
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Thursday, June 28, 2012)

Entity: Pennsylvania Leadership Charter School
Address: 1332 Enterprise Dr
West Chester, PA 19380

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Pennsylvania Leadership Charter School

Date of Local Chartering School Board/PDE Approval: Renewed July 2007

Length of Charter: 5 Years **Opening Date:** September 2004

Grade Level: K-12 **Hours of Operation:** 8 a.m.-4 p.m.

Percentage of Certified Staff: 95% **Total Instructional Staff:** 183

Student/Teacher Ratio: 1/11 **Student Waiting List:** 0

Attendance Rate/Percentage: 95.92%

Summary Data Part II

Enrollment: 2355 Per Pupil Subsidy: 8536

Student Profile

American Indian/Alaskan Native:	6
Asian/Pacific Islander:	46
Black (Non-Hispanic):	278
Hispanic:	142
White (Non-Hispanic):	1801
Multicultural:	81

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 47%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 310

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	180
Instructional Hours	0	0	990	990	990	990	990

SECTION I. EXECUTIVE SUMMARY

Educational Community

The legal name of the school is The Pennsylvania Leadership Charter School. The address of the school is 1332 Enterprise Drive, West Chester, PA 19380 (previous address was 17 Ravine Road, Frazer, PA 19355). The Federal Employee Identification Number is 35-2225538 (AUN Number 1-24-15-000-4). The Pennsylvania Leadership Charter School is part of Chester County Intermediate Unit #24. The school was granted a charter by the Pennsylvania Department of Education in January 2004, in accordance with Act 22 of the 1997 Charter School Law, and the school opened on September 13, 2004. A charter renewal application was submitted to the PDE in October 2006, and the charter renewal was granted in July 2007 for a period of five years.

The Pennsylvania Leadership Charter School serves students in Kindergarten through Grade 12. Kindergarten students must be age five by October 31st of the year they are entering school. The age limit (ceiling) for high school students is 21, the legal age of majority. Special education students are able to attend until the age of 23.

The Pennsylvania Leadership Charter School is governed by a Board of Trustees comprised of business and community leaders as well as educators. Members of the Board are elected by majority vote of the current membership. Board members serve for one-year terms but are eligible for re-election. The Board of Trustees has fiduciary responsibility for the school as well as responsibility for hiring and monitoring the CEO, approving all school policy, and adhering to the requirements of all state and federal law in addition to regulations set by the Pennsylvania Department of Education. The Pennsylvania Leadership Charter School is responsible to the Pennsylvania Department of Education for all compliance measures, including the preparation of an annual report, participation in site visits, and the chartering/re-chartering process.

Mission

The PA Leadership Charter School's purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each child's needs. PALCS will combine the benefits of a classical basics oriented education with the latest Internet / computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multi-cultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

Vision

The vision of Pennsylvania Leadership Charter School is to provide parents with an option for public education that tailors the educational experience to the unique needs of their child and allows them to receive that experience via the World Wide Web. The PALCS curriculum incorporates different learning styles within a strong academic environment. PALCS teachers are encouraged to develop a flexible curriculum that incorporates state-of-the-art resources to ensure that each student can utilize a learning style that is most effective for him/her.

Each student in grades K-8 receives instruction in music, art and technology as well as basic core requirements to ensure a well-rounded education. Students in grades 9-12 receive instruction in core courses; additionally, high school students are offered the option to participate in music, art, technology and foreign language courses.

Unique and innovative aspects of the school's vision include:

- An Individualized Program of Instruction (IPI) for each student that creates a partnership between the student, parent, and school to provide the best possible learning environment that takes into account the student's unique characteristics
- Live teachers providing instruction in online classrooms that allow students to attend class and do curriculum work wherever they can connect with the World Wide Web
- Fully interactive technology that allows for live classroom instruction, live chat rooms and live individual instruction as well as timely responses to submitted assignments
- Periodic conferences for students to allow them to excel in an area or discipline
- Instruction that provides an opportunity for gifted or highly motivated students to accelerate their learning and allows for special education students to work at a pace conducive to their needs
- Continuous grading of assignments that allows teachers, students, parents and/or Home Facilitators to see an online progress report that tracks individual student progress
- A curriculum that meets or exceeds requirements of the Pennsylvania Academic Standards
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Shared Values

The core beliefs and values of the school community are typified by an overarching educational goal to prepare students to be creative, intuitive and analytical leaders with a firm understanding of the forces, leaders and thinking that have shaped world cultures. The curriculum will prepare students to be problem solvers both individually and collaboratively.

The goal of PALCS is to nurture the natural curiosity of children, to instill the joy of learning, and to motivate students to a lifelong fascination with their potential and their world.

Life is education. Aspects of the school are teacher-student-parent driven, where all parties learn together. Life experiences, broad perspective, creativity, discovery and exploration are nurtured and valued.

We believe we must...

- Challenge and expand traditional public school education to provide a place for underserved students
- Provide all students the opportunity to learn in the home in a safe and caring environment
- Meet children where they are, and accelerate, not remediate them
- Communicate that the Internet, integral to everyday life, is a positive, valuable resource to our students and their education
- Create tomorrow's leaders
- Deliver standards-based curriculum through teacher-designed, interactive, quality lessons
- Grow and adapt to changes in the educational field, using the newest technologies and best practices

Academic Standards

All courses designed to meet eligible content are provided with Pennsylvania State Academic Standards that correspond to content areas. Lesson material must meet relevant Pennsylvania State Academic Standards. Professional development training for all faculty in Assessment Anchors assists the teaching staff to further align the course content to relevant standards. Curriculum materials are under constant review by department coordinators to ensure that standards are met.

Academic Standards are measured through assessments that are provided within each course in a combination of free response, multiple-choice and short answer tests, project assignments, and classroom participation. Quarterly assessments are also built into curriculum areas such as Reading. Proficiency is assessed through PSSA testing in Grades 3 through 8 and Grade 11 for Math, Reading, Writing (Grades 5, 8, and 11), and Science (Grades 4, 8, and 11). Local Assessments were delivered using the PLATO system to all students in grades 2-12 on a quarterly basis. Other assessments include Star Reading and Star Math, Compass Test, Prompt and New Prompt, Word Examiner List, and DIBELS Assessment for Benchmark and Progress Monitoring.

Students must receive a minimum of 60 percent to be considered as "passing" a mid- or end-of-year assessment. In order for students to be promoted to the next grade, they cannot fail more than two core courses (math, science, social studies, reading/language arts).

In order to be promoted to the next grade, high school freshman must have at least 5 credits, high school sophomores must have at least 10 credits, and high school juniors must have at least 15 credits. In order to graduate from PALCS, students must have earned at least 21 credits.

Strengths and Challenges

Overarching program strengths of Pennsylvania Leadership Charter School include:

- Redefining the cyber school model by focusing on the relational characteristics of current technology, including: incorporating instant, online access, one-on-one instruction and interactive, multi-media classrooms
- The ability for students to work at a time and place convenient to their lifestyles
- The ability to maximize student time by eliminating non-instructional time wasters such as waiting in line for the cafeteria, switching classes and transportation to and from school
- The ability for students to take a subject of particular interest and use inquiry based learning because they are not regulated by inflexible class “periods”
- The ability for students to work at an accelerated pace
- Continuous grading via a web portal that allows students, teachers, and parents to have instant access to the child’s academic progress

Instructional Delivery Method Strengths, Challenges and Plans for 2012-2013

Pennsylvania Leadership Charter School combines the knowledge of certified teachers with technology that is able to be created to meet the school’s needs. Combining the strengths of the teachers with technology allows PALCS to create an educational system that is limitless.

Partnering with an outside design team, the Moodle Steering Committee continued to oversee the process of creating a tool that met the needs of all of the stakeholders. In doing so, PALCS has created a community within the school to continually improve the technology and the way that it impacts the delivery of instruction to our students. The Moodle Steering Committee has turned its attention to giving the teachers more tools designed to enhance standards based instruction and teacher accountability. Teachers will be able to link educational content to appropriate standards/anchors within the Learning Content Management System (LCMS). This will ensure that taught content aligns with intended content, while also allowing for more consistency with course maps in Learning Focused. The second major project for the Moodle Steering Committee was to increase accountability throughout the system. In order to meet the demands of the new organizational structure, tools for accountability have been put into place for Grade Level Coordinators.

As a school of choice, the challenges that PALCS faces is implementing an instructional delivery method that effectively meets the needs of all the students without the “face” time that is needed for some of the students. Academic Advisors work with these students by helping them to organize their day and keeping them accountable with their work on a daily basis.

For the 2011 — 2012 school year, PALCS focused on researched based strategies and best practices for online teachers. Curriculum work time will be established during the teachers’ work week. The purpose of the curriculum work time is to allow the school to provide training to teachers regarding best practices in online instruction. Teachers were trained by content area level and will partner with administration and each other in implementing these best practices into their courses.

In addition to researching and training best practices, some content areas developed and implement common assessments among courses. These common assessments will insure students are receiving the same instruction in all courses. In order to allow our teachers to regularly monitor student achievement and adjust instructional practices in a timely fashion, PALCS has changed its assignment posting policy to shorter windows that will benefit students and teachers.

Looking to 2012-2013, we will continue to work on research based strategies and best practices for online teachers. We will also work to expand the use of common assessments. Following the success of a RTI program that was established in grades K — 8, PALCS will look to develop and establish a high school RTI team for the 2012 — 2013 school year. The team will be comprised of administrators and teachers and will be trained by representatives from the Chester County Intermediate Unit.

Curriculum Strengths and Challenges The Pennsylvania Leadership Charter School Curriculum Department recognizes the importance of having a guaranteed and viable curriculum, which is supported by

rigorous and attainable assessments, and research-based instructional practices. Departments have worked diligently to align curriculum in Learning Focused and to raise the level of rigor and expectations within courses. Each course has been equipped with intended outcomes, key vocabulary, and competencies. Teachers have examined standards, searched for gaps, and have used data to diagnose deficiencies. In addition to aligning learning maps to standards and assessment anchors, science and math teams worked diligently to restructure courses to fully align with the Keystone Anchors.

The addition of the new Standards Reporting System in Moodle will lead to improved connections between the intended curriculum (as identified in Learning Focused), and the taught curriculum (the instructional practices in Moodle). Content Area Specialists have worked diligently to create a team environment which embraces collegiality and encourages reflective discussion, and we have witnessed increased discussions about curriculum, instruction, and assessment practices throughout the departments. Instructional practices, across all disciplines, are the strongest they have ever been, and the quality of instruction continues to grow exponentially each year.

Pennsylvania Leadership Charter School has committed to a two year professional development plan which focuses on the implementation of literacy strategies across the content areas. Recognizing the importance of literacy skills, PALCS has committed to implementing a cross-curricular focus on embedding content-area literacy skills within instruction. Teachers are expected to participate in professional development and produce examples within their lessons which represent specific skills. Examples of implementation and teacher reflection is collected and reviewed by the Content-Area Specialists. The literacy-based professional development laid the foundation to bridge to common core standards. Through this professional development plan, teachers have examined how good readers think, reading strategies and tools for thinking, strategies for developing vocabulary, and strategies to help students hold thinking to remember and reuse. Teachers at Pennsylvania Leadership Charter School will continue to target literacy skills within the content area with the 2011-12 school year professional development plan.

Teachers are required to use the “3-P” format for all lessons. This format, developed by the Curriculum Council, assures that all lessons include the purpose, process, and product in each lesson. This format was developed based on the principals of backward design. The purpose of the lesson will identify where you are going. The process identifies that instructional strategies and methods of how you are going to get there. The product supports the purpose and process by identifying how you know when students have understood the content intended by the lesson. Teachers are also encouraged to reference and use the National Standards of Quality Online Courses as published by the North American Council for Online Learning (NACOL).

In the beginning of the 2010-11 school year, Content Area Specialists lead their department in the process of developing a shared vision and mission. The shared mission and vision identified qualities of effective instruction that all team members would commit to. The purpose of developing a share mission is to assure that instruction is designed in manner which utilizes the most effective instructional practices, while assuring that the instruction is content and grade-level appropriate. PA Leadership Charter School also values the importance of providing differentiated instructional approaches. Lessons are designed to meet the needs of all learning modalities. Within a lesson, students can expect to see visual representation, auditory instruction, and kinesthetic activities to engage students.

Pennsylvania Leadership Charter School implements a four tiered assessment system. The goal of all tiers of assessment is provide rigorous and attainable assessments to measure student proficiency. The first tier is teacher embedded assessments, which includes formative and summative assessments. Teachers are required to include assessments of and for learning, within their instruction, to measure student

understanding of the content. Formative assessments are frequently delivered in chat and open office hours through live interactions with students. Some formative assessments have been built into programs such as power points by using the ispring quiz feature. This feature allows teachers to measure student's comprehension of the content without having a direct effect on the students' grades. Teachers are encouraged to follow best practices and adjust instruction as needed, based on the results of formative assessments.

The second tier of assessments at Pennsylvania Leadership Charter School is curriculum-based assessments. Over the last few years, content areas have been focusing on aligning the intended curriculum (curriculum framework), with assessments. Examples of curriculum-based assessments include common unit assessments and mid-terms and finals. These assessments are developed based on the content outlined in the curriculum documents. Teachers are encouraged to use resources such as the Standards Aligned System's Assessment Creator to assist in the development of assessments. PALCS also purchased the Science Content Library Module from the Chester County and Montgomery County Intermediate Units to facilitate in the development of assessments which are based on valid and reliable questions.

PA Leadership teachers regularly participate in data analysis. Departments meet frequently to discuss student results and to develop intervention plans as needed. The use of root cause analysis facilitates the process of data analysis by breaking down areas of concern to identify the root cause of the problems. All academic departments closely examine all mid-quarter and final quarter grades as well as mid-terms and finals. Information gathered from assessments is used to drive curriculum and instructional decisions.

Results from benchmark assessments (tier 3) and PSSAs (tier 4) are used to examine the curriculum and improve instruction as well. Upon receiving PSSA results, English/Language Arts, Mathematics, and Science departments carefully examine the results and look for areas of weakness. The trends identified in the in PSSA scores drive curriculum and instructional decisions. First, the curriculum is reviewed to assure adequate coverage. Changes are made as necessary. Anchors are adopted across the content area to provide a "whole school approach" to improving student achievement. Secondly, the departments look for ways to improve instruction and develop a plan to address the instructional needs. This practice develops ownership among the faculty which leads to higher student achievement.

The use of informal observations provides accountability for curriculum, instruction and assessment expectations. While conducting informal observations, Content Area Specialists are looking for alignment between the intended, taught, and assessed curriculum and are evaluating the alignment of essential questions, standards and assessment anchors, and the curriculum. Teachers are expected to use rubrics and/or checklists to provide clear expectations, and to provide authentic assessments which require students to apply higher order thinking skills.

Curriculum Plans for 2012-2013

Initiative	Goal	Evidence of Implementation
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Curriculum Implementation	Assure that there is strong, observable evidence that the standards-aligned curriculum and effective instructional practices are consistently implemented across all classrooms.	<p>Χομμον Χυρριχυλυμ Πλαννινγ Τιμε (3 ηουρσ επερψ-οτηερ-ωεεκ)</p> <p>Υνιτ/Ασσεσμεντ Πλανσ –(Χομπλετεδ βεφορε τεαχηινγ υνιτσ, ανδ διρεχτλψ αλιγνεδ ωιτη πρε-πλαννεδ ασσεσμεντσ)</p> <p>Δεπαρτμεντ παγεσ ωηιχη ιδεντιφψινγ εφφεχτιπε ρεσεαρχη-βασεδ πραχτιχεσ ανδ προπιδε ρεσουργεσ το δεπελοπ ανδ ιμπλεμεντ εφφεχτιπε στρατεγιεσ ιν χοντεντ αρεασ.</p>
Assessment Alignment	Assure that there is strong,	<p>Υνιτ/Ασσεσμεντ Πλανσ –Χομμον Ασσεσμεντσ φορ εαχη στυδεντ λεαρνινγ μαπ πλαννεδ ιν χορρελατιον το τηε υνιτ πλανσ, ΠΡΙΟΡ το τεαχηινγ χοντεντ.</p> <p>Χομμον πραχτιχε το χονδυχτ δατα αναλψσισ το ινφορμ ινστρυχτιον.</p>

	<p>observable evidence that the school staff regularly uses standards-aligned assessments to monitor student achievement and adjust instructional practices.</p>	
<p>Common Core Standards Implementation</p>	<p>Develop a transition plan to align common cores with conte</p>	<p>Α δετ αιλεδ π λαν ω ηι η ου τ λινε σ τη ε προ χε σ σ φο ρ ι μ π λ ε μ ε ν τ ι ν γ χο μ μ ο ν χ ο ρ ε σ τ α ν δ α ρ δ σ .</p>

	nt maps . (Goal for full imple ment ation 2013 scho ol year).	
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Our School Improvement Plan for 2010-2011 was instituted and provided the school a number of gains. The school will continue to build on our successes in 2012-2013 through this year's School Improvement Plan, and focus on continuing to improve the following key areas that have been identified as needing improvement:

- Aligning the school curriculum to state standards, focusing on Assessment Anchors and Eligible Content
- Aligning classroom assessments to the Assessment Anchors and Eligible Content
- Establish best practices in online instruction and implement these practices in all courses
- Collecting formative and summative data to inform our decisions with regard to our curriculum and its impact on our students' proficiency levels, and with particular emphasis on at-risk students and their unique needs
- Raising students' proficiency levels in both Reading and Math
- Raising the proficiency levels of all sub-groups of students, with added attention to Special Education, Latino, Economically Disadvantaged and Black subgroups
- Develop a high school RTII team to provide early intervention for struggling students at the secondary level

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

A School Improvement Plan was drafted by the Executive Committee of the Strategic Planning and School Improvement Task Force and was presented to the Task Force in August. This Plan formed the nucleus of a 2011-2012 work plan for the PALCS Strategic Planning and School Improvement Task Force.

The School Improvement Plan continued to focus on seven key initiatives from 2009-2010:

- Special Education Proficiency
- Math Proficiency
- Reading Proficiency
- Graduation Rate
- Student Mobility, Enrollment and Retention
- Collaborative Leadership
- Instructional Design
- PSSA Participation

The Strategic Planning and School Improvement Task Force met regularly throughout the year, and continually evaluated the implementation of the initiatives.

The Executive Committee of the Strategic Planning and School Improvement Task Force has submitted a 2012-2013 School Improvement Plan as of August 30, 2012.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beirle, Mary	PALCS	Administrator	Associate Director of Academics
Harper, Chip	PALCS	Administrator	Executive Committee/Task Force
Harris, Valerie	PALCS	Elementary School Teacher	Executive Committee/Task Force
Keefe, Erin	PALCS	Secondary School Teacher	Associate Director of Academics
McGinty, Shavaun	PALCS	Ed Specialist - School Counselor	Executive Committee/Task Force
Murray, Mark	PALCS	Administrator	Associate Director of Academics
Murray, Regina	PALCS	Secondary School Teacher	Executive Committee/Task Force
Rudzinski, Jenn	PALCS	Secondary School Teacher	Associate Director of Academics
Slider, Mark	PALCS	Middle School Teacher	Executive Committee/Task Force
Weisbach, Debby	PALCS	Administrator	Executive Committee/Task Force

Goals, Strategies and Activities

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: Educate students on importance of staying in school

Description: This should be done through regular classrooms, guidance and in discussions with the Dropout Intervention Specialist.

Activity: Continue to move all potential drop-out calls through retention specialist.

Description: Students will speak with retention specialist about graduation options.

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 7/31/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Continue to Provide GED coursework

Description: Students who do not want to continue pursuing traditional high school education will be offered a GED course program of study as an alternative.

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 7/31/2009	\$1,800.00
	Finish: 6/30/2010	

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: Math Coach will provide additional support.

Description: Provide support for teachers to develop PSSA style assessments in courses
Provide monthly update to task force on progress of department Develop Local Math assessments for 9-12 (4x/year)

Activity: Integrating the Math Anchors and PSSA-style testing in your course everyday

Description: Integrating the Math Anchors and PSSA-style testing in your course everyday

Person Responsible	Timeline for Implementation	Resources
Keefe, Erin	Start: 9/21/2007 Finish: 9/21/2007	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	100

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PDE	<ul style="list-style-type: none"> Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to incorporate Math Anchors into their lessons.

For classroom teachers, school counselors and education specialists:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities	Evaluation Methods
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- | | |
|---|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with | <ul style="list-style-type: none"> Participant survey Review of participant lesson plans |
|---|--|

- involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: Complete

Goal: Professional Development

Description: Professional Development must be aligned with school policies and goals.

Strategy: Learning Focused

Description: • Educate teachers on teaching strategies connected to the 3P's (Purpose, Plan and Process) in correlation with learning focused to created dynamic lessons for student achievement.

Activity: Learning Focused Training

Description:

Person Responsible	Timeline for Implementation	Resources
Keefe, Erin	Start: 6/2/2008 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
25.00	10	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Learning Focused	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
• Educate teachers on teaching strategies connected to the 3P's (Purpose, Plan and Process) in correlation with learning focused to created dynamic lessons for	• Educate teachers on teaching strategies connected to the 3P's (Purpose, Plan and Process) in correlation with learning focused to created dynamic lessons for	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the

student achievement.

student achievement.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
	<ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Training

Description:

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: READING

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

Strategy: Literacy Coach will supporting Reading Initiatives

Description: Design and facilitate a PSSA Reading course for grade 11 (.5 credit) Provide support for teachers to develop PSSA style assessments in courses Provide monthly update to task force on progress of department Develop Local Reading assessments for 9-12 (4x/year)

Activity: Integrating the Reading Anchors and PSSA-style testing in your course everyday

Description: Integrating the Reading Anchors and PSSA-style testing in your course everyday

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 9/28/2007	-
	Finish: 9/28/2007	

Status: Complete

Goal: Special Education Proficiency

Description: Special Education students will increase proficiency on the PSSA.

Strategy: Incorporate an integrated approach to teaching Special Education students

Description:

Activity: Special Education Department must provide ongoing Professional Development to Regular Education teachers on how to provide accommodations in the cyber environment.

Description: Survey teachers and pinpoint weaknesses; provide training to fill in gaps.

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 7/31/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Special Education teachers must design an action plan to interact and integrate special ed. strategies and tools into the regular ed. Classroom

Description:

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 8/1/2007	-
	Finish: 9/30/2007	

Status: Complete

Activity: Special Education teachers need to compile individual student IEP accommodations and distribute to appropriate teachers and keep files updated throughout year.

Description:

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Activity: Survey the teachers on what they need to effectively serve their special education students

Description:

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 8/1/2007	-
	Finish: 8/31/2007	

Status: Complete

Strategy: Use in-house math and reading placement tests aligned to current curriculum to place students in on-grade level but leveled to their ability to raise proficiency.

Description:

Activity: Assess student ability levels in Math and Reading and place students on appropriate grade level with remediation tools in place.

Description: For school year 2009-2010, will be done using PLATO.

Person Responsible Timeline for Implementation Resources

Keefe, Erin	Start: 7/31/2009	-
	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 not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Pennsylvania Leadership Charter School has developed a rigorous instructional program that utilizes a combination of textbook and online components. The Pennsylvania Leadership Charter School is committed to an educational design that meets or exceeds statewide content standards. These standards are used not only to develop curriculum that follows a scope and sequence, but also to measure the success of the curriculum in meeting state standards. Pennsylvania Leadership Charter School works with the Learning Focused School Model to increase student achievement.

The Learning Focused model has been developed by Dr. Max Thompson. Dr. Thompson developed the Learning Focused Schools model based on his experience as an Executive Director of School Improvement, and twenty years experience as a Professor of Curriculum and Instruction at the Appalachian State University in North Carolina. The Learning Focused Schools Model is an approach to school improvement that focuses on student achievement through balanced achievement. Balanced achievement is defined by program developers as the point at which all students are on or above grade levels in all areas. The Learning Focused Model identifies that leadership and the power curriculum are the keystone components to balanced achievement. The power curriculum must be supported by research based instruction, comprehensive literacy, acceleration and scaffolding, and efficient use of assessments.

Teachers prioritize state standards and assessment anchors, and develop curriculum maps for each topic of instruction within their course. Curriculum maps, or “student learning maps,” identify key concepts of the topic and the lessons’ essential questions to drive instruction. The curriculum maps act as a guideline for the teacher’s instruction, assuring that instruction is aligned with state standards and assessment anchors. The goal of developing curriculum using the Learning Focused Model is to produce measurable student achievement, while preserving instructional integrity and creativity. Developed and orchestrated by teachers, the student learning map provides an expectation of student learning for each topic in a course, and facilitates the development of assessments. The scope and sequence, a by-product of the curriculum mapping process, assures vertical articulation, and makes horizontal articulation plausible.

PALCS partners with more than 20 professional online curriculum companies to create an educational program for students that is dynamic, flexible, and designed to meet the needs of different learning styles. The curriculum utilized during the 2009-2010 academic year included:

Book Publishers

Pearson Education
 Prentice Hall
 Pearson Learning
 Scott Foresman
 AGS Globe
 McDougal Littell
 Houghton Mifflin
 Powerglide
 McGraw Hill
 Glencoe
 Hampton Brown
 Holt
 Thomson Learning
 Wiley and Sons
 DK Publishing
 William Sadlier-Oxford
 Publisher's Group West
 Teacher Created Materials

Online Providers

Adobe - Adobe Connect
 ALEKS
 Animation Factory
 Learning Pages
 BrainPop
 Compass Learning
 Facts on File
 Holt
 EasyTech - Learning.com
 NetLibrary
 MyAccess!
 Performance Pathways -TechPaths
 PLATO
 Prentice Hall
 Study Island
 TumbleBooks
 Turnitin
 Typing Master

Curriculum was chosen based on whether or not it was aligned with Pennsylvania state standards. New instructional resources must be proposed and submitted to the curriculum council for approval, prior to adoption. All textbooks adopted support the curriculum, as oppose to drive the curriculum. Pennsylvania Leadership Charter School has developed a Curriculum Cycle and process to research and adopt new textbooks and resources. This cycle is based on a three-year rotation to assure that current resources area utilized. Content areas research multiple resources with the guidance of a Textbook Evaluation Workbook, and develop proposals. The proposals are brought to the Curriculum Council for review. The Curriculum Council reviews the proposals and makes a recommendation to the administrative team.

PA Leadership Curriculum Cycle

Evaluate current resources	Research, pilot and propose new resources	Adoption and implementation
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English/Language Arts (K-12, SpEd.) Science (K-12, SpEd.) Technology (K-12) Business	Begin: March 1 2011	2011-2012 Proposals presented by February 17, 2012	2012-2013 School Year
Electives (K-12) Foreign Language Physical Education (K-12) Social Studies (K-12, SpEd.)	Begin: March 1 2012	2012-2013 Proposals presented by February 22, 2013	2013-2014 School Year
Math (K-12, SpEd.) ESL Leadership Special Education Other	Begin: March 1 2013	2013-2014 Proposals presented by February 21, 2014	2014-2015 School Year

Pennsylvania Leadership Charter School maintains accurate documentation to meet the requirements of Chapter 4.12 of Pennsylvania School Code. Courses are developed and aligned with grade appropriate state standards and assessment anchors. Pennsylvania Leadership Charter School strives to assure that

the intended curriculum is taught and assessed. The Pennsylvania Leadership Charter School's curriculum is articulated to assure that the planned instruction exposes students to the appropriate sequencing of standards and assessment anchors. Records of instructed assessment anchors and state standards are maintained using the Learning Focused Tool Box.

Pennsylvania Leadership Charter School aligns curriculum, instruction, and assessments to state standards and assessment anchors in the content areas of: Language Arts, Mathematics, Science and Technology, Social Studies, Civics and Government, Economics, Family Consumer Science, Environmental and Ecology, Health Safety and Physical Education, Arts and Humanities and Career Education and Work.

Courses are developed based on the prioritization of grade-appropriate standards and assessment anchors. The PDE Standards Align System (SAS) will also be used to support and guide curriculum decisions, and to build fair assessments. Instruction of the state standards and assessment anchors is designed to prepare students for proficiency. Teachers develop differentiated assessments to evaluate student understanding of the curriculum. Teachers are encouraged to focus on accelerating student achievement by previewing content, but will provide remediation for students who do not meet standards. Title 1, ESL and Special Education also faculty provides support for students who do not meet standard requirements. Working with the Learning Focused Software, mapped courses are analyzed to assure proper vertical articulation. Topic level assessments allow teachers to monitor student understanding, and adjust instruction accordingly. Teachers are encouraged to incorporate various forms of differentiated instruction to meet the needs of our diverse learners. Working with the Learning Focused Software, mapped courses are analyzed to assure proper vertical articulation. Topic level assessments allow teachers to monitor student understanding, and adjust instruction accordingly. Teachers are encouraged to incorporate various forms of differentiated instruction to meet the needs of our diverse learners.

Teachers have been trained on the use of scaffolding strategies and are encouraged to use methods of scaffolding to increase the retention and student understanding. As a Learning Focused Strategy, teachers are encouraged to incorporate acceleration methods within their classes. Acceleration focuses on vocabulary development and shifts methods of remediation to methods of accelerating students by previewing content.

Teachers are encouraged to include a variety of teaching strategies to engage our diverse learners. Teachers have been trained on the Learning Focused Model, which includes strategies such as scaffolding, accelerating, activating strategies, summarizing strategies, and differentiated instruction. All lessons are required to be presented to students using the 3-P model. This model states that all lessons must include a purpose, process, and produce. Pennsylvania Leadership Charter School Faculty has been provided a copy of the North American Council for Online Learning (NACOL) standards and guidelines. Teachers use a variety of mediums to deliver these strategies and engage the learners. Such mediums may, to name a few, include the use of Power Points, audio recordings, videos and web quests.

The Pennsylvania Leadership Charter School's curriculum is based on the foundations of essential questions, which promotes in-depth and inquiry based teaching and learning. Essential questions direct high teacher expectations of student learning and increases student achievement through the understanding of said expectations. The use of Learning Focused strategies, such as graphic organizers, help promote student retention, as opposed to memorization. The use of graphic organizers is identified by the developers of Learning Focused to "develop thinking routines."

Essential questions are identified as an acquisition or extended/refined thinking question. Teachers are encouraged to weave acquisition lessons with extended thinking lessons to insure that students learn the content to greater depths. Extended thinking lessons require students to use higher level thinking skills such as critical thinking and concept synthesis. Culminating activities are authentic assessments which ask students to demonstrate their understanding of the content by applying it. The use of graphic organizers and the authentic assessments found in culminating activities are supported by the latest brain-based research and have been proven to increase student achievement.

Pennsylvania Leadership Charter School uses a number of instructional strategies to engage student in the learning process. Teachers are required to develop lessons providing purpose, process, and product (3-P model).

The purpose is found at the beginning of every lesson. Providing a purpose statement guides students and home facilitators, and helps to develop an understanding of why they are completing the lesson, and what they should be learning.

The purpose includes:

- Objectives, essential questions, goals, or a purpose statement. This purpose statement should
 1. provide focus for the student, home facilitator, and the teacher.
 2. communicate to the student what they are expected to learn and identify expectations.
 3. be measurable and attainable.
 4. provide focus for assessments; or “Product.”
- State Standards and Assessment Anchors alignment

The process is the steps that the teachers use to deliver and teach the content. Teachers are encouraged to use a variety of instructional strategies to help support our diverse learners. The goal of providing differentiated instructional strategies is to provide all students with an equally engaging learning activity. Teachers are expected to merge direct instruction with active learning. Teachers are encouraged to develop student-centered learning opportunities, as opposed to teacher-centered. Teachers embed active learning activities through the use of online activities, simulations, and virtual lab experiences.

The product of a lesson is directly linked to the lesson objective. The product should inform teachers whether or not students understood the content so that they can adjust their instruction as needed. This process follows the model of Grant Wiggins and Jay McTighe’s Backward Design. We begin by establishing desired results (purpose). The acceptable evidence is then developed (product). Since the purpose and product is connected, the instructional strategies (process) are developed to provide the students with the tools that they will need. Teachers are encouraged to use formative assessments to gather data to make informed decisions about curriculum and instruction.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter 2011-2013
- Teacher Induction Approval Letter 2011-2013

English Language Learners

English Language Learners

Children whose first language is a language other than English are identified using the Home Language Survey. The HLS is sent to each family for each child enrolled in PALCS. Students whose preferred home language is a language other than English are placed on a Preferred Home Language Other Than English or “PHLOTE” list. These students are then scheduled for the Wida Access Placement Test or WAPT. If possible the WAPT is given during the student’s enrollment appointment. If this is not possible the ESL teacher or the ESL program director travel to a location that is convenient to the student/family being assessed. Usually, the assessment is administered at a public library within a short distance from the home. In either case the WAPT is always administered within the first 30 days of school or within the first 15 days of school after initial enrollment if the child enrolls after the first day of school. A description of the ESL program at PALCS follows:

English as a Second Language Program Description

Definition of an English Language Learner:

A student whose native language is a language other than English and/or comes from an environment where a language other than English is dominant.

A student whose English language proficiency in listening, speaking, reading, and writing causes difficulties that hinder the opportunity to learn successfully in the courses where English language is the dominant mode of communication.

Goals of the Program:

- Create a well-defined sequential ESL program for English language learners that will encourage and facilitate the language acquisition necessary for them to achieve success and meet or exceed the Pennsylvania academic standards for reading, writing, speaking and listening.
- Assist all students in content areas while they are learning English, so these students can remain at grade level or make progress towards grade level competency in content areas.
- Mainstream students into regular curricula as soon as they can successfully learn like native English speakers.
- Periodically evaluate the progress of ELLs through assessments, teacher feedback and classroom performance.
- Monitor the progress of ELLs after exiting the ESL program to determine if additional alternative language instruction is needed and to provide content area remediation when necessary.

Student Identification:

Step 1 — Home Language Survey

PALCS will determine the English language proficiency level for any student whose primary language is a language other than English (PHLOTE).

Step 2 — Language Proficiency Assessment

The Wida Access Placement Test is given to determine a level of English proficiency in listening comprehension, speaking, reading, and writing.

Step 3 — Level of Service

According to their language proficiency needs, students will receive ESL instruction, support services, or will be monitored for academic difficulties.

ESL Courses:

ESL courses take the place of the regular English course for all ELLs who earn score between Level 1-4 on the WIDA K-12 English language proficiency standards as assessed using the Wida Access Placement Test and/or the Wida English Language Proficiency Assessment.

ESL courses have been designed to address each proficiency level using curriculum support materials provided by Hampton Brown called Avenues (K-6) and High Point (7-12). These courses were created and adapted to the PA Leadership Charter School format and course descriptions. The courses are delivered via the PALCS portal, Moodle. Lessons for each course and unit have been written and are implemented on a daily basis.

ESL Support Services:

Support Services to those students who qualify for ESL. The support services include:

- Weekly contact with student and home facilitator
- Office hours to ask for help
- Open Chat for live conversations, homework help, etc.
- Live in-person individual and small group tutoring sessions at local libraries

Assessment of English Language Growth

Summative assessments include PSSA, Access for ELLs© and local assessments.

Formative assessments include formal and informal classroom assessments such as DIBELS, Baseline/End-of-Year Reading/Math Assessment, and writing samples. These are given only when it is appropriate to do so based upon a student's English language proficiency.

Exit Criteria

Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA)

Score of PROFICIENT on the Pennsylvania Language Proficiency Standards for English Language Learners in the areas of Listening, Speaking, Reading and Writing on the annual state-required WIDA Access for ESLs®. The PROFICIENT or BRIDGING score is based on the total results of all the language skills.

Curriculum and Instruction

ELLs assessed at Level 1 (Entering), Level 2 (Beginning) and Level 3 (Developing) English language proficiencies will receive ESL instruction to replace their language arts/English instruction. Each student will be enrolled in a full-year course focusing on oral language development (listening and speaking) and on literacy development (reading and writing).

ELLs assessed at Level 4 (Expanding) English language proficiencies will be enrolled in a full-year course integrating oral language and literacy development instruction. The ELLs will also receive ESL support services in the form of topic-specific chat rooms, support homerooms. This course will focus on concepts and skills that are essential for increased proficiency in the English language and retention of skills already learned.

ELLs assessed at Level 5 (Bridging) English language proficiency will be monitored on a weekly basis for progress, academic success and/or academic difficulties in regular English, Math and content area courses.

Exited students will be monitored on a regular basis for 2 years post exit. Difficulties will be discussed by the PALCS ESL Committee which includes the Director of ESL, ESL teachers, regular teachers, parent(s) and other appropriate personnel. The possibility exists that exited ESL students will be placed back into the program for reinforcement, closer support opportunities and English language instruction. A decision to place a student back into the ESL program will be made on an as needed basis. If appropriate, ELLs will not be “re-exited” into Monitor status until the start of the next marking period.

Pennsylvania Language Proficiency Standards for English Language Learners*

Level 1: Entering

Level 2: Beginning — Students are able to produce and understand general language that is related to the content areas. They will use phrases and short sentences.

Level 3: Developing — Students are able to produce and use some general and specific language of the content areas. They will use expanded sentences orally and in written paragraphs.

Level 4: Expanding — Students will use specific and some technical language of the content areas. They will use a variety of sentence lengths of varying complexity orally and in multiple related paragraphs.

Level 5: Bridging — Students will use the technical language of the content areas and a variety of sentence lengths of varying complexity orally and in written form (including, stories, essays, and reports).

*Taken from page 7, Figure 1, of the WIDA Manual, Performance definitions for the WIDA K-12 English Language Proficiency Standards.

Communication with Parents

PALCS makes every effort to communicate with the parents of ELLs in their preferred home language. Spanish is the native language of the majority of our ELLs. TransAct and Iverson translation services are currently in use for translating written correspondence. AT&T Language Links provides on-demand over the phone interpreting services. The enrollment packet, NCLB notification letters, ESL program documents, student/parent orientation documents and other important documents have been translated into Spanish and are used when appropriate. Several bilingual staff members serve as interpreters for meetings and phone calls.

Professional Development

Training in all aspects of the ESL program and working with ELLs and families are provided during the year for all faculty and staff.

Not able to save 2010-2011 LEP Report — Can not attach

English Language Learners - Attachment

- ESL 5-Year Plan

Graduation Requirements

The Pennsylvania Leadership Charter School requires all students to successfully complete the following:

4 credits of English

3 credits of Mathematics*

3 credits of Science*

3.5 credits of Social Studies*

1 credit of Health/Safety/Physical Education

1 credit of Technology

1 credit of Arts and Humanities Electives

4 credits of additional electives

Successful completion of Senior Seminar or equivalent (.25 credit)

Total minimum required credits for graduation: 20.75

* One credit of Mathematics must be Algebra; .5 credit of Social Studies must be Economics; 1 credit of Science must be Biology

All course assessments are aligned to state standards. The Senior Seminar fulfills the Culminating Project requirement.

Special Education

Upon enrolling at PALCS, a new IEP is created for each student that is relevant to our unique learning environment. An IEP meeting is held at the time of the student's orientation so that it can be implemented on the first day the student is officially enrolled at Pennsylvania Leadership Charter School. Each special education student is then assigned courses in the least restrictive environment and based on his/her specific needs or levels of functioning. In addition, each special education student is assigned to a

resource teacher who is there to guide the student in all aspects of his/her educational program and to provide learning support as needed. The resource teacher remains in very close contact with each student on his/her caseload and will modify or adapt curriculum as needed. The special education teacher is also responsible for monitoring student progress and for providing one-on-one support as needed. Supplemental software programs are provided to students as needed and in order to help them become more academically successful.

As required by law, Pennsylvania Leadership Charter School first uses an inclusion approach to educating all special education students. PALCS moved to a team teaching approach for the 2010-2011 school year. Each resource room teacher is assigned to a specific grade level team to ensure that all of the special education students in that particular grade level are being served appropriately. Special education students are enrolled in various tracks of the regular education courses and receive modifications and adaptations to their curriculum as needed. The modifications and adaptations are determined by the IEP team and are carried out by the resource room teacher. The resource room teacher always works in conjunction with the regular education teacher and their assigned grade level team to ensure that each student is provided with the specially designed instruction that is needed. In accordance with our School Improvement Plan, all regular education teachers must have access to and be familiar with each special education student's IEP and provide the accommodations listed in the IEP and use the IEP as a guide when modifying or creating an alternative assignments.

There are times when a student may be functioning too far below grade level to be placed in regular education classes, even with modifications and adaptations being made to their curriculum. In these instances, a student is placed in courses closer to their ability level rather than their actual grade level in order to fill in the academic gaps and move them up closer to their grade level over time.

In addition to placing students in courses off of their actual grade level, there are several life skills students who are also served at Pennsylvania Leadership Charter School. These students are enrolled into our life skills program for both reading and mathematics and are enrolled in beginner social studies and science classes for exposure purposes only. PALCS utilizes Edmark Reading and KinderMath to fulfill the reading and mathematics requirements. In addition, PALCS also utilizes the Stepping Up Independence curriculum materials to address daily living and community based instructional needs. A designated special education teacher is assigned to work specifically with the life skills student population. This teacher meets one-on-one with each student in the multi-media room or through teleconferencing several times each week to work on the life skills curriculum content.

PALCS has continued working to improve the current Transition program that is being offered to all students of transition age. All students ages 14 and above are enrolled into a Transition course in both the fall and spring semesters. They are required to work through the various stages of this program until they graduate from high school. Upon graduating, each student will have a completed personal transition portfolio to help aid

him in his life after high school. The Transition courses provide an opportunity for all of our transition students to develop the skills necessary to move into adult life. They learn and develop the skills needed to research different careers they may be interested in, apply to college, write a resume, and fill out work applications to name a few. The track each student follows throughout this program varies depending on what their transition goals entail. Some students will be getting the resources in place that are needed to live independently after high school while other students are learning how to apply for financial aid in order to be able to attend college.

For related services, Pennsylvania Leadership Charter School contracts with several different therapy companies across the state of Pennsylvania. Speech, occupational, and physical therapy are almost always provided to the student in their home. In some instances, the student travels to a therapy building. If this is the case, PALCS reimburses their parents for travel time and mileage. PALCS also has its own in-house speech and language therapist who works with approximately 40 students requiring speech therapy as a related service. Services are provided in an online format using high technology web cameras. PALCS is looking to expand and hire an additional speech therapist so that we no longer have to contract with any outside providers to service any of our students for speech therapy.

If a student is in need of an evaluation or a reevaluation, PALCS will schedule an appointment with one of the several contracted psychological service companies to complete the evaluation process. In addition, PALCS has hired a certified school psychologist for the 2010-2011 school year to complete initial and reevaluations on all of our students in eastern Pennsylvania. The psychologist also works very closely with the special education teachers and provides training and ongoing mentoring in regards to report writing. It has been very beneficial to the school and the special education department to have a certified school psychologist on staff to collaborate with about different issues that arise throughout the school year. PALCS adheres to all guidelines set forth by Chapter 711 Regulations.

Special Education - Attachment

- 11-12 Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Collet-Bellum, Caroline	1.0	Learning Support	Cyber	14	Learning Support/Life Skills Support (K-12)
Cummings, Erin	1.0	Learning Support	Cyber	27	Learning Support
DiPaolo, Jill	1.0	Learning Support	Cyber	14	Learning Support
Galati, Melissa	1.0	Learning Support	Cyber	23	Learning Support
Gruber, Daniel	1.0	Learning Support	Cyber	18	Learning Support
Hourigan, Maureen	1.0	Learning Support	Cyber	21	Learning Support

Kulp-Woodrull, Deborah	1.0	Learning Support	Cyber	24	Learning Support
Laurelli, Ellen	.5	Learning Support	Cyber	14	Learning Support
Whitehead, Jennifer	1.0	Learning Support	Cyber	25	Learning Support
Majocha, Melissa	1	Learning Support	Cyber	19	Learning Support
Perrupato, Halley	1	Learning Support	Cyber	23	Learning Support
Reese, Sarah	1	Learning Support	Cyber	19	Learning Support
Williams, Lauren	1	Learning Support	Cyber	21	Learning Support
Kershaw, Dana	1	Learning Support	Cyber	24	Learning Support

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Reading Specialist	PALCS- Main Building	1.0
Special Education Supervisor	PALCS- Main Building	1.0
Related Services Coordinator	PALCS- Main Building	1.0
Speech and Language Therapist	PALCS- Main Building	1.0
Certified School Psychologist	PALCS - Main Building	.5

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Community Psychiatric Center	Psychological Services	10 hours
Ellingson and Associates	Speech Therapy	7 hours
Heather Stauffer	Occupational Therapy	120 minutes
Montgomery County IU	Vision Services	60 minutes
Therapy Source	Speech Therapy	15 hours
Therapy Source	Occupational Therapy	25 hours
Therapy Source	Physical Therapy	10 hours
Therapy Source	Psychological Services	5 hours
Catapult	Speech Therapy	5 hours
Catapult	Occupational Therapy	5 hours
Catapult	Physical Therapy	1 hour
Catapult	Psychological Services	2 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Writing Assessment Prompts	Yes	Yes	Yes	Yes	Yes	Yes
Imagination Station (Reading)	Yes	Yes	Yes	No	Yes	Yes
STAR Early Literacy	Yes	Yes	No	No	No	No
STAR Reading	No	Yes	Yes	Yes	No	No
Informal Benchmark Inventory (Reading)	Yes	Yes	Yes	No	No	No
San Diego Vocabulary Test	No	No	No	Yes	Yes	Yes
Harcourt C-B Benchmark Language Arts Test	Yes	Yes	Yes	Yes	Yes	Yes
Gentry's Developmental Spelling Test	No	Yes	Yes	No	No	Yes
Compass Learning S-B Assessment (Reading/Math)	Yes	No	No	No	No	No
PLATO Local Standards-Based Assessment (Reading/Math)	No	No	Yes	Yes	Yes	Yes
PLATO Local Anchors-Based Assessment (Reading/Math)	No	No	Yes	Yes	Yes	Yes
STAR Math	No	Yes	Yes	Yes	Yes	Yes
C-B Benchmark Math Test	Yes	No	No	No	No	No
Open-Ended Response Assessment	No	Yes	Yes	Yes	Yes	Yes
Harcourt C-B Inventory and Culminating	No	Yes	Yes	Yes	Yes	No
Harcourt Curriculum-Based Theme Test	No	No	No	No	Yes	Yes
Diagnostic Online Reading Assessment Rtli Only	Yes	Yes	Yes	Yes	Yes	Yes
Diagnostic Online Math Assessment Rtli Only	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
PLATO Benchmark Assessment Reading	Yes						
PLATO Benchmark Assessment Math	Yes						
(other)	No						

Student Assessment

a) Based on State and Local assessment data, Pennsylvania Leadership Charter School has shown increased performance in some areas.

Mathematics

Students in all subgroups except our Black subgroup showed improvement this year. Gains are listed below:

- Overall +3.44
- White +4.31
- Black -4.51
- Latino +7.61
- Multi-Racial +7.14
- IEP +15.91
- Economically Disadvantaged +2.42

Reading

Students in all subgroups except our Black and Multi-Racial subgroup showed improvement this year. Gains are listed below:

- Overall +2.3
- White +4.4
- Black -6.38
- Latino +1.43
- Multi-Racial -4.68
- IEP +13.31
- Economically Disadvantaged +1.7

Reflection of Improved Performance

We attribute the growth to our aligned curriculum, local assessment schedule and strong School Improvement Plan. Growth in our IEP subgroup is attributed to better communication, one-on-one interventions and team teaching efforts.

How do these results influence the development of new or revised annual measurable goals and targets?

Assessment results have a direct influence on setting new and revised goals and targets for the 2012-2012 school year. The data has been analyzed and carefully reviewed using a root-cause analysis model to create an action plan. In order to improve student learning and achievement, the elementary team will prioritize and focus on three key initiatives. Narrowing our focus will yield stronger results.

Targets:

Increase student achievement by striving to develop independent learners, by educating students and families of the aspects of E-learning, of the role of home facilitators, and of the responsibilities of students. Share measurable student achievement targets with parents and students.

Assure consistent implementation of effective instructional practices and a standards-aligned curriculum, by improving the quality of online teaching techniques and by providing rigor and relevance to instruction to increase student engagement and achievement.

Implement a strong RtII (Student Success) Program by targeting the use of assessment data to monitor student growth and adjusting instructional practices accordingly. We will identify struggling students earlier and support them with an intervention system with procedures for monitoring effectiveness, using progress monitoring tools like DOMA/DORA and Math Facts in a Flash.

Annual Measurable Goals:

Increase the number of students performing proficient or advanced in PSSA Reading and Math by 5-10%.

Locally developed assessments

Locally developed assessments are used primarily as progress monitoring tools to track growth, identify needs, and providing data to make instructional decisions. Kindergarten curriculum-based quarterly math and reading assessments, K-5 prompted-writing samples of various genres, open-ended response assessments in math, and teacher-made curriculum-based unit and chapter tests are examples of locally developed assessments. Writing sample prompts are presented in a PSSA-style format. This method allows students to become familiar with testing structure and grading rubrics. Our locally developed assessments are used to gather data, communicate and discuss strengths and needs with Home Facilitators and students. Using this information through conference-like conversations and goal-setting sessions is highly effective.

We monitor student reading levels using Reading A-Z passages and scoring rubrics for teacher-administered informal reading inventories to all K-3 students three to four times a year, assessing reading competency based on benchmarked levels of growth and development. The San Diego Vocabulary Test is used as a screener to indicate probable instructional, frustrational, or independent reading level. Gentry's Developmental Spelling Test is administered for progress monitoring. The Gentry supports instructional decision-making for student needs and provides a closer look at students' phonological development.

Locally developed assessments support decision-making regarding curriculum and student improvement. Progress monitoring tools, benchmarks assessors, and checking for mastery of standards throughout the course of the year is invaluable as it directs teachers to focus instruction more effectively, meet students' needs to elicit growth, and to serve as a basis for evaluating our curriculum — the gaps in skill development and comprehension as well as the depth and breadth of content knowledge.

Additional Assessment Instruments for Measuring Student Progress

Additional assessment instruments are used for Title referral documentation, for decision-making with regard to curriculum, to monitor progress, and in general to report on the academic growth of students in our elementary program.

No single assessment instrument functions independently of the collective set. All data collected from authentic or alternative assessment techniques functions as pieces of the summative portfolio. PSSA, PLATO, DORA/DOMA, STAR Reading and Math, Harcourt and Pearson assessments, Imagination Station, and locally-developed assessments, constitute the primary components of our K-5 assessment package.

Online administrated and electronically-scored assessments include:

- Renaissance - STAR Reading, STAR Math, and STAR Early Literacy are computer-adaptive, web-based screening tools and progress monitoring tools used K-5.
- Compass Learning Odyssey — standards-based/web-based assessments constructed from question bank and targeting standards of our choice for Baseline and End of Year assessments as well as for PSSA prep. Compass Baseline and End of Year tests are also used as one of our Title program criteria for qualification at certain grade levels.
- Imagination Station — web-based progress monitoring assessment and interactive teaching tool for literacy skill development for progress-monitoring and individualizing instruction.
- Harcourt Reading and Math Curriculum-based assessments
- Diagnostic online reading and math assessments (DORA/DOMA) for RtII
- Pearson Science Tests— On-line curriculum-based science assessment system that reports mastery level of specific content area questions for individual student and class performance.

Collaborative effort of Title, ESL and Special Education teachers to work directly with regular classroom teachers of struggling students promotes student achievement. Guidance and academic advisors support students and families to make the transition to cyber school a solid one. Also Academic Advisors work closely with students who are failing. See more under SAAP Student Academic Assistance Program.

In Math we use a variety of techniques to present alternative algorithms for problem-solving and use technology resources for closing gaps and strengthening comprehension of content. Conducting live chat sessions to work directly with students is an integral intervention strategy.

For Social Studies and Science, audio texts and leveled readers are available to support struggling readers' comprehension of content. Alternative assessment techniques and a variety of assignments are used to stimulate interest and accommodate multiple intelligences.

Student Assessment - Attachment

- Local Assessment Data

Teacher Evaluation

A) The Teacher Development and Evaluation of Professional Practice (TDEPP) is the professional development and teacher evaluation process created uniquely for PALCS, and replaced the Teacher Development and Evaluation Framework (TDEF) model used in the past few years. TDEPP adapts the Charlotte Danielson model for teacher evaluation and combines other professional responsibilities of PALCS teachers. In this tool, goals are chosen by teachers and viewed through four domains listed below. Each domain is divided into three components, creating an overarching framework for thinking about virtual teaching:

- Domain 1: Planning and Preparation
- Domain 2: The Learning Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

The purposes of TDEPP are teacher development and evaluation. Utilizing a variety of essential components, administrators and teachers partner together for goal setting, strategies, and reflection resulting in teacher and administrator growth. Chosen goals can be short and/or long term. Grade Level Coordinators or Directors, Content Area Specialists and teachers work together to develop strategies to assist teachers in reaching their goals and establish measures of achievement. Grade Level Coordinators meet quarterly with teachers to discuss goals and progress, as well as a mid year progress review and an end of the year evaluation. (Please see TDEPP attachment)

B) Individuals responsible for teacher and staff evaluation include:

- The CEO is responsible for the evaluation of administrative staff, and does not hold administrative certification.
- The Consultant for Academic Administration is responsible for the evaluation of academic administrative staff, and holds administrative certification (Please see attached administrator evaluation)
- The Associate Director of Academics is responsible for the evaluation of Grade Level Coordinators and oversees the teacher evaluations completed by the Grade Level Coordinators. The Associate Director of Academics holds administrative certification.
- The Coordinator of Federal Programs is responsible for the evaluation of all Title and ESL teachers and holds administrative certification.
- The Director of the University Scholars Program (USP) is responsible for the evaluation of the USP teachers and does not hold administrative certification.

- The Director of the Center of Performing and Fine Arts (CPFA) is responsible for the evaluation of the CPFA teachers and does not hold administrative certification.
- The Director of Special Education is responsible for the evaluation of special education teachers in conjunction with Grade Level coordinators and does not hold administrative certification.
- The Director of Student Services is responsible for the evaluation of student services staff and does not hold administrative certification.

C) Professional development for evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school.

Teachers received professional development opportunities on a weekly (or at least monthly) basis and participated in mandatory in-service trainings several times over the course of the year.

New teachers were required to complete an extensive five-day orientation. New teachers were given training on educational software, the use of online resources, policies and procedures, methods to make instruction effective in the online environment, and induction.

Teacher Evaluation - Attachments

- 2011-2012 Administrator Evaluation
- 2011-2012 Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-2012 school year, Gwenne Alexander resigned from the Board of Directors. She was replaced by Gary Dougherty.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
William Middleton	President
Donald L. Drain	Secretary
David Conboy	member
Gary Dougherty	member

Professional Development (Governance)

There were no formal professional development sessions for the Board of Directors during the 2011-12 school year.

Coordination of the Governance and Management of the School

The Board of Directors is responsible for hiring, providing overall direction, and evaluating the Chief Executive Officer, who in turn manages the daily operation of the school. The CEO is evaluated by the Board on an annual basis.

In monthly Executive Sessions and at monthly Board meetings, comprehensive financial reports are presented for review; these reports are prepared by an independent accounting firm. Additionally, the Board commissions an annual financial audit by an independent accounting firm. Student enrollment and child accounting reports are presented to the Board, along with program reports submitted by each department within the school.

Additionally, PALCS continued to be visited by members of the state House of Representatives, county and local officials.

All Board Meetings are held at 1332 Enterprise Drive, West Chester. The Executive Session begins at 5 p.m. and the Public Session begins at 6 p.m.

Coordination of the Governance and Management of the School - Attachment

- 12-13 Board of Directors Meetings Schedule

Community and Parent Engagement

During 2011-2012, the Board of Directors supported opportunities for community and parent engagement in school activities through a highly visible website (www.palcs.org).

The organization has on staff a parent liaison to serve as a tangible link to parents and families. The parent liaison works closely with the Student Services and academic departments, as well as the Strategic Planning and School Improvement Task Force, to help identify ways to improve the delivery of educational and support services.

PALCS continues to have six Regional Area Community Coordinators to organize field trips and activities for families throughout the state.

As of January 2009, all Board meetings are broadcast live via the Internet, and a summary of all minutes are posted on the website. Time at the end of each Board meeting is set aside for live questions and comments from families of students.

Under the direction of the Parent Liaison, weekly chat sessions were held for parents on Wednesday evenings. Parents were given key informational updates during these sessions, and they were encouraged to ask questions and voice opinions on various topics.

Special events such as the course selection evening and the annual original murder mystery comedy play (written expressly for PALCS students) helped to build a sense of community. A Spring Fling week during April encouraged students, families, and teachers to participate together in daily activities such as scavenger hunts, dress-up day, funny hat day, Hippie day, and Hawaiian day. School picnics were held in September and June in Eastern and Western Pennsylvania; all picnics were extremely well attended.

The 2012 Graduation ceremony was held in Lancaster and attended by more than a 1,100 family members and friends, as well as 300 graduating seniors.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities for the 2011-2012 school year.

There are no major fund-raising activities planned for the 2012-2013 school year at this time.

Fiscal Solvency Policies

PALCS budgets for emergencies, shortfalls or delays in receiving state or federal monies by keeping billing to school districts current and communicating to vendors that there may be delays in payment due to funding delays and by leasing computers and office equipment. The Board has developed policies that govern Business Operations, Internal Controls, Business Policies and Procedures, Petty Cash and Investments. Each month a financial report is presented to the Board of Directors by an independent accountant that details the current financial status.

Accounting System

PALCS budgets for emergencies, shortfalls or delays in receiving state or federal monies by keeping billing to school districts current and communicating to vendors that there may be delays in payment due to funding delays and by leasing computers and office equipment. The Board has developed policies that govern Business Operations, Internal Controls, Business Policies and Procedures, Petty Cash and Investments. Each month a financial report is presented to the Board of Directors by an independent accountant that details the current financial status.

Accounting System

The school uses the QuickBooks Accounting System. It follows these guidelines in the practices of accounting:



Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2012 PrelimtmntRevExpend

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

The accounting firm of Siegal and Drossner, PC conducted an Independent Audit for year ended June 30, 2011.

The audit team has been in and is working on a draft of an audit for school year 11-12, and will be complete in the fall. Preliminary statements of financial information can be found in the Preliminary Statements of Revenues, Expenditures & Fund Balances sheet.

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

- 2010 Financial Audit

Citations and follow-up actions for any State Audit Report

We have not had a state audit, so there are no citations and follow-up actions.

SECTION VII. FACILITY RESPONSIBILITIES

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

PALCS made no new acquisitions of facilities, furniture, fixtures or equipment during the 2011-2012 fiscal year.

Future Facility Plans and Other Capital Needs

There are no plans at the present time to expand our facilities. Long term capital needs continue to include expanding the technology infrastructure and enhancements to facilitate cyber instructional delivery.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Director of Facilities conducts six fire drills per school year.

During the 2011-2012 school year, PALCS has made changes in our school environments in hopes of improving the health of our students, staff and families. Our Coordinated School Health Programs' WILD Committee, **Wellness In Life Decisions**, has promoted many school sponsored activities to assist our school community to make healthy choices for themselves.

Recent grassroots efforts made by PALCS School Health Council, Wellness In Life Decisions (W.I.L.D.) have included, but are not limited to the following:

- Μαιντενανχε οφ ΠΑΛΧΣ Ωελλνεσσ Χομμιττεε, Ωελλνεσσ Ιν Λιφε Δεχισιονσ, (Ω.Ι.Λ.Δ.) ωιτη μοντ ηλψ μεετινγσ. Χομμιττεε μεμβερσ ινχλυδε τεαχηερσ, σταφφ, αδμινιστρατιωε περσοννελ, σχηοολ νυρσεσ ανδ παρεντ πολυντεερ.
- ζενδιγ μαχηινεσ ωηιχη αρε απαιλαβλε φορ στυδεντ αχχεσσ οφφερ ονλψ ηεαλτηψ φοοδ ιτεμσ. ζενδιγ μαχηινεσ ωηιχη αρε απαιλαβλε το σταφφ νοω οφφερ α παριετψ οφ ηεαλτηψ φοοδ ιτεμσ, α σ ωελλ.
- Δεπελοπεδ α Ω.Ι.Λ.Δ. ταβ ιν ΠΑΛΧΣ ονλινε Μοοδλε Ηεαλτη Χεντερ φορ στυδεντ, φαμιλψ ανδ στ αφφ αχχεσσ. Ινφορματιον σηαρεδ ηερε ινχλυδεσ νυτριτιον γυιδελινεσ; φιτνεσσ ανδ ωελλνεσσ φο χυσεδ ιντεραχιτωε γαμεσ ανδ νεωσλεττερσ; ινφορματιωε ωεβσιτεσ προσιδιγ εδυχατιον ον τηε Υ ΣΔΑ σ φοοδ πυραμιδ, ανδ λινκσ φορ ηεαλτηψ ρεχιπεσ. Συγγεστιονσ φορ αν αχιτωε, ηεαλτηψ λιφ εστψλε αρε ποστεδ μοντηλψ.
- Εξερχισε χλασσεσ ανδ μασσαγεσ φορ ΠΑΛΧΣ εμπλουεεσ αρε οφφερεδ ατ αλλ ωορκσιτεσ. Ωεεκλ ψ χλασσεσ ηαπε ινχλυδεδ Ψογα, Ζυμβα, ανδ Βοδυ Χομβατ. Ωαλκιγ γρουπσ αρε ενχουραγεδ δυ ρινγ σταφφ βρεακσ. Φιτνεσσ εθυιπμεντ ισ απαιλαβλε φορ σταφφ υσε.
- Ωειγητ μαναγεμεντ γρουπσ ωερε οφφερεδ φορ αλλ ιντερεστεδ εμπλουεεσ. Ωεεκλψ ωειγη-ινσ, συπ πορτ ανδ εδυχατιοναλ ματεριαλσ οφφερεδ το αλλ παρτιχιπαντσ.
- Παρτιχιπατεδ ιν χομμυνιτψ βασεδ ηεαλτη φαιρσ οπενεδ το στυδεντσ/φαμιλιεσ.

In addition to the WILD initiatives:

- ΠΑΛΧΣ Ηεαλτη Σερπιχεσ προσιδεδ αν αννυαλ ον-σιτε Φλυ χλινιχ φορ εμπλουεεσ.
- Ιν χολλαβορατιον ωιτη ΠΑΛΧΣ Σαφετψ Χομμιττεε, ΑΕΔ σ ωερε ινσταλλεδ ιν εαχη ΠΑΛΧΣ βυιλ δινγ.
- Τραιινγ ανδ Αμεριχαν Ηεαρτ Ασσοχιατιον σ Ηεαρτσαπερ ΧΠΡ/ΑΕΔ/Φιρστ Αιδ χλασσεσ ωερε οφφερεδ το αλλ ΠΑΛΧΣ εμπλουεεσ βι-αννυαλλψ.
- Στυδεντ ηεαλτη ρεχορδσ χοντινυε το βε μαινταινεδ ιν α σεχυρε χομπυτεριζεδ προγραμ (ΣΝΑΠ)

Our Health Services department has posted health information and PA mandated health requirements, information and forms on our school website for easy access by our cyber school community. In an effort to obtain required health information, health screenings are performed during each new student orientation and requested from each returning student by mail. When necessary, PALCS staff travels to accommodate the needs of families in an effort to obtain health information. All data is entered into a computer health database that has secured, limited access meeting HIPAA requirements.

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

- 2011-2012 Wellness Policy
- 11-12 School Immunizations
- 2011-2012 SHARRS
- 2011-2012 Sharrs

Current School Insurance Coverage Policies and Programs

Pennsylvania Leadership Charter School maintains the following insurance coverage policies and programs:

- The Hartford
- Commercial General Liability
- Automobile Liability (Scheduled, Hired & Non-Owned)
- Excess/Umbrella Liability
- Workers Compensation and Employers' Liability
- Business Personal Property
- Lexington Insurance Co
- Sexual Misconduct Liability Insurance
- American International Companies
- E&O, D&O, EPLI

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Verifications

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total professional staff for Pennsylvania Leadership Charter School for school year 2011-2012 was 183, an increase from 2010-2011 of 13 professional staff member positions (8.9%).

From the 2010-2011 school year, 95.5% of the Pennsylvania Leadership Charter School professional staff member were retained for the 2011-2012 school year. Teachers choose to remain at Pennsylvania Leadership because of their desire to teach in an innovative environment and the impact that they have on their students. PALCS believes in collaboration amongst the staff and offers opportunities for each teacher to have a voice in the daily operations of the school through different committees or other means. Pennsylvania Leadership Charter School's commitment to excellence and innovation continues to allow the teachers more opportunities to improve their teaching while discovering different approaches due to the availability of technology. Pennsylvania Leadership Charter School also works with teachers by offering flexibility as far as the start and end of their work day as well as opportunities to work from home if needed.

Out of the professional staff members who did not return, seven resigned to seek other opportunities. Reasons that teachers that have chosen not to come back range from a desire to work in a physical classroom with students, changes in family life, changes in career, and working from home instead of a physical building.

As evidence of submission for elementary and secondary professional personnel report, since this report has been retired by the PDE, we have included our Accuracy Certification Statements from PIMS to verify that we submitted our staff profiles.

Quality of Teaching and Other Staff - Attachments

- 11-12 PDE 414
- 11-12 PIMS Professional Staff Report

Student Enrollment

A) Student Enrollment policies and procedures follow all applicable PDE requirements and state law. The Pennsylvania Leadership Charter School board recognizes that all resident children in Pennsylvania qualify for admission to Pennsylvania Leadership Charter School as follows:

As a charter school, Pennsylvania Leadership Charter School shall not discriminate in its admission policies or practices on the basis of intellectual ability, or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.

As a charter school, Pennsylvania Leadership Charter School may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science or the arts.

As a charter school, Pennsylvania Leadership Charter School may establish reasonable criteria to evaluate prospective students as outlined in the school's charter.

If more students apply to Pennsylvania Leadership Charter School than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school. However, Pennsylvania Leadership Charter School may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. First preference shall be given to students who reside in the chartering school districts.

The Board of Trustees of PALCS authorizes the Pennsylvania Leadership Charter School as follows:

Pennsylvania Leadership Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to Pennsylvania Leadership Charter School.

Applications for student slots must be submitted by a deadline that will be established and made known by Pennsylvania Leadership Charter School.

Kindergarten is offered. Students who wish to enroll must turn 5 years old by October 31 of their enrollment year.

If more students submit applications than can be accommodated by the school's capacity -class, grade, or building - a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.

All students whose enrollment forms were filed by the enrollment deadline will be separated by grade and entered into a lottery. A drawing of names will then be held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the chartering school districts.

A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received. Preference will be given first to students who reside in the chartering school districts.

In the 2011-2012 school year, the lottery system was used for enrolling 9th, 11th and 12th graders. The lottery was established because the class had exceeded capacity. The lottery system was posted on PALCS public website. Upon submission of enrollment forms, families were notified of the lottery and with their permission, added to a waiting list. When space became available in the class, a drawing from the names on the waiting list was held. Families were notified. Families of students who were not drawn in the lottery were updated and given the opportunity to remain on the waiting list if desired.

Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at an admitting school. The district of residence will be notified by the school when a student withdraws.

No tests will be administered to students in order to determine eligibility for admission.

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



The number of students who completed the 2010-2011 school year who are currently enrolled to return for the 2011-2012 school year is 2039.

Number of Students Required to Leave PALCS:

- 183 Withdrawn for Truancy
- 0 Students were Expelled
- 593 Students left Voluntarily

B) Looking at our enrollment numbers during 2011-2012, one can see that enrollment decreased by 29% this year. Although PALCS had a projected enrollment of 2500 at the end of the school year, the year ended with 461 fewer students than that number.

Of the students who left the school, 24% were withdrawn due to truancy. The remaining 76% of students chose to leave of their own accord. Reasons for leaving are varied. The information was gathered by a Student Services Representative at withdrawal during a phone exit interview. This was the fourth year an exit interview process was instituted across the board for all students who indicated they wanted to leave the school.

There are currently no supporting documents selected for this section.

Transportation

Since PALCS is a cyber charter school, no transportation is provided.

Food Service Program

As a cyber charter school, Pennsylvania Leadership Charter School does not have a food service program.

Student Conduct

A) Pennsylvania Leadership Charter School's expectations for student behavior and discipline are comprehensive. These policies include an Honor Code and Students Rights and Responsibilities, Disciplinary Records, Special Education Students and Acceptable Use of Technology. In addition, the school has definite Rules of Conduct, a description of Level I and Level II Offenses, and Approved Corrective Action for those offenses.

Pennsylvania Leadership Charter School has high expectations for all students. In order for students to reach his/her potential, the school environment should be safe, orderly, and encourage the fullest possible educational development of each student. PALCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety, and well being of any member of the school family, or threaten the integrity and stability of the school itself.

Pennsylvania Leadership Charter School's rules of conduct and discipline policy defines the types of offenses that would lead to exclusion from the school and are published for teachers, students, and families per PA Code §12.6 in the PALCS Parent and Student Handbook.

Offenses are broken into 2 types: Level I and Level II. All offenses for Level I and Level II are listed in the PALCS Parent and Student Handbook per PS § 12.6 with descriptions of conduct violations and approved actions for both Level I and Level II offenses.

If a student commits a level I or II offense that warrants a suspension or expulsion, the following steps are taken:

- Parents are notified in writing of the suspensions and reasons for suspension, and are given an opportunity to respond unless the health, safety or welfare of the school community is threatened per PA Code § 12.6(ii, iii).
- If the suspension exceeds 3 school days, the student and the parent shall be given the opportunity for an informal hearing per PA Code § 12.6(iv).
- The following are due process requirements for an informal hearing as regulated by per PA Code § 12.8(c,1,2,I,ii,iii,iv,v).
- Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witnesses present at the hearing;
- A student has the right to speak and produce witnesses on his own behalf; and
- The district shall offer to hold the informal hearing within the first 5 days of the suspension.

If a student's actions result in expulsion from PA Leadership Charter School, a hearing must be held before the governing board per PA Code § 12.8(b) and a majority vote of the entire school board is required to expel a student.

The following are due process requirements for an informal hearing as regulated by per PA Code § 12.8(b, 1 et. all).

- Notification of the charges shall be sent to the student's parents or guardian by certified mail;
- Sufficient notice of the time and place of the hearing must be given;
- The hearing shall be held in private unless the student or parent requests a public hearing;
- The student has the right to be represented by counsel;
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses;
- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined;

- The student has the right to testify and present witnesses on his own behalf;
- A record must be kept of the hearing, either by a stenographer or by tape recorder.
- The student is entitled, at the student's expense, to a copy of the transcript; and
- The proceeding must be held with all reasonable speed.

Where the student disagrees with the results of the formal hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

B) One student was involved in 2 suspension incidents and there were no expulsions.

Student Conduct - Attachment

- 11-12 Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Pennsylvania Leadership Charter School within Chester County IU 24 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 Pennsylvania Leadership Charter School 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: James Hanak **Title:** CEO

Phone: 610-701-3333 **Fax:** 610-701-3339

E-mail: jhanak@palcs.org

Signature of the Chief Executive Officer and Date

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

Name: William Middleton **Title:** President of Board of Trustees

Phone: 610-430-3497 **Fax:** none

E-mail: bmiddle623@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Jennifer Conroy **Title:** Special Education Coordinator

Phone: 610-701-3333 **Fax:** 610-701-3339

E-mail: jconroy@palcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 11-12 Signature Pages