Pennsylvania Department of Education

Commonwealth of Pennsylvania

Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Charter Annual Report

Wednesday, May 01, 2013

(Last Accepted: Friday, December 09, 2011)

Entity: Alliance for Progress CS

Address: 1821-39 Cecil B Moore Ave

Philadelphia, PA 19121

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Alliance for Progress CS

Date of Local Chartering School Board/PDE Approval: September 1998 initial/ April 18, 2007

2nd term/ May 2012 renewed for current term

Length of Charter: 5 years (current term 09/01/12 to 08/31/17) Opening Date: September

1998

Grade Level: K-7 (2011-2012); K-8 (2012-2013) **Hours of Operation:** 7:00 a.m. to 6:00 p.m.

(8:25 a.m. to 3:25 p.m. regular school day)

Percentage of Certified Staff: 91% Total Instructional Staff: 21

Student/Teacher Ratio: 17:1 Student Waiting List: 313

Attendance Rate/Percentage: 94.67%

Second Site Address, Phone Number and Site Director:

1821-39 N. Cecil B. Moore Ave. (K-2) 1630 N. 16th Street (Grades 3-4) 1600 N. 16th street (Grades 5-7)

Philadelphia, PA 19121-3202 CEO: Ms. Maria Snipe for all 3 sites

Summary Data Part II

Enrollment: 346 (ADM) Per Pupil Subsidy: \$8,773 (for regular ed), \$19,422 (special ed.)

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 99.4%

Hispanic: 0.6%

White (Non-Hispanic): 0

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 76.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 39

Instructional Days and Hours

Number of: K (AM) K (PM) K (F.Time) Elem. Middle. Sec. Total

Instructional Days 0	0	182	182 182	0	182
Instructional Hours 0	0	974.3	974.3 974.3	0	974.3

SECTION I. EXECUTIVE SUMMARY

Educational Community

Alliance for Progress Charter School (AFPCS), located in the heart of North Philadelphia, served ~347 children and families in 2011-2012. AFPCS was founded in 1998 by the Women's Christian Alliance, a social service agency serving the North Philadelphia community for nearly 90 years. AFPCS now has a middle school serving students from grades K to 7 in 2011-2012 (adding a 8th grade in 2012-2013 pending School District approval). AFPCS has three campuses. The lower school, located at 1821-39 Cecil B. Moore Avenue, is the academic center that serves students in kindergarten through second grades. The Upper School has two locations, 1630 N. 16th street which serves students in grades three and four and 1600 N. 16th street which serves students in grades five through seven. There are approximately 25 students in each class with

the exception of kindergarten where there are 3 classes with approximately 18 students in each class. We have one para-educator in each grade to provide additional support for the teachers.

Alliance for Progress encourages high academic achievement through in-depth data analysis and rigorous targeted instruction. At AFPCS, we believe in the power of community to unite us, to enhance our understanding of others and ourselves, and to enrich our lives. We seek to create a learning community that expands the horizon of our students by helping them invest in the educational process, as well as themselves as individuals. Alliance also seeks to engage cooperatively with other community organizations in an effort to strengthen and renew the neighborhood and the surrounding community. The school's Parent Advisory Board serves several purposes; to assist in building the home school connection, help encourage parental involvement, raise funds, and assist in establishing policy and procedure. The school is governed by a dedicated Board of Directors.

At Alliance, we put children first. We define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all. Since learning is a lifelong pursuit, we encourage everyone in our school community to seek greater knowledge, to upgrade their skills, to advance their thinking and to attain education that will improve the quality of our school as well as the quality of life for each learner. Everyone who works in our school is a model for our students, reinforcing the value of learning in a caring community; designed to help, nurture, support, encourage, and demonstrate the value of discipline and hard work.

Mission

The mission of Alliance for Progress Charter School is to ensure the achievement success of every student through a technologically rich and individualized learning environment.

Vision

Alliance for Progress Charter School is committed to excellence, recognizing that we must promote continuous lifelong learning, higher order thinking, hands-on investment, and community activism in order to best encourage our student population as they work toward their goals and dreams. Our future goals include expanding our student population to include 8th grade. We are in the developmental stages of our middle school, as we served 6th grade for the first time in 2010-2011 and are looking forward to adding a 7th grade in the 2011-2012. school year and an 8th grade the following year. We will expand our facility, adding a multipurpose center that can be utilized by both our families and community. Lastly, we envision our school will rank amongst the top 5 high achieving schools in Pennsylvania. Our students will be high achievers through targeted and rigorous instruction that is data-driven. We

also seek to be a model technology elementary school. AFPCS has incorporated technology goals into our vision, including:

- Establish partnerships with businesses, universities, and organizations to help upgrade and support technology and educational programs in our school.
- Maintain a technology lab that will provide resources, training, and leadership in utilizing technology in the classrooms and community.
- Ensure that every student will use one or more forms of technology on a daily basis.
- Ensure that every student will have technology instruction by a highly qualified technology teacher no less than once per week.
- Make technology accessible to students and teachers throughout the school and ensure our service is fully compatible and standardized (wireless internet, portable lab, network).
- Support all teachers so that they will be technology leaders and feel competent using technology and integrating it into their instruction.
- Ensure that all students will have access to a variety of technological delivery systems.
- Establish technology that will enhance the home-school connection.

To build upon our success, one of our school's strategic goals was to expand to include middle school, including grades 6-8. On June 16, 2010 the School District of Philadelphia approved the expansion of our program for this past school year, allowing for the school to add 25 sixth grade students in 2010-2011. On January of 2011, the School District of Philadelphia approved for the school to add an additional 25 students, which will allow us to have one seventh grade class for the 2011-2012 school year.

The addition of the middle school program will extend the high-quality educational choice found in Alliance's current program into middle school. Without this program, it is anticipated (based on a feeder-school analysis), that 42% of our students would have to attend a middle school program in a school currently in School Improvement status or worse, including 19% who would have to attend a school targeted for transformation under the School District's Renaissance program due to a history of being amongst the district's lowest performing schools

We intend to utilize the same successful focus and instructional formula as the elementary school as we expand to include 7th grade in 2011-2012 and 8th grade in 2012-2013. Included in our academic plan are many of the best practices for student success indicated in the School District of Philadelphia's Imagine 2014 initiative, including:

- Clear and uniform teaching standards and expectations for teachers AFPCS will use PDE's Standards Aligned System and the School District of Philadelphia's Core Curriculum to ensure that all our teachers know what they should be teaching and when.
- Professional Development on differentiated instruction, academic rigor, and using data to inform instruction — These items are included in our newly approved 3-year professional development plan and are included among the strategies in our academic plan.

- Teams of teachers working collaboratively Our schedule will have daily time scheduled for collaboration, including co-teaching as necessary.
- Coaches or master teachers for all schools Alliance currently employs a Mentor Teacher and an Instructional Director, both of whom serve as peer coaches for teachers.
- Personalized learning environments through team teaching and "looping" for English and math teachers in which teachers stay with students more than one year — In the 7th and 8th grades, Alliance will have one teacher each for English, Math, Science, and Social Studies, with students "looping" for both years.
- Longer eight-period schedule to provide additional opportunities for exploration and enrichment — Alliance will replicate the extended learning blocks for reading and math that have proven successful in the elementary program in our new middle school program.

One of the major tenets of Imagine 2014 is quality choices, in which "we will give our students every chance to be successful, we will build a system of schools in which success is rewarded and failure is not tolerated ..." One of the recommended methods for doing this under Imagine 2014 is to "reward high-performing schools with greater autonomy and replicating their success." Alliance for Progress is a high-performing school. We believe that our children deserve no less than our very best, and, as such, high academic performance is our focus and what drives everything we do.

Shared Values

Alliance for Progress Charter School is dedicated to high academic achievement for all students and active parent involvement.

The expectations of all students at AFPCS are:

- Give 100% to the learning process.
- Be accountable.
- Be respectful and considerate.
- Be responsible.
- Be safe.

Additionally, the school is operated under a code of shared values that are reinforced through character education, our class and school climates, and management techniques. The Codes of Value identify ten character traits that guide students, parents, and staff including: responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership.

Academic Standards

Alliance for Progress has selected curriculum materials that specifically correlate with 22 Pa. Code Section 4.12, including Houghton Mifflin's literacy and math, TCI social studies curricula and Discovery for science. Students are only promoted when they have:

- Completed the course and state-mandated requirements at the presently assigned grade.
- In the opinion of the professional staff, achieved the instructional objectives set forth in the present grade.
- Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.
- Met all attendance requirements.
- Demonstrate a D+ average or above in Literacy and/or Math

Academic supports are provided to all students to ensure their success in reaching our high standards for learning.

Strengths and Challenges

STRENGTHS —

Achieving AYP: Alliance for Progress is thrilled to announce that we made AYP in 2012!

	MA	TH	READING			
School Year	Advanced and Proficient		Advanced wand Proficient		AYP Status	
2011-2012	3-5 Grade 56.9%	6-8 Grade 69.6%	3-5 Grade 39.3 %	6-8 Grade 45.7%	Made AYP	
2010-2011	56.3	3%	36.5	5%	Made AYP	
2009-2010	45.3%		25.9%		Warning	
2008-2009	66%		48%		Made AYP	
2007-2008	48.6%		37%		Made AYP	
2006-2007	40.6%		31.1%		Made AYP	
2005-2006	29.3%		22.2%		Making Progress	
2004-2005	15%		16%		School Improvement 2	

Students' overall proficiency levels on the Math and Reading PSSA tests indicate that students have generally performed consistently, with slight improvements in math and reading over the course of the last seven years. Generally, the reading program has not performed as well as the math program for our students. Low reading performance was the reason we did not make our AYP targets in 2009-10, however, as the 2010-11 and current results illustrate, we are back on track for improving our students' achievement of the standards. Our new focus on using 4sight for diagnosing students' needs and moving them toward proficiency with multiple PSSA-related proficiency measures

during the year is helping teachers to focus on grouping students to receive the types of reading instruction they need, focusing on the skills they need the most. Emphasizing data analysis and individualized instruction by a certified reading specialist and highly qualified paraprofessionals has helped ensure student growth.

Building Upon Alliance's Successes with our Middle School Program: In July 2010, the School District of Philadelphia granted Alliance for Progress a charter modification, allowing us to serve a sixth grade class (of 25 students) in the 2010-2011 school year and a seventh grade class (of 25 students) in 2011-2012. This modification allowed us to begin implementing our educational model in the new Middle School Program, ensuring the achievement and success of every student through a technologically rich and individualized learning environment. Along with the charter renewal in 2011-2012, Alliance submitted another charter modification application requesting the additional enrollment slots to accommodate a full middle school (50 students in grades 6-8). In May 2012, the School District of Philadelphia granted Alliance renewed our charter and granted the requested modification. Starting in 2012-2013, Alliance will serve 50 students in the 6th grade, 25 in the 7th grade, and 25 students in the 8th grade. By 2014-2015, the school will have a full middle school program with 150 students (50 in each grade 6-8).

Parents as Educational Partners: Alliance for Progress boasts a level of parent involvement that is truly exceptional. In 2011-2012, our average parent participation in Parent/Teacher conferences continued to exceed 95%. This reflects that our parents view themselves as vital partners in their children's education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations, etc. Each month, the school holds a Family Unity Night with a unique theme, a student performance, a meal, and a parent/family education component. And, we keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school.

Growing Technology Program: A certified, experienced technology teacher helped train teachers to incorporate technology into their classrooms. She worked closely with the leadership team to create a comprehensive technology plan for the next three years that will help to increase technology capacity and ensure a 21 Century learning environment for all students. Alliance's new technology teacher has received local and national recognition for her innovative methods of effectively using social media to support education. In 2011-2012, AFPCS invested in additional technology in order to continue fidelity to our mission including: interactive projectors (3-4 grade), projectors (5-7 grade), document cameras (3-7 grade), lower school Cybrary (used for daily instruction), netbooks (4 in each 3-7 grade classroom, classroom set on a traveling cart in the lower school), iPads (4 for the special education program), and subscriptions for Achieve 3000.

Accommodating all levels of learners: The teachers worked relentlessly this year to accommodate all levels of students (from struggling children to high achieving students) to ensure that all academic needs were met. Teachers and learning support staff (including our certified reading specialist) work with individuals and small groups on a daily and weekly basis and provided accommodations in the classroom during all lessons and assessments.

Data Driven Instruction: Teachers worked directly with the Instructional Director and Assessment Coordinator to disaggregate test data after each benchmark assessment (K-7) and create action plans to meet the needs of each student. These students were then pulled for small group instruction (daily or weekly depending on need) to work on their specific areas that they struggled in on the tests of need. Learning goals for the Extended Day Program were also generated using benchmark data. Teachers adjusted lesson plans as needed to incorporate student needs (based on data) into their classroom instruction.

Cross Grade Collaboration: Teachers worked closely with grade partners and teachers in other grades to plan and develop lessons. For example, 5th grade teachers met with the 6th grade teacher weekly to discuss progress of students and what actions need to be taken for them to be properly prepared for the next grade level. Additionally, 2nd grade teachers met with 3rd grade teachers regularly to ensure that their instructional delivery aligned with each other so that the students were being properly prepared for state tests before entering 3rd grade.

Highly Qualified Paraprofessionals: While a significant expense, AFPCS believes that students benefit from the smaller adult to student ratio and the increased opportunities for small group and individualized instruction that our highly qualified paraprofessionals provide. We have one paraprofessional per grade-level in grades K-5. They are here for the entire school day and actively engage in the education of the students. Paraprofessionals attend all professional development sessions with the classroom teachers to ensure they are adequately trained to effectively instruct students.

High Interest Out-of-School-Time Programming: Students at Alliance for Progress have various opportunities to learn in non-traditional settings outside the classroom. 75% of Alliance middle school students were involved in after-school programs in 2011-2012. Activities in 2011-2012 included:

<u>Project GREEK</u> — The Dean of Students led this club where students met weekly and learned to experience collegiate life from the perspective of a student in a fraternity or sorority. Students were expected to treat each other as sister and brother, respect school/home rules, and support their family members.

<u>Harvest Festival</u> — This year the theme was "The Circus." All staff and students were encouraged to come to school dressed as their favorite circus character, and the day was filled with games, crafts, dancing, storytelling and treats.

<u>Black History Showcase</u> — This is an annual program for students in K-7th grade where students and staff participate in researching and presenting to the public on a theme, celebrating the accomplishments and lives of great African Americans.

<u>Summer Camp Expo</u>: Alliance families attended a Summer Camp Expo and were able to select camps and complete applications for their children at a Family Unity Night on April 25th. Camps were invited from the area to come and discuss their programs with the families. Each camp director presented and had a table to publicize their camp at the expo.

<u>Co-ed Basketball Program</u> — 2011-2012 was the second year of Alliance's basketball program for student in the 4^{th} - 7^{th} grades. The program focused on conditioning and training in

technique, dribbling, rules, and overall aspects of the game. To be eligible all students must be doing well academically and behaviorally.

<u>School Beautification Team:</u> This year, a group of Alliance students joined together to beautify the school building. They were responsible for displaying student art work, updating the bulletin in the hallway, and decorating the lobby in the upper school.

Plans to improve student involvement over the next charter term include expansion of afterschool programs. As we fully implement our middle school model, we will provide additional opportunities for students to be involved including student council, class president, and peer intervention groups for behavior modification. Extra-curricular activities will be used as a reward for positive behavior and as an opportunity for students to explore areas otherwise not available during normal school hours (i.e. dance, basketball, Girls in Engineering, Math and Science (Robotics), yearbook, newspaper, etc.). Additionally, Alliance will arrange for student to be more involved with community projects such as beautification projects, checking in on neighbors, and community service requirements for graduation.

AREAS OF IMPROVEMENT

From our data analysis, we have identified areas that we need to strive to improve to ensure that we continue to meet and exceed the state standards in addition to fulfilling our mission of ensuring the academic success of every child at Alliance.

Math and Reading Achievement — While we are proud of our students' progress on the PSSA in 2011-2012, which allowed the school to achieve AYP for the fourth time in five years, we know that our students will need to continue to grow in order to reach the ever-raising PSSA targets in coming years. We will continue to closely monitor our program to ensure we are using strategies that work and help our students to achieve their best. The Alliance leadership team will continue to implement successful strategies such as using the SAP Team as an early intervening service, Tier II, Response to Instruction and Intervention (RtII) program. At AFPCS, we work to fully implement RtII through our SAP Team, which helps develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. Additionally, teachers will continue to work relentlessly to accommodate all levels of students (from struggling children to high achieving students) to ensure that all academic needs were met. Teachers work with individuals and small groups on a daily and weekly basis and provide accommodations in the classroom during all lessons and assessments. Furthermore, we will continue to strive towards our goal of implementing a truly data-driven model, using data to inform decisions on every level. Taking this to the next level, Alliance teachers will be receiving additional support in planning and incorporating formative and summative assessments in their classrooms. Teachers will also meet bi-weekly with the Instructional Team throughout the year to monitor in-class assessments and student achievement.

Curricular Resources: Current curricular resources for math are more than 7 years old. Teachers need to locate resources that are up-to-date with state standards for lesson planning and implementation. This is time-consuming and creates inconsistency between classes and grades. While we were able to purchase a new Reading Series in 2011-12 school year (Harcourt Storytown) and have adopted a new math series in the middle school (Holt McDougal's On Core

and Big Ideas Materials). These will be fully aligned to current state standards and will greatly increase efficiency of teacher planning.

Integrate Science and Social Studies Daily: Due the emphasis on math and reading in the past couple of years, science and social studies have not been integrated daily. Now that the school's math and reading strategies are proving effective, we will reintegrate science and social studies daily. We understand the importance of raising student achievement in science to ensure our students gain the inquiry and analysis skills to be successful in high school and beyond, as measured by the PSSA science exam.

Implementing Technology in Support of Mission — In our October Renewal Site Visit, SchoolWorks noted that while stakeholders consistently share knowledge of mission and vision (i.e. technology, academic achievement), the school has not yet fully realized their mission of a school program that fully reflects a "technology-rich" environment. The mission and vision do not guide ALL decisions in the school (the focus on AYP leads to missed opportunities to flesh out technology to help students achieve proficiency or push the advanced students further). Alliance will continue to further integrate technology into every aspect of the school program. As noted previously, we have begun to do this in the current school year, purchasing a subscription to KidBiz and of 30 google chromebooks with EETT funding, which will be used to further differentiate instruction and provide individualized learning opportunities for students through a technology-based program. Alliance also has interactive projectors in grades 3-4, projectors in grades 5-7, document cameras in 3-7, a cybrary in the lower school used daily for instruction, 4 netbooks in each classroom grades 3-7, and a traveling classroom set in the lower school, as well as four iPads used by the special education program.

Additionally, the school has integrated technology goals into the 5-year plan submitted with the charter renewal application and will measure student attainment of proficiency in technology according to the National Educational Technology Standards (NETS).

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

AFPCS hired a new CEO, Maria Snipe at the beginning of the 2008-09 school year. In her second year in this position, 2009-10, Ms. Snipe reorganized the school's administrative structure to emphasize instructional leadership and provide a cohesive implementation of the Alliance educational program in both buildings.

The new leadership team, identified Board members, teachers, parents and educational partners meet formally and informally throughout the year to develop and implement strategic improvements to the school; to monitor the implementation of our strategic plans for professional education, induction; to develop strategic plans in educational technology and student services; and to prepare the annual report. In 2009-10, the group also convened to create and submit a grade modification and enrollment increase application to our charter authorizer. In 2010-2011 the group convened to continue to develop and implement our middle school model as well as develop a Getting Results School Improvement Plan. During the

application process the team performed a complete analysis of current programs, polices, and activities were completed, including parent and community involvement.

In 2011-2012 the group convened again to continue to develop and implement our middle school program and to develop our application for charter renewal along with our five-year goals.

The committee examined a wide variety of data during the completion of this plan including:

- PSSA spring 2011 test scores for mathematics and reading (grades 3-5) and a multi-year analysis
- PSSA spring 2011 test scores for writing (grade 5)
- PSSA spring 2011 test scores for science (grade 4)
- GMADE and GRADE benchmark assessments for 2010-2011 (grades K-5)
- 4Sight Benchmark assessments (grades 3-5)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Student feedback on surveys
- Parent feedback on surveys
- Teacher feedback as reported on annual teacher climate and culture survey
- Review of teacher credentials (i.e., certification, education level, "highly qualified") and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

The school's leadership team convenes weekly meetings to determine progress on the strategic goals. Meetings include site administrators, Instructional Coordinator, Special Education Coordinator, the Instructional and Assessment Coordinator, the business manager, and the CEO/Principal. In 2012-2013, this group will continue to meet as we execute our five-year plan and embark on our next charter term. Through this frequent progress monitoring, Alliance for Progress ensures that we continue to effectively meet student needs and can quickly refine our plan interventions on up-to-date student data.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bermudez, Joanna	APFCS - Upper School Principal	Administrator	CEO
Boyer, Marguerite	AFPCS Parent	Parent	ВОТ
Cella, Jim	OmniVest Management, LLC	Business Representative	в ВОТ
Cummings, Jacqueline	AFPCS	Ed Specialist - School Counselor	CEO
Grace, Jeana	AFPCS - Instructional Director	Administrator	CEO

Grayson, Dwayne	AFPCS - Dean of Students	Administrator	CEO
Griffin, Larry	AFPCS (BOT)	Board Member	ВОТ
Lloyd, Tina	AFPCS - Lower School Principal	Administrator	CEO
Milligan, Charmaine	AFPCS Parent	Parent	ВОТ
Neilson, Christopher	Mayor's Office Commission on Aging (AFPCS Board Member)	Community Representative	ВОТ
Ormont, Jansen	AFPCS - Assessment and Curriculum Coordinator	Administrator	CEO
Reiser, Melanie	OmniVest Managent, LLC	Community Representative	ВОТ
Rivers, Marilyn	AFPCS Board Member	Board Member	ВОТ
Sannelli, Heather	AFPCS - Reading Specialist	Other	CEO
Snipe, Maria	AFPCS CEO	Administrator	ВОТ
Tedeschi, Kristi	AFPCS - Special Education Coordinator	Special Education Representative	CEO

Goals, Strategies and Activities

Goal: 1. Increase Student Achievement in Reading and Mathematics

Description: We will meet the following academic goals for reading and math: Reading: 2012-2013 — We will make AYP by achieving 92% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score. Math: 2012-2013 — 90% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

Strategy: Data Driven Planning & Instruction

Description: AFPCS will disaggregate data to identify strengths and weaknesses and use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

Activity: Grade Specific Planning

Description: Tutoring groups will be formed at the start of the school year to support new learning and we will create action plans for individual students and for whole classes in the areas they are struggling the most (after the 1st 4Sight benchmark assessment). 4th grade lesson planning will be monitored from the start of the year and teachers will meet with a mentor teacher or instructional director weekly to ensure that plans include a clear model of instruction for students and that all students are being challenged.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Instructional Director/Assessment and Curriculum Coordinator

Description: Since 2009-2010 school year, AFPCS has employed an Instructional Director to promote and maintain the integrity of the curriculum and instructional practices that align with the school's mission and increase student achievement and teacher performance. The Assessment and Curriculum Coordinator works closely with teachers and the Instructional Director to effectively monitor student progress and identify supports and curriculum that will best align with the school's mission and increase student achievement.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Weekly Cluster Meetings

Description: Weekly Cluster Meetings for grades 3-7 will concentrate on skill specific strategies to teach students based on individual benchmark exam results. (4Sight)

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Effective Instruction

Description: Student achievement depends on high quality teaching. Alliance's teachers will employ a wide variety of teaching methods and use standards-aligned instructional materials to raise student achievement among all our students.

Activity: Centers & Literature Circles

Description: AFPCS promotes in-depth and inquiry-based techniques through the use of centers and literature circles. During centers, children explore different concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Differentiated Instruction

Description: AFPCS teachers use a wide variety of strategies to accommodate various levels of learners whole group, small group, and with individualized instruction in the classroom each day. Strategies were for both instruction and assessment include, but are not limited to: - Tiered assignments and projects - Interest centers / Interest Groups - Flexible Grouping - Multiple Levels of Questioning - Co-Teaching - Testing Accommodations (testing in small groups, reading the test aloud, wait time)

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/31/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Extended Literacy Block & Math Instruction

Description: AFPCS continued the implementation of a computer based resource (SI) that provided students with individualized instruction in reading. The literacy block was held every day for 120 minutes to complete the program. AFPCS continued the implementation of a computer based program (Study Island) that provided students with individualized instruction in math. The program is carried out by extending the math period for two (2) additional hours each week.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Guided Reading

Description: Guided Reading is an instructional setting that enables teachers to work with small groups of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students the class, enabling them to greatly expand their reading powers. The guided reading program is leveled and provides intensive strategies for all learners. The curriculum comes equipped with integrated theme tests, cumulative lists of leveled books for each grade level, blackline masters, instructional transparencies and posters, and lesson planner CDs. In 2011-12, teachers participated in their 2nd guided reading training workshop with Heinemann trainers during August Professional Development and received new sets of 2010 Storytown leveled readers.

Person Responsible Timeline for Implementation Resources

Grace, Jeana Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Standards Aligned Math Curriculum

Description: AFPCS uses Houghton/Mifflin as a standards-aligned resource for mathematic instruction in grades K-5. This series based on more than 30 years of studies on how students learn best, provides models and strategies based on high performing classrooms and the opportunity to differentiate instruction to meet the needs of all learners. With the addition of the middle school grades, we incorporated Mathematics in Context (MiC), a comprehensive mathematics curriculum reaching students of all levels in grades 6, 7, and 8. With specific recommendations for intervention, advanced learners, hands-on learning, and English-Language Learners throughout the Teacher's Guides, it is easy to differentiate instruction. Formative assessment opportunities are clearly identified on the teacher page to verify students' ongoing progress and to inform instruction. In 2011-2012, we also purchased and implemented Big Ideas Math, a comprehensive program developed for the Common Core State Standards. This programs offers rigorous and relevant content in a middle school math textbook and delivers an innovative curriculum that balances discovery and direct instruction.

Person Responsible Timeline for Implementation Resources

Grace, Jeana Start: 8/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Standards Aligned Reading Curriculum

Description: Teachers use the Storytown Reading Series in grades K-5 (previously Houghton

Mifflin) as a resource, but not their main source of curricular goals and instructional tools (which continue to come from the SDP Core Curriculum). Storytown offers: explicit instructional strategies for Phonemic awareness; instructional sequences coordinated within the daily lesson plan and by strand of instruction; abundant resources that provide practice opportunities; student materials aligned with instruction; instructional design that considers time allocation; resources for three types of assessments that inform instruction (Entry-Level, Ongoing, and Summative); and technology components that support instruction. With the addition of the middle school, AFPCS incorporated Holt, Rinehart and Winston's 2010 Elements of Literature as a resource for materials/lessons. This reading series includes traditional and alternative teaching strategies, activities, point-of-use technology tips, and more, to help teachers enhance instruction for all students. Teachers also use Buckledown Pennsylvania and Pennsylvania Coach PSSA books as an instructional resource to create standards-based lessons and review for the state test.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Identify Students in Need of Additional Support

Description: Alliance will implement strategies to ensure all students in need of support are identified and properly diagnosed.

Activity: 4-Sight

Description: Students in grades 3-7 took the 4Sight Benchmark Assessments four times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Acuity Assessment

Description: In 2011-12, Alliance replaced the GRADE and GMADE assessments with the Acuity formative assessment from CTB/McGraw Hill. Acuity helps teachers to diagnose student performance in reading and mathematics in grades 1-2. Unlike GRADE and GMADE, Acuity is directly aligned to the Pennsylvania Standards.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Childfind

Description: AFPCS participates in "childfind" — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/Guardians who have concerns about the childfind process, are encouraged to call the Special Education coordinator. A student may be referred for a special education evaluation by any source. The referral is to be made in writing and submitted to the special education coordinator. In addition, AFPCS has created the SAP Team as a means for identifying students who are at risk academically.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Comprehensive Student Assistance Program (CSAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. At AFPCS, we work to fully implement RtII through our SAP Team. The SAP Team helps develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's SAP Team serves as its early intervening service, Tier II, Response to Instruction, and Intervention (RtII) program.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: DRA Assessment

Description: Student reading levels are assessed using DRAs (Developmental Reading Assessments). DRAs are intended to identify students' independent reading level, defined by a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Results are also used to identify students' reading strengths and weaknesses, plan instruction, and monitor reading growth.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Ongoing Progress Monitoring

Description: Alliance uses formative and summative assessments to gauge overall and individual student growth as well as identifying strengths and weaknesses that need to be addressed by our teachers. Students who experience difficulty mastering proficient or advanced levels in reading, mathematics, and science are identified by a combination of standardized test data, teacher feedback, and student performance on ongoing assessments.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Incorporate technology into the classroom

Description: Teachers will utilize new technological programs, hardware, and classroom applications to enhance student learning in reading and math.

Activity: Cybrary

Description: During the 2011-2012 school year, the K-2 students had access to our Cybrary. The Cybrary offers the students access to various forms of technology (computers, Netbooks, a Promethean Board, IPads/IPods, listening center). The technology teacher created small groups during Cybrary class and the students rotated to various tech centers to achieve tasks around a specific literacy goal. Books and writing were also a part of this class to create a connection between literacy and technology.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Weekly Technology Class

Description: Upgrading the computer labs in both buildings will allow us to have a weekly technology class that would teach computer skills, programs, and applications that will link with our literacy and math curriculum. For example, the 5th grade will learn about Microsoft PowerPoint and use it to create a slide show to enhance a book report presentation. The Technology Curriculum is aligned with ISTE's National Educational Technology Standards for Students. Students in grades K-4 come to Technology class once a week, students in 5th grade come twice and 6th and 7th graders come to Technology class 3 times a week. Students complete projects that incorporate digital tools such as video creation software, music creation software, word processing, website creation software and drawing software. They also use webbased tools for creating stories, websites, blogging and using social media-like tools to share ideas and collaborate with each other and students in other schools. All students complete a digital citizenship unit at the start of the year and students in 4th-6th grade complete a long-term research project that encompasses evaluating sites, taking notes, locating information and reporting results. The yearly goals for technology vary from year to year. This first year's focus was on building foundational skills such as navigating a browser, basic word processing skills and introduction to video editing and sound editing.

Person Responsible Timeline for Implementation Resources

Grace, Jeana Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: AFPCS will work to increase parent involvement in the school and students' academic development.

Activity: Family Unity Nights

Description: AFPCS holds monthly family unity nights, each with a unique theme, a student performance, a meal, and a parent/family education component.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Parent Meetings

Description: AFPCS has report card conferences at the end of each marking period. Parent attendance at teacher conferences has exceeded 90% in the last two years. At each meeting, the teachers discussed student progress and how the parent could support classroom efforts at home.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Parent Training on Special Education Policy

Description: AFPCS staff will work to involve the parents by providing meetings and training session three times each year on the various aspects of the IEP creation process and implementation.

Person Responsible Timeline for Implementation Resources

Tedeschi, Kristi Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Provide Adequate Support for Struggling Students

Description: Alliance will provide comprehensive supports to students in need of additional support.

Activity: Extended Day Program

Description: In K-2 students performing below grade level on benchmark assessments in reading and/or math, and students in grades 3-7performing Basic in reading and/or math on the 2012PSSA will be required to attend our in-house Extended Day Program from 4:00-5:00pm, Monday through Thursday. The program will run from the beginning of October to the end of May. Teachers will use Coach PA PSSA Reading and Mathematics workbooks in Grades 3-7 and teach eligible content learning goals according to the pacing schedule created by the Instructional Director and Assessment Coordinator. Grades 1 and 2 will use Houghton Mifflin Harcourt reading

and math curriculum resources for struggling students to enhance learning goals taught during the regular school day.

Person Responsible Timeline for Implementation Resources

Grace, Jeana Start: 9/1/2010

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Highly Qualified Paraprofessionals

Description: While a significant expense, AFPCS believes that students benefit from the smaller adult to student ratio and the increased opportunities for small group and individualized instruction that our highly qualified paraprofessionals provide. We have one paraprofessional per grade-level in grades K-5. They are here for the entire school day and actively engage in the education of the students.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Individual Learning Plans

Description: AFPCS accelerates student learning for below level students by issuing each student goals that are to be implemented during 6 week intervals. Every 6 weeks the goals change, provided the student has mastered the concepts in the previous plan. The AFPCS goal sheet is defined as an ILP - Individual Learning Plan. It is very similar to student IEPs used in the special education setting. Teachers develop individual goals for students based on student data, student work and formal/informal assessments. Below-level students also are required to attend mandatory tutoring. The reading specialist and math coordinator will work with below level students in small group settings and will work with the students' teachers in developing skill-appropriate lessons to accommodate the learner.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Reading Specialist

Description: In 2011-12, AFPCS continued to employ a reading specialist that pulled out K-6 students who were identified as reading below grade level on the DRA and provided small group instruction.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Response to Intervention

Description: We utilize a Response to Intervention (RTI) model that ensure that each student atrisk of academic failure is provided the supports and resources they need to be able to succeed academically.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Tutoring Program

Description: Struggling students identified by current benchmarks (ACUITY in K-2 and 4Sight in upper grades) were given small group instructional support by teachers, para-educators and our Early Intervening Tutor twice weekly. Tutoring sessions were held before, after, and during the school day, were skill specific, and students were assessed weekly on each skill. Students who do not master the learning goal by the end of the week continued to be tutored until mastery is achieved.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009 -

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Remove Barriers to Learning

Description: Alliance will ensure programs are in place to address non-academic barriers to learning (i.e. attendance, discipline, personal issues, etc.).

Activity: Anti-Bullying Program

Description: Alliance believes that bullying in schools has become a worldwide epidemic that when left unchecked, can leave not only lasting physical and emotional scars, but in the most extreme cases, ed with the loss of life. AFPCS is dedicated not only to bringing awareness to the issue of bullying, but also to ensuring that it is not tolerated in our school. AFPCS written policies on bullying and cyberbullying. The Bullying Policy is sent home in the weekly newsletter for parents to review, and is highlighted at one of the monthly Family Unity Nights (FUN). The Dean of Students provides bullying seminar for students students to ensure they are aware of and comply with the rules outlined in the Bullying Policy. Additionally, bully reporting boxes are located in each building, so students can report instances of bullying. Finally, Alliance for Progress took a group of 6th and 7th grade students to an afternoon showing of the newly released documentary film titled "Bully", which sends a strong anti-bullying message.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Attendance Monitoring & Truancy Intervention

Description: Alliance has developed attendance and truancy intervention protocol in order to: ensure adequate parent notification; identify barriers preventing the student from attending school, engage the parent in developing and implementing interventions to reduce those barriers; document all efforts and interventions, and work collaboratively with the School District of Philadelphia to improve student attendance. Alliance has developed a partnership with the Philadelphia District Attorney's Office to implement the Project "GO" Truancy Intervention program.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Comprehensive Student Assistance Program (CSAP)

Description: The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. At AFPCS, we work to fully implement RtII through our SAP Team. The SAP Team helps develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's SAP Team serves as its early intervening service, Tier II, Response to Instruction, and Intervention (RtII) program.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Counseling

Description: Alliance employs a certified school guidance counselor who works with students on an individual and group basis. Group counseling may assist students experiencing commonly shared concerns and/or developmental difficulties in areas such as interpersonal relationships, coping with life changes, bullying, anger management, and how to deal with stress. Referrals are made to the school counselor through the Rtl process, by the teacher, parent, the student, the student's IEP, or through the Student Assistance program. When an obstacle has been identified, the Guidance Counselor provides individual or group counseling in such areas as personal and social development, educational planning and/or coping with specific life situations, or other social-emotional issues. The Guidance Counselor also leads an Anger Management group to discuss calming strategies and conflict resolution. Alliance believes the family is part of the child and will provide family counseling and work to connect parents to community resources as needed.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Probationary Plan System

Description: Students who receive 2 suspensions will be placed on our probationary plan system. They will remain in the program for 90 days, upon completion of this 90 day without any incident they will be removed. If a student is to receive their 3rd suspension during this time, an evaluation will be made by the Leadership Team. The plan will be developed by the Dean of Students with the support of the Leadership Team teacher and the family. It will include the support provided by our behavior team to closely monitor behaviors and support teachers in the

classroom with replacement behaviors, positive reinforcement, modeling, rewards and incentives. Students will receive more individualized attention during this period to model expected behaviors within the school. The team will record all behavioral infractions on a daily basis through the use of the Administrator Plus program. The program will measure behaviors accurately and access to them can be made by the administrative team as needed. All infractions will be implemented into the system (suspension, conduct referrals, and incidents) as the team will be able to access and print or provide information on a specific student, classroom, grade level, or school-wide.

Person Responsible Timeline for Implementation Resources

Grayson, Dwayne Start: 7/2/2012

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Provide High Quality Health Services

Description: Alliance contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for school nursing services, which include a certified school nurse, training and oversight for the onsite nurse, medical assessments, dental screenings and administrative services. State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: School-Wide Positive Behavior System

Description: At Alliance, we believe that children grow and learn when firm and positive steps are implemented when disciplining children. Students are encouraged to make appropriate choices regarding their personal conduct. Students receive promotions and demotions based on their conduct and Alliance celebrates student success and good behavior in a variety of ways including Student of the Day, Student of the Month, Green Team Celebrations, and class celebrations for no conduct violations. Teachers are encouraged to use more positive incentives than punishments as often as possible. However, consequences and procedures are taught to each student and strictly enforced. Additionally, the school has implemented additional mentoring groups with groups of kids with unique behavioral needs (i.e. 7th grade girls/boys) and is developing a peer mediation program.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student Support Groups (G.I.R.L.S. & B.O.Y.S)

Description: As Alliance has extended to include middle school grades, the school has created programs to address the particular needs of students in those grades. Specifically, the school counselor, along with the Education Coordinator of Women Organized Against Rape (WOAR) have partnered to facilitate a small-group experience titled Girls in Real-Life Situations (G.I.R.L.S). This group met on Fridays in October and November with the representative from WOAR. The program was so successful; they have continued to meet every Friday with students to talk about their concerns and misunderstandings. For 7th grade boys, the Dean of Students facilitated a six-week small group experience titled Boys Openly-discussing Youth Situations (B.O.Y.S). All 7th grade males were invited to join with the purpose of discussing and dealing with issues and situations that young men face in a safe and supportive environment. Topics included self discovery, making choices, communication, dealing with emotions and reactions, healthy friendships, dealing with difficult issues, and self identity.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Wellness Programs

Description: Alliance is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The school provides a wide variety of health education opportunities and programs for both students and parents to promote a healthy lifestyle. Alliance's wellness programs include Eat Right Now, Live Fit, Jumpin' Jill, Yoga, Fresh Fruit & Vegetables Grant, etc.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Support High-Performing Students

Description: Students achieving above grade level on benchmark tests will be provided with learning extension activities, instructional accommodations, and other learning opportunities this year.

Activity: Advanced Projects

Description: Students performing exceptionally well in math and reading are encouraged to complete a minimum of 2 projects per trimester. Projects can be completed both in and out of school. Students are provided with a list of literacy and math projects to choose from. Projects are approved by the classroom teacher and teachers created specific rubrics for project completion. Parents are involved in the process, as parental approval was needed before extra work was sent home. - Advanced in Math only: Students will complete a minimum of 2 projects in and/or out of school o Project of choice (approved by teacher) - Advanced in Reading only: Students will complete a minimum of 2 literacy projects in and/or out of school o Book of choice (level approved by teacher) o Project of choice (approved by teacher) - Advanced in Reading & Math: Students will complete 1 of each project for a total of 2 projects.

Person Responsible Timeline for Implementation Resources

Snipe, Maria Start: 8/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Homework Challenge

Description: Advanced students' homework included a challenge section to be completed weekly in advanced subject area.

Person Responsible Timeline for Implementation Resources

Snipe, Maria Start: 8/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Small Group/Individualized Instruction

Description: Advanced students met with their teacher at least once a week to discuss progress of project and/or work on advanced lessons.

Person Responsible Timeline for Implementation Resources

Snipe, Maria Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Test Preparation

Description: Alliance will introduce students to various test materials throughout the year that not only reinforce concepts in reading and math, but also familiarize students with types of questions on PSSA with taking a standard test.

Activity: 4-Sight

Description: Students in grades 3-7 took the 4Sight Benchmark Assessments four times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Eligible Content Contest

Description: Students participate daily by taking a test in the area of eligible content of their choice. Prizes are given for 100% accuracy on tests and students compete to be 1 of 10 students who completed the most tests with 100% accuracy by the end of the year. Participation in the daily contest is voluntary.

Person Responsible Timeline for Implementation Resources

Ormont, Jansen Start: 7/1/2011 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: PSSA Prep

Description: In 2011-2012, AFPCS incorporated a test prep period into the daily schedule for all students grades 2-7. Each teacher's schedule contained 45 minutes of PSSA test prep daily. Three days of the week were devoted to literacy and two days toward math. During test prep, the teachers followed a pacing schedule that was created which outlines every piece of eligible content that is covered in each grade. During the second trimester, the test prep period was extended for students in the tested grades (3-7) to allow for one hour and fifteen minutes of test

prep daily in grades 3-6. AFPCS used Buckle Down Pennsylvania PSSA 2nd Edition Reading and Mathematics as the test prep curriculum. These workbooks specify the eligible content for the PSSA included on each page.

Person Responsible Timeline for Implementation Resources

Ormont, Jansen Start: 9/1/2011

Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

Alliance for Progress Charter School fulfills its mission of high academic achievement by implementing a rigorous instructional program for all students and using an organized, consistent curriculum and writing rubric throughout the school. Teachers in each grade know exactly what they have to accomplish in a week and in each 6-week period. A review week is included every five weeks to re-teach. Learning objectives (aligned to PA Standards and PSSA eligible content) were given to the teachers on the first day of school so they knew exactly where to start and exactly where they needed to go.

What curriculum does your charter school utilize?

AFPCS implements core curricula in all subject areas that ensure a comprehensive and well-rounded academic program with the overriding goal of making interdisciplinary connections. From topics presented and books that are read to all grade levels, making associations beyond visual aesthetics is emphasized in the program, and the older students take interdisciplinary connections to a more complex level. The school uses the Pacing Schedule provided by the Philadelphia School District's Core Curriculum. Alliance was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching "looks like" in daily practice and what students outcomes "look like"

at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

LITERACY

A two hour Literacy Block is incorporated in the daily schedule of all grade levels. Each day, students are engaged in modeled, shared, guided, and independent reading and writing activities. In addition, reading and writing are incorporated into all subject areas (i.e. health journal, writing in math, science and social studies). Teachers have developed high-interest classroom libraries, modeled after the Children's Literacy Initiative (CLI) library set-up (literature rich, student seating, inviting). Using a variety of books (i.e. leveled readers, library books, and student readers), teachers implement guided reading daily and para-educators used leveled readers to read with small groups of students. Furthermore, independent reading is incorporated into the daily schedule during dismissal.

Teachers use the Storytown Reading Series in grades K-5 (previously Houghton Mifflin) as a resource, but not their main source of curricular goals and instructional tools (which continue to come from the SDP Core Curriculum). Storytown offers: explicit instructional strategies for Phonemic awareness; instructional sequences coordinated within the daily lesson plan and by strand of instruction; abundant resources that provide practice opportunities; student materials aligned with instruction; instructional design that considers time allocation; resources for three types of assessments that inform instruction (Entry-Level, Ongoing, and Summative); and technology components that support instruction.

With the addition of the middle school, AFPCS incorporated Holt, Rinehart and Winston's 2010 Elements of Literature as a resource for materials/lessons. This reading series includes traditional and alternative teaching strategies, activities, point-of-use technology tips, and more, to help teachers enhance instruction for all students. Teachers also use Buckledown Pennsylvania and Pennsylvania Coach PSSA books as an instructional resource to create standards-based lessons and review for the state test.

Teachers work closely with the Instructional Director to create creative, interactive, interesting lessons and activities that engage students at every level. Less emphasis is placed on workbooks and teacher talk, and more emphasis on student talk and interaction. Additionally, teachers use Buckledown Pennsylvania and Pennsylvania Coach PSSA books as an instructional resource to create standards-based lessons and review for the state test.

<u>Best Practices</u>: In reading, students are required to read aloud and teachers schedule time for independent reading. Listed below are some of the best practices implemented in our school:

• Teacher models and discusses his/her own reading processes.

- The primary instructional emphasis is on comprehension and fluency.
- Teachers activate prior knowledge.
- The teacher measures the success of the reading lessons based on students' reading habits, attitudes, comprehension and performance.

WRITING

<u>Writing Plan</u>: AFPCS implemented the School District of Philadelphia's Writing Plan which outlines the instructional milestones for each grade level. They instituted a daily Writer's Workshop for grades 3-7, twice weekly for grade 2, and daily journal writing for K-1.

The Philadelphia School District Writing Plan outlines the steps in the writing process that students must learn: Prewriting/Brainstorming, Writing, Revising, Editing, and Publishing. Students are expected to learn informational, narrative, and persuasive writing. The full plan including instructional milestones for each grade is attached. Student writing (grades 2-7) was scored using the PA Writer's Domain Rubric and K-1 scored writing samples using the writing scale used by the Philadelphia School District. Teachers incorporated Modeled, Shared and Interactive Writing into their daily schedules. The full 2011-2012 AFPCS Writing Plan is attached.

<u>Writing Assessments</u>: Four to five writing assessments each marking period allowed us to track and support student writing. Scoring assessments together allowed for a variety of teaching ideas and teacher support. The students were given age-appropriate journal prompts and 45 minutes to respond to the prompt completely independent of the teacher. Grades K and 1 scored their writing using the writing levels as used by the Philadelphia School District. Grades 2-7 scored their writing using the PA Writing Domain. Results of each writing assessment were brought to cluster meetings and action plans were created to improve the area of writing that most students were struggling with until the next writing assessment. For example, Kindergarten created action plans to emphasize ending sentences with a period, starting with a capital letter and leaving spaces. Grade 3 created action plans to improve upon the area of focus on the writing rubric.

MATH

AFPCS uses Houghton/Mifflin as a standards-aligned resource for mathematic instruction in grades K-5. This series based on more than 30 years of studies on how students learn best, provides models and strategies based on high performing classrooms and the opportunity to differentiate instruction to meet the needs of all learners. With the addition of the middle school grades, we incorporated Mathematics in Context (MiC), a comprehensive mathematics curriculum reaching students of all levels in grades 6, 7, and 8. In 2011-2012, we purchased Holt McDougal's On Core and Big Ideas Materials (both 2012). *Big Ideas Math, Common Core Edition* provides instructional materials built upon a coherent mathematics curriculum to support the new Common Core State Standards. This middle school mathematics program focuses on fewer topics at each grade level with the goal to provide a Narrower and Deeper™ course of study that leads students to mastery of each standard as they move from

grade to grade. This program offers rigorous and relevant content in a middle school math textbook and delivers an innovative curriculum that balances discovery and direct instruction.

SOCIAL STUDIES

In the 2011-2012 school year, Grades K-7 used the TCI (Teacher's Curriculum Institute) social studies curriculum. The curriculum (Social Studies Alive!) includes hands-on, and large and small group activities. Students complete independent work in the provided notebook that contains journal prompts and higher order thinking problems.

SCIENCE

The teachers received the science core curriculum and instructional goals from the Philadelphia School District and followed the scheduling timeline which is aligned to PA standards and PSSA skills. Full Option Science System (FOSS) and STC Program Kits were utilized by grades K-6 to ensure that all students received science instruction based on PA Standards. Students in grade 7 utilized Holt McDougal's Middle School student texts covering the following topics: Cells, Heredity, Classification / Weather and Climate / Sound and Light. Consumable and nonconsumable science kits were also utilized to enhance learning for each topic.

The FOSS program uses several instructional pedagogies to make science more efficient for teachers and more productive for students: inquiry, hands-on active learning, multisensory methods, student interaction, discourse, and reflective thinking. FOSS derives information from both academic sources and practical classroom experience. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world. Student books are included in the kits specifically to complement the FOSS modules. The books integrate reading and language arts skills in the context of learning science. With FOSS, students first explore science concepts through hands-on investigations, then extend and reinforce their classroom discoveries and vocabulary with FOSS science Stories.

The STC Program is a basal, inquiry-based science curriculum for grades K-8 that covers life, earth, and physical sciences with technology. STC was developed by the National Science Resources Center based on research into how students learn best to meet national science standards.

STEM EDUCATION

STEM (Science, Technology, Engineering, and Mathematics) education is an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation. The goal of STEM education is to prepare students for post-secondary study and the 21st century workforce. Since STEM is defined as an "approach" there are many ways in achieving or working towards STEM education. At AFPCS, we are slowing changing our approach to teaching and learning to be more STEM driven. This upcoming year some of our STEM driven initiatives include:

- Teaching science and mathematics to ALL students EVERYDAY for the ENTIRE school year.
- Expanding the science program in particular in the Middle School. (more resources and an additional science lab)
- Continuing our robotics after school club for Upper School Students
- Adding a Middle School elective to prepare students to compete in the Middle School Computer Fair
- Developing a Science Fair
- Continue our partnership with PECO to bring electrical engineering knowledge to our Upper School Students.
- Exposing our students to outside opportunities and taking field trips that expose them to STEM driven programs
- Continue to integrate online learning (Achieve 3000) for literacy in grades 2-5
- Fully develop the Lower School Cybrary where students learn via technology and can explore and conduct investigations online and via books.
- Promoting use of netbooks, Mac Lab and other mobile devices by students within the classroom.
- Provide professional development to teachers on technology goals of teachers and their students.
- Modify the evaluation tool used for teachers to include integrating of technology in instruction and students being driven to use high order thinking skills.
- Developing partnerships with neighboring schools that allow students and teachers to collaborate in expanding teaching and learning of science and technology
- Continue virtual learning environments with organizations like the Dolphin Research Center and others
- Research and apply for STEM education grants that can grow our program

SPECIALS

During the 2011-2012 school year, students continued to rotate through the following special area classes: physical education/health, technology, and art.

<u>Art:</u> The main goal of AFPCS's art curriculum for all grades is based upon the guidelines set in the state of Pennsylvania's Visual Art Standards. Pennsylvania's art goals fall into four large groups and lessons which also coincide with our school's curriculum: making Art (Production), Learning about Art (Art History), Talking about Art (Aesthetics), and Thinking about Art (Criticism). Each student in Kindergarten through grade five has art in their classroom twice a week for forty-five minutes each; grade six meets once a week for one forty-five minute period in their classroom.

<u>Technology:</u> The Alliance technology curriculum is aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students. Students complete projects that incorporate digital tools such as video creation software, music creation software, word processing, website creation software, and drawing software. They also use web-based tools for creating stories, websites, blogging, and using social media-like tools to share ideas and collaborate with each other and students in other schools. All students complete a digital citizenship unit at the start of the year and students in 4th-6th grade complete a long-term research project that encompasses evaluating sites, taking notes, locating information, and reporting results. Students in grades K-4 attend Technology class once a week, students in 5th grade attend twice and 6th-7th graders come to Technology class three times a week. The yearly goals for technology vary from year to year. This first year's focus was on building foundational skills such as navigating a browser, basic word processing skills and introduction to video editing and sound editing.

During the 2011-2012 school year, the K-2 students had access to our Cybrary. The Cybrary offers the students access to various forms of technology (computers, Netbooks, a Promethean Board, IPads/IPods, listening center). The technology teacher created small groups during Cybrary class and the students rotated to various tech centers to achieve tasks around a specific literacy goal. Books and writing were also a part of this class to create a connection between literacy and technology.

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

AFPCS promotes in-depth and inquiry-based techniques through the use of centers, literature circles and project based learning. Students work cooperatively in all subjects, exploring new ideas and adventure. The use of manipulatives and content area materials are incorporate into the reading, math, science and social studies programs. During centers, children explore different concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts. When delivering instruction, Alliance teachers provide students with a clear lesson introduction, model and discuss their own thought processes (specifying a clear, specific strategy), allow time for guided practices and independent practice (grouping students appropriately), and use formative and summative assessments to identify students' strengths and needs, adjust instruction, and plan future lessons.

Instructional Practices Required by Teachers:

- Teachers provide students with a clear lesson introduction: Stating the learning goal, assessing knowledge of sub-objectives, making connections to prior learning, and creating visuals for reference.
- Teachers model and discuss their own thought processes: A clear, specific strategy is introduced and modeled for the students to utilize to achieve their learning goal.
- Teachers allow time for guided practices: teachers circulate and offer support for all students as they practice the new strategy until mastery is evident from most learners.
- Teachers allow time for independent practice: Teachers group students appropriately (individual, partners, or small group) to complete independent work.
- Teachers use formative and summative assessments to identify students' strengths and needs, adjust instruction, and plan future lessons.

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

The AFPCS mission is to ensure the academic success of every student through a technologically rich and individualized learning environment. To meet our mission we have implemented several programs to identify and support students who are performing below level.

<u>Data-Driven Instruction:</u> Teachers worked directly with the Instructional Director and Assessment Coordinator to disaggregate test data after each benchmark assessment (K-6) and create action plans to meet the needs of each student. Teachers are required to keep portfolios for each student to provide evidence that they are working with small groups on specified goals and creating independent assignments that students can complete to show that they have mastered goals. Struggling students were then pulled for small group instruction (daily or weekly depending on need) to work on their specific areas that they struggled in on the tests of need. Learning goals for the Extended Day Program were also generated using benchmark data. Teachers adjusted lesson plans as needed to incorporate student needs (based on data) into their classroom instruction.

<u>Differentiated Instruction:</u> Alliance teachers have received extensive professional development on Specially Designed Instruction, with an emphasis on providing students with accommodations in the classroom. The teachers use a wide variety of strategies to accommodate various levels of learners (whole group, small group, and with individualized instruction) in the classroom each day. The teachers learned how to use a variety of strategies to accommodate various levels of learners in the classroom each day. Strategies include:

- Tiered assignments and projects
- Interest centers / Interest Groups
- Flexible Grouping
- Multiple Levels of Questioning
- Co-Teaching
- Testing Accommodations (reading the test aloud, wait time)

Another way Alliance differentiates instruction to benefit struggling students is through the use of Achieve 3000. Students in grades 3-5 participated in the Achieve 3000 Reading Program daily during literacy. Achieve3000® uses *truly* differentiated online instruction to enable significant and sustained reading growth. By setting reading levels, differentiating non-fiction text based on each student's unique academic profile, and *continually assessing and increasing the complexity of text*, Achieve solutions steadily increase students' ability to read, comprehend, apply and communicate information derived from complex text — prerequisites for success in school and beyond graduation.

Response to Intervention: We utilize a Response to Intervention (RTI) model that ensure that each student at-risk of academic failure and/or not making adequate progress is provided the supports and resources they need to be able to succeed academically. All students who score below a designated percentage on our universal screening tool (4sight: grades 3-8, AFPCS created assessments/DRA's: K-2) receive intervention strategies. Interventions will include any or all of the following: accommodations given within the regular education classroom (NO modifications of the curriculum...this could be graphic organizers, guided notes, checklists/reminders, study guides, personal number lines, cue cards, etc), small group instruction within the regular education classroom, small group instruction with the reading specialist or math intervention teacher (to be added in 2012-2013), small group assessments. All students receiving interventions will be monitored for a 4-6 week period. After this monitoring period, a decision will be made as to any further actions such as removal of interventions, continued interventions, referral to Student Assistance Program or Special Education program.

Individual Learning Plans: AFPCS accelerates student learning for below level students by issuing each student goals that are to be implemented during 6 week intervals. Teachers in ALL grades create individualized action plans for all students every 6 weeks based on benchmark assessments. Teachers pull small groups of students during recess to master skills that students were previously struggling in until mastery is achieved. Once mastery is achieved in one skill, groups may change to achieve new goals. Every 6 weeks the goals change, provided the student has mastered the concepts in the previous plan. The AFPCS goal sheet is defined as an ILP - Individual Learning Plan. It is very similar to student IEPs used in the special education setting. Teachers develop individual goals for students based on student data, student work and formal/informal assessments. Below-level students also are required to attend mandatory tutoring. The reading specialist and math coordinator will work with below level students in small group settings and will work with the students' teachers in developing skill-appropriate lessons to accommodate the learner.

Extended Day Program: In 2011-2012, students in grades 3-7 performing Basic and Below Basic in reading and/or math on the 2011 PSSA were required to attend our in-house Extended Day Program from 4:00-5:00pm, Tuesday-Thursday. The program ran from the beginning of October to the end of March. Teachers used Coach PA PSSA Reading and Mathematics workbooks in Grades 3-7 and taught eligible content learning goals according to the pacing schedule created by the Instructional Director and Assessment Coordinator.

<u>Tutoring Program</u>: Struggling students identified by current benchmarks (ACUITY in K-2 and 4Sight in upper grades) were given small group instructional support by teachers, para-educators and our Early Intervening Tutor twice weekly. Tutoring sessions were held before, after, and during the school day, were skill specific, and students were assessed weekly on each

skill. Students who do not master the learning goal by the end of the week continued to be tutored until mastery is achieved.

Reading Specialist: In 2011-2012, AFPCS continued to employ a full-time reading specialist for grades 4-7 and brought on a part-time reading specialist for grades K-3. The Reading Specialists created small groups in grades K-7 according to Developmental Reading Levels (Pearson Developmental Reading Assessments) and worked with these groups daily to provide small group instruction. Reading groups were modified throughout the year as students were reassessed. In addition, the 4-7 reading specialist pulled a group of students who performed at the Advanced level on the PSSA and provided them with more challenging, level appropriate reading instruction.

<u>PSSA Preparation</u>: In 2011-2012, AFPCS initiated a PSSA prep plan that included daily 45-minute test prep periods in grades 2-5, in which teachers used materials from Buckle Down Pennsylvania PA, Coach, and the SAS website to provide explicit test prep instruction to students. During the 2nd trimester, all students in grades 3-7 also received one extra 45 minute test prep block daily.

Teachers were given a test prep pacing schedule that was created by the Instructional and Assessment Coordinator which followed PA's eligible content. In addition, after receiving the results of each 4Sight Benchmark Assessment, which is directly aligned to the PSSA, teachers had a 1-hour professional development session to disaggregate the data and create action plans for low achieving students. Action plans were skill specific and implemented daily until the following benchmark test. Each time an action plan was implemented, the data showed that scores went up in areas of concern on the next benchmark test. We are planning on continuing this preparation in 2011-2012.

Grade 2 received one half hour literacy test prep period per week and one half hour math test prep period per week. Grades 3-5 participated in a half hour literacy test prep period 3 days/week and a half hour math test prep period two days/week. Teachers in 2nd grade were also given test prep pacing schedule that was aligned to the 3rd grade eligible content but tailored down to more developmentally appropriate to meet the needs of second graders. We wanted to make sure that the 2nd graders going into 3rd grade would be prepared and familiar with the material that they were going to be introduced to in 3rd grade.

<u>Student Assistance Program (SAP)</u>: In addition to the particular diagnostic and monitoring assessment approach used with our IEP students, we have a SAP team that is active in assessing, monitoring and supporting each student's progress across multiple domains. The purpose of the Student Assistance Program (SAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's SAP Team serves as its early intervening service, Tier II, RTI program.

The SAP team utilizes a systematic process of gathering data to assist in the assessment of the student's need for help and counseling. When a significant problem is found to exist, the parent or guardian of the student will be contacted by the school and recommendations made for appropriate actions. All information concerning students referred to the program will remain strictly confidential. A student may be referred to the SAP team for academic, behavioral or

social/emotional concerns that interfere with success in school. Over a 3-4 week period, the SAP Team member works with the student, collecting student data, providing necessary interventions and monitoring the student's progress. After 3-4 weeks, the SAP Team member for that student returns to the SAP team with all data, notes and a report of progress. At that time, the SAP team discusses and determines additional action or services needed for the student. This could mean referral for special education, TSS support, family services, psychological services, etc.

At AFPCS, we work to fully implement RtII through our SAP Team. The SAP Team helps develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. SAP provides short-term education, prevention and intervention services to students to build life, social and coping skills within the school setting. Alliance's SAP Team serves as its early intervening service, Tier II, Response to Instruction, and Intervention (RtII) program.

Currently, Alliance has four staff members who have participated in SAP training by Shalom, Inc., a Pennsylvania state approved provider for SAP training. They ensure that the program is run in accord with PA recommendations for SAP implementation and work with the student's teacher, the school nurse, the Instructional and Assessment Coordinator, and other school leadership to collect data on each student's progress. The SAP team consists of the following individuals:

- School Counselor Jacqueline Cummings
- Director of Curriculum & Instruction Jeana Grace
- Special Education Director Kristi Tedeschi
- Progress Building Principal Tina Lloyd

If a student requires additional counseling outside of the school setting, and the if the school is not sure if the Children's Crisis Treatment Center is the proper course, the SAP Team will use Shalom as a resource to provide additional evaluations and referrals for treatment.

The procedures for Alliance's SAP process are listed below. All interventions are provided by certified teachers and/or specialists.

PROCEDURES

When a classroom teacher has concerns about a student they will complete the following steps:

- A) Classroom teachers will obtain an Observation/Referral Form from the school counselor (follow same process as SAP team referrals).
- B) Classroom teachers will implement classroom intervention strategies listed on the form, observe student progress and document the use of these strategies for at least three (3) weeks.
- C) If student has not made progress after the implementation of strategies, the classroom teacher will submit the Observation/Referral Form to the school counselor to begin the SAP team process for academic concerns.
- D) The reading and math specialists will review the Observation/Referral Form and assess the student's levels.

- E) If the student qualifies for additional reading and/or math support (2 or more levels below grade level on the DRA; significant deficit in core math skills), the appropriate specialist will send home a parent permission slip to be signed.
- F) Once parent permission is obtained, the Reading and/or Math Specialist will add that student to his/her caseload and begin to administer services.
- G) The specialists will continuously monitor progress over a 4-6 week period. After this period, the student will be re-assessed to determine if they can:
 - be exited from the intervention program
 - continue specialist services
 - refer to the Special Education Director for a full psycho-educational evaluation.

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

Other teaching methods Alliance teachers have incorporated into instruction to actively engage students in the learning process include:

- <u>Academic Feedback</u>: Teachers learned in cluster meetings how to respond to student questions and comments by providing immediate, specific, high-quality feedback. Instead of simply informing the students of the accurateness of their responses, teachers learned methods to enhance learning through feedback.
- <u>Questioning:</u> Teachers became familiar with the various levels of Bloom's Taxonomy: the importance of sequencing questions from basic to complex, preparing questions in advance, and including high level questions that require students to think, analyze, and evaluate their learning.
- <u>Project-Based and Hands on Learning:</u> Teachers encourage students to be active participants in the learning process: creating songs, raps, commercials; finding better solutions to problems; debating topics; taking something that is incorrect and making it correct. The FOSS and STC Kits in science and the Social Studies Alive! Program both offer hands-on activities for students that encourage problem-solving and thinking, and allow them to make connections to real life.
- <u>Literature Circles:</u> High level readers in grades four and five participated in Literature Circles with the Mentor Teacher where they engage in level-appropriate discussion and instruction.

Addressing the Needs of High Performing Students: NCLB causes many schools to focus all efforts on raising students performing below proficient to proficient. This causes them to sometimes neglect proficient and advanced students which can leave them disengaged and prevent their growth. To ensure this does not occur at Alliance, students achieving above grade level on benchmark assessments were provided with learning extension activities, instructional accommodations, and other learning opportunities in 2011-2012. Additionally, fourth grade students achieving above grade level both in class and on benchmark assessments met weekly to learn introductory Spanish with a certified Spanish I teacher.

Advanced students were encouraged to complete a minimum of two projects per trimester. Projects could be completed both in and out of school. Students were provided with a list of literacy and math projects to choose from and projects were approved by the classroom teacher who created specific rubrics for project completion. Parents were involved in the process, as parental approval was needed before extra work was sent home. Additionally, advanced students' homework included a challenge section to be completed weekly. Students met with their teacher at least once a week to discuss the progress of their project and/or work on advanced lessons.

Professional Development

In order to ensure teachers are properly trained to provide effective instruction to students, AFPCS provides a variety of professional development to teachers throughout the year. Instructional leadership uses teacher feedback to inform the year-to-year development of the professional development schedule. Teacher feedback is gleaned from biannual teacher surveys, verbal follow-up, year-end feedback from the "Glows and Grows" team-building session, and from feedback on individual surveys administered after each professional development (i.e. "What I still need to know").

At AFPCS, the ongoing professional education of teachers and staff is viewed as an essential part of our school's growth and the school has an approved Professional Education Plan (approval attached). In developing this plan, the planning committee first gathered quantitative data about our current professional development program, and then analyzed needs based on student performance on state exams and internal benchmarks. We surveyed our teachers to find out the skills that they were currently learning the skills with which they felt they need additional reinforcement.

Individualized Professional Education plans are completed in the August prior to the upcoming school year for new staff and in May of the previous year for returning staff. Each teacher determines their professional development goals in collaboration with the professional development coordinator according to their certification level (HQT, Instructional I or Instructional II). By reviewing the student data collected at the data trainings, teacher's interests and prior teacher evaluations, the teacher and coordinator determine areas in which professional education is needed. These plans are reviewed three times a year (August, January and May) to continuously monitor and customize teachers' professional education and growth.

Additionally, to ensure that faculty members receive the support they require to execute the curriculum and assist students in meeting the academic needs, Alliance employs a system of instructional coaching, mentoring, collaborative planning, and co-teaching. Specifically in the area of literacy instruction, teachers will be given time to collaborate, co-plan, and, when deemed necessary, co-teach to increase student's academic achievement. Furthermore, both veteran and newly employed teachers will be supported by the instructional leadership with weekly grade group and cluster meetings, in-class support, model lessons, observations with feedback, and Individual Growth Plans.

In response to expressed teacher need and areas of need identified by school leadership, Alliance for Progress tailored professional development offered in 2011-2012 to provide effective training to all teachers. Without providing our teachers with the necessary

opportunities to grow professionally, we would be failing our students and teachers. During our August professional development we provided training from Phocused on Learning about Formative Assessments, and in-house training on the school's technology (i.e. document cameras and projectors, cybrary), as well as training on special education policies and procedures.

Throughout the school year, Alliance for Progress teachers and support staff participated in a range of professional development sessions. Both internal and external presenters covered the following topics in 2011-2012:

- Guided Reading
- Strategies for Parent Involvement
- Bullying Policy, Positive Discipline
- Achieve 200 KidBiz Implementation Training
- Professional Learning Community
- Storytown Technology Training and Program Implementation
- Wiki Resources and Planning
- Delaware County IU Trainings Assessing Students/Increasing Instructional Rigor;
 SPED Students with Behavior Disabilities
- Middle School Curriculum training
- Grade Group Sessions with Achieve 3000 Data Specialist (Analyzing and Data Consulting)

Attached to this report are Alliance's professional development plan and Induction plan approval letters as well as our writing plan.

Rigorous Instructional Program - Attachments

- AFPCS INDUCTION APPROVAL
- AFPCS PD APPROVAL LETTER
- AFPCS WRITING PLAN 2011-2012

English Language Learners

To date, no ELL students have attended Alliance for Progress. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. AFPCS administers a Home Language Survey every fall and for any

new students throughout the school year to ascertain any language needs of student's families. Results are kept in each student's file.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

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

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

- 1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
- 2. Ensure effective and meaningful participation in regular education.
- Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

All students enrolling at AFPCS are required to complete a Home Language Survey (see attached). Families registering students whose first language is other than English, or who speak a language other than English at home or with friends, or who has previously been in an ELL or bilingual program in school, or whose parents need the services of an interpreter for meetings are asked to notify the AFPCS through the Home Language Survey.

Students who indicate a Primary Home Language Other than English (PHLOTE) are administered the W-APT unless they have records of final grades of B or better in core subjects (math, language arts, science, and social studies) AND scores of Basic or better in reading, writing, and math on the PSSA or equivalent out-of-state assessment. AFPCS has access to a qualified ELL consultant to administer the W-APT. Parents of students who test eligible for ELL services have a right to refuse this service.

Alliance's PIMS and EdHub LEP Reports as attached, as well as our ELL policy and Home Language Survey.

English Language Learners - Attachments

- AFPCS ELL ACS 2011-2012
- AFPCS ELL POLICY
- AFPCS HOME LANGUAGE SURVEY
- AFPCS LEA ENROLLMENT LEP PROFILE 2011-2012
- AFPCS LEP EDHUB ACS 2011-2012

Graduation Requirements

Alliance for Progress Charter School is an elementary school, serving students in grades K-7. As such, this section is not applicable.

Special Education

Alliance for Progress Charter School offers full-time special education services to approximately 11.3% of our student population who qualify and has focused on creating a setting where all children are educated in the general education setting for the majority of the day (least restrictive environment) which is the Inclusion model.

<u>Inclusion Model:</u> Alliance for Progress Charter School's special education program is based on the inclusion model. Alliance recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that supports the development of a least restrictive environment (LRE) model for special education students. At AFPCS students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

<u>Special Education Coordinator</u>: The special education coordinator has an important role at AFPCS. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. She also discusses the intervention models that are in place for each child and guarantee that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEP's. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

<u>ChildFind</u> — AFPCS participates in "childfind" — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/Guardians who have concerns about the childfind process, are encouraged to call the Special Education coordinator. A student may be referred for a special education evaluation by any source. The referral is to be made in writing and submitted to the special education coordinator. In addition, AFPCS has created the SAP Team as a means for identifying students who are at risk academically.

<u>Parent Participation</u> — Parent participation in the special education process is required. Parents are required to attend yearly IEP meetings as a condition of enrollment. Parents who fail to attend an IEP meeting will not be eligible to reenroll their child the next school year. In addition, parents should feel free to contact the school at any time to discuss their child's progress or to schedule a meeting with the special education coordinator. AFPCS staff also involve parents by providing meetings and training session three times each year on the various aspects of the IEP creation process and implementation.

<u>Services</u>: Alliance provides speech and languages therapy, occupational therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, emotional support, life-skills, and any other supports or related services as defined by our students' IEPs.

Life Skills

Alliance provides life skills training to special education students as needed (i.e. counting change at the market, crossing the street, public transportation, Laundromat, delivering fruits and vegetables throughout the school, hygiene, etc.). When Alliance adds an 8th grade (pending SRC approval), a special education designee will work with the 8th grade students in their final year at AFPCS to ensure placement in the appropriate high school, working with parents and students to determine what kind of program a student should enter for high school (i.e. vo-tech, specialized high school, etc.). Once determined, this information is included in the student's IEP.

Alliance's Special Education Policy, Confidentiality Policy, and Special Education Discipline Policy are attached.

Special Education - Attachments

- AFPCS DISCIPLINE POLICY -- SPED
- AFPCS SPED CONFIDENTIALITY POLICY
- AFPCS SPED POLICY

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Gabrielle LaScala	1.0	Supplemental Learning Support	AFPCS	9	Grades 5-7
Justin Allegra	1.0	Supplemental Learning Support	AFPCS	11	Grades 3-4
Kristi Tedeschi	0.5	Itinerate Learning Support	AFPCS	6	Grades K-3
Heather Sannelli	0.25	Itinerate Learning Support	AFPCS	4	Grade 1

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

N/A 0 N/A N/A 0 N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator- Tedeschi	AFPCS	0.5
School Counselor - Cummings	AFPCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Occupational Therapist	3 hours
Therapy Solutions	Speech Therapist (2 therapists)	15 hours total
Dr. Erin VonZuben	Psychological Services	1 hour

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA (Reading & Math)	No	No	No	Yes	Yes	Yes
PSSA (Science)	No	No	No	No	Yes	No
PSSA (Writing)	No	No	No	No	No	Yes
Diagnostic Reading Assessment (DRA)	Yes	Yes	Yes	Yes	Yes	Yes
4Sight Benchmark	No	No	No	Yes	Yes	Yes
Acuity Predictive	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (Reading & Math)	Yes	Yes	No	No	No	No	No
4Sight Benchmark	Yes	Yes	No	No	No	No	No
Diagnostic Reading Assessment (DRA)	Yes	Yes	No	No	No	No	No

Student Assessment

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

PSSA

Alliance for Progress is thrilled to announce that we have made AYP in 2011-2012. AFPCS' academic success was the result of a radical shift towards data driven decisions. Alliance now uses formative and summative assessments to gauge overall and individual student growth as well as identifying strengths and weaknesses that need to be addressed by our teachers. Students who experience difficulty mastering proficient or advanced levels in reading, mathematics, and science are identified by a combination of standardized test data, teacher feedback, and student performance on ongoing assessments. Our ability to achieve AYP is a result of implementing these benchmark tests with fidelity. Below is a summary of our AYP status of the past eight years.

School Year	AYP Status
2011-2012	Made AYP
2010-2011	Made AYP
2009-2010	Warning
2008-2009	Made AYP
2007-2008	Made AYP
2006-2007	Made AYP
2005-2006	Making Progress
2004-2005	School Improvement 2

AFPCS has made AYP in six of the last seven years, showing tremendous improvement in student achievement since 2004-2005. The following table shows the breakdown of PSSA scores in Math since the 2004-2005 school year. As the table shows, Alliance has steadily made proficiency gains (with the exception of 2009-2010) over the highlighted years. While we are thrilled that we made AYP this year through the Safe Harbor Confidence Interval calculation in math, we are aware of the nominal improvement over last year (particularly in the 3-5 grade-span).

		Ma	ath			
School Year	Advanced a	and Proficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2011-2012	3-5 Grade 56.9%	6-8 Grade 69.6%	1	-	1	•
2010-2011	5	6.3	14.0	43.3	25.5	17.2
2009-2010	4	5.3	7	37	30	26
2008-2009		66	22	44	32	2
2007-2008	4	8.6	7.5	41.1	25.3	26
2006-2007	4	0.6	9.5	31.1	27	32.4
2005-2006	2	9.3	8	21.3	39.4	31.4
2004-2005		15	3	12	38	47

The charts indicate that the reading program has not performed as well as the math program for our students. Low reading performance was the reason we did not make our AYP targets in 2009-2010. However, as the 2010-2011 and current year results illustrate, we are back on track for improving our students' achievement of the standards. Our new focus on using 4sight for diagnosing students' needs and moving them toward proficiency with multiple PSSA-related proficiency measures (with extensive targeted individualized and small-group instruction) during the year is helping teachers to focus on grouping students to receive the types of reading instruction they need, focusing on the skills they need the most.

These efforts have proven successful throughout the year as evidenced by improving benchmark assessments, and our PSSA reading scores improved allowing Alliance to make AYP through the Safe Harbor calculation in reading.

		Rea	ding			
School Year		nced and ficient	PSSA Advanced	PSSA Proficient	PSSA Basic	PSSA Below Basic
2011-2012	3-5 Grade 39.3%	6-8 Grade 45.7%	-	-		
2010-2011		37.3	3.8	31.8	33.8	30.6
2009-2010	7	25.9	2	24	25	49
2008-2009		48	4	44	20	32
2007-2008		37	4.1	32.9	26.7	36.3
2006-2007		31.1	6.1	25	27	41.9
2005-2006		22.2	3.4	18.8	25.4	52.4
2004-2005		16	5	11	25	59

LOCAL TESTS

AFPCS uses several assessments throughout the school year. For grades 1-2 we monitor student progress using the Acuity diagnostic tests. We monitor the progress of students in grades 3-7 using the predicative test named 4Sight. To monitor student reading levels, we use the DRAs (Developmental Reading Assessments). Note that the school has discontinued using the GRADE and GMADE tests in grades K, 1 and 2 beginning with this school year (2011-2012). The test has been replaced with the ACUITY test, which we believe has better information for diagnosis of particular reading and math issues, and is easier to administer and use to track students' progress. It is also directly aligned with the Pennsylvania Standards, unlike the GMADE and GRADE tests.

<u>4Sight:</u> Students in grades 3-7 took the 4Sight Benchmark Assessments 4 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

	Math 4Sight Results*																						
Gra	ade	Belov	w Bas	ic			Basi	ic				Pro	oficie	nt			Ad	vand	ced		Total P/A	Total P/A <u>Goal</u> for PSSAs	
		1	2	3	4	5	1	2	З	4	5	1	2	3	4	5	1	2	3	4	5	Test 5	
	3	20	5	3	0	1	26	26	22	14	13	5	18	24	35	35	0	0	0	0	0	35	23

4	48	35	29	12	15	2	10	11	11	11	0	3	9	23	17	0	0	0	1	3	20	35
5	33	20	13	4	10	13	18	19	20	11	0	9	12	19	21	0	0	3	4	4	25	27
6	18	5	5	0	2	6	9	5	4	5	1	6	11	6	10	0	4	3	14	8	18	18
7	14	6	4	0	0	8	8	8	3	4	1	8	9	10	8	0	0	1	9	9	17	18
Total	133	71	54	16	28	55	71	65	52	44	7	44	65	93	91	0	4	7	28	24	115	121

The table above shows the number of students in grades 3-7 performing at the different proficiency levels on each 4Sight exam prior to the PSSA (1-4, the 5th exam is after the PSSA). The final two columns show the number of students who performed proficient or advanced on the final benchmark compared to the school's target goals for the PSSA. As the chart shows, the 3rd, 5th, and 6th grade met or exceeded the school's internal goals, while the 4th, 5th, and 7th grades didn't quite meet the targets. It is important to not, however, that nearly every grade showed growth throughout the year, with the number performing below basic or basic declining while proficiency increased.

								Li	terac	y Res	ults							
Grade	-	Below	Basi	n		Ва	sic			Proficient A				Adva	nce	ţ	Total P/A	Total P/A Goal
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	Test 4	for PSSAs
3	14	9	4	1	15	14	9	3	22	25	35	42	0	1	1	3	45	21
4	16	9	8	7	22	18	15	7	11	21	23	30	1	1	3	3	33	21
5	12	16	4	4	26	16	23	24	8	15	20	20	0	0	0	0	20	21
6	4	9	6	2	7	8	7	6	10	4	10	12	4	3	1	4	16	9
7	3	4	1	1	9	4	7	1	11	14	11	17	0	0	3	3	20	9
Total	49	47	23	15	79	60	61	41	62	79	99	121	5	5	8	13	134	81

The table above shows the number of students in grades 3-7 performing at the different proficiency levels on each 4Sight exam prior to the PSSA. The final two columns show the number of students who performed proficient or advanced on the final benchmark compared to the school's target goals for the PSSA. As the chart indicates, nearly every grade (with the exception of 5th) met and exceeded proficiency goals for the PSSA in literacy.

The following table shows how students performed on the 4Sight benchmark in February 2011 and in February 2012. As the table clearly shows, the number of students performing proficient and advanced jumped significantly in both math and reading from one year to the next. This indicates that more students in 2011-2012 were performing at level than at the same point a year prior.

	2011 vs 2012 Math 4Sight Results														
Below Basic Basic Proficient Advanced															
2011	2012	2011	2012	2011	2012	2011	2012								
37	28	51	44	74	91	7	24								
		2011 vs	2012 Read	ding 4Sight	Results										
Below	Below Basic Basic				cient	Adva	nced								
2011	2012	2011	2012	2011	2012	2011	2012								

	24	15	51	41	84	121	10	13
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<u>DRA</u>: Throughout the school year we have been assessing student reading levels using DRAs (Developmental Reading Assessments). According to the results of our assessments, at the start of the school year we had 135 students reading below grade level, 115 students reading on grade level, and 90 students reading above grade level according to the DRA level. Throughout the school year, student reading levels have improved and currently 117 students are reading below grade level, 70 students reading on grade level, and 159 students reading above grade level according to the DRA level. At the start of the school year, about 60% of our students were reading on or above reading level and this number has increased by about 6%. Currently, about 66% of our students are reading on or above their reading level.

	Beginning of the year DRA results					
Grade	Below	On	Above	% on or above		
	Level	Level	Level	grade level		
K	-	43	7	100%		
1	19	13	17	61.20%		
2	17	6	24	63.80%		
3	34	5	12	33.30%		
4	29	9	12	42%		
5	15	21	11	68%		
6	12	7	4	47.80%		
7	9	11	3	60.80%		
Total	135	115	90			
	END (of the yea	r DRA resu	ılts		
Grade	Below	On	Above	% on or		
	Level	Level	Level	above level		
K	3	5	43	94%		
1	22	7	24	55%		
2	18	3	27	62.50%		
3	27	6	18	47%		
4	20	12	15	57%		
5	11	19	19	78%		
6	10	7	8	60%		
7	6	11	5	73%		
Total	117	70	159			

<u>ACUITY:</u> In 2011-12, ACUITY benchmarking tests were used to assess student growth in achievement of proficiency on the Pennsylvania Academic Standards in Math and Reading for students in Grades 1 and 2 from the beginning to the end of the school year. ACUITY is similar to the 4Sight exam that AFPCS uses in grades 3-7 and can be linked

directly to instructional strategies for individualizing teaching and learning. The table below shows ACUITY results over three exams in literacy and math.

USING TEST RESULTS

We are currently focusing on improving teachers' use and understanding of benchmarking and diagnostic testing during the school year, so that they can adjust their instruction and tailor students' learning programs to their individual needs during the year. In the past, teachers at AFPCS had very little knowledge of eligible content and using data to drive instruction. We wanted to change this by making teachers aware of what the eligible content actually was for their grade level. In the past, teachers used the 4Sight to assess their students and never looked at the data. We now require that the testing coordinator meet with each teacher after each testing session (4 per year), and that they dissect their data together and create a plan of action. Teachers have improved greatly in their ability to understand test results and use them to identify solutions for their students.

Teachers are using the 4Sight data with each student individually and setting goals with them. Students are aware of their progress and monitor it along with their teachers throughout the year. Students and teachers set goals before each test. Every student in the school knows whether they are proficient or not and how close they are to achieving proficient or advanced status.

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

Additionally, AFPCS, as a condition of its new charter renewal, is working with the School District of Philadelphia to finalize its new five-year performance plan with academic and non-academic goals. The plan makes use of formative and summative assessments to identify students' strengths and weaknesses. Data to be tracked each year by AFPCS and the School District of Philadelphia includes the PSSA (reading & math), 4Sight assessments (reading and math), Acuity assessments (reading and math), literacy assessment results (DRA), technology skills, writing rubric results, parent involvement, teacher observation results, student discipline data, and teacher certification level and HQT levels.

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

Following each ACUITY, 4Sight and DRA assessment, the Instructional and Assessment Coordinator disaggregated the data to identify strengths and weaknesses. She then met with each grade group to implement strategic, targeted, focused instructional interventions to

improve student learning (including pull-out individual and small-group instruction from a certified reading specialist).

When teachers met with the Instructional and Assessment Coordinator, they used two charts to monitor and track student performance and set goals. Chart A was used with teachers in all grades and chart B was used only with teachers in grades 3-6. For all grades, one chart would dissect data and find the two weakest areas for students. These two areas would then become their targets. They would complete the chart collaboratively and develop a plan to improve the targeted areas, which would be tracked through the next assessment until they were no longer points of weakness and other areas of need could be identified. Additionally, in grades 3-7, an additional chart was used to target specific students that could be moved to proficient or advanced. Teachers and Instructional and Assessment Coordinators worked together to choose 8 students that were on the cusp of being proficient. The teachers worked rigorously with these students through small group instruction during test prep periods and activity time to help improve their mastery of concepts they were struggling with.

Teachers also received Item Analysis for their class which allows you to see how many students took the test, picked the correct question, and what percentage of the total students taking the test answered correctly. The questions that relate to a specific subscale are grouped together Teachers highlighted the questions in Item Analysis that showed that most of their students chose the incorrect answer. For example, if most of the students answered an identifying simile question incorrectly, the teacher would create a plan to re-teach figurative language with 3 different strategies until most students mastered the skill. Teachers highlighted questions to reteach for any item that more than half of their students answered incorrectly.

TEST PREPARATION

In 2011-2012, AFPCS incorporated a test prep period into the daily schedule for all students grades 2-7. Each teacher's schedule contained 45 minutes of PSSA test prep daily. Three days of the week were devoted to literacy and two days toward math. During test prep, the teachers followed a pacing schedule that was created which outlines every piece of eligible content that is covered in each grade.

During the second trimester, the test prep period was extended for students in the tested grades (3-7) to allow for one hour and fifteen minutes of test prep daily in grades 3-6. AFPCS used Buckle Down Pennsylvania PSSA 2nd Edition Reading and Mathematics as the test prep curriculum. These workbooks specify the eligible content for the PSSA included on each page.

AT-RISK STUDENTS

AFPCS operates in a data-driven environment. Students who experience difficulty mastering proficient or advanced levels in reading, mathematics, writing, and science are identified by a combination of standardized test data, teacher feedback, and student performance on ongoing assessments. Upon receipt of PSSA test scores in the summer, AFPCS begins to develop intervention plans for students not achieving at proficient or advanced levels. These intervention plans include placement in the after-school program, selection for small group or one-on-one reading and/or math instruction, and/or the creation of an Individual Learning Plan (Explained above).

Extended Day Program: Students scoring basic/below basic on the 2011-2012 PSSA will be enrolled in our Extended Day Program 3 days a week for 1 hour from October through March. Students will receive small group instruction (8 students or less) in the subject in which they scored Basic/Below Basic or in the subject area in which they scored the lowest {reading or math}. Teachers will be provided with Buckledown PSSA Workbooks, Coach Workbooks and have Interactive White Boards to access PA Eligible Content and released items to enhance instruction in targeted areas.

Students will receive more individualized instruction in the standards that they are struggling to master. Students take 3 Benchmark Tests during the Extended Day Program. Following each test, Extended Day Teachers will record student scores and disaggregate data to see which area each student is struggling in. Teachers will choose 1 area per student after each Benchmark test to work on. The goal is that each student answers most questions in that category correctly on the next Benchmark test, at which time a new goal will be made.

In 2012-2013, the following improvements will be made to increase the effectiveness of the Extended Day Program.

- o Teachers have to be certified in the subject/grade level they are teaching during the program.
- Structured goals will created for each student and teacher based on their groups' needs.
- o The program will continue after the PSSA test has been taken until the end of the school year.
- ALL students scoring Basic/Below Basic on the 2012 PSSA will have the opportunity to participate in the program. It will be our responsibility to hire teachers to attain this goal.
- Student attendance will be closely monitored and enforced.
- o Teachers will use benchmark data to create student/class specific goals.
- Teachers will track student progress on benchmark assessments throughout the school year.

Student Assessment - Attachments

- AFPCS AYP REPORT PACKET 2011-2012
- AFPCS AYP SUMMARY 2011-2012

Teacher Evaluation

<u>Evaluation Process</u>: AFPCS' teacher evaluation system includes both informal and formal observations. All announced observations and conferences are scheduled and dates are given to staff members in August. The observation schedule is as follows:

- All teachers receive an informal observation between September and
 October. Teachers requiring additional mentorship may be required to participate in an
 Individual Growth Plan to receive additional informal observations and support before
 their formal observation.
- All teachers receive one announced formal observation before January and one unannounced formal observation before June.
- All para-educators receive one announced informal observation before January and one unannounced formal observation before June.

Informal observations are announced and are conducted by the Instructional Director. Formal observations are conducted by certificated administrators and the Instructional Director. All certified teachers receive three completed AFPCS Observation Reports and 2 Semi Annual Employee Evaluation Forms for Instructional I Teachers, as directed by the state of Pennsylvania. Pre-conferences and post-conferences are conducted to review all formal observation reports. Post-conferences are conducted to review all unannounced formal observation reports.

Teachers are expected to excel in a variety of categories on their formal and informal evaluation forms including: Planning and Preparation; Classroom Environment; Instructional Delivery, and Professional Responsibilities. Details on these standards can be found on the attached forms. Paraprofessionals are also held to high standards in the following areas: Classroom Responsibilities; Instructional Responsibilities; and Essential Responsibilities including communicating with the classroom teacher, monitoring behavior without disrupting instruction, and other standards outlined in the evaluation form attached.

The teacher evaluation process was completely revised in 2009-2010 by the newly hired Instructional Director. The process was based on the highly successful Teacher Advancement Program, but modified to meet the specific needs of the school. The evaluation forms have been refined slightly each year to gradually increase the level of detail. For example, at first, the forms only included an overview of each category (in order to allow teachers to become used to being evaluated on that measure). Now the forms have more detailed categories and teacher performance is ranked on a more descriptive scale. Instead of being "satisfactory or unsatisfactory," teachers are ranked as "Below Basic, Basic, Proficient, or Advanced."

All staff receive employee evaluations mid-year and at the end of the school year. An evaluation meeting takes place to review the report and discuss professional goals for each individual. In the case that any observation is deemed unsatisfactory, with more instructional components to refine, rather than to reinforce, an *Individual Growth Plan* will be created to provide the teacher with further support and teaching resources. Administrators are evaluated twice a year by the CEO. If necessary, the CEO will work with the individual administrator to develop an action plan or provide additional professional development in order to improve performance.

The goal is to improve teacher instruction in order to improve student academic achievement. We want every teacher to feel as though they have access to instructional resources and the support necessary to implement these resources in the classroom. An Individual Growth Plan will focus on 1-2 instructional component(s) at a time to strengthen with

the support of the Instructional Director and the Mentor Teacher. Once an Individual Growth Plan has been created, the teacher will: Meet *at least* weekly with the Instructional Director to discuss progress, student achievement, express concerns, review lesson plans, and ask questions; Receive a model lesson by either the Instructional Director or the Mentor Teacher; Receive co-teaching opportunities as needed; and, Self-reflect about instruction in writing to track progress.

Our Instructional Director, Jeana Grace, completes all informal teacher and para-educator evaluations. She is a certified (Instructional II) Elementary Education teacher in Pennsylvania and a certified TAP evaluator. Ms. Grace was previously a Master and Mentor Teacher as part of the Teacher Advancement Program, which requires extensive teacher observations and teacher support. The school's CEO, Maria Snipe, completes all formal evaluations. She has Principal K-12 (Administrative I) and Elementary Principal (Administrative II) Certification. She is also a certified teacher in Pennsylvania mentally and/or physically handicapped (Instructional II). Ms. Snipe has extensive experience as an evaluator, as the former principal of Discovery Charter School. At that time, Discovery was part of the Teacher Advancement Program, which requires extensive teacher observations.

Attached you will find the school-developed evaluation forms for formal and informal observations as well as the para-professional observation form and the individual growth plan. Additionally, Alliance uses the PDE Instruction I and Instruction II Evaluation forms, also attached.

Teacher Evaluation - Attachment

• AFPCS - TEACHER EVALUATION FORMS

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At Alliance we believe that by working together we can achieve greatness. Therefore, we use the Team Model to lead our school. In 2011-2012, there were no changes to the school's leadership team or to the school board. In 2012-2013, the Board of Trustees will be actively recruiting new board members in an effort to ensure all well-rounded and effective board.

Board of Trustees

Name of Trustee	Office (if any)
Ms. Marilyn H. Rivers	President
Ms. Karen Trawick	Secretary & Treasurer
Ms. Edith Stevens	Member

Mr. Bruce Trawick, Esq.	Member
Ms. Shirley Davis	Member
Rev. Christopher Neilson	Member
Mr. Larry J. Griffin	Finance Committee Chair
Dr. Jayminn Sandford-DeSheilds	Member

Professional Development (Governance)

Board members are given copies of the School Code describing the role of school boards as well as copies of the school's by-laws. On April 30, 2011, the AFPCS board participated in a day-long training facilitated by Melanie Reiser of Omnivest Properties/Management LLC. The training covered legal obligations of the Board, including Ethics Act, Sunshine Act, Right to Know, etc. The training also covered the renewal process in order to familiarize the board with the unique needs of the renewal year. In September 2011, the Board (along with the school leadership team) participated in another training from Omnivest Properties/Management LLC focusing on strategic planning in preparation for the charter school renewal.

Coordination of the Governance and Management of the School

Alliance employs a Team Model to lead our school. Since the 2008-2009 school year, Ms. Maria Snipe has led the school as CEO. Ms. Snipe is a Pennsylvania certified principal and certified special education teacher. Ms. Snipe brings extensive experience as an instructional leader, having served previously as principal of Discovery Charter School for four years prior to joining Alliance, as well as 15 years of teaching experience serving students with special needs. Ms. Snipe oversees both the Administrative Team and the Leadership Team daily as they work together to see through the school's mission.

The Administrative Team — The CEO, two principals, and Financial/HR Clerk serve as Alliance's administrative team. In 2011-2012, two principals (one at each building) oversaw the operational performance of the prospective sites (upper and lower school). Specific duties of both principals (at their prospective sites) include: supervising staffing and security; serving as the disciplinarian; as well as managing transportation, food services, facilities maintenance, and venders.

At the Main Building, Joanna Bermudez is a certified Principal and holds a Masters Degree in Education. Before joining Alliance, Ms. Bermudez taught Spanish at Girard College High School, coordinated their after-school program, and directed Camp Girard. Additionally, as a Business Manager at Tennis Prep, Inc., she gained experience managing the day-to-day operations of an organization. In addition to the duties listed above, Ms. Bermudez supervises the Before and Afterschool program as well as ensures that all documents for that program are in compliance with the Department of Human Services.

Tina Lloyd, is the Principal at the Progress Building. Like Joanna Bermudez, Ms. Lloyd holds a Masters Degree in Education. Prior to joining Alliance, Ms. Lloyd served as a Testing Administrator and Lead Teacher at Mathematics, Civics and Sciences Charter School in

Philadelphia before gaining experience as an Assistant Director and Curriculum Coordinator at Girard College High School. Ms. Lloyd has extensive experience in education management, teaching, counseling, and training. In addition to the listed above, Ms. Lloyd coordinates summer school and organizes the fire and evacuation drills.

The Leadership Team — The leadership team includes the CEO, Site Administrators, Instructional Director, Instructional and Assessment Coordinator, Special Education Director, Dean of Students, and the Financial/HR Clerk. The Instructional Director, Jeana Grace, and the newly titled Instructional and Assessment Coordinator, Jansen Ormont, continued to work together to ensure the academic program is aligned to state standards and data is used to support all decisions in the school.

As Instructional Director, Jeana Grace promotes and maintains the integrity of the curriculum and instructional practices that align with the school's mission and increase student achievement and teacher performance. Specific duties include: creating a curriculum team; reviewing lesson plans and grade input; conducting observations; supervising teacher individual growth plans; and overseeing student progress and reporting. Ms. Grace holds a Supervisory Certificate in Curriculum and Instruction, and has nearly ten years experience as a teacher (Lead, Mentor, and Master) in Philadelphia.

Jansen Ormont, previously a Mentor Teacher and now the Instructional and Assessment Coordinator, worked to analyze student data and provide feedback and mentorship to teachers areas of need; facilitated and monitored instructional and classroom goal setting; modeled teaching strategies; mentored teachers on a regular basis to improve/augment instruction; and provided professional development to staff on an as needed basis.

This leadership structure has proven successful in providing support for teachers and pushing students toward proficiency. In the 2011 site visit, SchoolWorks noted that Leadership is clearly acting as a positive change agent to improve and optimize school success. Teachers feel significant support to do what they need to do in order to be effective teachers. Leadership is highly visible and accessible to support teaching and learning. They put forth a clear effort to be at meetings and lend their expertise. Leadership is frequently in the classrooms providing feedback on instruction and support. There were no negative findings in regards to school leadership and this team remains in place for the current school year.

Board Structure — The Board governs using a committee structure. Teachers and school administrators often serve on board committees, such as the personnel committee, which creates personnel policies. Members of the Board advise on curriculum and finance and also review disciplinary cases prior to any recommendations for expulsion. Parents have open access to the President of the Board and individual board members.

As was noted by SchoolWorks during our October 13, 2011 site visit, one area of particular strength for Alliance is our leadership team and governing structure. This finding confirmed what we had already established as one of our greatest strengths in our September 17, 2011 strategic planning session. The Board members have knowledge of the school and its students and is committed to the mission. The Board maintains priorities aligned to the school goals (technology, individualized instruction, etc.) and is highly esteemed throughout the school for their collaborative effort. SchoolWorks also noted that Leadership is clearly acting as a positive

change agent, working to improve and optimize student success. We work tirelessly to ensure teachers feel significant support to do everything they need to do in order to become effective teachers. The leadership team is highly visible and accessible to support teaching and learning and lends expertise at frequent meetings and provides feedback and support on instruction.

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

Alliance is fortunate to have a positive working relationship with the School District of Philadelphia. AFPCS participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including the data group meetings. In addition, APFCS' administration and its delegates participate in monthly special education meetings organized by the School District's Office of Specialized Services.

AFPCS is also active in the Pennsylvania Charter School Coalition. The Coalition continues to work with the School District of Philadelphia to improve communication between the charters and the District. Most recently, Alliance for Progress has worked intensively with the School District of Philadelphia's Charter School office throughout the charter renewal process. This process included a Charter School Enrollment Audit and Financial Review conducted by the District's Auditing Services department as well as a Renewal Site Visit conducted by SchoolWorks along with school district personnel. In May 2012, the School Reform Commission renewed Alliance for Progress's charter for an addition 5-year term and granted the school 100 additional seats to round out the middle school program.

Coordination of the Governance and Management of the School - Attachments

- AFPCS BOT MTG SCHEDULE 2012-2013
- AFPCS SUNISHINE NOTICE 2012-2013

Community and Parent Engagement

PARENT ENGAGEMENT

A major area of strength in the Alliance for Progress Charter School is Parent Involvement and Stakeholder Communication. Alliance boasts a level of parent involvement that is truly exceptional. In 2011-2012, our average parent participation in Parent/Teacher conferences exceeded 95%. This reflects that our parents view themselves as vital partners in their children's education. Alliance cultivates parent involvement at every opportunity, including an active Parent Advisory Board, book fairs, open houses, field days and celebrations, etc. Each month, the school holds a Family Unity Night with a unique theme, a student performance, a meal, and a parent/family education component. We keep parents apprised of all school activities via a monthly newsletter. At Alliance, we understand that our parents chose to enroll their child at our school, and, so we honor their choice by cultivating a culture of parental involvement at the school. SchoolWorks (in the renewal site visit) found evidence of effective ongoing communication with all Stakeholders (parents, community members, staff, and

students). Academic performance and goals are communicated to parents and students in an understandable manner.

In the spring of 2012, AFPCS held mandatory parent meetings (held on two separate nights ensuring at least one parent/guardian could attend one) to address the school's expectations for parental involvement and student expectations starting for the 2012-2013 school year regarding parent involvement, homework policy, attendance, school-wide discipline, school climate, and special education protocol. Once expectations were reviewed and questions answered, parents and students signed a contract agreeing to attend certain school events starting next year.

Alliance for Progress enjoys an active Parent Advisory Board with officers elected in the first month of the year. Parent Committee's were formed for each major event at the school. Parents signed on to be a part of the committee of their choice. The committee members were to contact each other and the staff member who spearheaded the event and coordinate what type of efforts they could support. Alliance hosted a variety of family and community events in 2010-2011 including:

Family Unity Night (F.U.N) — This event is held monthly to ensure that we meet the needs of the whole child supporting the family. Parents and students are invited to attend these free events that included dinner and/or refreshments to work together on themed projects with teachers, staff, and administration. This year, over 60 families participated in the following themes: Pumpkin Festival, Craft Sessions, Health and Wellness Sessions, Technology, Cultural Awareness, Gardening & Planting, Service Learning, and a Camp Expo.

Project GREEK — The Dean of Students led this event where students met weekly and learn to experience collegiate life from the perspective of a student in a fraternity or sorority. Students were expected to treat each other as sister and brother, respect school/home rules, and support their family members.

-Dads & Donuts — This event is held in each building inviting all our students' dads to join us for breakfast before school. The students made crafts with their fathers and enjoyed a light continental breakfast with them. This event is coordinated by the Dean of Students and all male staff members.

Harvest Festival — This year the theme was "The Circus." All staff and students were encouraged to come to school dressed as their favorite character and the day was filled with games, crafts, dancing, storytelling, and treats.

Cherrydale — This event is a school wide fundraiser in which students, family members and staff all participate to raise money for out school. Items are sold through a brochure which is given to every student. The participants collect the money and send it to the school. The participants all receive a prize. Funds are used to support student activities.

Winter Showcase — All staff and students participated in a Holiday Winter Program including songs and instruments. Over 500 community members attended the program.

Black History Showcase — This is an annual program for students in K-7th grade where students and staff participate in researching and presenting to the public. Over 500 people from the community attended this program in 2011-2012.

Career Day — Both buildings held a career day for students in May. Individuals from a variety of occupations presented to students.

Field Day — Students were bused competed in a series of 13 events the Kendrick Recreation Center. Each class was broken down into teams and the Parent Advisory Board provided a "Cookout" lunch.

Kiddie Prom — Alliance uses this event as a way to teach our youngsters about special occasions and dining out. The parents purchase tickets for the students to attend. The school in turn pays for a place to have the function, sells tickets to the parents, hires a photographer, and hosts the event. Profits from ticket sales and professional photographs are reinvested in student activities.

Field Trips: AFPCS students had opportunities throughout the year to take various field trips into the surrounding community and beyond. Locations included Shadybrook Farms, Please Touch Museum, Smith Playground, Eastern State Penitentiary, Camden Riversharks, Wagner Free Institute, Philadelphia Zoo, and the Co-Co Keys Indoor Waterpark.

COMMUNITY PARTNERSHIPS

Community groups are often invited to visit and tour the school for special events and celebrations and community members are represented on the AFPCS Board of Trustees. Our students also serve as community partners - reaching out through community service. Additionally, students make thank you posters for our community partners to show appreciation for support throughout the year.

Like parents, community members are invited to attend Board meetings and are given the opportunity to offer comment and raise any issues they may have. Recently, the Board has responded to a community need and request for a high-quality middle school option.

Over the course of the last charter term, Alliance has worked to create stronger community partners that support the mission of the school including:

Temple University:

College of Education (Dr. DeShields)

Athletics Department

Community Relations Office (Juvenzio Gonzalez)

Temple Police Department Christmas Party

Beech Interplex Foundations (Christine Brown)

Halloween Festival Event

Community members roundtable

State Representative Jewel Williams

22 nd Police District (Officer Dawn Dixton) Back to School Back-Pack Drive Christmas party for underprivileged children
Easter Basket Give-a-way
Wagner Free Institute Science Expo (K-2)
Councilman Darrel Clarke
North Philadelphia Seventh Day Church
Bright Hope Baptist Church
MECCA Salon
1617 Barbershop
Patterson's Place
City View Pizza
Hollywood Shoes
Compro Tax
Philadelphia 76ers

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SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2011-2012, Alliance for Progress conducted a number of fund-raising activities, many of which were parent led. These fundraisers included: Cherrydale Pizza and bake sales; Spirit of Alliance Silent Auction; Harvest Day Photo Fundraiser; Holiday Photos with Santa, Holiday Shoppe; Valentine's Day sales; Mothers Day; Dress Down Days, Pretzel Sale; Kiddie Prom, etc. The money raised from the smaller fundraisers brought collectively went towards a variety of uses including: school wide expenses; class science shows; lobby décor in each building; and credit with scholastic for literacy products.

Additionally, Alliance aggressively pursues grant funding to finance our major initiatives. For example, in 2011-2012 the school secured a \$33,400 EETT grant to enhance online learning and increase the technology infrastructure at the school and an eRate funding decision of over \$26,000 to advance our technology mission.

Fiscal Solvency Policies

Alliance for Progress Charter School understands that the biggest indicator of a school's fiscal solvency is a healthy fund balance of a size large enough to cover 2-3 months of the school's

average expenditures. Since 2008-2009, the school has contracted with OmniVest Properties Management, LLC (an education management company) to provide back-office support and ongoing financial planning services. Additionally, Alliance has employs a business manager. Working closely with the Board and the CEO, OmniVest and the on-site business manager worked to develop and implement a very rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. Every expenditure had to be approved by both the school and the management company. OmniVest also prepares monthly financial packets to be shared with the school administration and Board treasurer and be presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

In the fiscal year ending June 30, 2008, the school ended the year with a fund balance of negative \$19,278. Over the last several years, OmniVest worked diligently with Alliance to remedy all outstanding mandated expenditures and to ensure that all financial programs were fully compliant. OmniVest also worked closely with the Board to develop a five-year strategic fiscal plan to improve the school's fiscal solvency. In the fiscal year ending June 30, 2012, Alliance had a fund balance of \$107,904. Alliance will continue to contract with OmniVest and to maintain the financial practices discussed above so that they remain fiscally solvent.

Through the charter renewal process, the school underwent a School Enrollment Audit and Financial Review conducted by the District's Auditing Services department. In addition to finding that, "The school accurately reported the student data that the District used to make per pupil subsidy payments for the tested period," the auditors found that Alliance's financial position at June 30, 2010 "... represented a significant improvement over June 30, 2007 when its financial position warranted a 'going concern' not in that year's independent auditor's report." The following table demonstrates a positive trend in the school's financial metrics:

	Year Ended				
	June 30, 2007	June 30, 2008	June 30, 2009	June 30, 2010	June 30, 2011
Net asset change	\$ (171,718)	\$ 14,355	\$ 31,353	\$ 249,161	\$284,622
Net asset (deficit)	\$ (225,904)	\$ (211,549)	\$ (180,196)	\$ 68,965	\$353,587
balance					
Fund (deficit) balance	\$ (336,937)	\$ (292,142)	\$ (219,128)	\$ 14,445	\$299,067
Cash	\$ 34,688	\$ 71,473	\$ 18,566	\$ 373,988	\$481,269

The auditors noted that the school's "improved financial performance and position are the result of realistic revenue based budgets and cost control discipline."

Accounting System

In July 2008, Alliance began to contract with OmniVest Properties Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Alliance also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, account reconciliation, and segregation of duties. The

accounting software system used is QuickBooks Premier Accountant Edition 2012. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB), including GASB 34 and GASB 54. For 2011-2012, the school implemented the new GASB 54 requirements.

Accounting System

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Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

• AFPCS - PRELIM FINANCIAL STATEMENTS 2011-2012

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

The School's Board of Trustees has engaged J Miller & Associates, Certified Public Accountants (1221 Locust Street, Philadelphia, PA 19107) to conduct our audit for the fiscal year ended June 30, 2012. The audit report for fiscal year ended June 30, 2012 is expected to be completed in November 2012. The School will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the school has an audit report for each fiscal year through June 30, 2011. The Independent Auditor's Report for fiscal year ending June 30, 2011 is attached to this report. The audit was performed by J Miller & Associates, Certified Public Accountants (1221 Locust Street, Philadelphia, PA 19107). The "Management's Discussion and Analysis" can be found on pages

3-6 of this document. No significant deficiencies were disclosed relating to the audit of the financial statements reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on Audit of Financial Statements performed in accordance with *Government Auditing Standards*.

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

- AFPCS AUDIT 2010-2011
- AFPCS AUDIT ENGAGEMENT 2012-13

Citations and follow-up actions for any State Audit Report

AFPCS did not undergo a state audit conducted by the Auditor General in 2008-2009, 2009-2010, 2010-2011, or, to date, for 2011-2012. AFPCS understands our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2011-2012, Alliance spent approximately \$117,000 on facilities and equipment upgrades. Projects included, upgrading bathrooms, investing in computer, and additional furniture and fixtures to support the additional students.

The investments in computer equipment are intended to improve student engagement and further Alliance's mission, "...ensuring the achievement success of every student through a technologically rich and individualized learning environment." In 2011-2012, additional technology investments included: interactive projectors (3-4 grade), projectors (5-7 grade), document cameras (3-7 grade), lower school Cybrary (used for daily instruction), netbooks (4 in each 3-7 grade classroom, classroom set on a traveling cart in the lower school), iPads (4 for the special education program), and subscriptions for Achieve 3000.

There were no other major facilities expense in 2011-2012. In preparation for the 2012-2013 school year, AFPCS is making minor repairs and upgrades throughout the buildings (i.e. paint, waxed floors, etc.), and installing a new security system in the Upper School Annex, as well as reallocating furniture to accommodate the new students.

Future Facility Plans and Other Capital Needs

Alliance for Progress Charter School currently leases three facilities:

- Main Building/Lower School: 1821-39 Cecil B. Moore Avenue Presently the Main Building houses grades K-2 (approximately 150 students) and the school's administrative offices. During the course of the past charter term, the school has made leasehold improvements in the form new windows, new doors, upgraded security cameras, and an upgraded computer lab. The school provides a clean, safe, and up-to-date-learning environment, and no major renovations or repairs are anticipated for the next charter term beyond general repairs and maintenance.
- **Progress Building: 1630 N. 16**th **Street** The three-story building houses the school's 3rd and 4th grade classes (approximately 100 students). The school anticipates renewing this lease with Beech for the upcoming charter term, and no major renovations or repairs are anticipated for the next charter term beyond general repairs and maintenance.
- Annex: 1632 N. 16th Street AFPCS began leasing space in this building from Beech Interplex to accommodate our middle school expansion, and the building (adjacent to the Progress Building) currently houses our 100 students in grades 5-7. The terms of the lease are "triple net," meaning AFPCS is responsible for its own utilities, maintenance, trash removal, and occupancy insurance.

In 2012-2013, we will be adding 50 students (25 sixth grade students and 25 eight grade students). This increase will be easily accommodated in the current building with minor furniture and equipment purchases. The school has allocated \$50K to the capital program budget in 2012-2013 for such purchases.

As we continue to grow to accommodate a full middle school program by 2014-2015, we will need to lease additional space. The school is currently in the strategic planning phase for this addition, but it will be budgeted for the 2013-2014 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SAFETY

Alliance for Progress has in a place a Preparedness, Multi-Incident Management and Response Plan as required by the School District of Philadelphia. This plan incorporates emergency preparedness, safety programs, and emergency/crisis responses at each location. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the

Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise.

HEALTH & WELLNESS

Alliance contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for school nursing services, which include a certified school nurse, training and oversight for the on-site nurse, medical assessments, dental screenings and administrative services. State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Student confidential health information and immunization records are kept organized and stored in a locked file cabinet. Additionally, AFPCS ensures that all students have the proper immunizations. Finally, Alliance is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is also attached to this plan. Additionally, Alliance coordinates dental and vision screenings with a Mobile Dentist and the Eagle Eye Van.

Alliance is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is attached to this report. Additionally, Alliance is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The school provides a wide variety of health education opportunities and programs for both students and parents to promote a healthy lifestyle. These include:

- Family Unity Night with a focus on health and wellness.
- Eat Right Now nutritional education program with the School District of Philadelphia.
- Live Fit Program nutritional education for grades 5-7 through MAACS.
- Jumpin' Jill Program for grades 1-2 through MAACS.
- Zumba Classes for parents.
- Yoga for students.
- The school received a grant through the state to provide fresh fruits and vegetables three days a week along with nutritional information about those foods.
- The school provides a variety of after school programs that promote physical activity including basketball and a running club.
- Students who participate in the After Care Program help tend a garden behind the school.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2011-2013 must be submitted by Alliance for Progress to the Division of School Health by September 2012. At the time of this report's submission, Alliance had not submitted the 2011-2012 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon submission of the PA Department of Health. The receipt for the 2010-2011 reimbursement is attached.

Attached to this report are Alliance's Wellness Policy, Health Reimbursement from 2010-2011, and the PDE-4101 Fire Drill and Bus Evacuation Drill Certification submitted to PDE.

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

- AFPCS HEALTH REIMBURSEMENT 2010-2011
- AFPCS IMMUNIZATION LAW REPORT 2011-2012
- AFPCS PDE 4101 2011-2012
- AFPCS WELLNESS POLICY

Current School Insurance Coverage Policies and Programs

For the 2011-2012, school year Alliance procured liability insurance coverage through the insurance brokerage firm The Addis Group, Inc., as follows:

Type of Insurance Coverage	Limit	
Educator's Legal Liability	\$1,000,000	
Directors & Officers	\$1,000,000	
Commercial General Liability	\$3,000,000	
 Products-completed operations aggregate Per Occurrence Personal & advertising injury Damage to rented property (any one fire) 	\$3,000,000 \$1,000,000 \$1,000,000 \$500,000	
Medical expense (any one person) (includes sexual molestation and physical abuse)	\$15,000	
Automobile Liability	\$1,000,000	
Excess Liability/Umbrella	\$5,000,000/\$5,000,000	
Workers Compensation & Employers' Liability	\$500,000	

A copy of the 2011-2012 ACORD Certificate of Liability Insurance is attached to this report as well as the 2012-2013 ACORD.

Employee insurance in 2011-2012 included: medical/vision insurance (AETNA); dental insurance (United Healthcare); life insurance and long term disability (The Hartford); and optional, employee-responsible, additional insurance through AFLAC and AXA Equitable.

Current School Insurance Coverage Policies and Programs - Attachments

- AFPCS ACORD 2011-2012
- AFPCS ACORD 2012-2013

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2011-2012, the school employed 29 professional staff members, as reported on the PDE 414 (attached) including a CEO, Instructional Coordinator, Test Coordinator, Special Education Coordinator, and two Principals. Of the 29 staff members that started in the fall, 20 (69%) were returning from the 2010-2011 school year and 28 (97%) remained with the school for the entire 2011-2012 school year.

During our period of leadership transition in 2008-2009, we experienced some turnover in our teaching staff. We had approximately a 40% retention rate from 2008-2009 into 2009-2010, but as stated above, the retention rate increased to 69% for the 2011-2012 school year due to our solidified leadership team. This trend of increased retention will continue into the 2012-2013 school year, as 82% of the professional staff employed in 2011-2012 will be returning in the fall.

AFPCS meets and exceeds the certification target with 91% of its current professional staff holding the appropriate certification for the positions they teach. In 2011-2012, all (100%) of Alliance's professional staff members meet the requirements for "Highly Qualified" teachers.

Alliance's PDE-414 Certification Verification is attached to this report as well as the "LEA Staff Profile" and the "HQT Course, Course Enrollment and Course Instructor ACS" submitted to PIMS.

Quality of Teaching and Other Staff - Attachments

- AFPCS HQT COURSE INSTRUCTOR ACS 2011-2012
- AFPCS LEA STAFF PROFILE 2011-2012
- AFPCS PDE 414 2011-2012

Student Enrollment

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

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

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

For the 2011-2012 school year, there were more applicants than available seats in the school, so an admissions lottery was held on April 27, 2012. The date of the lottery is communicated to parents via the website and on the admissions application itself. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school during 2010-11, enrollment was extended to the highest ranked student on the waiting list in the grade with the corresponding opening.

To better ensure equitable access to AFPCS, the school's website provides links to the 2012-13 admissions application in English and Spanish (http://www.afpcs.org/admissions.html). Copies of the admissions application for 2012-13 (in English and Spanish) are attached.

A copy of Alliance's Admissions Policy is attached to this report.

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

For 2010-2011, only students who would be 5 years-old by September 1, 2010 were considered for enrollment in the school. Students who meet the age requirements followed the AFPCS admissions policy.

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

	Initial Enrollment	Number Dropped	Number Added	Year End
К	57	7	2	52
1	52	10	11	53
2	53	10	5	48
3	47	3	7	51
4	58	15	4	47
5	49	6	6	49
6	25	3	3	25

7	28	7	1	22
Totals	369	61	39	347

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

Of the 347 students in grades K-7 students who were enrolled in the school at the close of the 2011-2012 school year, 323 (93%) are presently enrolled to return in September. With a new enrollment total of 396 in 2012-2013, the school has been busy enrolling new students to fill the 50 additional spots granted through our modification request. With a waiting list exceeding 300 students, the school expects to be fully enrolled for the 2012-2013 school year.

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

As a testament to our early intervening services (i.e. CSAP Team) and our holistic approach to education, Alliance did not have any disciplinary incidents that resulted in expulsio5n in 2011-2012. As such, no students were required to leave the school. All withdrawals during 2011-2012 were voluntary.

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

Alliance has a historically low turnover rate during the school year. This stable enrollment is attributable to our academic success, extensive parent involvement, and integrated student support services which assist the school in removing barriers to learning. Alliance for Progress recommended that 37 2011-2012 students be retained in their current grade level for the 2012-2013 school year.

We currently enroll the number of students designated in our charter and will be adding 100 students over the next three years to accommodate a full middle school program. Along with the charter renewal in 2011-2012, Alliance submitted a charter modification application requesting the additional enrollment slots to accommodate a full middle school (50 students in grades 6-8). In May 2012, the School District of Philadelphia granted Alliance renewed our charter and granted the requested modification. Starting in 2012-2013, Alliance will serve 50 students in the 6th grade, 25 in the 7th grade, and 25 students in the 8th grade. By 2014-2015, the school will have a full middle school program with 150 students (50 in each grade 6-8).

This means that our enrollment will increase in grade increments as follows:

- In September 2012, the school will enroll a total of 396 students. There will be 2 classes of students in each grade K-6, 1 class of 7th grade students and 1 class of 8th grade students. This will be a total of (50) additional students enrolled than in September 2011.
- In September 2013, the school will enroll a total of 421 students. There will be 2 classes of students in each grade K-7 and 1 class of students in 8th grade. This will be a total of (25) additional students enrolled than in September 2012.
- In September 2014, the school will enroll a total of 446 students. There will be 2 classes of students in each grade K-8. This will be a total of (25) additional students enrolled than in September 2013.

Student Enrollment - Attachments

- AFPCS ADMISSIONS POLICY
- AFPCS GENERAL APPLICATION -- SPANISH
- AFPCS GENERAL APPLICATION --ENGLISH

Transportation

The School District of Philadelphia operates Alliance for Progress' transportation program, with approximately two-thirds of our student population using this service.

In 2011-2012, none of our students with disabilities required transportation as a related service in their IEPs. Alliance understands that any Alliance student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Alliance will provide this service at the school's expense.

Food Service Program

The food services program is provided by the Archdiocese of Philadelphia. The service offers breakfast and lunch to all students and snacks for students who stay for the after school program. The school participates in the Free and Reduced Lunch Program; approximately 76.3% of the students qualified for free or reduced lunch in 2011-2012.

Student Conduct

The expectations for all students at AFPCS are:

- Give 100% to the learning process.
- Be accountable.
- Be respectful and considerate.
- Be responsible.
- Be safe.

The faculty and staff at Alliance are dedicated to providing students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by support, discipline, order, and respect. Our goal is to develop and maintain a sound and fair discipline plan to support this mission.

At Alliance, we believe that children grow and learn when firm and positive steps are implemented when disciplining children. We implement a variety of positive reinforcement measures including character education, the classroom green team card system (a positive classroom management system), class-wide goal of the month, and student of the day awards.

The Alliance Codes of Values state clearly all school-wide expectations for student behavior and serve as a guide for parents, students, and staff. The Codes identify ten character traits upon which our character education curriculum is centered: responsibility, trustworthiness, respect, caring, honesty, tolerance, citizenship, attitude, fairness, and leadership. A copy of our Codes of Values and details on the school's discipline plan (as excerpted from our Parent Handbook) is attached to this report.

Any time a student is suspended, the parent is expected to accompany the child to school and attend a conference with the Academic Administrative Officer. At that meeting, parents and children must agree to negotiated terms that will enable the students to continue in school. After three suspensions, or if a child should commit an egregious act meriting expulsion (following the guidelines of the Pennsylvania Department of Education for violent behavior, weapons offenses, drug possession, etc.), the parent is sent a letter explaining that an expulsion is being recommended to the Board. The letter informs them that they will have an opportunity to appear before the Board to respond. This circumstance never arose during the past school year.

Alliance did not have to initiate the expulsion process in 2010-2011. However, the school administration and Board are aware of its obligation for due process as required in Chapter 12 of the Public School Code. Specifically, Alliance is prepared to follow the due process procedures below for suspensions of 4-10 days and expulsions:

Due Process for Informal Suspension Hearings

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

The steps below are followed to ensure due process:

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

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except:

if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others, AND,

if it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

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

Description of the Due Process Hearing

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

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

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

The Hearing Officer shall inform the parties that:

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

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

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

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

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

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

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

A copy of our special education discipline policy is attached to this report. This policy was reviewed by the Pennsylvania Department of Education's Bureau of Special Education during our compliance monitoring visit and audit of student files in March 2008 and was found to meet the requirements of the law.

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

In 2011-2012, 37 students were involved in 95 suspensions. No students were expelled during the 2011-2012 school year. While the number of incidents increased over the previous year, the number of students involved in suspension incidents has gone down. In 2010-2011, 15% of our student body involved in disciplinary actions resulting in suspension, this year that number decreased to just 10.7%. Moving forward, we hope that our positive school wide behavior management system and our reinvigorated CSAP process will result in a continued decline in the number of incidents as well as a decrease in the percentage of students receiving suspensions. The Safe Schools Report from PIMS is attached to this report, along with Alliance's Discipline Policies and Bullying Policy.

Student Conduct - Attachments

- AFPCS BULLYING POLICY
- AFPCS DISCIPLINE POLICY
- AFPCS DISCIPLINE POLICY -- SPED
- AFPCS SAFE SCHOOLS ACS 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President	Date

 Chief Executiv	ve Officer	Date		
2011 - 2012 A	2011 - 2012 Annual Report for Pennsylvania Charter Schools			
	DATA semests to DDE one			
verny that an	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 Alliance for Progress CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

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

Identify the charter school's Chief Executive Officer.

Name: Ms. Maria Snipe Title: CEO/Principal

Phone: 215-232-4892 Fax: 215-232-4893

E-mail: msnipe@afpcs.org

Signature of the Chief Executive Officer and Date

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

Name: Ms. Marilyn Rivers Title: Board President

Phone: 215-232-4892 **Fax:** 215-232-4893

E-mail: mphr@juno.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ms. Kristi Tedeschi Title: Special Education Coordinator

Phone: 215-232-4892 **Fax:** 215-232-4893

E-mail: ktedeschi@afpcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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