
Pennsylvania Department of Education



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

Charter Annual Report
Monday, April 22, 2013
(Last Accepted: Monday, April 22, 2013)

Entity: Academy CS
Address: 900 Agnew Rd
Pittsburgh, PA 15227

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Academy CS

Date of Local Chartering School Board/PDE Approval: 2/24/2010

Length of Charter: 7 years **Opening Date:** 8/29/2005

Grade Level: 8th-12th **Hours of Operation:** 8:30am- 3pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 26

Student/Teacher Ratio: 20:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 61%

Summary Data Part II

Enrollment: 280 Per Pupil Subsidy: 13,500 Tuition

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	341
Hispanic:	0
White (Non-Hispanic):	39
Multicultural:	4

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
89%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 52

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	167	167
Instructional Hours	0	0	0	0	0	1002	1002

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Academy Charter School, located in Pittsburgh, Pennsylvania, had an enrollment of 280 students in the 2011-2012 school year. The Academy Charter School is a licensed, secondary charter school in the nation that exclusively admits an all-delinquent population. Opened in 2005 in partnership with the City of Pittsburgh School District, The Academy Charter School educates grades 8-12 during a typical school year schedule with 990 days of 1002 hours of instruction. Unlike their past academic experiences, however, these students benefit from a unique educational environment designed to specifically enhance their learning potential, develop their social competencies and bolster confidence in their ability to succeed. The focus of the school is to provide a quality education to students who are currently on Probation and involved in the Juvenile Justice System. These students all have a common bond in the areas of chronic truancy and behavior problems in their schools of residence.

We expect only the best from our students at The Academy Charter School; that is why we treat them as young men and women rather than juvenile offenders. With this mindset, our students are required to wear a school uniform, which, for most of the year includes an oxford dress shirt, tie, belt and khaki pants for our males and blouses and dress pants for our females. Beyond this, our students receive many other supplemental services that make our school a unique, safe and

effective educational experience for injured learners to achieve dramatic academic progress and success.

The mission of the school is to fulfill a need that the Allegheny County Juvenile Court Judges and Probation Department have long expressed — the offering of an alternative school setting that would address the special needs of youth who are active in the Juvenile Justice System. This school is providing an alternative to institutionalization for these students resulting from their disruptive school behavior and frequent suspensions. In addition to providing this alternative setting, the school also provides to those who may be on the path of dropping out of school because of negative school experiences.

Our school offers a uniqueness that begins with school transportation. Every student enrolled in The Academy Charter School is picked up at their door and dropped off at their door on a daily basis. The individual operating the van is either a counselor or teacher at The Academy Charter School. This service provides an immediate relationship between school personnel and students along with providing the students a safe environment. The student's day begins with a full breakfast, followed by a school day which includes 7 periods. Our classes are structured for a 20 student class maximum.

During the past couple of years, it has become very evident through conversations with both parents and Probation Officers that the school's concept is working. The school attendance saw an increase for most students of 30% from the last year. On graduation day, 60 students received their diploma. Students who graduate from The Academy Charter School are also entitled to a \$2,000 scholarship to use at a college or a trade school.

All of our students can now identify with a school. They and their parents now see a positive in education. The parents see a safe and structured environment, which provides a quality education in a unique setting. Most importantly, the students finally see an opportunity to achieve academic success in a high school setting.

Mission

The Academy Charter School's mission is to provide specialized educational services to delinquent youth. The mission of The Academy Charter School is to engage each student in a variety of educational experiences needed to achieve his or her maximum potential as a positive, contributing citizen of a diverse and changing society.

Vision

The Academy Charter School is a unique school for a unique population of students. The goal is to create a structured, safe, beneficial, and positive school environment to injured learning youth which will result in an increase in school retention and a decrease in institutionalization and recidivism.

Rooted in a tradition of excellence, The Academy Charter School envisions a dynamic learning community that values academics and outstanding performance as a priority. This positive, professional, and safe community of learners, through its programs, inspires and nurtures a passion and excitement for learning in all of its members. It is committed to the high standards of knowledge, skills and understanding.

The Academy Charter School provides comprehensive curricula and integrated instruction, supported by technology that energizes and promotes learning. All learning focuses on meaningful and active engagement of students. Educational opportunities connect school learning to real life and life beyond school. Staff and students are distinguished by their ability to think critically and use problem-solving processes. They exhibit tolerance, empathy, and respect for others. They desire to not only better themselves, but also their community. They are in touch with a changing world and recognize the importance of embracing lifelong learning.

Shared Values

The Academy Charter School was created with the joint support of Allegheny County Juvenile Court and The City of Pittsburgh Public Schools. Based on The Academy Schools' long and successful tradition of providing juvenile offenders with opportunities for growth, development and rehabilitation, the school was designed to create the same environment in a high school setting. When the school opened in 2005 with approximately 80 students, the clear objective was to provide educational services to juvenile offenders whose lack of previous academic success was clearly correlated to extremely poor attendance, behavior problems and academic deficiencies. In order to do so, a truly unique, a ground-breaking school environment was established which is geared toward changing the perception of academic success for our students, their parents and even the surrounding community.

The Academy Charter School has created a student learning atmosphere which is unlike any other they have previously attended. From our staff and faculty to our class room settings and supplemental services, everything at the school is designed to demonstrate a new approach to learning for young people who have rarely experienced academic success.

The Academy Charter School is licensed by The Pennsylvania Department of Education, overseen by Pittsburgh Public Schools and staffed by certified teachers. Classes are offered in disciplines which include math, science, English, social studies, and health/physical education. In addition, classes are designed in a manner to ensure individualized attention and focus.

On average, students arrive at The Academy Charter School functioning two to three years below their appropriate grade level. In order to address these academic deficiencies, we strive to accelerate their capabilities within core subjects by offering a comprehensive educational setting. Specifically, students benefit from supplemental services including but not limited to tutoring, special education services and instructional support.

The Academy Charter School is a unique institution that is successful because of the cooperation between all parties involved. The goal of The Academy Charter School is to give young people one last chance to succeed in a normal school setting. The staff at The Academy Charter School is constantly communicating with parents, probation officers, and communities, enabling the students an opportunity to succeed.

The staff is able to develop relationships with the students due to the uniqueness of the school. Many students have been committed to The Academy Charter School for truancy issues, so by having the teachers transport the students to the school, parents and the students understand that this is a team effort. Probation officers of the students are also an essential part of the program's success. During the week, probation officers visit the school on a regular basis to meet with their child to discuss school behavior, academics, and home behavior. This school year we have a full-time probation officer in our building that regularly meets with students. The students also have the opportunity to earn additional community service hours throughout the year. The students are taken by school personnel to certain communities where they perform such duties as planting gardens, picking up trash, and removing graffiti.

The Academy Charter School is able to give these young people one last chance to succeed in the community and adolescence. Through the efforts of The Academy, the student is also able to see other ways to live. The experiences that are had at The Academy are ones that can be built on as the young person becomes an adult.

Academic Standards

As a public educational institution, The Academy Charter School is held to the state-required, standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards, known as the PSSA. A key additional feature of the Pennsylvania Accountability System is that it allows both a school's absolute level of achievement, and a school's growth in achievement from one year to the next to be recognized.

Specific tools implemented at The Charter School to enable students to demonstrate proficiency in this area include:

PSSA Bell Ringers: This instructional method requires every teacher to utilize 5-10 minutes of each class period to engage students in PSSA style questions related to their specific lesson plan.

PSSA preparatory class: This class is required for all students and covers topics in English, math, writing, and science. Students participate in the prescribed curriculum and complete lessons and tests that will prepare them to take the PSSA exam.

Test Formatted Preparation: In order to improve our students' test-taking strategies, teachers are encouraged to format their class tests and quizzes in a PSSA format when possible. This provides students with confidence in their testing skills and reduces test-taking anxiety.

Our goal is for our students to show academic progress. Each teacher is required to not only incorporate the PA State Standards into their daily lesson plans, but also identify the standards on their classroom boards and discuss them daily with their students.

Strengths and Challenges

The Academy Charter School is unique in many ways. First and foremost, the school provides door-to-door van transportation for all students. This has been critical in helping students attend school, which is crucial to their learning. The Academy also offers full complimentary breakfast and lunch, which has been greeted with extreme satisfaction by the students. Equally instrumental has been the use of our family home counselors that visit each home upon enrollment to keep the family involved and make necessary home visits to update parents on their child's progress.

In addition to the innovative programmatic features for students, our teachers have increased their awareness of innovative techniques for student engagement through our partnership with Duquesne University. The teachers have learned that a positive school environment will increase learning and school attendance. It is clear that students who are consistently given positive encouragement perform better. Accordingly, we have implemented several positive reinforcement programs including Student of the Month, Honors Luncheon, and School-Wide Positive Behavior Support.

In addition to regular and elective education classes, The Academy Charter School emphasized the importance of social skills and character development for all students. Character Education classes are provided to create a fundamental working knowledge of varied aspects of leadership development. The course is taught primarily using experiential and cooperative learning principles and all students are required to complete two service projects during their participation. Service projects specifically focus on the impact areas of: Youth Violence, Health & Wellness, Peer-to-Peer Mentoring, Environmental Impact, Homelessness & Hunger, and Community Revitalization. Students also participate in round-table discussions with community leaders in order to better understand the impact area issues and the youth work to plan a class service project in addition to participating in a second previously-arranged service project. Projects include: The US Marine Corps. Toys 4 Tots Drive, Assisting the Pittsburgh Community Food Bank, Peer-to-Peer Mentoring through school reading programs, Organizing blood drives or supply donation campaigns, and establishing school or community recycling programs.

Furthermore, teachers develop professionally by attending Therapeutic Crisis Intervention training, certified through Cornell University. The training focuses on: preventing crisis from occurring, de-escalating potential crises, effectively managing crises phases, learning constructive ways to handle stressful situations and developing this learning cycle throughout the school. Teachers also attend extensive training sessions in Strategies for Systems Change, Gangs, Classroom Management and Guided Group Interaction prior to teaching in the classroom. Each teacher is required to attend training through Allegheny Intermediate Unit 3, which offers a teacher induction program.

The school maintains another innovative program, the Perfect Attendance Program, for staff and students alike. This is a true indication of the desire of these individuals to work with this unique population and the teachers' commitment to lead by example.

Two career-related innovative programs at the school are the Career Development Training Center and the \$2,000 Scholarship Program. All students receive career counseling and are encouraged to continue with post-secondary schooling. The Academy Charter School supports students financially by providing a \$2,000 scholarship to all graduating students that continue their schooling at institutions of higher learning. Many students have declared their acceptance at schools such as Community College of Allegheny County, Indiana University of Pennsylvania, California University of Pennsylvania, Cheyney University, Sanford Brown, and Triangle Tech. Our students also have the opportunity to qualify for The Pittsburgh Promise Scholarship, which requires students to earn a cumulative GPA of 2.25 or higher, have lived in Pittsburgh and attended a Pittsburgh Public School for at least 4 years, and attend a program that is at least 24 months in length. Depending upon how long students have been in the Pittsburgh Public school system, they can earn as much as \$5,000 per year to pursue their career aspirations.

The Academy Charter School offers juniors and seniors instruction and pre-testing for the SAT's. Beyond this, students are able to register for the college admission exam free of charge. If necessary, transportation to the exam is also provided.

We are thoroughly committed to assisting our students with successfully achieving their academic and career endeavors following their graduation from the Academy Charter School. In addition to teaching employability and life skills, our Career Development Department provides many other student services including: transporting students to college and career fairs, assisting students with employment and college application processes. Also, this department provides assistance in completing the Free Application for Federal Student Aid (FAFSA). The Academy Charter School also offers any student who graduates with a diploma a \$2,000 scholarship which is applied toward tuition at a secondary or trade school of their choice.

Our teachers use many innovative techniques to engage their students in the learning process. Teachers begin their lessons with "PSSA Bell Ringers," which grab the students' attention as soon as the students walk into the classrooms. They integrate student-centered activities, which allow the students to guide the learning process, while still participating in a structured environment. Also, the teachers allow time for hands-on learning projects, which engage the students throughout the lesson. Another strategy teachers use daily is weaving in real-world relevance. They help the students make those connections of how the subject matter that is being taught can be applied to their daily lives. These innovative techniques keep the students engaged during the lessons being taught.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Academy Charter School is proud to present its comprehensive Strategic Plan that will direct the work of its schools for the next five years. The Pennsylvania Department of Education requires that public and charter school districts engage in strategic planning to help their schools

identify and accomplish specific goals. The Academy Charter School took the planning process to heart, and created practical and responsive plans that will maintain and extend its achievements as a standards-driven charter school.

The plan is the result of diligence and hard work put forth by the charter school's many stakeholders: students, teachers, parents, counselors, administrators, support staff, school district officials, and community members. Two separate committees met throughout 2010 to re-evaluate the components of this Strategic Plan, with the finished plan representing a synthesis of broad and varied perspectives. Eleven action plans have been developed for the following areas: Operational and Organizational Structure, Student Achievement, Curriculum and Assessment, Instruction, Graduation Requirements, Professional Development, Financial Resources, Student Services, Time, Community and Parent (Relations), and Technology. The plan was completed by the Strategic Planning Steering Committee.

Beliefs

A statement of the fundamental convictions, values, and character of the The Academy Charter School.

- We believe that this community has a fundamental commitment to its children;
- We believe that education in a safe and motivating environment is a shared responsibility of the entire community;
- We believe academic, interpersonal, and career exploration skills are keys to success in technological global society;
- We believe that diversity is to be recognized encouraged and celebrated;
- We believe standards-based curriculum and instruction ensure equitable learning opportunities for all children;
- We believe that the community has a responsibility to promote the education and welfare of its members;
- We believe that students, teachers, and the community are part of an ongoing accountability system that promotes the success of the school district;
- We believe that continual growth requires a willingness to change;
- We believe that all people can learn - each at different rates and in different ways;
- We believe that all people deserve the opportunity to develop their potential. We believe that personal responsibility, hard work, and self-discipline are key components to achievement;
- We believe that high standards encourage high achievement;
- We believe that open and honest communication promotes mutual understanding and trust;
- We believe that the family has a profound impact on the individual and the community;

Parameters

Statements that establish the guidelines and boundaries within which we will operate.

- We will not tolerate any behavior which diminishes the dignity and self-worth of any individual.
- No program or course will be accepted or retained if it is inconsistent with the Strategic Plan.
- No aspect of the Strategic Plan will be funded without sensitive consideration of community resources.

Objectives

An expression of the desired, measurable end results for the organization, objectives are

restricted to student success, performance, and/or achievement.

- Students at all levels will demonstrate achievement of state and district standards.
- All students will demonstrate critical and creative thinking, organizational skills, and knowledge to meet or exceed The Academy Charter School's expectations of excellence.
- All students will demonstrate the skills and discipline necessary to exercise their rights and fulfill their responsibilities as citizens.

Academic Standards and Achievement

The Academy Charter School is committed to the academic achievement of its students. The Academy Charter School has already started to address the instructional, assessment, and reporting requirements contained in the No Child Left Behind Law and those established by the Pennsylvania Department of Education. Standards-based programs are not new to the charter school; the new Strategic Plan extends existing commitments to standards-based reporting systems, performance-centered curriculum, differentiated instruction, and academic recovery programs. We accept the vital importance of standards and student achievement in all of our educational programs; the ultimate success of our school district resides in the quality of our students' work.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Abraham	The Academy Charter School	Administrator	William Styche
Deanna Marutz	The Academy Charter School	Administrator	Amy Abraham/ Assisstant Principal
Harpster, Kristen	The Academy Charter School	Other	Deanna Marutz/ Assistant Principal
James Chapas	The Academy Charter School	Administrator	William Styche
McMullen, Julie	The Academy Charter School	Other	Jamie Smith/ Guidance Counselor
Rose Schoy	The Academy Systems	Other	William Styche
Steve Dankis	The Academy Systems	Other	William Styche
William Styche	The Academy Charter School	Other	Sam Costanzo

Goals, Strategies and Activities

Goal: Attendance Goal

Description: Student attendance rate will increase from 51% in 2005 to 68% in 2010.

Strategy: Attendance Rate

Description: In order to increase the attendance rate, we will strictly enforce The Academy Charter School's Truancy Policy, which aligns with PA laws, and implement the student's Truancy Reduction Plans, if one is required to be developed.

Activity: Attendance

Description: The Academy Charter School Truancy Policy will be developed, approved, and implemented.

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Community and Parents Action Plan

Description: We will develop and implement strategies to increase participation of students in their community from 20% in 2005 to 60% in 2010, parents in their children's education from 10% in 2005 to 30% in 2010, and increase community members and institution participation in our schools from one organization in 2005 to ten in 2010.

Strategy: Character education

Description: Promote character education for our students through home, school, and community partnerships.

Activity: Character Trait of the Month

Description: Focus on different character traits throughout the year.

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Enhance student service learning beyond the classroom

Description: Enhance student service learning beyond the classroom.

Activity: Require Community Service

Description: Upon graduation, students will be required to complete ten hours of community service.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Opportunities for parents to be active partners

Description: Extend the opportunities for all parents to become active partners in their children's education.

Activity: Parent Teacher Organization Meetings

Description: The Academy Charter School will hold monthly Parent Teacher Organization meetings.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Parent education programs

Description: Provide resources and encourage involvement in parent education programs.

Activity: Parent Teacher Trainings

Description: Parents will be invited to attend special education trainings with teachers three times a year. These trainings are based from parent surveys.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/29/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Duquesne University	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Special Education Process Transition Behavior Support	Duquesne University's School Psychologist will be presenting these trainings using the most current data, laws, and practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> High school (grades 9-12)

Follow-up Activities	Evaluation Methods
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- Discussion
- Participant survey

Status: In Progress — Upcoming

Goal: Curriculum and Assessment Action Plan

Description: We will design relevant and challenging curricula and assessments to evaluate the students' achievement of school district standards and the Pennsylvania Academic Standards, and guide the development of educational programs. By 2009, 100% of the content areas will be revised and reflect PA Academic Standards.

Strategy: Academic intervention programs, policies, and procedures

Description: Develop and implement academic intervention programs, policies, and procedures that will help all students achieve proficient performance standards.

Activity: Leadership Team Review

Description: The Academy Charter School will create a Leadership Team and the team will review current intervention programs, policies, and procedures and update them in order to meet the needs of the school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Career and educational opportunities

Description: Inform students and parents of career and educational opportunities.

Activity: Career Service Coordinator

Description: The Academy Charter School will appoint an employee to be the Career Service Coordinator. This person will inform students and parents of career and educational opportunities.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: Complete

Strategy: Flexible curriculum

Description: Provide flexible curriculum that meets the needs of all students.

Activity: Instructional Support Team

Description: Our Instructional Support Team creates an Individual Success Program (ISP) for all regular education students. These plans provide adaptations and accommodations for these students in order to make sure they are or continue to be successful in the regular education setting.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Integration of curricula and technology

Description: Encourage the integration of various curricula and technology resources for more meaningful student learning.

Activity: Needs Assessment Survey

Description: The Academy Charter School will develop a technology needs assessment survey in order to determine what resources would make student learning more meaningful.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Multicultural awareness

Description: Promote multicultural awareness through courses, school programs, and in-service projects.

Activity: Curriculum Writing

Description: During curriculum writing, teachers will be required to implement multicultural awareness lessons.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Reporting system

Description: Create and implement a reporting system that reflects standards-based assessment.

Activity: Implement Read 180, Cog Tutor, Star Reading, Star Math

Description: Have appropriate teachers implement Read 180, Cog Tutor, Star Reading, and Star Math, which are all standards based.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Review and assess the curriculum

Description: Review and assess the curriculum with reference to state and federal requirements.

Activity: Curriculum Writing

Description: When creating new curriculum, teachers will make sure that all lessons meet state and federal requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Technology-based learning opportunities

Description: Provide technology-based learning opportunities that complement or extend The Academy Charter School's educational programs.

Activity: Technology-based learning

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Use data to improve achievement and performance

Description: Utilize assessment data to improve student achievement and school performance.

Activity: Data Review

Description: After giving the Terra Nova and the PSSAs, the administrators and teachers will review the data in order to make program modifications and improve achievement and performance.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Elevate competency and efficiency for staff and instructors

Description: Elevate competency and efficiency for staff and instructors by better utilizing existing productivity applications

Strategy: Utilize hands-on and other training opportunities

Description: Provide in-house hands-on and in-service training opportunities to fully leverage application functionality and ensure staff build the utility of technology into everyday teaching and job functions

Activity: Utilize existing Back Office applications to its fullest capacity

Description: 1st Quarter 2009 — Begin to identify possible solutions with use of a needs assessment

3rd Quarter 2009 — Begin process to acquire application, development, or hardware needs

1st Quarter 2010 — Finalize implementation schedule and begin deployment of chosen solutions

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 3/2/2009	-
	Finish: 1/4/2010	

Status: Complete

Goal: Embrace “outreach” programs to provide meaningful training resources

Description: Embrace “outreach” programs to provide meaningful training resources to all District stakeholders

Strategy: Utilize existing computer labs to engage community members

Description: Open existing computer labs for hands-on technology training to further the general knowledge of standard computer and application use for stakeholders

Activity: Provide hands on training assistance

Description: 2nd Quarter 2008 — Identify stakeholder needs and begin to draft schedule and outline goals of training

3rd Quarter 2008 — Open lab environments to begin staging of devised schedule and incorporate method to evaluate success

1st Quarter 2009 — Revisit stakeholder needs and re-tool as necessary based upon information

collected through the evaluation process

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Goal: Empower end-users to access accurate and timely web-enabled portals

Description: To empower end-users to access accurate and timely web-enabled portals to view policies, procedures, information, results and forms

Strategy: Revise and review all current technology policies

Description: Have administration review all current technology policies to ensure they are not out-dated and create new ones deemed necessary to parallel new or existing District initiatives

Activity: Revise current policies, create new ones, and post them accordingly

Description: 4th Quarter 2008 — Perform needs assessment and form strategic plan with all stakeholders

1st Quarter 2009 — Begin contact with solution providers to determine feasibility and estimate costs

2nd Quarter 2009 — Begin acquisition process and devise implement solution and schedule

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Goal: Establish interactive distance meeting capabilities

Description: Establish interactive distance meeting capabilities to increase staff efficiency and productivity and conversely reduce travel expenses

Strategy: Design and implement a turn-key solution to provide electronic options

Description: Use an adequate video/audio conferencing technology solution to provide presentation, video and voice conferencing ability to reduce school training/travel costs in support of professional development

Activity: Obtain specialized video conference equipment and design appropriate room environment

Description: 3rd Quarter 2008 — Perform needs assessment with academic team and align with long-term strategic and technology plans

4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services

1st Quarter 2009— Apply for E-rate funding

4th Quarter 2009 — Post E-rate award, provide further planning to implement solutions based on E-rate Award Letters

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 11/3/2008 Finish: 10/1/2009	\$20,000.00
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Status: Complete

Goal: Extend availability of curriculum content and create interactive virtual classroom environments

Description: Extend availability of curriculum content and create interactive virtual classroom environments in support of NCLB and serve the educational needs of students through the use of emerging technology

Strategy: Deliver alternative classroom instruction opportunities

Description: Use alternative classroom instruction opportunities with the infusion of Distance Learning units to support anywhere/anytime e-learning environments to enhance student learning and exposure to new technologies

Activity: Purchase mobile Distance Learning capability

Description: 3rd Quarter 2008 — Determine curriculum expectations and begin classroom utilization planning processes

4th Quarter 2008 — Begin processes to utilize external funding programs and create the specification guidelines for components and services

1st Quarter 2009— Apply for E-rate funding

4th Quarter 2009— Acquire, implement and configure approved solutions based on E-rate Award Letters and ensure stakeholder awareness for such technology is embraced and communicated

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 2/6/2009 Finish: 12/30/2009	\$34,000.00
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Status: Complete

Goal: Financial Resources Action Plan

Description: We will develop and implement a financial plan to provide sufficient resources to fund all objectives of The Academy Charter School's Strategic Plan consistent with sound business practices on a quarterly basis.

Strategy: Develop an Efficiency Review Team

Description: Develop an Efficiency Review Team to investigate and assess the charter school's use of its resources.

Activity: Efficiency Team Review

Description:

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Maintain awareness of legislative issues**

Description: Maintain awareness of legislative issues and make the charter's positions known to legislators.

***Activity:* Legislative issues**

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Maximize alternative sources of revenue**

Description: Maximize alternative sources of revenue for The Academy Charter School.

***Activity:* Alternative sources of revenue**

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Public awareness programs**

Description: Create public awareness programs to educate the community on school finance.

***Activity:* Public Awareness Programs**

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Use forecasting techniques

Description: Continue to use forecasting techniques to aid in financial planning.

Activity: Forecasting techniques

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Graduation plan

Description: For the state of PA, we need to have a graduation rate of at least 80%.

Activity: Graduation Plan over four years

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Graduation Requirements Action Plan

Description: We will establish graduation requirements that meet or exceed Chapter 4 requirements and align them with Pennsylvania and district academic standards by September 2005. These will be re-evaluated every August.

Strategy: Align all courses and assessments to Pennsylvania academic standards

Description: All courses and assessments align to Pennsylvania academic standards.

Activity: Curriculum Writing

Description: During curriculum writing, all teachers will be required to align their courses and assessment to PA standards. They will be given a copy of the Pennsylvania academic standards to guide them during this process.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Graduates complete a culminate project

Description: Require that all graduates complete a culminating project that addresses standards in research, writing, and oral presentation.

Activity: Curriculum Writing

Description: When writing the English 4 curriculum, a culminating project will be written in and described.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Increase the number of credits

Description: Increase the number of credits required for graduation.

Activity: Leadership Team Review

Description: During the summer Leadership Team Review, the team will look at ways to increase the total number of credits to 25.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Goal: Improve staff and stakeholder voice communication

Description: Improve staff and stakeholder voice communication; provide a mechanism for real-time capabilities to increase productivity, and in-fuse added safety benefits

Strategy: Utilize cellular phone services to provide a diversified means of communication

Description: Provide appropriate staff with cellular phone and data services to build on interactive communications and safety

Activity: Acquire cellular phone voice/data services and devices, and create end-user phone usage policy. Acquire Aircard data services to provide mobile Internet Access.

Description: 4th Quarter 2007 — Establish communication needs and begin E-rate process

1st Quarter 2008 — Finalize E-rate application to obtain needed service levels

3rd Quarter 2008 — Implement components when awarded by SLD at this time

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	\$119,200.00
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Finish: Ongoing

Status: Complete

Goal: Infuse greater access to reliable high-speed broadband services

Description: Infuse greater access to reliable high-speed broadband services to all sites in order to support stakeholder initiatives such as Distance Learning and Media-Rich applications and integrate all telecommunications services across all Academy sites to ensure access to reliable services is uniformly available to all stakeholders

Strategy: Design and implement a sustainable, scaleable infrastructure

Description: Design and implement a sustainable, scaleable infrastructure to insure stake holder requests are delivered with a high quality of service (QOS) by creating a consortium of all Academy sites to create a cost-effective solution inclusive of Internet Access and Transport Services, along with other E-rate eligible services to deliver bandwidth services uniformly

Activity: Identify and purchase network equipment/devices that meet the growing demands of education

Description: 3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan

4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services

1st Quarter 2009 — Apply for E-rate funding to provide a means for external funding

3rd Quarter 2009 — Migrate current services and implement solutions based on E-rate Award Letters

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	\$435,000.00
	Finish: Ongoing	

Status: Complete

Goal: Infuse industry standard infrastructure security measures

Description: Infuse industry standard infrastructure security measures to transparently protect District users and data from internal and/or external malicious attacks

Strategy: Design and implement an automated system-wide patch management solution for operating systems and applications

Description: Use existing technologies to create an automated system-wide patch management solution for operating systems and other applications to protect school data and ensure computing devices have the greatest amount of protection as possible

Activity: Create scheduling scheme and configure servers for appropriate actions

Description: 2nd Quarter 2008 — Identify possible product acquisitions and deployment strategies

3rd Quarter 2008 — Begin processes to beta-test and deploy solutions

4th Quarter 2008— Start implementation of solutions and communicate to users the expectation of the plan

1st Quarter 2009 — Seek evaluation of implemented solution from end-users

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Strategy: Research and implement leading-edge protective hardware/software solutions to protect users and devices

Description: Through the use of industry standard means, provide protective a cost-effective hardware/software solution that provides universal threat management that incorporates flexibility and scalability

Activity: Obtain identified solution components and devise implementation schedule

Description: 3rd Quarter 2008 — Perform needs assessment and form strategic plan, align Technology Plan

4th Quarter 2008 — Begin processes to utilize funding programs and create specification guidelines for components and services

1st Quarter 2009— Apply for E-rate funding as applicable

4th Quarter 2009 — Implement solutions based on E-rate Award Letters

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 7/1/2009	\$34,000.00
	Finish: 12/30/2010	

Status: Complete

Goal: Instruction Action Plan

Description: We will deliver the most effective instruction and interventions for all students.

Strategy: Best instructional practices

Description: Design a model for teachers to collaborate regarding best instructional practices.

Activity: Best Practices

Description: At every Wednesday faculty meeting, a faculty member will demonstrate/present a best practice of their choice.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Strategy: Differentiated instructional strategies

Description: Use differentiated instructional strategies to maximize the opportunity for individualized student learning at all levels.

Activity: Instructional Support Team

Description: Our Instructional Support Team creates an Individual Success Program (ISP) for all regular education students. These plans provide adaptations and accommodations for these students in order to make sure they are or continue to be successful in the regular education setting.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Use technologies to support and enhance instructional methods

Description: Use technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

Activity: technology

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Leverage real data availability in order to address the mandates of the NCLB legislation

Description: To leverage real data availability in order to address the mandates of the NCLB legislation to improve student learning

Strategy: Research an automated data integration solution

Description: Acquire a data integration solution to integrate across several currently used disparate systems to permit seamless data entry at one point to more efficiently deliver information

Activity: Compile a list of application development that might be necessary to integrate student and data systems and investigate feasibility of migration

Description: 4th Quarter 2008 — Identify data to be integrated within each application

2nd Quarter 2009 — Begin contact with solution providers to determine feasibility

4th Quarter 2009 — Finalize feasibility and determine strategic direction to deliver web-based solution

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 12/1/2008 Finish: 12/31/2009	\$6,500.00
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Status: Complete

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: PSSA Math Prep

Description: Students in the 8th and 11th grade will participate in PSSA Math Prep.

Activity: PSSA Coach Book

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Goal: Operational and Organizational Structure Action Plan

Description: We will put in place a process and structure that will maximize learning, facilitate communications, and improve decision-making and accountability.

Strategy: Establish open and effective communication channels

Description: Establish open and effective communication channels for students, parents, district employees, educational partners, and community members.

Activity: Effective Communication

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Implement a comprehensive, collaborative training program

Description: Implement a comprehensive, collaborative training program by qualified instructors for all Academy Charter School's personnel to teach and/or refresh communication skills.

Activity: Training Programs

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Maintain an empowering organizational structure

Description: Maintain an empowering organizational structure which fosters and models the application of collaborative principles and practices.

Activity: Organizational Structure

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Maximize the potential of all the stakeholders

Description: Maximize the potential of all the stakeholders through shared accountability in providing a positive, productive learning and working environment.

Activity: Stakeholders

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Staffing procedures and processes

Description: Establish staffing procedures and processes at all levels to maximize learning and efficient utilization of staff.

Activity: Staffing

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Professional Development Action Plan

Description: We will enhance a structure and process to facilitate the competence of all staff in achieving the goals of the organization.

Strategy: Assure that the staff development process maintains a balance

Description: Assure that the staff development process maintains a balance by responding to individual and school needs.

Activity: Staff development process

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Comprehensive range of strategies

Description: Educate professionals to use a comprehensive range of strategies to ensure student achievement.

Activity: Quality Inservice

Description: Administrators will plan quality inservices in order to educate professionals about the comprehensive range of strategies to ensure student achievement.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Nurturing school cultures

Description: Continue nurturing school cultures that support site-based staff development.

Activity: School Culture

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Strategy: Ongoing in-service opportunities

Description: Provide ongoing in-service opportunities for support staff and school administrators.

Activity: Ongoing Staff Development

Description: Administrators will plan a faculty meeting for every Wednesday during the academic year. This will be used for general faculty meetings, planned parent phone contacts, new teacher mentoring, and IST meetings. Also throughout the school year, the faculty will participate in 8-10 inservice days. These will be planned and purposeful.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Ongoing, collaborative commitment to staff development

Description: Encourage an ongoing, collaborative commitment to staff development utilizing community and staff resources.

Activity: Staff Development

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Present opportunities for all staff to become knowledgeable about methods of learning and assessment

Description: Present opportunities, including in-service, for all staff members to become knowledgeable about various methods of student learning and assessment.

Activity: Methods of learning and assessment

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Purposeful, ongoing staff development

Description: Provide time for purposeful, ongoing staff development.

Activity: Ongoing Staff Development

Description: Administrators will plan a faculty meeting for every Wednesday during the academic year. This will be used for general faculty meetings, planned parent phone contacts, new teacher mentoring, and IST meetings. Also throughout the school year, the faculty will participate in 8-10 inservice days. These will be planned and purposeful.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Provide a broad array of computing devices to all stakeholders

Description: To provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to revolutionary technologies

Strategy: Embed a blend of desktop computing environments to meet stakeholder needs

Description: Through a staged approach, provide desktop computing environments that intuitively permits access to various device types while insuring industry standard functionality.

Activity: Acquire necessary desktop computers for various classrooms.

Description: 3rd Quarter 2008 — Determine replacement and new device deployment strategy, and develop specifications

4th Quarter 2008 — Acquire hardware components and communicate with end-users to begin deployment

3rd Quarter 2009 — Continue developed plan of deployment to meet schedule demands

3rd Quarter 2010 - Continue developed plan of deployment to complete projected schedule

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$210,000.00
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Status: In Progress — Upcoming

Strategy: Provide scaleable server and storage environments to meet needs of applications

Description: Assess on a continuing basis all server and storage needs and provide necessary components to proactively support all initiatives, applications and stakeholders to support instruction and business office needs

Activity: Develop and implement a replacement strategy for servers to ensure continual delivery of solutions

Description: 1st Quarter 2009 — Determine and develop specifications and finalize a replacement and new device schedule

3rd Quarter 2009 — Acquire hardware components and begin deployment and utilize E-rate if applicable

1st Quarter 2010 — Assess additional requirements and draft a schedule to acquire and deploy

devices

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 2/1/2009 Finish: 3/31/2010	\$21,000.00
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Status: In Progress — Overdue

Goal: Provide a broad array of emerging technologies to elevate student learning and safety

Description: To provide a broad array of emerging technologies to maximize student safety and improve staff communication and meet the expectations of stakeholders

Strategy: Implement a web-enabled mechanism for stakeholder classroom monitoring

Description: Provide camera based technology which includes a web-based easy-to-use end-user interface in support of student safety and real-time communications

Activity: Purchase video cameras for all classrooms and required miscellaneous hardware and software to support the initiative

Description: 1st Quarter 2009 — Perform needs assessment and form strategic plan

2nd Quarter 2009 — Begin contact with solution providers to determine the feasibility and projected scheduling of implementation

4th Quarter 2009 — Finalize feasibility and strategic direction, acquire solution to begin actual deployment

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$34,000.00
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Status: Complete

Strategy: Provide a central-based solution to extend real-time communication to stakeholders

Description: Embed real-time means for office to classroom communication for all classrooms and public access areas by installing a two-way intercom system

Activity: Acquire integrated public address system and deploy throughout building

Description: 1st Quarter 2010 — Determine infrastructure needs and begin strategic planning

2nd Quarter 2010 — Finalize specifications, begin contact with service providers to determine possible solution sets

3rd Quarter 2010 — Begin the acquisition process and implement the selected solution

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2010 Finish: 1/3/2011	\$67,000.00
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Status: In Progress — Overdue

Goal: Provide a safe Internet computing environment for all stakeholders

Description: Provide a safe Internet computing environment for all stakeholders to help meet immediate and long-term educational and business goals

Strategy: Utilize content filtering means to protect stakeholders

Description: In support of CIPA, the school will utilize content filtering means to protect stakeholders from questionable or objectionable web sites by providing gateway-level filtering and maintaining an update subscription to the product

Activity: Acquire and deploy Content Filtering application or service

Description: 4th Quarter 2007 — Develop specifications, acquire, and implement selected solution

4th Quarter 2008 - Evaluate current filtering solution and either seek a new solution or renewal

4th Quarter 2009 - Evaluate current filtering solution and either seek a new solution or renewal

4th Quarter 2010 - Evaluate current filtering solution and either seek a new solution or renewal

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$19,500.00
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Status: Complete

Goal: Provide a web-based email system to foster real-time communication

Description: Provide a web-based email system to improve communication between staff and other stakeholders to help meet educational goals and extended outreach programs

Strategy: Utilize web mail system to disseminate information in a timely manner

Description: Increase the availability of school information by utilizing a web-based mail system to disseminate information and establish better communication amongst all to complement educational goals

Activity: Acquire and deploy a Web-based email application or service

Description: 3rd Quarter 2008 — Establish communication needs, identify possible solutions, and begin E-rate process

1st Quarter 2009 — Finalize E-rate application

4th Quarter 2009 — Establish deployment and policy needs and implement components when awarded by SLD

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 9/22/2008 Finish: 12/31/9999	\$12,000.00
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Status: Complete

Goal: Provide continuing technical support

Description: Provide continuing technical support for all students, staff, instructors, and administrators to ensure maximum up-time for computing devices and applications

Strategy: Contract services with qualified experienced vendor

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

Activity: Establish business rules and hire an outside contractor

Description: 4th Quarter 2007 — Identify services and service levels to be provided and contract with vendor to provided agreed upon services for three year period and establish monitoring and evaluation processes to continue services or seek another provider

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$294,000.00
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Status: In Progress — Upcoming

Goal: Provide cost-effective reliable communications systems

Description: To provide cost-effective reliable communications systems to ensure communications between staff members is available in support of student safety and increase day-to-day efficiencies

Strategy: Ensure student and staff environments have real-time communication access

Description: Provide an everyday analog telephone system throughout the school to ensure

real-time access to classrooms, offices, and staff members is readily available to support educational and safety goals

Activity: Provide and maintain a stable and functional phone system to provide local and long-distance voice services

Description: 3rd Quarter 2007 — Establish communication needs, identify possible solutions, and begin E-rate process

1st Quarter 2008 — Finalize E-rate application and submit

3rd Quarter 2008 — Implement components when awarded by SLD at this time

3rd Quarter 2009 - Evaluate current solution provider and begin erate processes to re-apply for recurring services

3rd Quarter 2010 - Evaluate current solution provider and begin erate processes to re-apply for recurring services

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008 Finish: Ongoing	\$7,650.00
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Status: Complete

Goal: READING

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

Strategy: PSSA Reading Prep

Description: Our 8th and 11th grade students will participate in PSSA Reading Prep.

Activity: PSSA Coach Book

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Goal: Student Achievement Action Plan

Description: To meet the challenges of the No Child Left Behind Law, we will develop a plan for improving student achievement, including specific, measurable goals for student growth and plans to attain the student achievement goals.

Strategy: Academic intervention programs, policies, and procedures

Description: Develop and implement academic intervention programs, policies, and procedures that will help all students achieve standards.

Activity: Leadership Team Review

Description: The Academy Charter School will create a Leadership Team and the team will review current intervention programs, policies, and procedures and update them in order to meet the needs of the school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Community of learners

Description: Extend The Academy Charter School's community of learners.

Activity: Community of learners

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Design and implement a planned course writing format

Description: We will design and implement a planned course writing format that prescribes specific benchmark assessments of the Pennsylvania Academic Standards for all students at the unit/grade level.

Activity: Curriculum Writing

Description: During the curriculum writing process, the English Department will write their curriculum using the state standards and PSSA anchors.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Exit goals

Description: Develop specific exit goals at each organizational level: graduation requirements for 9-12

Activity: Leadership Team Review

Description: During summer planning, the Leadership Team will determine specific exit goals based on state requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Select standardized tests and use the Pennsylvania System of School Assessment

Description: In compliance with the No Child Left Behind Law, select standardized tests and use the Pennsylvania System of School Assessment that will provide objective data to track each student's longitudinal achievement.

Activity: Testing Committee

Description: Once the testing committee is established they will develop a testing schedule for PSSAs and the Terra Nova

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Increase participation rate

Description: Increase student participate rate to meet state standards.

Activity: Incentives

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Student Support Action Plan

Description: We will develop and implement guidelines and procedures to direct student support programs, discipline, citizenship, security, and extracurricular activities by September 2005. We will re-evaluate these guidelines and procedures every August.

Strategy: Foster participation

Description: Foster participation of all students in extracurricular activities.

Activity: Foster participation

Description:

Person Responsible Timeline for Implementation Resources

Rose Schoy	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Inform the school community

Description: Inform the school community about support services available to students.

Activity: School Newsletter

Description: The Academy Charter School will publish a monthly newsletter informing the school community about support services available to students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Strategy: Positive attitudes/citizenship skills

Description: Foster positive attitudes and develop good citizenship skills.

Activity: Postive attitudes/citizenship skills

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide, develop, and maintain student support services

Description: Provide, develop, and maintain student support services.

Activity: Appointed Employee

Description: Appoint an employee to overlook student support services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Safe school environment

Description: Provide a safe school environment by continuing to develop preventative measures, which ensure security.

Activity: Safety Plans

Description: Safety plans have been developed and will be included in all staff manuals. These safety plans will be reviewed at all general faculty meetings.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Goal: Technology Action Plan

Description: We will develop an effective and efficient plan to acquire, continually update, and incorporate technology through every facet of the charter school by September 2005. This plan will be re-evaluated quarterly.

Strategy: Centralized technology

Description: Establish centralized services, expertise, and support for all technology.

Activity: Needs Assessment Survey

Description: Administrators will create a needs assessment survey in order to determine the need for centralized services, expertise, and support for all technology.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Create connections for technology partnerships**

Description: Create intentional connections within our regional community for technology partnerships to support authentic performance opportunities for students.

***Activity:* technology partnerships**

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Design new facilities/renovated spaces to incorporate new technologies and provide technology-friendly environments**

Description: Design all new facilities and renovated spaces to include innovative architectural designs that incorporate new technologies and provide technology-friendly environments.

***Activity:* technology-friendly environments**

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Strategy:* Develop and implement an integrated school-wide technology program**

Description: Develop and impement an integrated school-wide technology program for administrative/staff personnel.

Activity: Program Review

Description: Administrators will review available school-wide technology programs that will meet the needs of the school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Expand technology

Description: Expand the availability, use, and integration of technology into the 8th - 12th grade curriculum.

Activity: Needs Assessment Survey

Description: Administrators will conduct a needs assessment survey in order to determine the curricular needs in terms of technology.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Implement an effective communication system

Description: Implement an effective communication system within the school and beyon.

Activity: Needs Assessment Survey

Description: Administrators will develop a needs assessment survey in order to determine what communication needs the school has and develop and implement the communication system from the survey.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Ongoing and supportive training

Description: Train all staff (in an ongoing and supportive manner) to enhance classroom instruction through the use of technology.

Activity: Inservice

Description: Administrators will plan ongoing inservice to train staff on how to implement technology in the classroom

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Technology to assist and enhance the educational program

Description: Use technology to assist and enhance the educational program.

Activity: technology

Description:

Person Responsible Timeline for Implementation Resources

Rose Schoy Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

Linda Baehr-IU2 April 27, 2011

Janet Sinopoli-IU2 May 13, 2011

Janet Sinopoli- IU2 June 6, 2011

Statement of Quality Assurance - Attachments

- Quality of Assurance 2008-2009
- Quality Assurance Statement
- Quality Assurance Statement

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Academy Charter School provides a comprehensive curriculum that evolves from clearly defined planned instruction that aligns with the state-mandated State Standards and Pennsylvania Department of Education Chapter 4 requirements. All learning consistently focuses on meaningful and active engagement of students. Educational opportunities connect school learning to real life and life beyond school. The learning process integrates the intellectual, physical, social and emotional development necessary for students to realize academic success.

The professional educators of The Academy Charter School work collaboratively to provide instruction which will prepare students to demonstrate learning success in all contexts. Our educators are enthusiastic learners who convey their excitement to their students. All classroom activities are driven by valued research and “best practices” as acknowledged by a broad range of educational and professional organizations.

The Academy embraces an Instructional Supervision Program that provides professional educators with meaningful feedback that promotes professional growth and refinement of effective teaching practices. Improved planning and instruction will foster continuous improvement of student learning and achievement.

The Academy Charter School offers a comprehensive testing program designed to provide information concerning the educational proficiency of students. The Academy and state-mandated assessments will be used to collect useful information about student performance and program effectiveness. Test data is also a valuable aid for teachers and administrators in determining individual strengths and educational needs. The Academy incorporates a differentiated instructional approach to learning that is geared to the ability/need level of every student. All classes are small in size and the instructional day provides ample opportunity to remediate or enrich the learning needs of all students.

The Academy teaching staff strives to design challenging and meaningful instruction that is connected to prior knowledge, personal interest, and has real world relevance. The classroom learning environment is grounded in respect, values

all learners, and promotes active intellectual risk-taking. All learning evolves from a student-centered approach.

The Academy Charter School provides a curriculum and syllabi that align with Pennsylvania State Standards, and provides, through modification and accommodation, a sound base from which Individual Success Plans (ISP) and Individual Educational Programs (IEP) can be derived. We have referenced the PPS Curriculum, because our students come from and could potentially return to Pittsburgh Public Schools.

We believe that the unique nature of our students requires a different strategy to enhance opportunities for student success. The cornerstone of the academic program will be an individualized approach to teaching each student. The ISP (Individual Success Plan) and IEP (Individual Educational Program) contain teacher/Instructional Support Team-designed modifications and accommodations to better meet the instructional and behavioral needs of the students. These modifications and accommodations need to be fluid and are subject to those adjustments necessary to enhance success. Regularly scheduled monitoring of the effectiveness of the ISP and IEP is a collective responsibility of the Instructional Support Team and school administration. Teachers continue to have a responsibility to align instruction with the Pennsylvania Department of Education Academic Standards, and utilize appropriate assessment anchors to tie The Academy Charter School's curriculum/instructional practices to the state assessment system.

Utilizing Charlotte Danielson work as a framework for teaching and professional performance, teachers received extensive professional development on better/best teaching practices, varied instructional teaching strategies, learning styles, technology-aided instruction, and questioning techniques leading to students' use of higher - order thinking. Teachers use alternative methods of assessment and student demonstration of mastery through portfolio and artifact production, oral presentations, as well as standardized assessment measures and teacher-made tests.

We have developed a curriculum that, while unique to The Academy Charter School, does address Pennsylvania Academic Standards. We believe a well-defined curriculum contains a collective body of standards, knowledge, benchmarks, and practices that, with the appropriate instructional process (teacher input), will lead to a successful product (student outcome) that is measurable and accountable to recognized standards. Our curriculum is constantly evolving, utilizing best practices, to better meet the needs of our student population.

The teachers prepare and implement lessons that are student-centered and utilize a variety of high participation strategies. Direct instruction is blended with hands-on activities including problem-solving and inquiry learning, cooperative learning, differentiated instruction, peer tutoring, computer driven instruction, debate, teacher and student led discussion, question/answer sessions, projects, and cross-curricular initiatives.

Rigorous Instructional Program - Attachments

- Professional Development Approval
- 2011-2012 Teacher Induction Professional Development Letter IU

- Rigorous Instructional Program
- AIU teacher induction verification
- Duquesne letter
- Pittsburgh Cares Professional Development Verification letter 10-11

English Language Learners

While The Academy Charter School currently does not have any English Language Learners, we have policies in place should a student enroll in our school who would require these services. First of all, we would make school information, school rules and policies, community resources, and other related resources available to the student and family. If needed, this information would be provided in the family's native language. Students classified as ELL are entitled to services specifically designed to improve their English language skills. Obviously, it is sometimes difficult to separate problems caused by lack of language skills from other underlying causes, such as: difficulty in cultural adjustment; deficiencies in academic preparation; and physical, mental, or emotional problems that might qualify the student for special education services. ELL students should not be placed in special education classes on the assumption that the materials and teaching methods in those classes would be better for them than sitting in classes where they could not understand the instruction. This violates the students' rights to educational opportunities and takes advantage of their true capabilities.

The Academy Charter School has ten steps for registering ELL students. The first step is welcoming the family and putting them at ease. Next, we provide the parents with written information including the principal's name, other staff members who will be involved with the registration process, the name, address, and phone number of the school, the school day schedule, and transportation information. During the third step, the parents will complete a student profile form with the student's personal data, language background, and educational history, and whether or not the student has received ELL instruction at any previous US schools. Next, we work with the parents to complete any registration forms. Following this step, we make copies of any records, if available. Next, if necessary, we provide appropriate information about our parent teacher organization, school year, etc. in their native language. During the seventh step, if we have not been able to provide information in the families' native language we find a way to convey vital information in a written version as soon as possible. Next, we take the family on a tour of the school and introduce them to the people who will be important in their child's experience. During the ninth step, we assign a "language buddy" to help the student adjust during the first few weeks. Lastly, we make sure the parents and student understand the information in the student handbook.

Educational decision making for ELL students requires procedures for identification, assessment, and proper program placement. First, we give the Home Language Survey at the time of school registration. Second, we must determine the student's English language proficiency level. Students who are

identified as ELL in one of the domains of listening, speaking, reading, writing, or comprehension are considered ELL. During step three, students identified as ELL from the Language Proficiency Assessment will be placed in a sound language instructional program

English Language Learners - Attachments

- ELL report
- 2011-2012 ELL report

Graduation Requirements

Course Requirements

All students are required to take four English credits, three Mathematics credits, three Social Studies credits, three Science credits, three Health and Physical Education credits and six Exploratory Arts/Elective credits to complete the graduation requirement.

Promotion/Retention

Each student and parent has the responsibility to make promotion the goal and to plan for it.

Promotion to the next grade level is accomplished by a student's successful performance of the required credits. Each student is to perform school work related to individual ability and achievement expectancies. Satisfactory or better performance is based on evaluation of assignments, participation, and tests in the classroom. Attendance, attitude, and behavior are additional personal indicators which affect classroom performance.

Grade 9

Promotion to Grade 10 requires successful completion of 4 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Grade 10

Promotion to Grade 11 requires successful completion of 9 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Grade 11

Promotion to Grade 12 requires successful completion of 15.5 credits. These credits would include the following curricular subjects: English, Math, Social Studies, Science, Health & Physical Education, and Exploratory Arts.

Graduation Requirements

The Academy Charter School has four graduation requirements:

1. **Successful completion of the graduation project,**
2. **Successful completion of the school service requirement (5 hours required of those seniors graduating in December and 10 hours required of those seniors graduating in June),**

3. Fulfillment of 22 credits: English—4 credits; Math—3 credits; Science—3 credits; Social Studies—3 credits; Health & Physical Education—3 credits; Exploratory Arts / Electives—6 credits,

4. Successful completion of PSSA reading, math, science, or PSSA remediation course.

Graduation Project

All students will be required to complete a Graduation Project before graduating from The Academy Charter School. The finished project must be approved by the graduation coordinator. The project will require the student to:

- Demonstrate the ability to apply, organize, synthesize, and evaluate information,
- Communicate significant knowledge and understanding of a topic that reflects the student's individual, specialized area of interest, and
- Use creativity, abilities, and talent to demonstrate what they have learned throughout the educational experience at The Academy Charter School.

Testing Program

The Academy Charter School offers a comprehensive testing program designed to provide information concerning the educational proficiency of students. The PSSA assessment is administered to all students attending The Academy Charter School. This test collects useful information about student performance and program effectiveness. The results of the PSSA's provide a continuing record of each student's progress in comparison with national or state norms. Test data is also a valuable aid for teachers and administrators in determining individual strengths and educational needs.

If a student does not meet the state standards within a subject area of the PSSA, or based on his/her Individual Educational Program (IEP), the student must take the PSSA remedial course(s) in the deficient curricular area(s) to graduate. This course will include necessary remedial work based upon the student's PSSA test score.

Special Education

The Academy Charter School recognizes its obligation to provide a Free Appropriate Public Education (FAPE) to all students who qualify for special education services and the school is committed to providing these services in the least restrictive environment.

Once a student receives a full and individual evaluation and qualifies for special education services, an education team, which includes parents and school personnel, will determine what services will be necessary and beneficial. The team considers the student's age, grade level and needs when creating the Individualized Service Plan (ISP) and follows all Pennsylvania Department of Education (PDE) requirements and the Federal Regulations regarding the Individuals with Disability Education Act (IDEA).

We believe that a successfully integrated system of special and regular education is based on the premise that special education is a service, not a classroom or place.

Our entire staff is committed to the principle that every child can learn. Additionally, our faculty is dedicated to working collaboratively to ensure the success to all children. In addition, our staff development program provides ongoing opportunities for teachers to learn new strategies and skills for teaching students with varying abilities.

The Academy Charter School uses various types of instructional strategies for educating students with special needs. For our students with special needs, we implement adaptations and accommodations that are derived from the student's IEP. These adaptations and accommodations include, but are not limited to, extended time on assignments, shortened assignments, frequent breaks, opportunities for guided practice, peer tutoring, use of a calculator, and one- on -one instruction. A weekly meeting is also conducted by a special education teacher with itinerant students to discuss modifications and adaptations and their classes. The special education teacher also meets with all regular education teachers that teach itinerant students and supplemental students, in order to discuss adaptations and modifications. All students who receive learning support, emotional support, and life skills participate in the general education curriculum with appropriate accommodations and adaptations.

Special Education - Attachments

- 2008-2009 Special Education Handbook
- 2011-2012 Special Education Handbook
- 09-10 Special Education Handbook

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Richard Briggs	1.00	Emotional Support	The Academy Charter School	15	FTE
Joanna Haskins	1.00	Learning Support	The Academy Charter School	15	FTE
Deanna Goettel	1.00	Learning Support	The Academy Charter School	15	FTE
Lauren Parcels	1.00	Emotional Support	The Academy Charter School	15	FTE
Sarah Savol	1.00	Life Skills/Learning Support	The Academy Charter School	15	FTE
Amanda Robinson	1.00	Emotional Support	The Academy Charter School	15	FTE
Amy Proie	1.00	Learning Support	The Academy Charter School	15	FTE
Kristin McGranahan	1.00	Emotional Support	The Academy Charter Support	15	FTE
Lisa Erb	1.00	Learning Support	The Academy Charter School	15	FTE

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU3	1.00	Speech Pathologist	Academy Charter School	5	Speech Evaluation
IU3	1.00	School Nurse	Academy Charter School	11	Hearing Screenings and Medication Management

Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist	Academy Charter School	1.00
Special Education Supervisor	Academy Charter School	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
N/A	N/A	N/A

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
None	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

The 2011-2012 school year was the seventh year of operation for The Academy Charter School. Our goals, along with academic goals, were more of providing education to the injured learner and creating a unique learning environment. Through our transportation program and small classroom setting, goals were met. The students' attendance has increased from that of their previous school of residence.

We need to continue to improve our PSSA test results, including our graduation rate, and have reevaluated our previous plan. Our goal for the PSSA test is to increase performance and our overall graduation rate.

On average, students arrive at The Academy Charter School functioning two to three years below years below grade level. In order to address these academic deficiencies we strive to accelerate their capabilities within core subjects by offering a comprehensive educational setting. Specifically, students benefit from supplemental services including but not limited to tutoring, special education services and instructional support. Regular communication by faculty members, administrators, family counselors and support service personnel is maintained with parents and guardians to ensure involvement and support. Teachers in all subjects' areas are able to consult with our Special Education department to adapt lessons, tests and activities to meet the needs of our students. Additional curriculum mapping is utilized to enhance discipline content across all subjects. Specifically Designed Instruction is a tool intended to evaluate each student's current academic capabilities and address the strategies necessary to achieve maximum growth. Students may utilize computer-based academic programs such as Compass Learning, STAR Math and STAR Reading to enhance their academic skills.

In order to increase PSSA performance we have implemented several strategies in order to achieve our goals. For the upcoming school year all students will be required to participate in a PSSA preparation course. Our teachers have created a standardized curriculum in order to insure all objectives are met. During this course teachers will be observed by administration in order to determine that the proper sequence and pacing are implemented by all teachers. In addition to the PSSA preparation course all teacher are also required to develop daily PSSA bell-ringers for all academic classes. These are incorporated into informal and formal observations and are checked weekly on lesson plans by administrators.

Student Assessment - Attachments

- 09-10 Adequate Yearly Progress
- 2010 2011 AYP
- 11-12 AYP

Teacher Evaluation

Certified in Administrators will conduct monthly formal observations of all teachers. Observations will lead to evaluations and the completion of PDE 426, 427, and 428 forms. Certified administrators utilize a clinical supervision model (pre-observation conference, observation, collect data, analyze, provide feedback in individual teacher conference, provide opportunity for teacher reflection and growth, revisit).

- Learning Walks provide "snapshots" of teacher performance and classroom climate with feedback provided to teachers visited.
- Administrators conduct informal visitations to classrooms.
- Teachers engage in "peer coaching" and mentoring.
- Observations, conferences, teacher reflection, needs assessments, data review, and classroom visitation provide information for completion of the PDE 426,427, and 428 employee evaluation form.

Principal/Director of Instruction — James J. Chapas, Ph.D. - Superintendent Letter of Eligibility, Secondary Administration, Elementary Administration, Supervisor Elementary Education
Instructional Specialist — William Styche, Sr.- Superintendent Letter of Eligibility, Secondary Administration

Duquesne University provides professional development in instruction, accommodations, and compliance issues with regards to Special Education students and “resistant learners.” Training is also provided to help the Family/School counselors meet the students’ and parents’ needs to support students’ success.

Teacher Evaluation - Attachments

- Learning Walk Information
- Learning Walk Observation Form
- Learning Walk Feedback form 11-12

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the past year, there have been no changes in the Board of Trustees or Principal at The Academy Charter School. Therefore, explanation of changes is not applicable.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. William Nunn	President
Mr. Dan McCann	Vice President & Treasurer
Rep. Joseph Preston	Member
Ms. Kathleen McGlone	Member
Mr. David Caliguiri	Member
Mr. Howard Engelberg	Member

Professional Development (Governance)

The Board of Trustees meets quarterly with meeting notices posted prior to meetings. The Academy Charter School Board of Directors met in September, December, March and June of the last school year. These meetings saw a physical attendance rate of 80%, but all members were available by teleconference. The composition of the Board consists of an African-American male, who is a semi-retired Director of Enrollment for the Community College of Allegheny County and Indiana University of Pennsylvania, an African-American male who is a State Representative, a Caucasian male, who is a retired executive of Pittsburgh Brewing Company, a Caucasian male who is an independent consultant, and a Caucasian female, who is in pharmaceutical sales and has a background in nursing, and a Caucasian male, who is in commercial real estate.

Coordination of the Governance and Management of the School

The Academy Charter School Board of Directors meet quarterly to coordinate the management of the school, establish policy, provide direction and make decisions related to general, academic, financial and personnel matters. The Board encourages the Chief Administrative Officer to promote parent involvement in school decisions and activities. The Chief Administrative Officer reports to the Board of Directors during their scheduled meetings. The Board meets in September, December, March and June of each year.

Coordination of the Governance and Management of the School - Attachments

- Coordination of the Governance and Management of the School
- Coordination of the Governance and Management of the School 09-10
- Board of directors meeting dates
- 11-12 board of directors schedule
- 11-12 Board Agenda meeting dates

Community and Parent Engagement

The Board of Trustees approved the development of a Parental Advisory Board which includes three parents who have students' currently in school or who have attended The Academy Charter School. This Parental Advisory Board meets to discuss various issues concerning the school. The Parental Board deals with issues such as parental concerns, field trips, additional programming and future goals of the school.

As directed by the Board, The Academy actively encourages parent involvement. Prior to the school year, a family counselor visits all students' homes, explaining the school's goals for the upcoming school year. At this informational meeting, the parent/student handbook is discussed along with pertinent information. During the school year, an Open House Dinner is held at the beginning of both semesters. Transportation is provided for parents interested in attending. During the Open House Dinners, parents are encouraged to be part of their son or daughter's educational experience.

At the conclusion of the first grading period, all parents are invited to a parent/teacher conference. These conferences are held in the evening and include transportation and dinner. Throughout the rest of the year, parents are encouraged to schedule conferences to discuss their child's progress. In addition to attending dinners and conferences, parents also serve as chaperons on various trips.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Academy Charter School did not conduct fund-raising activities during the 2011-2012 school year. The school does not expect to enter into any major fund-raising activities during the next school year.

Fiscal Solvency Policies

The Academy Charter School earns sufficient revenues to educate the students who attend the facility. The school is financially viable with the anticipated enrollment. In addition, the financial plan provides that the school will be financially support by Community Specialists Corporation, a related 501 (c)(3) nonprofit organization, if necessary. Community Specialists Corporation absorbed the Charter School's initial start-up costs and will sustain the school, as needed, by subsidizing any deficit amounts incurred from operations.

Accounting System

The Academy Charter School utilizes the MAS90 Accounting Software System to account for the Charter School's financial activity. As required, the Charter School incorporates the PA State Chart of Accounts for Pennsylvania Public Schools. Further, the Annual Financial Report will follow generally accepted accounting principals for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Academy Charter - Prelim State Rev, Exp, & Fund Balance 2011-2012

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

The Academy Charter School engaged Gross, Mendelsohn and Associates, a certified public accounting firm, to perform the annual audit for 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010 and the 2010-2011 fiscal years. Gross, Mendelsohn and Associates issued an unqualified opinion for all years. The audits for all previous fiscal years did not contain any findings.

The 2010-2011 annual audit is attached. The annual audit for 2011-2012 is currently being performed by Gross Mendelsohn but is not yet complete.

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

- Academy Charter 2010-11 Audit

Citations and follow-up actions for any State Audit Report

A State Audit Report was not issued to the Academy Charter School. Therefore, this section is non-applicable.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Academy Charter School continues to be supported by Community Specialists Corporation, a related, nonprofit organization. During the 2011-2012 school year, Community Specialists Corporation purchased vehicles, furniture and fixtures, computer equipment, workstations and other equipment that was utilized by the Academy Charter School professional staff and students. In addition to those acquisitions, the Charter School directly purchased computers for staff and student use.

Future Facility Plans and Other Capital Needs

The Academy Charter School operates within a facility located in Pittsburgh, PA. The facility has had adequate classroom, gymnasium and cafeteria space necessary to operate the school.

The Academy Charter utilized Title I funds to purchase computers. The purchase of these items is part of the on-going plan to provide quality educational services to learning-injured youth. Additional facility improvements, equipment and school materials were also purchased.

Due to expected growth over the next five years, the Academy Charter School is currently seeking financing to build additional classroom and cafeteria space. Those plans, however, have not yet been finalized.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All Academy school students have been students in the Pittsburgh Public Schools or a neighboring public school prior to their enrollment. Upon their admission, the student's tracking and report card is received and placed in the student's file. This tracking card indicates the students complete immunization record. Fire drills are held on a monthly basis. These drills are conducted at different times of day throughout the school year.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

The Academy Charter School maintains general liability, automobile liability, excess/umbrella liability, workers compensation, and professional liability coverage. The Academy Charter School also offers health care coverage comparable to the health care coverage of its chartering school district.

Current School Insurance Coverage Policies and Programs - Attachments

- ACORD
- ACCORD Insurance Policy

- ACCORD Insurance Policy 2
- insurance policy 2012 Acord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total # of Personnel: 53

How Many are Returning Staff:27

How Many Were with the School the Entire School Year:26

Turnover and Retention Patterns: Each year we do have a few staff members leave for various reasons, including their families move or they get a new job, however, we have a higher retention rate. This is directly related to several factors including success rate with students, job satisfaction, team mentality, and recognitions for attendance and overall performance.

Quality of Teaching and Other Staff - Attachments

- PDE-414 - Verification Form 2008- 2009
- PDE 414 2009-2010
- PDE 414
- pde 414 2011 2012

Student Enrollment

The Academy Charter School is unique in that it accepts students looking for another chance after being placed on probation. Students are placed in our school after being accepted through our admissions process. This process has been designed to help select those students who will benefit the most from the services we offer. All students considered for admission are required to have all forms provided in the back of the handbook completed and signed by the necessary parties. The admissions process consists of a series of interviews with the student, student's parents/guardians, probation officers, and case workers.

All students meeting our admission requirements will have an opportunity to be selected through our admissions process and welcomed into The Academy Charter School as stated in the Equal Opportunity Statement.

Every school year we increase our enrollment by thirty students. For the 2008-2009 school year, we had 200 students enrolled. For the 2009-2010 school year, 230 students were enrolled. For the 2010-2011 school year, 250 students were enrolled and for the 2011-2012, 250 were enrolled. We are projecting 280 students will enroll for the 2012-2013 school year. Once students are off of probation, they have the choice to return to their home school district. Some students decide to complete their high school education with us, because of the small classroom sizes and one-on-one attention.

Last year our enrollment was 250 students. The end of year breakdown was as follows:

	Graduates	60
another	Withdrawn (transferring to LEA)	25
	Court Placement	110
	Returning for 2011-12 School Year	173

The students who have withdrawn from school are those that have completed probation requirements by doing well in school and are now returning to their school of residence.

Student Enrollment - Attachment

- Admissions Policy

Transportation

The Academy Charter School provides door-to-door transportation for all students. This service is available both to and from school. Nine passenger vans are currently used as The Academy's mode of transportation. These vans are operated by employees that work directly with the Charter School students in either a counseling or teaching capacity. At this time we do not have any students who need transportation accommodations, however, in the future if we have students with special needs who need this type of accommodation we should create a team and discuss the types of accommodations prior to the student's arrival.

Food Service Program

All students begin the school day with a breakfast provided free of charge, which includes either waffles, pancakes, or French toast. Students also are given a meat selection each day of either bacon or sausage. Every day, the students can choose from a variety of cereal selections. All students are also provided lunch, which again is free of charge. Students are given two choices daily, and are provided with a daily soup and salad bar. The Academy Charter School has an on-site chef who masterfully arranges healthful menus for our students.

Student Conduct

66 students were involved in 80 suspension incidents and 0 students were expelled.

Progressive Discipline Policy

The Progressive Discipline Guidelines structure addresses Four (IV) Levels of student misbehavior. Level I examples are of a minor nature with Levels II, III, and IV progressing to the most major. The objective of this plan is that by using the various resources available at the school, along with guidance and support from parents, student misbehavior can be modified at the lowest possible level. The goal is to enhance students' abilities to become more self-disciplined, thereby giving them those qualities to carry over into their lifetime following graduation.

Level I

Level I offenses include minor misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors, for the most part, are addressed by the teacher with assistance from the discipline staff on an as needed basis.

Level I Examples

Classroom Disturbance	Sleeping in Class	Inappropriate Items in School (cell phones, iPods, etc.)
Minor Insubordination	Throwing Objects	Running in the Classroom, Hallways, Cafeteria, etc.
Unexcused Class Tardiness	Loud Noises in Classroom, Hallways, Cafeteria, etc.	Cheating and Lying
Inappropriate Language and/or Gestures	Refusing to Work in Class	Bullying (minor infraction)
Refusal to Follow Classroom Procedures	Violation of Dress Code Policy	Horseplay or Scuffling
Minor Disrespect	Minor Defacing of School Property	Leaving Class without Permission
Other		

Level I Disciplinary Options

Verbal Reprimand	Teacher-Student Conference	Telephone Call from Teacher to Parent
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Written Communication to Parent	Parent-Teacher Conference	Suspension of Classroom Privileges not related to Academics
Referral to Home-School Counselors	Referral to Response to Intervention Team	Referral to Teacher Advisor
Other		

Level II

Level II offenses include misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These offenses are for the most part addressed by the discipline staff.

Level II Examples

Continuation of Unmodified Level I Misbehavior (Teacher will submit a referral to the discipline staff indicating the Level I options used in attempting to modify the students misbehavior. Parental contact by the teacher must be included as one of these options.)	Continued Violation of the Dress Code Policy	Continued Inappropriate Language and/or Gestures
Continued Violation of the Cell Phone Policy, including iPods and Other Electronic Devices	Intimidation, Bullying, Student Threat to Student(s) and/or School Personnel	Major Insubordination
Defamation of Character	Major Disrespect in Word and/or Gestures	Encouraging a Demonstration Disrupting the Normal Learning Process
Pushing, Shoving, Jostling	Cutting Class	Other

Level II Disciplinary Options

Student-Discipline Staff Conference	Parental Contact by Discipline Staff to Parents	Parent-Discipline Staff-Teacher Conference
Behavioral Contract	Referral to Home-School Counselors	Referral to Response to Intervention Team
Referral to Teacher Advisor	Sanction Unit (students who have a probation officer)	Out of School Suspension, 1-3 Days
Other		

Level III

Level III Infractions are those infractions which might endanger the health or safety of others or themselves as well as continuation of unmodified Level II misbehavior. These offenses are addressed by the discipline staff.

Level III Examples

Destruction of Private and/or School Property (infraction depends on degree of damage incurred)	Theft	Involvement in Physical Altercation
Indecent Exposure	Physical Abuse Against Any Student, Staff, and/or Other Persons Not Employed by the School	Possession and/or Transmission of Objects Considered Potentially Dangerous to the Health, Safety, and Welfare of Students and/or School Personnel
Harassment/Intimidation/Continued Bullying	Fighting	Throwing of Potentially Dangerous Objects
Smoking	Continued Violation of Cell Phone Policy, including iPods and Other Electronic Devices	Leaving School without Permission
Continued Inappropriate Language and/or Gestures	Continued Violation of Dress Code Policy	Other

Level III Disciplinary Options

1-10 Day Out of School Suspension	Behavior Contract	Referral to Response to Intervention Team
Notification of Police	Other	

Level IV

Disciplinary action under Level IV could result from the continuation of lower level offenses. Also included are acts which result in violence to another person or destruction of property or actions which pose a direct threat to the safety of others in the total school environment. These acts may be considered

criminal and so serious that they require administrative actions, which can result in the removal of the student from school, the intervention of law-enforcement authorities, and possible action by the Board of School Directors.

Level IV Examples

Extortion	Bomb Threat	Inciting a Riot
Possession/Use/Transfer of Weapons and/or Dangerous Instruments	Assault/Battery	Engaging in Any Other Conduct Contrary to the Criminal Code or Ordinance of the Commonwealth or Community
Theft/Possession/Sale of Another's Property	Major Threats to Others	Major Harassment/Intimidation/Bullying
Arson	Vandalism	Possession/Use/Furnishing/Selling/Transporting of Unauthorized Substances (Drugs, Alcohol, Drug Paraphernalia, etc.)
Engaging in Conduct that Substantially and Repeatedly Disrupts the Lawful Function of the School	Other	

Level IV Disciplinary Options

5-10 Day Out of School Suspension and Informal Hearing, with the Student, Parents, Discipline Staff, Executive Director and Other Appropriate School Personnel	Referral to Response to Intervention Team	Possible Recommendation, after Due Process for an Expulsion Hearing with the Board of School Directors or a Hearing Officer
Notification of Police	Possible Exclusion from School Activities, Including Graduation Ceremonies	Suspension Day Will Carry Over From One School Year to the Next, if Applicable
Other		

Student Conduct - Attachments

- Student Behavior Policies
- Student Behavior Policies 10 11
- Progressive Discipline Policy 2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Academy CS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 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 Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: William Styche **Title:** Chief Executive Director
Phone: 412-885-5200 **Fax:** 412-885-3895
E-mail: stycheB@theacademysystem.com

Signature of the Chief Executive Officer and Date

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

Name: William Nunn **Title:** Board President
Phone: 412-885-5200 **Fax:** 412-885-3895
E-mail: nunnw@theacademysystem.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Amy Abraham **Title:** SPED Director
Phone: 412-885-5200 **Fax:** 412-885-3895
E-mail: abrahama@theacademysystem.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Signature Page
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- signature page 2
- 2013 Assurance for the Operation of Charter School Service and Programs
- 2012 Assurance for Compliance with the Public Official and Employee Ethics Act