate information gained during this visit. Similarly, when SchoolWorks conducted its renewal site visit in January 2010, they only noted strengths related to our services for students with special needs, stating that, "There are sufficient personnel and appropriate program elements to support students with special needs at People for People Charter School."

## Special Education - Attachments

- PFPCS SPED POLICY
- PFPCS SPED DISCIPLINE POLICY
- PFPCS SPED CONFIDENTIALITY POLICY
- PFPCS INCLUSION TIME-LINE

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathy Brown	1.0	Supplemental Learning Support	PFPCS	11	NA
Gabriella LaScalla	1.0	Itinerant Learning Support	PFPCS	21	NA

Joanne Gleeson	1.0	Supplemental Learning Support	PFPCS	7	NA
Stephanie Boccuti	1.0	Itinerant Learning Support	PFPCS	10	NA
Kim Atias	1.0	Supplemental Learning Support	PFPCS	11	NA
Justin Allegra	1.0	Itinerant Learning Support	PFPCS	14	NA

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Sliver Springs -- Martin Luther School	1.0	Approved Private School -- Day Program -- Full Time Emotional Support	Plymouth Meeting, PA	1	One student is placed in this setting as approved private placement

## Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	PFPCS	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	32 hours
Pediatric Therapeutic Services	Occupational Therapy	8 hours
B.E.T.A. One, Inc.	Psychological Services	8 hours
Lisa Redante	Special Education Consultant	7 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA & PASA Math & Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
Terra Nova Math	No	Yes	Yes	No	No	No
Terra Nova Reading	No	Yes	Yes	No	No	No
Terra Nova Social Studies	No	Yes	Yes	No	No	No
Terra Nova Science	No	Yes	Yes	No	No	No
PSSA Science Test	No	No	No	No	Yes	No
Terra Nova Science	No	No	Yes	No	No	No
PSSA Science Test	No	No	No	No	Yes	No

DRA	Yes	Yes	Yes	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA & PASA Math & Reading	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
PSSA Science	No	No	Yes	No	No	No	No
DRA	Yes	No	No	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No

## Student Assessment

### Student Assessment

As People for People Charter School was completing its first decade this year, we had an opportunity to take a step back and look at all that our students and staff had accomplished since the school's founding, and to look at where we will need to focus our efforts in the near future in order to provide a strong academic foundation for all of our students. During the District's charter renewal process, we examined our students' state and local academic assessment scores closely, and found that we were being successful in moving more of our students toward grade level proficiency as the years progressed. We have put in place a number of teacher professional development initiatives and curriculum improvement projects that have solidified our academic gains across our 9 grade levels. The progress has been slower than we would like, so we have decided to dedicate the coming year to putting in place a number of new curriculum improvement projects, and have named a new school principal who will implement data driven instructional decision making throughout the school. Student assessment will be at the center of our decisions, as we examine PSSA, Terra Nova, 4Sight, Study Island, DRA scores and other reliable data to tailor our instruction to individual student needs.

The official results of the PSSA tests, along with the official statement of the school's AYP status, were not released prior to the submission of this report. We have used the unofficial "raw" data provided by DRC Corporation for the school's PSSA scores to make the calculations provided below. When the official results are released by the State, we will submit them to the state as an addendum to this Report.

This year, 2009-10, the school tested students using the PA-standards linked 4Sight system, the PSSA tests of academic proficiency, Terra Nova standardized tests, Study Island test preparation software, DRA reading tests from Scholastic, and to teachers' locally developed assessments. The school tested all students in grades 1 through 8 with standardized tests in reading and in math.

PFPCS assessed students in grades 1 and 2 in spring 2010 using the Terra Nova tests of Reading, Math, Science and Social Studies. PFPCS assessed student achievement of the Pennsylvania Academic Standards using the PSSA and PASA tests in grades 3 through 8 in Math and Reading in the spring of 2010. The PSSA tests of Writing achievement were administered to grades 5 and 8 only in spring 2010. The PSSA Science tests were administered to PFPCS students in grades 4 and 8 only in 2010. Results of the Terra Nova and PSSA tests are discussed below. Summaries of the results of the Terra Nova and PSSA tests from spring 2010 are attached to this report.

In addition to the Terra Nova and PSSA standardized tests, PFPCS uses Scholastic's Developmental Reading Assessment (DRA) in grades K-6 in order to ensure that students are making sufficient progress in reading. The assessment covers a range of reading skills, including fluency, accuracy, and comprehension. The DRA tests are administered to all students in grades K-6 three times during the school year. DRA test results are reported on students' report cards at the end of each trimester. The reading specialist trained all K-6 teachers in administering this assessment, as well as assisting in the administration of it.

The school uses the results from the TerraNova and PSSA assessments from the year prior to identify students in need of support. These students are assigned to tutoring and computer learning support in the after school program and are provided extra assistance by their teachers, and, if appropriate, the special education staff.

Additionally, the Study Island PSSA test preparation program used at PFPCS enables the school to compile real-time grade, class, and student level data reports which can be used by teachers to target instruction. While the program has been used primarily for student practice in the past, the PEPS (Promoting Excellence in Philadelphia Schools- part of the national Teacher Advancement Program- TAP) leadership team has developed a system for sharing these data reports with classroom teachers and targeting instructional strategies based on student needs. This school year, the use of Study Island was greatly enhanced through the PFPCS Study Island Achievement Center, described in detail in Section 1 above.

In 2009-10, PFPCS continued its use of the 4Sight benchmark assessment. The students were tested four times during the school year in Reading and Math, with results linked to projected PSSA proficiency. Teachers used these data to check mastery and to determine Pennsylvania Academic Standards that required additional instruction, emphasis, and practice, as well as to identify students requiring additional academic supports.

Some highlights from our students assessment analyses from this school year (2009-10):

- PSSA Proficiency levels in Reading decreased slightly from 2009, but were still higher than in 2008
- PSSA Proficiency levels in Math increased slightly from 2009, reaching their highest level in the school's history
- PSSA Proficiency levels in Science increased dramatically from 2009, reaching their highest level in the school's history
- PSSA Proficiency levels in Writing increased dramatically from 2009, with nearly half of all 5<sup>th</sup> and 8<sup>th</sup> graders scoring on grade level or above in Writing
- Many of our 5<sup>th</sup> and 6<sup>th</sup> graders struggled with the Reading PSSA, with only one in five scoring on grade level or above
- Many of our 8<sup>th</sup> graders did well on the Reading, Math and Writing tests, with over half of 8<sup>th</sup> graders scoring on grade level or above.
- Our second graders scored on average above the national average in Reading, Math and Social Studies on the Terra Nova tests, and just below the national average in Science.

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

During the 2008-09 school year, PFP Charter School's students made considerable academic progress in all tested subjects over their 2006-07 achievement levels. The student academic proficiency levels measured by the PSSA during that year enabled the school to make 7 of 8 academic achievement NCLB targets and make 16 of the 17 total possible targets. This placed the school in "Warning" status for the first time in 4 years. PSSA proficiency levels in Math and Reading in 2008-09 across all grades were the

highest ever in the history of the school, which prompted the School District of Philadelphia to grant the school a new full five year charter beginning in the fall of 2010.

Although the official results will not be released for this school year’s student PSSA performance until after the submission of this Report, preliminary calculations have been conducted with this year’s “raw” data and those results are provided in the remainder of this section. Initial analyses of PSSA data for the 2009-10 school year show that test results were slightly lower in Reading from 2008-09, but still higher than in 2007-08, indicating that the school is making gradual progress toward overall student proficiency in Reading. Test scores in the other three subjects — Math, Science and Writing—however reached the highest proficiency levels in the school’s history. This suggests that academic reforms put in place starting 5 years ago, and accelerated by the school’s joining the District’s TAP program, are contributing to higher levels of academic attainment by our students.

**PFPCS AYP results, Current Charter Term (2005-06 to 2009-10)**

<b>2010 Status</b>	<b>2009 Status</b>	<b>2008 Status</b>	<b>2007 Status</b>	<b>2006 Status</b>
<b>Results not yet available</b>	Warning	Made AYP	Made AYP	Made AYP

**PSSA Assessments**

Preliminary PSSA scores from 2009-10 show that the school’s students maintained the academic progress they had made since 2008 in Math and Reading for the whole group of tested students and for the major subgroups, with the exception of slightly lower proficiency levels among the special education students in Reading (8.3% proficient, compared with 8.6%). The following tables provide analyses of data from PSSA standardized tests taken by PFPCS students in spring 2010.

PSSA READING AND MATH

Unofficial calculations for All students, Economically Disadvantaged students, Black students, and IEP students are provided below. As was mentioned earlier, PSSA Reading scores for the total group and each tested subgroup appear to have declined slightly from their historically high levels in 2009. Proficiency levels for Reading were approximately 40 percent for the total group, for Black students, and for Economically Disadvantaged students. Reading scores were higher in 2010 (by 7.3%) than at the start of our current five year charter in 2006.

Math Proficiency levels remained near 50% for the whole group (49.6%) for Black students (48.7%), and for Economically Disadvantaged students (48.7%), which were at or near historically high levels for People for People Charter. All of the scores were below the state’s targets of 63% Proficient for Reading, and 56% for Math, though the Math scores were within range of the State’s target for 2010. Math proficiency levels were higher in 2010 (by 5.1%) than at the start of our current charter in 2006.

The following tables provide the results of the school’s overall PSSA proficiency levels and subgroup proficiency levels in Math and Reading for 2008, 2009 and 2010, and calculate the changes in scores over time. Because the only academic target that was missed in 2008-09 was the Math target for special education students, changes were made to the special education program. These changes led to improved Math scores for the special education (IEP) students in 2010 over the spring 2009 PSSA scores, with 1 percent more IEP students scoring at the Proficient or Advanced level than in 2008.

**PFPCS PSSA Reading Proficiency Percentages 2008-10**

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	Difference 08 to 10
All	33.1	42.9	40.3	+7.2
Black	33.9	43.2	40.3	+6.4
IEP	8.6	14.1	8.3	-0.3
Econ	32.1	42.5	40.6	+8.5

**PFPCS PSSA Reading Proficiency for All Students 2006 to 2010**

Group or Subgroup	% Prof or Adv 2005-06	% Prof or Adv 2006-07	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	Difference 06 to 10 Current Charter Term
All	32.9	37.9	33.1	42.9	<b>40.2</b>	<b>+7.3</b>

**PFPCS PSSA Math Proficiency Percentages 2008-10**

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	Difference 08 to 10
All	41.9	49.4	49.6	+7.7
Black	41.5	49.4	48.7	+7.2
IEP	12.9	12.5	13.9	+1.0
Econ	39.6	48.6	48.7	+9.1

**PFPCS PSSA Math Proficiency for All Students 2006 to 2010**

Group or Subgroup	% Prof or Adv 2005-06	% Prof or Adv 2006-07	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	Difference 06 to 10 Current Charter Term
All	44.5	44.2	41.9	49.4	<b>49.6</b>	<b>+5.1</b>

PSSA WRITING

Although the AYP calculations only assess the proficiency levels (grade level performances) and improvements for Math and Reading across grades 3 to 8, the state also assesses the Writing proficiency levels of students in grades 5 and 8, and the Science proficiency levels of students in grades 4 and 8.

With regard to the Writing PSSA, the following table shows that almost one half of all students who took the PSSA Writing test were determined to be proficient in writing at PFPCS in 2010, compared to only about one third in 2009 (46.6% versus 35.6%). Although this is below the state average of approximately 63% in Writing in 5<sup>th</sup> and 8<sup>th</sup> grade for students overall, the school's greater emphasis on writing this year has resulted in dramatic increases in students' writing proficiency. The Economically Disadvantaged students posted the highest proficiency levels, with 49.5% scoring proficient in Writing, and 1.1% of students scoring at the Advanced level.

**PFPCS PSSA Results for Writing, Overall and Subgroups, 2009 and 2010 (5<sup>th</sup> and 8<sup>th</sup> Grades)**

	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
	ALL	ALL	Econ	Econ	IEP	IEP	Black	Black
Bel	5.8%	<b>4.3%</b>	4.8%	<b>5.5%</b>	21.7%	<b>19.0%</b>	6.5%	<b>4.4%</b>
Bas	59.2%	<b>49.1%</b>	60.2%	<b>45.1%</b>	56.5%	<b>57.1%</b>	58.1%	<b>50.0%</b>
Prof	35.0%	<b>45.7%</b>	34.9%	<b>48.4%</b>	21.7%	<b>23.8%</b>	35.5%	<b>44.7%</b>
Adv	0.0%	<b>0.9%</b>	0.0%	<b>1.1%</b>	0.0%	<b>0.0%</b>	0.0%	<b>0.9%</b>
<b>Prof &amp; Adv</b>	<b>35.0%</b>	<b>46.6%</b>	<b>34.9%</b>	<b>49.5%</b>	<b>21.7%</b>	<b>23.8%</b>	<b>35.5%</b>	<b>45.6%</b>

#### PSSA SCIENCE

A renewed emphasis on Science across all grades began in 2008-09 with the school's participation in the Science- It's Elementary program. The result of this Science teaching effort is showing in the school's PSSA test results for 2010, with large proficiency level gains for the whole group and in each subgroup (Black, IEP and Economically Disadvantaged). Over one third of PFP's students scored proficient in Science on the PSSA for the first time, with 6 percent of students scoring at the Advanced level. This was a 9.7% improvement over 2009. Although the Science results were well below the state average of approximately 67% proficiency among 4<sup>th</sup> and 8<sup>th</sup> graders on the Science test in 2009, we are confident that the changes that are being made to science teaching and the science curriculum to bring them more in line with the PA Academic Standards will ultimately lead to all of our students performing at the proficient or advanced level in Science.

#### **PFP's PSSA Results for Science, Overall and Subgroups, 2009 and 2010 (4<sup>th</sup> and 8<sup>th</sup> Grades)**

	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
	ALL	ALL	Econ	Econ	IEP	IEP	Black	Black
Bel	44.1%	<b>43.6%</b>	44.4%	<b>43.7%</b>	81.0%	<b>69.6%</b>	45.5%	<b>43.4%</b>
Bas	31.4%	<b>22.2%</b>	30.0%	<b>23.0%</b>	14.3%	<b>21.7%</b>	30.3%	<b>23.0%</b>
Prof	22.5%	<b>28.2%</b>	24.4%	<b>27.6%</b>	0.0%	<b>8.7%</b>	22.2%	<b>28.3%</b>
Adv	2.0%	<b>6.0%</b>	1.1%	<b>5.7%</b>	4.8%	<b>0.0%</b>	2.0%	<b>5.3%</b>
<b>Prof &amp; Adv</b>	<b>24.5%</b>	<b>34.2%</b>	<b>25.6%</b>	<b>33.3%</b>	<b>4.8%</b>	<b>8.7%</b>	<b>24.2%</b>	<b>33.6%</b>

This was the third year of administration of the PSSA Science test in the State of Pennsylvania. The results from the table below show that our students' PSSA Science Proficiency scores were higher overall this year than in 2008 by 15.9% (34.2% compared to 18.3%). Our 4<sup>th</sup> grade program has made the most progress in Science, with half of all 4<sup>th</sup> graders scoring at the Proficient level in Science in 2010. The 8<sup>th</sup> grade students performed better in 2010 than in either previous year, but still have only managed to register 15.1% proficiency this year. With the new EETT technology project in the middle school this coming year (2010-11), we hope to similar proficiency gains in 8<sup>th</sup> grade science as we have seen among the 4<sup>th</sup> graders in recent years.

#### **PFP's PSSA Science Proficiency Percentages from 2008 to 2010 for Grades 4 and 8, and Combined Grades 4 & 8**

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	Difference 08 to 10
Grades 4 and 8	18.3	24.5	<b>34.2</b>	+15.9
Grade 4	29.3	37.7	<b>50.0</b>	+20.7
Grade 8	5.9	4.9	<b>15.1</b>	+9.2

### PSSA Scores by Grade for Math, Reading, Writing and Science

In order to determine Annual Yearly Progress of academics at the school, all grades are compiled into one set of test scores from which overall proficiency levels are calculated. However, these overall groupings can mask the fact that there is wide variation in academic performance of students from grade to grade and subject to subject. So, while the school as a whole might not have made its AYP proficiency targets, individual grades in the school did make and even exceeded those targets. For example this year' 8<sup>th</sup> grade class exceeded both the Math target of 56% (58.5%) AND the Reading target of 63% (64.2%). The 4<sup>th</sup> grade students also exceeded the math target of 56% (57.1%). The tables with results by grade and subject below show that the school's Reading PSSA performance suffered in particular because of low proficiency scores in 5<sup>th</sup> and 6<sup>th</sup> grades, particularly, where only 22.6% and 21.8% of students, respectively, scored at the proficient level. In the 6<sup>th</sup> grade, over half of the students (56%) scored at the Below Basic level — or more than 2 grades behind. The school will be making changes to the upper grades' reading programs in 2010-11 in order to move more of these students toward grade level performance in Reading by the end of the school year.

#### Grade 3 PSSA Scores 2010

MATH		
LEVEL	N	% PROF
Bel	9	15.3%
Bas	21	35.6%
Prof	19	32.2%
Adv	10	16.9%
<b>Adv + Prof</b>	<b>29</b>	<b>49.2%</b>
Total	59	

READING		
LEVEL	N	% PROF
Bel	18	30.5%
Bas	16	27.1%
Prof	19	32.2%
Adv	6	10.2%
<b>Adv + Prof</b>	<b>25</b>	<b>42.4%</b>
Total	59	

#### Grade 4 PSSA Scores 2010

MATH		
LEVEL	N	% PROF
Bel	18	28.6%
Bas	9	14.3%
Prof	30	47.6%
Adv	6	9.5%
<b>Adv + Prof</b>	<b>36</b>	<b>57.1%</b>
Total	63	

READING		
LEVEL	N	% PROF
Bel	15	23.8%
Bas	19	30.2%
Prof	22	34.9%
Adv	7	11.1%
<b>Adv + Prof</b>	<b>29</b>	<b>46.0%</b>
Total	63	

SCIENCE		
LEVEL	N	% PROF
Bel	17	26.6%
Bas	15	23.4%
Prof	27	42.2%
Adv	5	7.8%
<b>Adv + Prof</b>	<b>32</b>	<b>50.0%</b>
Total	64	

#### Grade 5 PSSA Scores 2010

MATH		
LEVEL	N	% PROF
Bel	18	29.0%
Bas	23	37.1%
Prof	15	24.2%
Adv	6	9.7%
<b>Adv + Prof</b>	<b>21</b>	<b>33.9%</b>

READING		
LEVEL	N	% PROF
Bel	27	43.5%
Bas	21	33.9%
Prof	13	21.0%
Adv	1	1.6%
<b>Adv + Prof</b>	<b>14</b>	<b>22.6%</b>

WRITING		
LEVEL	N	% PROF
Bel	2	3.2%
Bas	35	55.6%
Prof	26	41.3%
Adv	0	0.0%
<b>Adv + Prof</b>	<b>26</b>	<b>41.3%</b>

Prof		
Total	62	

Total	62	

Prof		
Total	63	

**Grade 6 PSSA Scores 2010**

**MATH**

LEVEL	N	% PROF
Bel	20	36.4%
Bas	9	16.4%
Prof	19	34.5%
Adv	7	12.7%
<b>Adv + Prof</b>	<b>26</b>	<b>47.3%</b>
Total	55	

**READING**

LEVEL	N	% PROF
Bel	31	56.4%
Bas	12	21.8%
Prof	7	12.7%
Adv	5	9.1%
<b>Adv + Prof</b>	<b>12</b>	<b>21.8%</b>
Total	55	

**Grade 7 PSSA Scores 2010**

**MATH**

LEVEL	N	% PROF
Bel	18	31.6%
Bas	9	15.8%
Prof	18	31.6%
Adv	12	21.1%
<b>Adv + Prof</b>	<b>30</b>	<b>52.6%</b>
Total	57	

**READING**

LEVEL	N	% PROF
Bel	18	31.6%
Bas	15	26.3%
Prof	20	35.1%
Adv	4	7.0%
<b>Adv + Prof</b>	<b>24</b>	<b>42.1%</b>
Total	57	

**Grade 8 PSSA Scores 2010**

**MATH**

LEVEL	N	% PROF
Bel	15	28.3%
Bas	7	13.2%
Prof	15	28.3%
Adv	16	30.2%
<b>Adv + Prof</b>	<b>31</b>	<b>58.5%</b>
Total	53	

**READING**

LEVEL	N	% PROF
Bel	10	18.9%
Bas	9	17.0%
Prof	26	49.1%
Adv	8	15.1%
<b>Adv + Prof</b>	<b>34</b>	<b>64.2%</b>
Total	53	

**WRITING**

LEVEL	N	% PROF
Bel	3	5.7%
Bas	22	41.5%
Prof	27	50.9%
Adv	1	1.9%
<b>Adv + Prof</b>	<b>28</b>	<b>52.8%</b>
Total	53	

**Grade 8 SCIENCE**

LEVEL	N	% PROF
Bel	34	64.2%
Bas	11	20.8%
Prof	6	11.3%
Adv	2	3.8%
<b>Adv + Prof</b>	<b>8</b>	<b>15.1%</b>
Total	53	

**PSSA Test Subtopics**

The subtopic performance reported with the PSSA scores provides useful information regarding how students are doing with regard to “anchor” areas of the curriculum that are at the core of the Pennsylvania Academic Standards in each tested area. Subtopic performance is reported by area with regard to whether the students were able to answer a “low”, “medium”, or “high” number of answers correctly in that particular area. Five Math subtopic scores were reported (Numbers and Operations, Measurement, Geometry, Algebraic Concepts, Data Analysis and Probability), two Reading subtopics were reported (Comprehension and Reading Skills and Interpretation & Analysis of Fiction & Non-Fiction), two Writing subtopics were reported (Composition, Revise and Editing), and four Science subtopics were reported (Nature of Science, Biological Science, Physical Science, Earth and Space Science). The tables below provide the percentages of students who took the PSSA in 2010 at PFPCS who scored in the low, medium, or high range for each subtopic in Math, Reading, Writing and Science.

As the following table shows, 21% to 30% of PFPCS students scored in the “high” range in the five Math subtopics. The lowest percentage scored in the Medium to High range in Numbers and Operations and in Measurement (47%). The highest percentage scored in the Medium to High range in Data Analysis and Probability (55%).

**MATH PSSA Subtopics 2010**

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	53%	53%	51%	48%	45%
Medium	26%	25%	26%	28%	25%
High	21%	22%	22%	24%	30%

In Reading, PFPCS students’ performance was slightly higher in Interpretation and Analysis of Fiction and Non-Fiction (46% scored in the Medium to High range) than in Comprehension and Reading Skills (40% scored in the Medium to High range). Those results were very similar to the results for the Reading tests in 2009.

**READING PSSA Subtopics 2010**

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	60%	54%
Medium	29%	33%
High	11%	13%

On the Writing test, none of the students in grades 5 or 8 answered a “high” number of Revise and Editing questions correctly, and only 1% answered a “high” number of Composition questions correctly. Results of both Composition and Revise and Editing questions were better than in the previous year, with nearly two-thirds (61%) of students scoring in the Medium to High range in 2010, and 40% scoring in the Medium to High range in Revise and Editing this year. We will continue to place emphasis in the coming year on improving our students’ writing by teaching essential writing skills across the curriculum.

**WRITING PSSA Subtopics 2010**

Performance Level	Composition	Revise + Editing
Low	39%	60%
Medium	60%	40%
High	1%	0%

On the Science test, the students performed similarly (in grades 4 and 8), across all subtopics. Biological Sciences and Physical Science had the most students (7%) scoring in the “high” range. Nature of Science had the smallest percentage of students (3%) scoring in the “high” range. Overall approximately three quarters of PFPCS students taking the Science PSSA scored in the “low” range on all four of the Science subtopics.

#### Science PSSA Subtopics 2010

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	64%	68%	73%	70%
Medium	29%	23%	18%	21%
High	7%	9%	9%	9%

This comprehensive data analysis will be shared with all instructional staff during the summer pre-service scheduled for the end of August, 2010 and in weekly cluster meetings at the start of the school year. This will enable staff to develop specially tailored lessons and strategies to address areas in which students require the most improvement.

#### Local Tests- Terra Nova

PFPCS administered the Terra Nova tests of Reading, Math, Science and Social Studies to all of our 1<sup>st</sup> and 2<sup>nd</sup> graders in the spring of 2010. PFPCS staff analyzed the results of the Terra Nova tests to determine how our students were faring relative to the students’ peers at that age nationally. The table below provides the results of the Terra Nova tests from spring 2010 for all four tested subjects in both grade levels.

The test scores were provided to PFPCS by CTB McGraw Hill, the Terra Nova test publisher, as average (median) national percentile scores this year. The table below shows that in Math, the 1<sup>st</sup> grade students scored slightly below the national median (50<sup>th</sup> percentile), on average at 47.3, and the 2<sup>nd</sup> grade students scored slightly above the national median (50<sup>th</sup> percentile). The students’ scores for Social Studies were similar, with the 1<sup>st</sup> graders scoring on average at the 46.3<sup>rd</sup> percentile, and the 2<sup>nd</sup> graders scoring on average at the 52<sup>nd</sup> percentile. The results for the two grades were also similar in Science, with the students scoring on average at the 38.7<sup>th</sup> percentile in 1<sup>st</sup> grade and at the 41<sup>st</sup> percentile in 2<sup>nd</sup> grade. The Reading performance of the two grades varied, with the 2<sup>nd</sup> graders scoring on average above the 50<sup>th</sup> percentile (51<sup>st</sup> percentile), and the 1<sup>st</sup> graders scoring on average at the 38.5<sup>th</sup> percentile.

#### Terra Nova Achievement Scores for Grades 1 and 2 from Spring 2010, Median National Percentiles

	Reading	Math	Science	Social Studies
1st Grade	38.5	47.3	38.7	46.3
2nd Grade	51.0	51.5	41.0	52.0

The results of these assessments will be used for school improvement planning and instructional planning in each subject at each grade level over the remainder of the summer and in the coming school year.

**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.**

This year, the school expanded its extensive data-driven decision making system, testing all students in grades 1 through 8 extensively throughout the year, and training all teachers and administrators to use those data to tailor instruction to the individual needs of the students.

As part of the school's participation in the Promoting Excellence in Philadelphia Schools program, PFPCS, supported by the School District of Philadelphia PEPS/TAP facilitators, conducted a thorough analysis of all available assessment data and goal-setting. These data were used as the basis for the year's Ongoing Applied Professional Growth (OPAG) for teachers including pre-service, in-service, weekly cluster meetings, and coaching. Professional development for all teachers focused on preparing lessons and identifying strategies that would move each student closer to achieving proficiency in the Pennsylvania Academic Standards.

Specifically, the school used the DRA reading tests in grades K-6 in order to ensure that students were making sufficient progress in reading, and to provide leveled readers for all students. The school used the results from the TerraNova (grades 1 and 2) and PSSA assessments (grades 3 to 8) from the year prior to identify students in need of support. These students were assigned to tutoring and computer learning support in the after school program, and were provided extra assistance by their teachers and, where appropriate, the special education staff.

The school also continued to use the Study Island PSSA test preparation program and the 4Sight benchmarking program for the first time to compile real-time grade, class and student performance data to target instruction to student needs. Both testing systems are oriented to the Pennsylvania Academic Standards. Clearly, these strategies of identifying students' needs prior to and throughout the year, and then tailoring instruction is showing positive results, as the students had their highest proficiency levels in Reading and Math in the history of the school this year.

In 2009-2010, students who were at-risk of failure based on their academic performance and performance on past reading and mathematics standardized tests, were again invited and encouraged to participate in the academic support sessions in the school's 21st Century Community Learning Center after school program. In the 21st Century Center, students received tutoring and computer-assisted learning support and participated in the 100 Book Challenge. Through a new partnership with Public/Private Ventures, PFPCS' after school program also included a YET Center reading program for students in grades 6-8 who were performing below proficiency in reading.

Students in grades K-6 were further identified through the presence of very low DRA reading scores. Students with persistent academic achievement problems are referred to the Special Education Coordinator, who conducts a preliminary evaluation to determine whether the students should be considered for special education services.

Previous test score data, DRA scores, and teacher recommendations were also used to identify students who would receive additional instructional support through the school's Reading Specialist.

## **Student Assessment - Attachment**

- PFPCS TERRA NOVA RESULTS 09-10

## **Teacher Evaluation**

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

Using the PEPS/TAP program in 2009-10, PFPCS' teachers are evaluated using the TAP's rubric, which focuses on the TAP Skills, Knowledge, and Responsibility Teaching Standards including Designing and Planning Instruction Standards (instructional plans, student work, assessment), the Learning Environment Standards (expectations, managing student behavior, environment, respectful culture), 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). A full copy of the evaluation rubric is attached to this report. Additionally in 2009-2010, evaluators also used the PDE form for evaluating teachers.

The TAP model requires that each teacher be evaluated multiple times (4 times per year at PFPCS). This includes no less than one evaluation per year by the master teacher, no less than one evaluation per year by a qualified mentor teacher, and no less than one time per year by an administrator (i.e. the Director of Operations or Director of Education). The evaluation team determines who will conduct the fourth evaluation. Two evaluations are announced, and two are unannounced. PFPCS combines the scores from the different evaluations and evaluators into an annual performance rating. The formal evaluation (including a pre-conference and post-conference and a teacher self-assessment) uses the entire TAP Evaluation Rubric. Informal evaluations do not need to be pre-announced and can focus on a specific element(s) of the TAP Evaluation Rubric rather than the entire rubric. This teacher evaluation plan will again be used in 2009-10.

The process consists of a pre-conference (and sometimes self-evaluation) component, the evaluation, and a post conference. At the post conference, the evaluator and the observed teacher create a reinforcement plan and a refinement plan. The reinforcement plan focuses on an indicator/skill from the TAP rubric, which was a relative strength of the teacher and upon which the evaluator can recommend that the teacher continue to implement and to elicit feedback from the teacher about how the reinforcement area impacts student learning. The refinement plan identifies an indicator from the TAP rubric upon which the teacher requires improvement. After providing a time for self reflection and review of evaluation evidence, the evaluator identifies specific examples from the evaluation and models concrete suggestions for how to improve and lead the teacher through a guided practice exercise. And, the process doesn't end there; the teacher continues to work to improve the skill identified in the refinement plan for the six-weeks leading into the next evaluation, with Master and Mentor Teachers providing coaching support in the classroom.

In 2009-2010, teachers received four formal evaluations (two announced, two unannounced) along with several informal observations.

In 2010-11, while PFPCS will not be participating in TAP, teachers will be observed a minimum of twice annually

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

Under PEPS/TAP the PEPS administrators (Director of Operations Andre C. Williams and Director of Education Dr. Gregory J. Allen), the two Academic Coaches (formerly master teachers), and five Academic

Mentors (formerly mentor teachers) were responsible for staff evaluation. 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.

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

To serve as an evaluator at PFPCS, the Director of Operations, Master Teachers, and Mentor Teachers all had to become "Certified TAP Evaluators," participating in rigorous training with the National Institute for Excellence in Teaching and the School District of Philadelphia. The Director of Education, Dr. Greg Allen, received his TAP Evaluator certification in December 2009. 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."

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, Academic Coaches, and Academic Mentors were required to participate in a year-long training program (including week-long training before and after the school year), complete monitored observations, and pass the TAP Certified Evaluator Performance Test. PFPCS' administrators also participate in PDE and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education.

## **Teacher Evaluation - Attachment**

- PFPCS TAP EVALUATION FORM

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

People for People Charter School has historically benefited by committed and stable leadership in the Board of Trustees during its second term, with only two members leaving the Board during the second term. During 2009-10 school, the Board has appointed two additional trustees. Ms. Quiana N. Irvén has joined the Board in November 2009 as our parent representative on the Board, and brings to the Board a background in business, marketing, and customer service. Mr. Reginald A. Long also joined the Board in November 2009, bringing with him legal, real estate, and business expertise. Mr. Long is an attorney and partner with Love and Long, LLP concentrating in public agency, real estate, corporate finance, zoning and land use. In addition to a number of professional memberships, Mr. Long serves on the Board of Family Connections, Goodwill of Southern New Jersey, and Philadelphia Youth Orchestra.

There was no change to the chief executive officer position, which has been held by Mr. Andre Williams, Director of Operations since May 2006.

Effective July 1, 2010, Ms. Doreen Amster, formally a Master Teacher and Academic Coach at PFPCS, will serve as the school's principal. Ms. Amster is a Pennsylvania certified teacher (Early Childhood PreK-3)

with 20 years of teaching experience. Most recently she served as a PEPS/TAP Master Teacher at Renaissance Advantage Charter School. She recently acquired her principal certification through a Masters of Education program at Cabrini College. With Ms. Amster serving as the new instructional leader of the school, Dr. Gregory J. Allen (formerly Director of Education) will serve as Director of Development for the school.

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Rev. Dr. Herbert H. Lusk, II	Chairman
Deborah Ware	Trustee
Denise Bowen	Trustee
Linda Chandler	Secretary
Sidney A. Harrell	Trustee
Robert Strain	Vice-Chairman
Reginald A. Long	Trustee
Quiana N. Irven	Parent Representative

## **Professional Development (Governance)**

The Board of Trustees and administration are in frequent contact with the school's counsel and management company regarding legal issues including the Ethics Act and Sunshine Law. Representatives from the school's management company attend board meetings as needed, publish Sunshine Notices, ensure completion of Statements of Financial Interest, assist in policy development, review documents, and provide updated information to the Board and administration.

Additionally, two representatives from PFPCS's administration (Director of Operations & Director of Education) attended the governance, operations, and law related workshops at the Pennsylvania Coalition of Charter School's Leadership Institute (April 30 to May 2, 2010). Information from this training was shared with the Board.

Finally, the Board received topic specific training and strategic planning assistance during 2009-10, including a reporting of stakeholder feedback and how it relates to the mission of the school and potential areas of opportunity from Dr. Leroy D. Nunery from PlusUltre LLC and a session on sustainability planning facilitated by the School District of Philadelphia's TAP office and the Karma Agency.

## **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.

**Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting's Board of School Directors.**

Under the leadership of the Board of Trustees and PFPCS Director of Operations, PFPCS maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia in 2009-10. Most notably, the school went through the renewal process in this year, which included an audit by the School District of Philadelphia; a site visit by District personnel that included a records review, and a two-day site visit by an third-party (SchoolWorks LLC) initiated by the District. The renewal process provided PFPCS with an opportunity to truly demonstrate the uniqueness of our program to the District, and resulted in the renewal of our charter for another five years.

Additionally, Representatives of PFPCS (e.g. Director of Operations, Special Education Coordinator, Academic Coaches, Test Coordinator, etc.) attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including regular Data Group meetings and special education meetings. The school has a history of open communications with the District's Charter School Office (e.g. Associate Superintendent Ben Rayer celebrated the SEED graduation PFPCS in spring 2009) and submits required reports and requests for information in a complete, thorough, and expeditious manner. Finally, for the past three years, PFPCS served as one of the inaugural charter school participants in the School District of Philadelphia's PEPS pilot program (Promoting Excellence in Philadelphia Schools), which represents a four-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system.

Finally, PFPCS' Director of Operations is a Regional Representative of the Pennsylvania Coalition of Charter Schools, an organization that continues to work with the School District of Philadelphia to improve communication between the charters and the District.

A list of the Board of Trustees meetings for the 2010-2011 school year is attached as well as the proof of publication of the meetings as required by the Sunshine Act.

**Coordination of the Governance and Management of the School - Attachments**

- PFPCS BOD MEETINGS 10-11
- PFPCS SUNSHINE NOTICE 10-11

**Community and Parent Engagement**

**Parent Engagement:**

As PFPCS was founded by a community economic development organization — People for People, Inc. — ensuring that the community plays an active role in the school's operation has always been of paramount importance to the Board of Trustees. In 2009-10, community involvement enabled PFPCS to continue its community engagement by providing Parent Teacher Organization (PTO) meetings, operating after school clubs and activities, providing health services to students, participating in Outward Bound Leadership Programs, recruiting highly qualified teachers, supporting our students with special needs, etc. A sampling of PFPCS' recent community partners follows below:

- **B.E.T.A. One, Inc.** — Dr. Robbin Alston has an ongoing relationship with People for People, Inc. in the special education program, conducting the psychological evaluations for student IEPs, providing professional development to PFPCS staff, and advising the special education program.
- **C.B.S. Food Program** — This state sponsored food service management company provides free and nutritious snacks to all students in our after school program.
- **Charter School Nurses Network** — PFPCS participates in this collaborative of charter school nurses for health programming and information sharing.
- **Children's Literacy Initiative** — Educational partner since 2005-2006, which provided a stronger literacy curriculum to early elementary grades as well as extensive professional development and one-on-one teacher coaching in literacy.
- **Delaware County Intermediate Unit** — The DCIU is assisting PFPCS by providing Schoolwide Positive Behavior Support (PBS) System for 2009-2010.
- **FoodPlay** — Provided an on-site children's play about nutrition for students, which corresponded with USDA's new food pyramid.
- **The Food Trust** — Supported PFPCS in the development of our Wellness Policy and provided nutrition curricula and professional development for teachers including participation in the PA Tracks Eat Right Now Program.
- **Harrison Career Institute** — Nursing students served their practicum at PFPCS, providing scoliosis screening and BMI testing to our students.
- **Outward Bound** — Students attended an all-expenses paid, week long outdoor leadership program.
- **National Institute for Excellence in Teaching** — NIET, in partnership with the School District of Philadelphia, provides outstanding professional development opportunities to the schools TAP leadership team.
- **Pediatric Therapeutic Services** --This long-term educational partner of PFPCS, continued to support the delivery of our special education programming, specifically related to speech therapy and occupational therapy.
- **Pennsylvania Coalition of Public Charter Schools** — PFPCS participates in this state-wide association of charter schools. Our membership in this organization provides us with current information on charter school legislation and policy, as well as extensive opportunities for professional development and networking. PFPCS served on the Board in 2006-2007 through present.
- **People for People EARN Center** — Participants in this job-training and placement program, gained valuable work experience while working as volunteers in the charter school's administrative office, maintenance staff, and food service staff.
- **People for People Credit Union** — Explains banking concepts to 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders and provides each student in these grades with \$5 to start a savings account, allowing them to have a real-life application for the entrepreneurial education.
- **Philadelphia College of Optometry** — Partners with school nurse to provide vision screening for students.
- **Philadelphia Citizens for Children & Youth** — A children's advocacy organization — PCCY works with PFPCS staff to ensure that our parents/guardians are aware of medical insurance, health programs, and City services available to our students.

- **Philadelphia Eye Institute** — Partnered with the school nurse to provide vision screening for students.
- **St. Christopher’s Hospital for Children** — Provided the Ronald McDonald Dental Bus to provide free dental care to students, the Eagles Eye Bus to provide free vision care to students, and professional development to nursing staff on emergency issues in pediatric care.
- **Salvation Army** — PFPCS has an ongoing partnership with the Salvation Army, whose facilities are used for physical education and after school programming.
- **Shalom, Inc** — Shalom trained PFPCS’ Comprehensive Student Assistance Program (CSAP) team, and now all our members are certified to manage the CSAP process for 2009-10.
- **Teach for America** — 2009-2010 was PFPCS’ fourth year partnering with Teach for America, which helps PFPCS to recruit highly qualified and trained teachers for our classrooms.
- **WOAR (Women Organized Against Rape)** — Provides three full-day of programming for students as follows: K-2 (good touch vs. bad touch), 3-5 (“Yes, you can say no!”), and 6-8 (sexual harassment).
- **Young Life** — 10 students attended a week-long summer camp held at Timberwolf Creek Camp in Lake City, MI. Plans for SY 2010-11 are to involve students in multiple Young Life out-of-school time programs and activities.

**Parent Engagement:**

PFPCS engages parents in the school’s activities in a variety of ways. First, a Back to School Night was held in September 2009, parent/teacher conferences were held in the first and second trimesters, and the school sent frequent written communication to parents to keep parents abreast of disciplinary problems, upcoming events, standardized testing, etc. PFPCS Parent Teacher Organization (PTO), a parent - teacher group meets monthly to discuss issues pertaining to the educational program and Title I programs, student life, and fundraising. During 2009- 2010 and again during 2010 — 2011 PFPCS’ PTO will co-sponsor a student uniform recycling program to 1) ensure that all students are complying with the school uniform policy and 2) to help families save by providing their children with uniforms that can often be expensive to purchase new.

Most importantly, the Board of Trustees includes a voting member who is a parent of a student enrolled in the charter school. In May 2009 the Board appointed a parent, Ms. Quiana Irvin. 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 so that any parents interested in attending are made aware of upcoming meetings. Finally, when the school is required to develop a specialized board or task force, we make a concerted effort to recruit parent representatives.

**SECTION VI. FINANCIAL RESPONSIBILITIES**

**Major fund-raising activities**

In 2009-2010, the PFPCS Board of Trustees did not conduct any major fundraising activities. Smaller, student-driven fundraisers (i.e. pizza kit sales, pretzel sales, dress down days, etc.) were conducted throughout the year, the proceeds of which went toward the student activities,

Additionally, PFPCS has a history of aggressively pursuing grant monies to support its educational program. In 2009-2010, PFPCS received two grants to support technology including a donation of \$25,000 (through People for People, Inc.) in Smart Boards and related technologies from Comcast and a \$36,000 Enhancing Education Through Technology Grant through the Pennsylvania Department of Education.

In 2010-11, PFPCS' new Director of Development will lead a coordinated strategy for raising funds through foundations and private donors to support our educational initiatives.

## **Fiscal Solvency Policies**

PFPCS has a \$250,000 working capital line of credit with Sovereign Bank, which provides the school with a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc.

Additionally, the school maintains an on-site Business Manager and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest Management prepares monthly financial packets which are shared with the school administration 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.

The school understands that the biggest indicator of fiscal solvency is a fund balance capable of absorbing from 2-3 months of operating expenditures. However, the school has been operating as a going concern for the past two school years (2006-07 and 2007-08) and ended 2008-2009 with an un-audited deficit of approximately \$276,000. The school has been working diligently to develop a conservative 2009-10 financial plan that will result in a surplus. Through the development of a Finance Committee, which convened monthly, and a new budget-tracking system aimed at tracking expenditures that have traditionally ran over budget (e.g. food, consumable supplies), the school successfully rebuilt the fund balance and become more solvent. At the end of the 2009-2010 school year, PFPCS' unaudited fund balance was a surplus of \$244,956. With the help of OmniVest Management, LLC the school also developed a multi-year business plan in conjunction with the school's renewal application in fall 2009.

In satisfying the renewal conditions set forth by the District in July 2010, PFPCS has formed an Audit/Finance Committee. The Audit/ Finance shall consist of not less than one (1) member of the Board to be elected from among the voting Trustees, one (1) member of the School's administration to be appointed by the Board Chairperson, and one (1) member of the School's external management company as applicable to be appointed by the Board Chairperson. The committee shall meet no less than four (4) times per year. The committee shall create the upcoming fiscal year budget; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the Board appropriate policies for the management of the Charter School's assets; and report to the Board an analysis of the School's financial statements on a regular basis. The Committee shall review at the close of each fiscal year a complete certified audit of the operations of the Charter School. The audit shall be conducted by a qualified independent certified public accountant. The audit shall be conducted under generally accepted audit standards of the Governmental Accounting Standards Board (GASB).

## **Accounting System**

PFPCS contracts with OmniVest Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. PFPCS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management,

general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2009. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of 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).

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

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

- PFPCS PRELIMINARY STATEMENTS 09-10

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

The school's Board of Trustees has engaged the audit firm of Zelenkofske Axelrod LLC, located at 2370 York Road, Jamison, PA 18929, to conduct our audit for the fiscal year ended June 30, 2010. The audit report for fiscal year ended June 30, 2010 is expected to be completed in October 2010. PFPCS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the audit engagement letter is attached to this report.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2009. This audit was completed on December 17, 2009, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 3-5 of this document. A summary of audit results includes the following:

- The auditor's reports expressed an unqualified opinion on the financial statements.
- There were no deficiencies disclosed relating to the audit of the financial statements and reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. There were no instances of noncompliance material to the financial statements.
- There were no instances of noncompliance material to the financial statements disclosed during the audit and reported in accordance with Government Accounting Standards.
- There were no significant deficiencies in internal control over major federal award programs (i.e. Title I — Improving Basic Programs), and the Independent Auditor's Report on compliance for the major federal award programs for PFPCS expresses an unqualified opinion on all major federal programs.
- PFPCS did not qualify as a low-risk auditee.

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

- PFPCS AUDIT 08-09
- PFPCS AUDIT ENGAGEMENT 09-10

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

PFPCS did not undergo a state audit conducted by the Auditor General in 2005-2006, 2006-2007, 2007-2008, 2008-2009, or, to date, for 2009-2010. In 2008-2009, PFPCS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2008 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

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

In 2009-2010, capital expenses consisted primarily of technology purchases, including \$72,000 in technology related to establishing a Project Based Learning (PBL) smart classroom and upgrading monitors in an existing lab.

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

The planned capital needs for 2010-11 are predominantly for the acquisition of instructional and administrative technology, including:

- Boards to 11 Classrooms - giving us 1 smart board for each grade in K-5 and one per class in grades 6-8.
- Netbooks for middle school teachers
- One mobile Netbook Cart
- Upgrading the website - teacher pages, automated emails to parents
- Mini Lab in Suspension room - linked with Study Island
- Mini Labs in Special Ed Room
- New POS machine and biometric scanner for cafeteria
- Laminator

Our Enhancing Education Through Technology (EETT) funding cover some of the purchases listed above.

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

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

#### **Safety**

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year for the charter school located on floors 2

through 6 (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code).

The school follows the foregoing fire evacuation procedures:

- There will be an “all clear” issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of a fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

In April 2010, PFPCS submitted the PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) to PDE’s Division of Subsidy Data and Administration, which attests to our completion of the required fire drills for 2009-2010

## **Health**

The school employs a full-time Licensed Practical Nurse. A Certified School Nurse (CSN) visits the school every week from September through June and signs-off on all health records and advises the school nurse as needed. A medical doctor (MD) is available via on-call for consultations on an as needed basis.

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 the physical record, copy of immunization records, screening results, pupil medical history, emergency control 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 in a locked file cabinet, available to the CSN and school nurse. Records are reviewed every month to maintain accuracy.

As part of PFPCS’ last renewal process, an external audit company (Mitchell & Titus, LLP) was hired by the School District of Philadelphia to review the school’s records and adherence to policies and procedures. As part of this audit, the auditor reviewed 25 student health files (pulled at random) to insure that both health records and immunization records were maintained appropriately; and no exceptions were found.

The nurse is a member of the Charter School Nurses Network, which keeps PFPCS abreast of developments in health services for children and youth. Through the National Association of School Nurses, the nurse received training in disaster preparedness for school nurses and school emergency triage training in November 2008.

The Pennsylvania Department of Education’s “Request for Reimbursement and Report of School Health Services” for 2009-10 must be submitted by PFPCS to the Division of School Health by September 30, 2010. At the time of this report’s submission, PFPCS had not submitted the 2009-10 reimbursement form, but evidence of 2008-09 report submission is attached to this report. (Note: The 2009-10 report was submitted to the Pennsylvania Department of Health on September 30, 2010. A copy of this report has been attached to the revised Annual Report per the School District of Philadelphia’s request.)

Finally, PFPCS 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. As such, PFPCS has developed and implemented a school Wellness Policy. A copy of the letter approving this policy, as well as the policy itself, is attached to this report.

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

- PFPCS WELLNESS POLICY
- PFPCS WELLNESS POLICY APPROVAL
- PFPCS HLTH.REIMB. RECEIPT 08-09
- PFPCS IMMUNIZATION REPORT 09-10
- PFPCS PDE-4101 09-10
- Evidence of Submission of 2009-10 Request for Reimbursement for School Health Services
- 2009-10 Request for Reimbursement and Report of School Health Services

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

For the 2009-2010 school year, PFPCS procured insurance coverage through the insurance brokerage firm, The Addis Group, Inc., as follows:

<b>Type of Insurance Coverage</b>	<b>Limit</b>
Educator’s Legal Liability	\$1,000,000
Commercial General Liability <ul style="list-style-type: none"> <li>• Products-completed operations aggregate</li> <li>• Per Occurrence</li> <li>• Personal &amp; advertising injury</li> <li>• Damage to rented premises (ea. occurrence)</li> <li>• Medical expense (any one person)</li> </ul>	\$1,000,000/\$1,000,000 <ul style="list-style-type: none"> <li>• \$1,000,000</li> <li>• \$1,000,000</li> <li>• \$1,000,000</li> <li>• \$500,000</li> <li>• \$5,000</li> </ul>
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers’ Liability	\$500,000
Medical Malpractice	\$1,000,000/\$3,000,000

A copy of the 2009-10 ACORD Certificate of Liability Insurance, valid through August 29, 2010, is attached to this report. People for People 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, in Employer’s Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. We will ensure that our policy beginning August 29, 2010 will meet these new requirements.

Additionally, PFPCS 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).

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

- PFPCS ACORD 09-10
- PFPCS ACORD Certificate of Liability Insurance 2010-11

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

At the start of the 2009-2010 school year, PFPCS' professional staff totaled 46 members, 34 of whom returned from the 2008-2009 school year (a 73.9% retention rate for all professional staff). Of the 45 staff members who started the 2009-2010 school year at PFPCS, 42 were with the school for the entire 2009-2010 school year — a 6.7% turnover rate. Of the 46 professional staff members employed at the end of the 2009-2010 school year, we anticipate that 30 will return for the 2010-2011 school year — an anticipated 65.2% retention rate for next year.

The 73.9% retention rate between 2008-09 and 2009-10 represented an increase over the year prior. The projected retention of only 65.2% represents drop over last year's gains. In accordance with a condition of our charter renewal and in compliance with Act 22, PFPCS anticipates making higher than normal staff turnover to meet the 75% certification requirement.

	<b>% of Staff Returning From Previous Year</b>
2009-2010	65.2% <i>projected</i>
2009-2010	73.9%
2008-2009	66.6%
2007-2008	72.0%
2006-2007	52.4%
2005-2006	75.6%

Additionally, our staff turnover rate of 6.6% in 2009-2010 was identical to the turnover rate in 2008-2009. Our school leadership, more rigorous hiring practices, tuition assistance program for certified teachers, improved induction program and professional development (via PEPS/TAP, Science it's Elementary, etc.), and our efforts to close the gap between our salary scale and the School District of Philadelphia's have all contributed to our improved staff stability.

A copy of PFPCS' PDE-414 for 2009-10 is attached to this report. Our PIMS Staff ACS Statements are also attached.

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

- PFPCS PDE-414 09-10
- PFPCS LEA STAFF PROFILE 09-10

## **Student Enrollment**

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

In the admission of students, the People for People Charter School will comply with § 17-1723-A of the Charter School Law (Act 22). Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside in the School District of Philadelphia.

Specifically, PFPCS follows the following steps for admissions:

Each year, the school establishes a deadline for parents/guardians to submit applications for new student admission. This deadline (typically May 1) is posted in the school office and on all application materials.

Beginning in January admissions applications are made available in the school office. On these traditional application forms, parents will be required to provide basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as indicate if they have another child currently enrolled in the charter school.

3. The school determines the number of available spaces in each grade, accounting for re-enrollment of current students. If the number of applications for new students (filled out completely and submitted by the stated deadline) is equal to or less than the number of slots available in each grade, all applicants will be accepted into the school. If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. The lottery will be conducted by an independent party. Preference will be given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference will be given to students who reside in the School District of Philadelphia.
4. Admissions notification are sent to all parents/guardians who submitted applications for new students — Enrollment packets sent to those parents of children who have been accepted and waiting list notification sent to those parents of children not selected in lottery (if necessary).

5. Parents must submit enrollment paperwork to PFPCS by a date explicitly stated in the enrollment packet (typically June 1 or 15).
6. Anyone who applies after the lottery has been conducted will be added at the end of the waiting list on a first-come, first-served basis.
7. If a space becomes available during the school year, students will be enrolled based on their spot on the waiting list.

Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Note: to comply with laws pertaining to special education — and because our school is truly committed to providing an outstanding educational program to all students — the school will only conduct special education screening or request current IEPs for students after students have been enrolled in the charter school.

### **Re-Enrollment**

Each year, PFPCS will send a form to parents/guardians of students currently enrolled in the school asking them to indicate whether or not they desire to reenroll their child(ren) for the next academic year. A deadline for submitting the form will be explicitly stated (typically May 1). Enrollment for the next year will be guaranteed to all students whose reenrollment forms are submitted by the specified deadline.

### **Lottery**



Each year, the People for People Charter School uses OmniVest Properties/Management, LLC as an independent third-party facilitator of the admissions lottery.

Anticipating that the number of student applications would exceed the number of attendance slots available each year, PFPCS schedules the admissions lottery for sometime in May.

Prior to the lottery date, the PFPCS's administrative assistant (Ms. Lyza Rosario) provides OmniVest's representative with a database of students who applied for admission for the upcoming school year. Siblings of students currently enrolled in the charter school are noted. Parent contact information and the students' home addresses are also included in the database.

OmniVest uses the above-noted data base to prepare the lottery. Students residing in Philadelphia are given first preference. Siblings of students currently enrolled at PFPCS are given secondary preference. No other preference is given.

OmniVest conducts the lottery, and the lottery is witnessed by PFPCS' Director of Operations Mr. Andre C. Williams and Ms. Rosario.

During the lottery, every applicant in each grade is randomly assigned a number via a raffle. Initial enrollment and enrollment throughout the school year is to be made in this order. Anyone applying on or after March 30, 2010 will be added at the end of the list on a first come first serve basis.

Following the lottery, OmniVest provides PFPCS with a signed copy of the lottery results in PDF format, as well as an electronic version of the database. Admissions and enrollment procedures following the lottery are supervised by PFPCS' Director of Operations.

These lottery procedures are compliant with Act 22 of Pennsylvania (the Charter School Law) and The People for People Charter School's Admissions Policy.

### **Waiting List**

During the lottery, every applicant in each grade will be randomly assigned a number. Initial enrollment and enrollment throughout the school year is to be made in this order. Anyone applying after the application deadline will be added at the end of the list on a first come first serve basis. *For example, there are 34 applicants for 5<sup>th</sup> grade. During the lottery, these students will be randomly assigned a number (via raffle) from 1-34. If there are 5 available seats in the 5<sup>th</sup> grade for 2010-11, then students ranked 1 through 5 will be extended admission. Students numbered 6 on will comprise the waiting list. If*

*anyone declines admission or if a space opens up during the year, then admission will be extended to the next student on the list. If a student applies for admission after the lottery is conducted, they will be assigned the next number on the list (i.e. #35 and so on).*

The waiting list does not carry over from one year to another; students must reapply for the upcoming school year and again be part of the lottery, if required.

### **Diverse Student Population**

The People for People Charter School has maintained a waiting list every year in its current charter term, and, as such, funding is not invested into advertising for student enrollment. However, the school is open to all students throughout the Commonwealth (with preference for those residing in Philadelphia), and the school ensures diversity by having a blind admissions policy as detailed above.

In accordance with § 17-1723-A of the Charter School Law, the People for People Charter School does not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school does not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation.

People for People draws students from 34 zip codes in Philadelphia, with the highest concentration (57%) of students residing within the North and Upper North districts of Philadelphia (Note: The school is located in the North district).

For the 2009-2010 school year, there were more applicants than available seats in the school. On May 20, 2009, the lottery for the 2009-2010 school year was conducted by Ms. Melanie Burke Reiser of OmniVest Management, LLC. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school, enrollment was extended to the highest ranked student on the waiting list.

For the upcoming school year (2010-2011), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted on April 15, 2010 by Ms. Reiser of OmniVest Management, LLC.

A copy of PFPCS' 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.**

**PFPCS Enrollment History**

	<b>INITIAL ENROLLMENT</b>	<b>WITHDRAWAL</b>	<b>ADDED</b>	<b>YEAR-END ENROLLMENT</b>
K	60	8	1	53
1	64	3	2	63
2	65	5	3	63
3	63	5	1	59
4	65	3	3	65
5	63	2	4	65
6	61	3	3	61
7	61	5	2	58
8	59	7	1	53
<b>TOTAL</b>	<b>561</b>	<b>41</b>	<b>20</b>	<b>540</b>

Of the 41 withdrawals, all were voluntary. No students were expelled in 2009-10.

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

All 41 withdrawals were voluntary. No students were expelled in 2009-2010

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

PFPCS has a traditionally high student retention rate — typically more than 95% of students who were enrolled at the close of the school year reenroll for the upcoming year. Additionally, a recent trend is a stabilization of our student population during the school year. PFPCS’ student turnover rate for 2009-2010 was 7.3%. This represents 2.2% in decrease over last year’s 9.5% and continues our downward trend in turnover from previous years, (9.2% in 2007-2008, 11.8% in 2006-2007, and 18.7% in 2005-2006).

**Student Enrollment - Attachment**

- PFPCS ADMISSIONS POLICY

**Transportation**

The school owns and operates four (4) 72- passenger school buses and one (1) 28-passenger bus and contracts with the SDP for six (6) additional school buses. However, the school receives reimbursement for transportation provided by the school’s four passenger buses also. With the aid of the Philadelphia

School District, PFPCS provides bus service to all students who qualify. Kindergarten students are not eligible for transportation, and parents must make other arrangements. Students in grades 6-8, who live outside the qualifying radius, receive free SEPTA transpasses.

Of the 92 students with disabilities served at PFPCS in 2009-2010, one student required specialized transportation in the form of a one-on-one bus aide as a related service in her IEP. PFPCS understands that any 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, PFPCS will provide this service at the school's expense. When PFPCS' special education services were last audited by PDE's Bureau of Special Education, no fault was found with our transportation accommodations.

Finally, as an added feature of our transportation program, PFPCS uses our privately owned buses to provide door-to-door transportation to students participating in our out-of-school time programs/activities including the 21<sup>st</sup> Century Community Learning Center After School Program, the YET Center, Summer School, and our Extended School Year program.

## **Food Service Program**

PFPCS participates in the National School Lunch Program (NSLP), which provides free and reduced lunch, breakfast, and snack to our students. The percentage of students from low-income families whom are eligible for free and reduced lunch and participated in this program in 2009-2010 was 85.37%. All of our meals are prepared by an in-house food service staff consisting of a Food Service Manager and seven food service staff members. Additionally, the school uses a six-week rotating menu, which increases the effectiveness in ordering food and supplies. It also allows the school to accurately identify the nutritional value of the meals served and keep in compliance with the nutritional regulations set forth by the NSLP. On May 10, 2007, the Pennsylvania Department of Education conducted a nutritional review of our lunch program (i.e. SMI Review), which found our food service program in compliance with the Department's strict nutritional guidelines. PFPCS did not have any corrective actions from this review.

## **Student Conduct**

As noted in Sections I & II, PFPCS' student services system (including discipline) underwent a major restructuring in 2009-10. The Code of Conduct for 2009-10 follows:

PFPCS believes that promoting a safe and secure school environment is a partnership in responsibility. As such, PFPCS is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

### **BELIEFS**

The following beliefs guided the development of the Student Code of Conduct:

- The school must be safe and secure for students and staff.
- Students have rights and responsibilities in the learning environment of the school.
- The school is for instruction and learning, and anything that distracts from that process must be dealt with by school officials.

- Students and their parents should be knowledgeable of school and classroom rules.
- Students have a responsibility to exercise self-control over their own behavior.
- The responsibility for discipline is shared among students, school personnel, the Board of Trustees and parents.
- Students who violate school and classroom rules must be afforded their rights to due process, which are procedurally, morally and legally fair and correct.
- Students who violate classroom rules should be assigned disciplinary measures with the purpose of correcting their behavior.
- Disciplinary measures should be progressive and preventative, unless the safety of students is an issue.
- Disciplinary measures should be firm, fair and consistent.
- The disciplinary measures of the school should be a problem solving process and should focus on the causes of the infraction.
- The assigning of disciplinary measures should be commensurate with the circumstances.

### **EXPECTATIONS FOR STUDENT BEHAVIOR**

We expect all students to:

**Listen and follow directions** — This means that students:

- Don't talk when others are talking
- Actively listen (age appropriate)
- Stay on task with classroom assignments
- Ask questions if they don't understand something

**Come to school prepared to learn** — This means that students:

- Do their homework every night
- Bring correct materials to school
- Come to school on time and stay for the entire day
- Are present 95% of the school year
- Wear their school uniform everyday
- Don't use electronic games, beepers or cell phones during school hours
- Take off all outer garments when inside the school building

**Treat others as we would like to be treated** — This means that students:

- Do not touch other students
- Do not touch things that belong to others unless given permission
- Do not curse or speak disrespectfully to adults and peers

**Respect our environment** — This means that students:

- Do not draw on or deface school property
- Clean up after themselves
- Only eat in designated areas
- Do not display items that contain vulgar or inappropriate language

**Try our hardest** — This means that students:

- Know that it's okay to make mistakes
- Ask others for help
- Complete every assignment to the best of their ability

## **DISCIPLINARY PROCESS**

PFPCS' 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 PFPCS, 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**

It is important to note that all students are expected to abide by the PFPCS Code of Conduct. In accordance with Pennsylvania law, all students at PFPCS (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, PFPCS 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 PFPCS 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, PFPCS 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. A copy of our special education discipline policy is attached.

**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 2009-2010, 114 students were involved in 216 suspension incidents, and no students were expelled.

Additionally, we are attaching a copy of the 2009-2010 Violence & Weapons, Suspension, Expulsion, and Truancy reports submitted to PDE through the PIMS Safe Schools Report.

#### **Student Conduct - Attachments**

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

#### **Signature Page**

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

### **School Year: 2010**

The People for People 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 People for People 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:** Mr. Andre C. Williams **Title:** Director of Operations

**Phone:** 215-763-7060 **Fax:** 215-763-6210

**E-mail:** acwilliams@pfpcs.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:** Rev., Dr. Herbert H. Lusk, II **Title:** Board Chairperson

**Phone:** 215-235-2340 ext. 1701 **Fax:** 215-235-8345

**E-mail:** hhl32@peopleforpeople.org

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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. Jasmine Mazzola **Title:** Special Education Coordinator

**Phone:** 215-763-7060 **Fax:** 215-763-6210

**E-mail:** jmazzola@pfpcs.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page - Attachment**

- PFPCS SIGNATURE PAGE 09-10