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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Tuesday, May 29, 2012)

**Entity:** Antonia Pantoja Community Charter School  
**Address:** 4101 North American Street  
Philadelphia, PA 19140

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Antonia Pantoja Community Charter School

**Date of Local Chartering School Board/PDE Approval:** March 2007

**Length of Charter:** 5 years   **Opening Date:** September 8, 2008

**Grade Level:** Kindergarten to 8th Grade   **Hours of Operation:** 7:30 am -4:00 PM

**Percentage of Certified Staff:** 71.2%   **Total Instructional Staff:** 64

**Student/Teacher Ratio:** 21:1   **Student Waiting List:** 731

**Attendance Rate/Percentage:** 96%

## Summary Data Part II

Enrollment: 721 Per Pupil Subsidy: \$8,773.00

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	23
Hispanic:	694
White (Non-Hispanic):	1
Multicultural:	3

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
93%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 275

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	182	182	0	544
Instructional Hours	0	0	930.35	1009.75	1100.75	0	3040.85

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Antonia Pantoja Charter School hereon referred to as Pantoja is located at 4101 American Street, bordering on Northeast, Philadelphia. Pantoja had 721 students enrolled during the 2011-2012 school year. Pantoja Charter School was founded by ASPIRA Inc. of Pennsylvania. Our founding organization mission is to offer a bilingual, bicultural, academically enrich education that draws from the social, historical experiences of Puerto Ricans and other Latinos living in the United States. Our academic program is characterized by the use of technology, project based learning and a commitment to community building, critical and high academic standards.

#### *The Program Goals are:*

Dual Immersion Instruction

Core values (Integrity, Respect, Honesty, Citizenship, Cooperation, Responsibility)

Community as a Classroom

Use of Technology as a tool to enhance learning

***Academic Goals are:***

Obtaining high academic achievement, critical thinking and teaching skills to ensure:

- 8th grade graduates can proficiently express themselves orally and in written form in both English and Spanish and are bicultural and/or bilingual
- all students will be proficient in using technology as a tool to enhance learning
- every student will be fully proficient and advanced as measured by the PSSA by 2014
- every student is an involved member of the community by being a positive contributor to the community at large.
- all students will graduate being ready to compete academically at the high school of choice

***Core beliefs:***

Bilingual & Bicultural Environment using the Dual Immersion Program

Founding Organization & Community Partners, ASPIRA, Inc. of Pennsylvania

Project based hands on instruction, Port folio assessment

Community projects with students in partnerships with CBO's (Community Based Organization)

Leadership opportunities for student growth within the school community

The use of Technology in all aspects of teaching and learning for all stake holders (students, staff, parents and community)

Pantoja's unique mission lends itself to providing latino and nonlatino students with a quality bilingual education that is culturally and technology rich as well as emphasizing on the core values of honesty, respect, integrity, responsibility, cooperation and citizenship.

The school has an appointed Board of Trustees that adopts the policies, The Chief Academic Officer/ Principal is governs the operation of the school and is responsible for the daily management and operation of the school, staff and students.

The Home and School Association serves as a partner to the school. The President of the Home and School Association serves as a voting member of the board. The Home and School Associations mission is to serve as another avenue to bridge the partnership between our students' families and the school's family in an effort to support strong communication, fundraise and to enhance parent involvement. Meetings are usually held

during the day and again in the evening, to allow working parents the opportunity to attend.

## **Mission**

Pantoja Charter School offers a bilingual, bicultural, academically enrich curriculum that draws from the social, historical experience of the Puerto Rico Puerto Ricans living in the U.S. Our academic program is characterized by project based learning, a commitment to community building, critical and high academic standards.

Technology will be an integral part of our school environment which includes a new start of the art computer lab, an interactive parent website, interactive boards in the classrooms, mounted projectors in the classrooms and providing every middle school students with its own laptop where all core content is instructed utilizing the e-books and using technology as a mean to heighten student learning. Pantoja's technology mission can be summarized by three principles.

1. To support and enhance learning through technology in every area of the curriculum.
2. To ensure that all learners become competent and confident users of technology.
3. To improve productivity and communications for all stakeholders which include administrators, teachers, students, and families.

School Leaders are categorized as Instructional Leaders where everything is linked to student learning. All Instructional Staff model life long learning by means of attending continuous weekly professional development focusing on supporting and developing good teaching and, ultimately, improving student achievement. This model is supported by a Professional Development Program is based on the National Institute for Excellence in Teaching's (NIET) proven TAP model. The system encompasses performance based compensation, classroom observations, job-embedded professional development and school-based career opportunities for teachers and principals

## **Vision**

Vision:

Antonia Pantoja Charter School is a bilingual (English-Spanish) and technology rich school comprising of students in grades Kindergarten through 8th grade. The dual language program during the 2011-2012 school year ran from K-4th grade. During the 2012-2013 school year our dual language program will run from grades Kindergarten through 5th grade. Our goal is to be a 100% dual language school by the year 2014.

Pantoja C.S, with its unique philosophy and organization, enables the students to achieve high academic standards (based on the School District of Philadelphia Standards as well as our proposed bilingual standards). All Pantoja students will successfully graduate in 8th grade being fully bilingual, being able to read, write and speak proficiently in Spanish and English.

Pantoja C.S empowers students to analyze critically controversial society and community issues and discern that learning can be derived from their practical resolutions; to utilize their talents to engage in organized freedom in order to share in decision making; to take advantage of their inquisitive nature to use a wide variety of means- derived from science and technology- to solve problems and propose different solutions; and to utilize their natural disposition to interact in a bilingual-bicultural environment.

Pantoja students will have received a well rounded education in order to be prepared to compete with other students at the high school of their choice. The graduates will have developed effective leadership skills, be active participants in the immediate community and be able to use technology to enhance learning. They will have a thorough understanding and appreciation for our diverse society. Pantoja graduates will use all these skills to become successful lifelong learners who are valuable in our world.

## **Shared Values**

We believe that school should be a place that is characterized by respect, critical thinking, democratic classrooms, and the vigorous challenges that are essential to maximize every student's potential. In addition, at the core of Pantoja Charter School is the unity and empowerment of the community, parents, students, teachers, and staff of the school.

### **Shared Values**

These values are to govern the life, process, and spirit of the school. They are entities that belong to all individuals and serve as the basis and structure of our innovative school. Their meaning and significance will sustain the school's solid principles.

***Citizenship*** — Helping to create a society based on democratic values, i.e., promoting equal opportunity, due process, representative government, checks and balances, rights and responsibilities, democratic decision-making, rule of law, and reasoned argument.

***Cooperation*** — Working together toward a common goal, and problem solving toward human survival in an increasingly interdependent world.

***Fairness*** — Treating people impartially, not playing favorites, being open minded and maintaining an objective attitude toward those whose actions and ideas are different from our own.

***Honesty*** — Dealing truthfully with other people, being sincere, not deceiving or stealing from other people, not cheating, not lying.

***Integrity*** — Standing up for your beliefs about what is right and what is wrong, and resisting social pressure to do wrong.

***Kindness*** — Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

***Pursuit of Excellence*** — Doing the best with the talents we have; striving toward a goal and not giving up.

***Respect*** — Showing regard for the worth and dignity of someone or something; being courteous and polite; judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people and respect for all forms of life and the environment.

***Responsibility*** — Thinking before acting and being accountable for our actions; paying attention to others and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

## **Academic Standards**

Antonia Pantoja curriculum is aligned with the Pennsylvania content standards. Pantoja Charter

School has adopted the following courses of study: Reading/Language Arts in Grades k-5

Harcourt, Storytown/VillaCuentos Grades 6-8 Prentice Hall, Literacy Program, Mathematics:

Grades K-6 :Everyday Mathematics, Grades 7th and 8th Prentice Hall: Mathematics Program,

Science and Social in Grades k-5 is integrated with literacy which are aligned with State

Standards and in Grades 6-8, Prentice Hall Science Curriculum. These publishers have

provided the school with documentation verifying that the series are aligned to PA state

standards. They have also provided teachers with Professional Development for ensuring that

teachers are using the series in a manner to ensure mastery of standards.

PSSA results, Benchmark Test, Curriculum Assessments and Diagnostic Reading and Math

Assessment Results provide the school with rich data in determining whether or not students

meeting the standards. The Data is used to make adjustments in the curriculum, individualize

instruction and provide additional professional development for teachers.

## **Strengths and Challenges**

Antonia Pantoja Charter School Strengths and Challenges are as follows:

Strengths:

1. Bilingual Program: Dual Language Program in Grades k-5th (25 classrooms). By the end of the 2011-2012 school year 98% of the students were able to successfully complete the dual language program and proceed to the next grade. In grades 4-8 students successfully completed the Spanish as a second Language Course. These students received Spanish Instruction 1 or 2 times a week.

2. Pantoja's strong Code of conduct, maintained a safe and orderly environment which was conducive to learning.
3. 100% inclusion of Special Education students in the regular education classroom.
4. Pantoja C.S provided standards based and project based arts programs including music, physical education, dance/movement, computer technology and art.
5. Equipping every teacher and every middle school student with a tablet laptop. The entire building has internet wireless capability. All middle school and specialist classrooms are equipped with a mounted LCD projector and an interactive mobile white board (MIMIO). Students were able to access the curriculum online (EBooks).
6. Implementation of the ASPIRE System of Professional Development. ASPIRE is designed to help support and develop good teaching and ultimately improve student achievement. Teachers receive weekly and ongoing professional development on best practices and strategies that will allow us to reach our intended school goal. Through ASPIRE each teacher was assigned a Master teacher that provided ongoing coaching and mentoring.
7. Daily student attendance was above 95% throughout the year.
8. Above 90% of parents attended Report Card Conferences.
9. 100% of the students participated in the PSSA and Access Exams.
10. Staff attends weekly professional development at least 2 times a week for a total of 3.5 hours of Professional Development each week.
11. Successful Partnership with ASPIRA Inc. of Pennsylvania who provides Leadership Workshops for students and Parent Involvement initiatives.
12. Student Information System: We recently purchased Power School for the incoming year.
13. We met AYP this school year.

#### Areas of Improvement:

1. Technology: Although we currently have a state of the art facility and equipment, we need to provide more professional development on how to infuse technology into the daily instruction. We need to provide teachers with more professional development on how to use the interactive curriculum (e books) for the middle grades. Content based professional development is needed in guided reading and literature circles and the "backward design" approach for writing. We also need to continue to work improving the quality of rigorous instruction that is being provided in the classrooms. Our bilingual teachers are in need of professional development on language acquisition and best practices in teaching a second language. We are in the process of Developing a Dual Language Institute which will equip the bilingual teachers with new researched based strategies in teaching content through a second language.

2. Certification Requirements: The mission of Pantoja is to provide a Dual Language Program. In order for us to effectively implement the program, we must hire teachers who are native speakers in Spanish. It is very difficult to find PA certified bilingual teachers that are native Spanish speakers. Many of our teachers come from Latin American countries such as Puerto Rico, Cuba, Dominican Republic and etc. They are certified in the country of origin however, many of them have difficulty passing the Praxis exams in Pennsylvania. As a result, the certification requirements set by the Commonwealth is a very big challenge for us.

3. PSSA- Improve the percentage of students in Reading and Math Advanced and Proficient Levels. We have put a strong emphasis in Literacy and we are gradually seeing growth in our students. This year we want to put equal emphasis in math and reading.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The Leadership team meets on a weekly basis. The team consists of: parents, administrators, department coordinators, and master teachers.

The Leadership team gathers and analyzes data from PSSA, Study Island Benchmarks, parental/teacher feedback, student report cards and Individual Student Reading Inventories to create an improvement plan for the upcoming school year.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Masch Roger	Masch n Company	Business Representative	Board of Trustees
Buono-Lee, Lauren	Special Education Director	Special Education Representative	Administration
Del Valle, Maria	Master Teacher	Regular Education Teacher	Sandra Gonzalez, Principal
Garcia, Diana	Antonia Pantoja, Assistant Principal	Administrator	Board of Trustees
Gonzalez, Lissette	Community	Board Member	Evelyn Lebron, CAO
Gonzalez, Sandra	Principal	Administrator	Evelyn Lebron, CAO
Ibarrondo, Marisol	Pantoja Master Teacher	Elementary School Teacher	Sandra Gonzalez/Principal
Lebron, Evelyn	CAO	Administrator	Pantoja Board of Trustees
Mckinly, Kate	Pantoja	Ed Specialist - School Psychologist	Ed specialist
Morales Marisol	ASPIRA	Community Representative	Board of Trustees

Paul, Santiago	ELL Coordinator	Administrator	Sandra Gonzalez, Principal
Pena Luis	ASPIRA	Ed Specialist - Instructional Technology	Educational Specialist
Rendon, Orlando	ASPIRA	Community Representative	Board of trustees
Reyes, Cristina	Master Teacher	Administrator	Board of Trustees
Roby, Andrea	Pantoja Master Teacher	Elementary School Teacher	Teachers
Romero, Melva	Antonia Pantoja Charter School	Parent	Board of Trustees
Serrano, Carmen	PTA President	Parent	Parents
Soto, Carmine	ALPHA Supplies	Business Representative	Board of Directors
Trench, Carol	Instructional Leader Apprentice	Elementary School Teacher	Teachers
Valetin, Evette	Antonia Pantoja School Nurse	Ed Specialist - School Nurse	Evelyn Lebron, CAO

## Goals, Strategies and Activities

**Goal:** All students will meet or exceed the National Technology Standards for their grade level.

**Description:** All students will meet or exceed the National Technology Standards for their grade level.

**Strategy:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Description:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

### **Activity: Using Technology**

**Description:** Middle School students use Prentice Hall textbooks which are web-based. Students can access the textbooks via the web. They have access to this 24/7. The students each have their own laptops that are assigned to them for the whole year. This allows the students to have access to their web books everyday while in school. Students also use the laptops to do other activities that support the learning goals. Students will log onto a program called Study Island each day in order to increase their level of math and reading proficiency. The Study Island Pennsylvania Standards Mastery and PSSA Preparation Program is specifically designed to help students master the content specified in the Pennsylvania Assessment Anchors. Study Island's

focus on the Assessment Anchors enables students to improve their performance in all skill areas tested on the PSSA. Study Island is Web-based - students can log on via the Internet anytime, anywhere. Students will also use the First in Math Program. First In Math (FIM) offers comprehensive content—ranging from single-step addition to complex algebra—in an engaging format. Students progress at their own pace to master basic and advanced maths skills. This dynamic online program encourages students to practice through IMMEDIATE FEEDBACK. "Game" activities ensure that students engage in active practice required for skill retention, and motivation is fueled by reinforcement in the form of electronic award stickers when students solve problems correctly. No penalties are levied for incorrect responses, and students become encouraged to take ownership of math learning and practice. FIM employs a brain-based learning technique known as DEEP PRACTICE, where skills that normally take months of regular practice can be mastered in a matter of weeks, or even days. Along with rapid increases in computation, problem-solving, critical thinking, pattern recognition, and other maths skills, this type of practice causes myelin to grow thicker around the axons in the brain. More myelin means greater retention of skills. The program can be used 24/7 on any computer with internet access. Students will advance at different rates, according to their individual skill levels, but ALL players should experience improvement in numerical fluency, and increased speed. Teachers receive technology training during the our two week summer induction program. They also receive follow up training through out the school year. The training includes but is not limited to how to access, use and implement the web based curriculum, Study Island and First in Math. In addition they receive training on how to use MIMEO's, Projectors and other technological tools that would enhance student achievement.

Person Responsible	Timeline for Implementation	Resources
Gonzalez, Sandra	Start: 2/11/2010 Finish: 10/7/2011	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	0	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to use the online resources for instructional purposes.	The ebooks purchased from Pearson are approved by the Department of Education and are research based as well as aligned to the Pennsylvania Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>

- struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> </ul>

- History
- Geography

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

**Status:** In Progress — Overdue

**Strategy:** Students will demonstrate an understanding of basic operations and concepts.

**Description:** Students will demonstrate an understanding of basic operations and concepts.

**Activity:** Acquire and install wireless access points

**Description:** Acquire and install wireless access points

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 8/4/2008 Finish: Ongoing	\$149,000.00
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**Status:** Complete

<u>Date</u>	<u>Comment</u>
3/16/2012	Pantoja is fully wired.

**Activity: Acquire video projectors and whiteboard**

**Description:** Acquire video projectors and whiteboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$200,000.00
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**Status:** Complete

**Date Comment**

3/16/2012	Pantoja's classrooms are all equipped with white boards and projectors.
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**Activity: Expand offerings in presentation, graphic and video editing/publishing software**

**Description:** Expand offerings in presentation, graphic and video editing/publishing software

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$100,000.00
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**Professional Development Activity Information**

**Number of Hours Per Session Total Number of Sessions Per School Year Estimated Number of Participants Per Year**

1.00	4	80
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**Organization or Institution Name Type of Provider Provider's Department of Education Approval Status**

pantoja and aspira	<ul style="list-style-type: none"> <li>School Entity</li> <li>Non-profit organization</li> </ul>	Approved
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**Knowledge and Skills Research and Best Practices Designed to Accomplish**

Our goal is to ensure all apties are tech savvy and using technology to its full capacity.	<p>Providing differentiated education to all learners ensures student success. Through the use of technology our visual learners and hands-on learners will have the opportunity to grasp info in a different manner.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional</li> </ul>
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decision-making.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Pre-Kindergarten Early Learning Standards</li><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Analysis of student work, with administrator and/or peers</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul> | <ul style="list-style-type: none"><li>• Student PSSA data</li></ul> |
|--|---|

**Status:** In Progress — Overdue

**Strategy:** Students will practice responsible use of systems, information and software.

**Description:** Students will practice responsible use of systems, information and software.

**Activity: Acquire and install wireless access points**

**Description:** Acquire and install wireless access points

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 8/4/2008 Finish: Ongoing	\$149,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja is fully wired.

**Activity: Acquire video projectors and whiteboard**

**Description:** Acquire video projectors and whiteboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$200,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja's classrooms are all equipped with white boards and projectors.

**Activity: Expand offerings in presentation, graphic and video editing/publishing software**

**Description:** Expand offerings in presentation, graphic and video editing/publishing software

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$100,000.00
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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	4	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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pantoja and aspira

- School Entity
- Non-profit organization

Approved

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**Knowledge and Skills**

Our goal is to ensure all aprties are tech savvy and using technology to its full capacity.

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**Research and Best Practices**

Providing differentiated education to all learners ensures student success. Through the use of technology our visual learners and hands-on learners will have the opportunity to grasp info in a different manner.

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**Designed to Accomplish**

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

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Pre-Kindergarten Early Learning Standards</li><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li></ul>

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**Follow-up Activities**

- Analysis of student work, with administrator and/or peers

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**Evaluation Methods**

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- Student PSSA data

- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

**Status:** In Progress — Overdue

**Strategy:** Students will use communications tools to collaborate, publish, and interact with others.

**Description:** Students will use communications tools to collaborate, publish, and interact with others.

**Activity:** Acquire and install wireless access points

**Description:** Acquire and install wireless access points

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 8/4/2008 Finish: Ongoing	\$149,000.00
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**Status:** Complete

**Date Comment**

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**Description:** Acquire video projectors and whiteboard

**Person Responsible Timeline for Implementation Resources**

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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja's classrooms are all equipped with white boards and projectors.

**Activity: Expand offerings in presentation, graphic and video editing/publishing software**

**Description:** Expand offerings in presentation, graphic and video editing/publishing software

Person Responsible	Timeline for Implementation	Resources
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$100,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
pantoja and aspira	<ul style="list-style-type: none"> <li>School Entity</li> <li>Non-profit organization</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Our goal is to ensure all apties are tech savvy and using technology to its full capacity.	Providing differentiated education to all learners ensures student success. Through the use of technology our visual learners and hands-on learners will have the opportunity to grasp info in a different manner.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Pre-Kindergarten Early Learning Standards</li><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Analysis of student work, with administrator and/or peers</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul>	<ul style="list-style-type: none"><li>• Student PSSA data</li></ul>

**Status:** In Progress — Overdue

**Strategy:** Students will use technology productivity tools in their learning.

**Description:** Students will use technology productivity tools in their learning.

**Activity:** Acquire and install wireless access points

**Description:** Acquire and install wireless access points

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

Lebron, Evelyn	Start: 8/4/2008 Finish: Ongoing	\$149,000.00
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**Status:** Complete

<b>Date</b>	<b>Comment</b>
3/16/2012	Pantoja is fully wired.

**Activity: Acquire video projectors and whiteboard**

**Description:** Acquire video projectors and whiteboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$200,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja's classrooms are all equipped with white boards and projectors.

**Activity: Expand offerings in presentation, graphic and video editing/publishing software**

**Description:** Expand offerings in presentation, graphic and video editing/publishing software

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$100,000.00
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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	4	80
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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pantoja and aspira	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Non-profit organization</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Our goal is to ensure all apties are tech savvy and using technology to its full capacity.</p>	<p>Providing differentiated education to all learners ensures student success. Through the use of technology our visual learners and hands-on learners will have the opportunity to grasp info in a different manner.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional</li> </ul>
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decision-making.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Pre-Kindergarten Early Learning Standards</li><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Analysis of student work, with administrator and/or peers</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul>	<ul style="list-style-type: none"><li>• Student PSSA data</li></ul>

**Status:** In Progress — Overdue

**Strategy:** Students will use technology-based research tools.

**Description:** Students will use technology-based research tools.

**Activity:** Acquire and install wireless access points

**Description:** Acquire and install wireless access points

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 8/4/2008 Finish: Ongoing	\$149,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja is fully wired.

**Activity: Acquire video projectors and whiteboard**

**Description:** Acquire video projectors and whiteboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$200,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Pantoja's classrooms are all equipped with white boards and projectors.

**Activity: Expand offerings in presentation, graphic and video editing/publishing software**

**Description:** Expand offerings in presentation, graphic and video editing/publishing software

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$100,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	4	80
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
pantoja and aspira	• School Entity	Approved

- Non-profit organization

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Our goal is to ensure all apties are tech savvy and using technology to its full capacity.	Providing differentiated education to all learners ensures student success. Through the use of technology our visual learners and hands-on learners will have the opportunity to grasp info in a different manner.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Kindergarten Early Learning Standards</li> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Peer-to-peer</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> </ul>

- lesson discussions
- Lesson modeling with mentoring

**Status:** In Progress — Overdue

**Goal:** All students will meet PA core academic subject area Standards especially in mathematics and reading.

**Description:** All students will meet PA core academic subject area Standards especially in mathematics and reading.

**Strategy:** Institute instructional programming and access to eLearning systems.

**Description:** Institute instructional programming and access to eLearning systems.

**Activity:** Install Interactive whiteboards

**Description:** Install Interactive whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$128,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Installed and MIMIOs were purchased and being used

**Strategy:** Teachers will have access to instant assessment to be able to implement differentiated instruction in Language Arts and Mathematics at all grade levels K-8.

**Description:** Teachers will have access to instant assessment to be able to implement differentiated instruction in Language Arts and Mathematics at all grade levels K-8.

### **Activity: Install Interactive whiteboards**

**Description:** Install Interactive whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

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

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$128,000.00
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**Status:** Complete

#### **Date Comment**

3/16/2012	Installed and MIMIOs were purchased and being used
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### **Activity: PROFESSIONAL LEARNING COMMUNITY (PLC) Professional Development**

**Description:** Each week, PLC teams will meet to review a part of the instructional rubric to develop ways to implement that area of focus in a proficient manner. Follow-up will be conducted in the upcoming PLC to ensure the strategies were implemented and evidence on its effectiveness is looked at and discussed.

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

Gonzalez, Sandra	Start: 9/21/2008 Finish: 6/30/2011	\$3,000.00
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#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	33	65
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antonia Pantoja Charter School	• School Entity	Approved

#### **Knowledge and Skills Research and Best Practices Designed to Accomplish**

Participants in the cluster meetings will gain a deeper understanding of the instructional rubric provided by Teacher Advancement Program (TAP) in an effort to improve on instructional practices that will	Content learned at cluster meetings is based on an instructional rubric which reflects 10 different instructional areas that have been proven to impact instruction in the classroom.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area</li> </ul>
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produce greater student gains.

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> <li>Health, Safety and Physical Education</li> <li>World Languages</li> <li>Kindergarten Early Learning Standards</li> <li>Mathematics</li> <li>Geography</li> </ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

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|--|--|
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> </ul> |
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- Lesson modeling with mentoring
- Journaling and reflecting
- Observations

**Status:** In Progress — Overdue

### **Activity: Using Technology**

**Description:** Middle School students use Prentice Hall textbooks which are web-based. Students can access the textbooks via the web. They have access to this 24/7. The students each have their own laptops that are assigned to them for the whole year. This allows the students to have access to their web books everyday while in school. Students also use the laptops to do other activities that support the learning goals. Students will log onto a program called Study Island each day in order to increase their level of math and reading proficiency. The Study Island Pennsylvania Standards Mastery and PSSA Preparation Program is specifically designed to help students master the content specified in the Pennsylvania Assessment Anchors. Study Island's focus on the Assessment Anchors enables students to improve their performance in all skill areas tested on the PSSA. Study Island is Web-based - students can log on via the Internet anytime, anywhere. Students will also use the First in Math Program. First In Math (FIM) offers comprehensive content—ranging from single-step addition to complex algebra—in an engaging format. Students progress at their own pace to master basic and advanced maths skills. This dynamic online program encourages students to practice through IMMEDIATE FEEDBACK. "Game" activities ensure that students engage in active practice required for skill retention, and motivation is fueled by reinforcement in the form of electronic award stickers when students solve problems correctly. No penalties are levied for incorrect responses, and students become encouraged to take ownership of math learning and practice. FIM employs a brain-based learning technique known as DEEP PRACTICE, where skills that normally take months of regular practice can be mastered in a matter of weeks, or even days. Along with rapid increases in computation, problem-solving, critical thinking, pattern recognition, and other maths skills, this type of practice causes myelin to grow thicker around the axons in the brain. More myelin means greater retention of skills. The program can be used 24/7 on any computer with internet access. Students will advance at different rates, according to their individual skill levels, but ALL players should experience improvement in numerical fluency, and increased speed. Teachers receive technology training during the our two week summer induction program. They also receive follow up training through out the school year. The training includes but is not limited to how to access, use and implement the web based curriculum, Study Island and First in Math. In addition they receive training on how to use Mimeo's, Projectors and other technological tools that would enhance student achievement.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Gonzalez, Sandra	Start: 2/11/2010 Finish: 10/7/2011	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	0	70
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teachers will learn how to use the online resources for instructional purposes.	The ebooks purchased from Pearson are approved by the Department of Education and are research based as well as aligned to the Pennsylvania Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use</u></li> </ul>
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appropriate data to inform decision-making.

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Health, Safety and Physical Education</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul> |
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**Status:** In Progress — Overdue

**Strategy:** Teachers will use technology to support standards and academic achievement.

**Description:** Teachers will use technology to support standards and academic achievement.

**Activity: Install Interactive whiteboards**

**Description:** Install Interactive whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009	\$128,000.00
	Finish: 9/30/2010	

**Status:** Complete

**Date Comment**

3/16/2012 Installed and MIMIOs were purchased and being used

**Activity: PROFESSIONAL LEARNING COMMUNITY (PLC) Professional Development**

**Description:** Each week, PLC teams will meet to review a part of the instructional rubric to develop ways to implement that area of focus in a proficient manner. Follow-up will be conducted in the upcoming PLC to ensure the strategies were implemented and evidence on its effectiveness is looked at and discussed.

Person Responsible	Timeline for Implementation	Resources
Gonzalez, Sandra	Start: 9/21/2008 Finish: 6/30/2011	\$3,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	33	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants in the cluster meetings will gain a deeper understanding of the instructional rubric provided by Teacher Advancement Program (TAP) in	Content learned at cluster meetings is based on an instructional rubric which reflects 10 different instructional areas that have	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the</li> </ul>

an effort to improve on instructional practices that will produce greater student gains.

been proven to impact instruction in the classroom.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul>
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- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Observations

**Status:** In Progress — Overdue

### **Activity: Using Technology**

**Description:** Middle School students use Prentice Hall textbooks which are web-based. Students can access the textbooks via the web. They have access to this 24/7. The students each have their own laptops that are assigned to them for the whole year. this allows the students to have access to their web books everyday while in school. Students also use the laptops to do other activities that support the learning goals. Students will log onto a program called Study Island each day in order to increase their level of math and reading proficiency. The Study Island Pennsylvania Standards Mastery and PSSA Preparation Program is specifically designed to help students master the content specified in the Pennsylvania Assessment Anchors. Study Island's focus on the Assessment Anchors enables students to improve their performance in all skill areas tested on the PSSA. Study Island is Web-based - students can log on via the Internet anytime, anywhere. Students will also use the First in Math Program. First In Math (FIM) offers comprehensive content—ranging from single-step addition to complex algebra—in an engaging format. Students progress at their own pace to master basic and advanced maths skills. This dynamic online program encourages students to practice through IMMEDIATE FEEDBACK. "Game" activities ensure that students engage in active practice required for skill retention, and motivation is fueled by reinforcement in the form of electronic award stickers when students solve problems correctly. No penalties are levied for incorrect responses, and students become encouraged to take ownership of math learning and practice. FIM employs a brain-based learning technique known as DEEP PRACTICE, where skills that normally take months of regular practice can be mastered in a matter of weeks, or even days. Along with rapid increases in computation, problem-solving, critical thinking, pattern recognition, and other maths skills, this type of practice causes myelin to grow thicker around the axons in the brain. More myelin means greater retention of skills. The program can be used 24/7 on any computer with internet access. Students will advance at different rates, according to their individual skill levels, but ALL players should experience improvement in numerical fluency, and increased speed. Teachers receive technology training during the our two week summer induction program. They also receive follow up training through out the school year. The training includes but is not limited to how to access, use and implement the web based curriculum, Study Island and First in Math. In addition they receive training on how to use Mimeo's, Projectors and other technological tools that would enhance student achievement.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Gonzalez, Sandra	Start: 2/11/2010 Finish: 10/7/2011	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	0	70
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn how to use the online resources for instructional purposes.	The ebooks purchased from Pearson are approved by the Department of Education and are research based as well as aligned to the Pennsylvania Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic</li> </ul>

standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Health, Safety and Physical Education</li><li>• Kindergarten Early Learning Standards</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul> |
|--|--|

**Status:** In Progress — Overdue

# Goal: All teachers will meet the National Technology Standards for Teachers

**Description:** All teachers will meet the National Technology Standards for Teachers

**Strategy:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Description:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Activity:** Training for understanding and applying data-driven decision-making

**Description:** Training for understanding and applying data-driven decision-making

Person Responsible	Timeline for Implementation	Resources
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

## Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention</li> </ul>

increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

- principals
- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)

- Science and Technology
- Mathematics
- History
- Geography

### Follow-up Activities

### Evaluation Methods

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

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

**Status:** In Progress — Overdue

### **Activity: Using Technology**

**Description:** Middle School students use Prentice Hall textbooks which are web-based. Students can access the textbooks via the web. They have access to this 24/7. The students each have their own laptops that are assigned to them for the whole year. this allows the students to have access to their web books everyday while in school. Students also use the laptops to do other activities that support the learning goals. Students will log onto a program called Study Island each day in order to increase their level of math and reading proficiency. The Study Island Pennsylvania Standards Mastery and PSSA Preparation Program is specifically designed to help students master the content specified in the Pennsylvania Assessment Anchors. Study Island's focus on the Assessment Anchors enables students to improve their performance in all skill areas tested on the PSSA. Study Island is Web-based - students can log on via the Internet anytime, anywhere. Students will also use the First in Math Program. First In Math (FIM) offers comprehensive content—ranging from single-step addition to complex algebra—in an engaging format. Students progress at their own pace to master basic and advanced maths skills. This dynamic online program encourages students to practice through IMMEDIATE FEEDBACK. "Game" activities ensure that students engage in active practice required for skill retention, and motivation is fueled by reinforcement in the form of electronic award stickers when students solve problems correctly. No penalties are levied for incorrect responses, and students become

encouraged to take ownership of math learning and practice. FIM employs a brain-based learning technique known as DEEP PRACTICE, where skills that normally take months of regular practice can be mastered in a matter of weeks, or even days. Along with rapid increases in computation, problem-solving, critical thinking, pattern recognition, and other maths skills, this type of practice causes myelin to grow thicker around the axons in the brain. More myelin means greater retention of skills. The program can be used 24/7 on any computer with internet access. Students will advance at different rates, according to their individual skill levels, but ALL players should experience improvement in numerical fluency, and increased speed. Teachers receive technology training during the our two week summer induction program. They also receive follow up training through out the school year. The training includes but is not limited to how to access, use and implement the web based curriculum, Study Island and First in Math. In addition they receive training on how to use MIMEO's, Projectors and other technological tools that would enhance student achievement.

Person Responsible	Timeline for Implementation	Resources
Gonzalez, Sandra	Start: 2/11/2010 Finish: 10/7/2011	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	0	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>School Entity</li> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to use the online resources for instructional purposes.	The ebooks purchased from Pearson are approved by the Department of Education and are research based as well as aligned to the Pennsylvania Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to</li> </ul>

work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> </ul> |
|---|--|

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Overdue

**Strategy:** All teachers will demonstrate a sound understanding of technology operations and concepts.

**Description:** All teachers will demonstrate a sound understanding of technology operations and concepts.

**Activity:** Acquire and purchase teacher software, upgrades and licenses

**Description:** Acquire and purchase teacher software, upgrades and licenses

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$120,000.00
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**Status:** Complete

**Activity:** Training for understanding and applying data-driven decision-making

**Description:** Training for understanding and applying data-driven decision-making

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.

In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

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

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|---|--|

- Observations.

**Status:** In Progress — Overdue

### **Activity: Using Technology**

**Description:** Middle School students use Prentice Hall textbooks which are web-based. Students can access the textbooks via the web. They have access to this 24/7. The students each have their own laptops that are assigned to them for the whole year. this allows the students to have access to their web books everyday while in school. Students also use the laptops to do other activities that support the learning goals. Students will log onto a program called Study Island each day in order to increase their level of math and reading proficiency. The Study Island Pennsylvania Standards Mastery and PSSA Preparation Program is specifically designed to help students master the content specified in the Pennsylvania Assessment Anchors. Study Island's focus on the Assessment Anchors enables students to improve their performance in all skill areas tested on the PSSA. Study Island is Web-based - students can log on via the Internet anytime, anywhere. Students will also use the First in Math Program. First In Math (FIM) offers comprehensive content—ranging from single-step addition to complex algebra—in an engaging format. Students progress at their own pace to master basic and advanced maths skills. This dynamic online program encourages students to practice through IMMEDIATE FEEDBACK. "Game" activities ensure that students engage in active practice required for skill retention, and motivation is fueled by reinforcement in the form of electronic award stickers when students solve problems correctly. No penalties are levied for incorrect responses, and students become encouraged to take ownership of math learning and practice. FIM employs a brain-based learning technique known as DEEP PRACTICE, where skills that normally take months of regular practice can be mastered in a matter of weeks, or even days. Along with rapid increases in computation, problem-solving, critical thinking, pattern recognition, and other maths skills, this type of practice causes myelin to grow thicker around the axons in the brain. More myelin means greater retention of skills. The program can be used 24/7 on any computer with internet access. Students will advance at different rates, according to their individual skill levels, but ALL players should experience improvement in numerical fluency, and increased speed. Teachers receive technology training during the our two week summer induction program. They also receive follow up training through out the school year. The training includes but is not limited to how to access, use and implement the web based curriculum, Study Island and First in Math. In addition they receive training on how to use MIMEO's, Projectors and other technological tools that would enhance student achievement.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Gonzalez, Sandra	Start: 2/11/2010 Finish: 10/7/2011	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	0	70
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider's Department of</b>

Name		Education Approval Status
Antonia Pantoja Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to use the online resources for instructional purposes.	The ebooks purchased from Pearson are approved by the Department of Education and are research based as well as aligned to the Pennsylvania Standards.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** In Progress — Overdue

**Strategy:** All teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

**Description:** All teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

**Activity: Acquire and purchase teacher software, upgrades and licenses**

**Description:** Acquire and purchase teacher software, upgrades and licenses

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$120,000.00
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**Status:** Complete

**Activity: Training for understanding and applying data-driven decision-making**

**Description:** Training for understanding and applying data-driven decision-making

Person Responsible	Timeline for Implementation	Resources
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching</u></li> </ul>

determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

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

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

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Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Reading, Writing, Speaking & Listening
- Science and Technology
- Mathematics
- History
- Geography

**Follow-up Activities**

**Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> <li>• Observations.</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** In Progress — Overdue

**Strategy:** All teachers will integrate into their practice their understandings of the complex social, ethical, legal, and human issues surrounding the use of technology to their practice.

**Description:** All teachers will integrate into their practice their understandings of the complex social, ethical, legal, and human issues surrounding the use of technology to their practice.

**Activity:** Acquire and purchase teacher software, upgrades and licenses

**Description:** Acquire and purchase teacher software, upgrades and licenses

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$120,000.00
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**Status:** Complete

**Activity: Training for understanding and applying data-driven decision-making**

**Description:** Training for understanding and applying data-driven decision-making

Person Responsible	Timeline for Implementation	Resources
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and</u></li> </ul>
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community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

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| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li></ul> |
|--|--|

- administrator and/or peers
  - Analysis of student work, with administrator and/or peers
  - Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring
  - Journaling and reflecting
  - Observations.
- Standardized student assessment data other than the PSSA
  - Classroom student assessment data
  - Review of participant lesson plans
  - Review of written reports summarizing instructional activity

**Status:** In Progress — Overdue

**Strategy:** All teachers will plan and design effective learning environments and experiences supported by technology.

**Description:** All teachers will plan and design effective learning environments and experiences supported by technology.

**Activity:** Acquire and purchase teacher software, upgrades and licenses

**Description:** Acquire and purchase teacher software, upgrades and licenses

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$120,000.00
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**Status:** Complete

**Activity:** Training for understanding and applying data-driven decision-making

**Description:** Training for understanding and applying data-driven decision-making

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Antonia Pantoja Charter School	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.

In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

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

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> <li>• Observations.</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
|--|--|

**Status:** In Progress — Overdue

**Strategy:** All teachers will use technology to enhance their productivity and professional practice.

**Description:** All teachers will use technology to enhance their productivity and professional practice.

**Activity:** Acquire and purchase teacher software, upgrades and licenses

**Description:** Acquire and purchase teacher software, upgrades and licenses

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: Ongoing	\$120,000.00
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**Status:** Complete

**Activity:** Training for understanding and applying data-driven decision-making

**Description:** Training for understanding and applying data-driven decision-making

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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1.00	5	75
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Antonia Pantoja Charter School	• School Entity	Not approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>• Enhances the</li></ul>
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opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.

seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

### **Evaluation Methods**

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| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> <li>• Observations.</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul> |
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**Status:** In Progress — Overdue

## **Goal: Field Testing**

**Description:** It is the goal of the school to ensure teachers are kept abreast to the latest best practice strategies that will enhance student learning.

**Strategy:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Description:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Activity: Training for understanding and applying data-driven decision-making**

**Description:** Training for understanding and applying data-driven decision-making

Person Responsible	Timeline for Implementation	Resources
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and achievement.	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with</li> </ul>
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parents and  
community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

#### **Follow-up Activities**

#### **Evaluation Methods**

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|---|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li></ul> |
|---|--|

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Observations.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Overdue

**Strategy: Cluster Professional Development-Field Testing**

**Description:** Mastere Teachers will field test strategies that will have a positive impact on student achievement. Once strategy is proven to be effective. The strategy will be taught in cluster and monitored for effectiveness.

**Activity: PROFESSIONAL LEARNING COMMUNITY (PLC) Professional Development**

**Description:** Each week, PLC teams will meet to review a part of the instructional rubric to develop ways to implement that area of focus in a proficient manner. Follow-up will be conducted in the upcoming PLC to ensure the strategies were implemented and evidence on its effectiveness is looked at and discussed.

Person Responsible	Timeline for Implementation	Resources
Gonzalez, Sandra	Start: 9/21/2008 Finish: 6/30/2011	\$3,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	33	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Antonia Pantoja Charter School	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Participants in the cluster meetings will gain a deeper understanding of the instructional rubric provided by Teacher Advancement Program (TAP) in an effort to improve on instructional practices that will produce greater student gains.

Content learned at cluster meetings is based on an instructional rubric which reflects 10 different instructional areas that have been proven to impact instruction in the classroom.

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

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the</li> </ul> |
|---|--|

- Analysis of student work, with administrator and/or peers
  - Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring
  - Journaling and reflecting
  - Observations
- PSSA
  - Classroom student assessment data
  - Participant survey

**Status:** In Progress — Overdue

### **Strategy: Ongoing Data Analysis**

**Description:** Data will be collected at benchmark times during the year and analyzed to inform areas of strength and areas on need in instruction.

### **Activity: Training for understanding and applying data-driven decision-making**

**Description:** Training for understanding and applying data-driven decision-making

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antonia Pantoja Charter School	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's</li> </ul>

meet students needs. This will allow for student growth and achievement.

tremendous pressure to monitor carefully student performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

certification or assignment.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources

for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li><li>• Observations.</li></ul> | <ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li></ul> |
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**Status:** In Progress — Overdue

## **Goal: MATHEMATICS**

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

**Strategy:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Description:** All teachers will apply technology to facilitate a variety of effective assessment and evaluation strategies.

### **Activity: Install Interactive whiteboards**

**Description:** Install Interactive whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

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

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$128,000.00
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**Status:** Complete

#### **Date Comment**

3/16/2012	Installed and MIMIOs were purchased and being used
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### **Strategy: Math Open Ended Responses**

**Description:** 5 steps to problem solving-school wide strategy

### **Activity: PROFESSIONAL LEARNING COMMUNITY (PLC) Professional Development**

**Description:** Each week, PLC teams will meet to review a part of the instructional rubric to develop ways to implement that area of focus in a proficient manner. Follow-up will be conducted in the upcoming PLC to ensure the strategies were implemented and evidence on its effectiveness is looked at and discussed.

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

Gonzalez, Sandra	Start: 9/21/2008 Finish: 6/30/2011	\$3,000.00
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#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	33	65
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antonia Pantoja Charter School	• School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Participants in the cluster meetings will gain a deeper	Content learned at cluster meetings is based on an	<i>For classroom teachers, school counselors and</i>

understanding of the instructional rubric provided by Teacher Advancement Program (TAP) in an effort to improve on instructional practices that will produce greater student gains.

instructional rubric which reflects 10 different instructional areas that have been proven to impact instruction in the classroom.

*education specialists:*

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul> |
|--|--|

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

**Status:** In Progress — Overdue

### **Strategy: Ongoing Data Analysis**

**Description:** Data will be collected at benchmark times during the year and analyzed to inform areas of strength and areas on need in instruction.

### **Activity: Training for understanding and applying data-driven decision-making**

**Description:** Training for understanding and applying data-driven decision-making

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$24,000.00

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	75
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Antonia Pantoja Charter School	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
From principals to classroom teachers, with this training will be able to improve practices by pinpointing problems and transforming them into new opportunities. It will allow the school to create new programs and tailor existing program to meet students needs. This will allow for student growth and	In the wake of the No Child Left Behind Act of 2001, data-driven decision making has become a central focus of education policy and practice. Schools seek to meet the Adequate Yearly Progress (AYP) requirements of NCLB face tremendous pressure to monitor carefully student	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> </ul>

achievement.

performance on the high-stakes assessments that determine their success or failure. The complexity of disaggregating, analyzing, and reporting these testing data has increasingly led administrators to embrace commercial and home-grown data-driven decision making tools and support systems to help track and drive improvement in student performance.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Mathematics</li><li>• History</li><li>• Geography</li></ul>

### **Follow-up Activities**

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

### **Evaluation Methods**

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

**Status:** In Progress — Overdue

## **Goal: READING**

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

### **Strategy: Use of Technology**

**Description:** Students will log into Study Island everyday and lessons differentiated by the teacher to meet the individual mathematical needs.

### **Activity: Install Interactive whiteboards**

**Description:** Install Interactive whiteboards in each classroom along with a touch sensitive screen for the teacher to use instead of the chalk blackboard

**Person Responsible Timeline for Implementation Resources**

Lebron, Evelyn	Start: 7/1/2009 Finish: 9/30/2010	\$128,000.00
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**Status:** Complete

**Date Comment**

3/16/2012 Installed and MIMIOs were purchased and being used

**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**

***\*Dual Immersion:***

Planning for Dual Immersion begins in kindergarten. Research has shown that to increase the effectiveness of the program, students should begin as early as possible. With 50% of the school population being Spanish dominant and 50% being English dominant, there is a need to promote cross-cultural understanding for all students with language learning taking place through content instruction. Academic instruction will take place in both the Spanish and English languages. Professional Development is always sought after to keep abreast of best practices in Dual Language.

***\* Teaching strategies for language and content include:***

Cooperative learning, thematic units, hands on materials and visual and graphic displays will be used to teach content area skills. Classrooms will be language rich and teachers will use strategies such as repetition and rephrasing. In addition to language modeling, students will be afforded the opportunities to read, write and speak in both languages.

\* ***Separation of languages by teachers and students:***

For a specified period of time teachers will teach in a designated language and encourage students, both English and Spanish dominate, to communicate in the language of instruction. As part of the daily routines, morning and afternoon announcements are done in Spanish only.

Students from both language groups will learn together for the entire day. Our ELL and Special Education students are also in a regular education classroom.

\* ***Family and community involvement:***

*Pantoja* Charter School will continue to seek the support of the community for the decision making process. It is necessary for the community to be an active participant in the Dual Immersion Program.

\* **History of Puerto Rico and the Americas**

As stated in the signed charter agreement, *Pantoja* Charter School will continue to engage students in the curriculum that embodies critical thinking and critical teaching of chronologically accurate world history, related to Puerto Rico, the Americas and the Caribbean. The program will be literacy based, and hands on. Students will be exposed to graphic organizers, portfolio assessment and on line research.

\* ***Technology:***

Professional development will be provided for teachers to keep them current on best teaching practices for using the Internet, oral presentations and power point. Each class will be scheduled in the computer lab two times per week and also have access to the internet on the two computer in each classroom, Our middle school students each has there own tablet laptop which is used as a learning tool for all content areas.

*\* Leadership:*

Student projects will have a public speaking component where the students must present their work in a creative and organized manner. A student council will be organized and annual elections held. The council will be a forum where students can voice their opinions on school issues and also develop leadership skills through decision making.

*\* Curricular Additions*

Pantoja Charter School recognizes the importance of literacy in the curriculum, which will be a major area of focus for the coming school year. Literacy will be incorporated into all content areas. The two weeks prior to school opening will be spent on staff development with a focus on Balanced Literacy across the grades. Staff will also attend the School District of Philadelphia Content Institute and PATTAN sessions offered in Harrisburg.

Everyday Math is the Curriculum being used in Elementary School. Staff will review the results of the cumulative test from last year and identify strengths and weaknesses. Staff development will focus on these areas and strategies to improve test scores will be developed. Problem solving will be a primary concern.

The science program needs to be reflective of the PDE standards and also expose the students to the scientific

method. A “hands on” approach will be the main focus. Instruction will be integrated into literacy as much as possible. Students will receive a laboratory experience at least once a week. Participation in a Science Fair will be a course requirement.

Teachers receive ongoing training on the use of the Pennsylvania Content Standards. They are required to plan lessons based on standard based instruction. Teachers also state the standards that are being addressed in their lesson plans. Lesson plans are reviewed on a weekly basis and provided with feedback.

Grade group teachers have common preparation time during the school day and again another for 1 hour after students are dismissed. Teachers are required to meet with grade partners to develop standards based lessons using the standards based curriculum guides for Language Arts, Math, Social Studies and Science.

Teachers are also encouraged to visit other teachers in order to keep abreast with the latest best practices.

## **Rigorous Instructional Program - Attachments**

- letters
- ASPIRE Teacher Rubric
- Reflective Feedback Plan
- Score & Evidence Template and Self Reflection Sheet
- Professional Development Approval Letter

## **English Language Learners**

### **ELL Program**

Antonia Pantoja Charter School provides service to all our students with Limited English Proficiency (LEP) and English Language Learners (ELLs) under Pennsylvania Regulations, chapters 4 and 11; and on federal Law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the NCLB Act, and the regulations and case law under those statutes.

### **Identification of ELLs**

Enrollment and Identification:

- Based on the responses to the home language survey (HLS) students are assessed for potential placement in a program.
- Newly enrolling students without academic records are also assessed for their English Language Proficiency
- Pantoja CS uses the WIDA ACCESS PLACEMENT TEST (W-APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELLs.
- The W-APT results are one of the indicators for placement in ESL programs and must be used in combination with the above multiple criteria to determine placement in the ESL program.
- Teachers take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.
- Instructional placement of ELLs are age and grade appropriate. Additionally, our ELLs receive equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.
- Parent permission to assess is not required.
- Parent notification of student assessment results and placement in ESL program is required.

## **Policy Explanation**

Pantoja CS main goal is to prepare all ELLs students to meet high academic standards and be well prepared for higher education.

### A. The policy focuses

1. To provide high quality, rigorous instruction and appropriate support service in accordance with the distinctive linguistic and socio-cultural needs of the ELLs.
2. As part of our responsibilities is to provide optimal conditions for acculturation with the new language.

B. The overarching purpose of the Language Policy for English Language Learners is to ensure ELLs have equitable access to educational opportunities.

C. The policy seeks to address the challenges facing ELLs in all settings by focusing on assuring students' academic achievement.

D. Accountability for the academic achievement of ELLs at Pantoja CS level rests with principals, ELL coordinator, instructional staff, and support staff.

Note: Students are tested once a year under PA ELL standards according the WIDA Consortium materials. Students are served and tested by Certified ELL teachers in PA.

## **II. Goals**

- A. Pantoja CS ELLs will have the opportunity to acquire English and content in an *efficient* and *effective* manner that it will allow to be prepared to meet rigorous promotion and graduation requirements.
- B. Students should also be able to participate fully in the activities and life of the school.
- C. Pantoja CS is committed to the following:
  1. Providing instructional programs and interventions to enable ELLs to attain academic excellence across all content areas.
  2. Providing instructional programs and interventions to enable ELLs to attain high levels of English proficiency.
  3. Providing culturally and linguistically component services to ELL students and families.
  4. Providing opportunities for the maintenance and development of primary languages, and World and Heritage languages, where supported by the first language of the community.
  5. Incorporating the diverse knowledge and resources represented by ELLs, their families and their communities into the curricular and extracurricular mainstream of the school

## **English Language Learners - Attachments**

- Access Report 2010-2011
- Access Report 2012

## **Graduation Requirements**

Antonia Pantoja offers an education to students in grades k-8. Our students graduate in 8th grade and proceed to a high school of their choice.

Requirements to Graduate:

1. Must complete and pass all subjects (minimally with a 70 average). Students that fail 2 subject areas with an average lower than a 70 do not qualify to be promoted to 9th grade.
2. Community service must be completed before the month of June.

## **Special Education**

Special Education

Antonia Pantoja Charter School provides for a full range of services, programs, and alternative settings for the placement and implementation of students requiring the services of our special education program. Our programs provide support in both English and Spanish depending on the individual needs identified in a student's Individual Educational Plan.

Antonia Pantoja has a "Child Find" system in place to locate, identify and evaluate students who are thought to be a student with a disability and in need of specially designed instruction residing within the charter school's jurisdiction. "Child Find" data includes entry assessments as well as speech and language screenings in grades Kindergarten, first and second. In addition, parent meetings are held prior to school opening to assist parents in receiving the appropriate supports for their children. This data is collected, maintained and used for decision making in planning for students. Our "child find" processes and procedures are evaluated for their effectiveness. Antonia Pantoja implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Antonia Pantoja has adopted policies that include students with disabilities in the general education curriculum and environment as well as all non-academic program and extracurricular activities to the maximum extent appropriate in accordance with the student's Individual Educational Plan.

Antonia Pantoja follows all 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.

Antonia Pantoja has adopted procedures for students "at risk" through the Response to Intervention Program (RTI). Teachers refer students to RTI for interventions and

evaluation if indicated through data collection. Parents are an integral part of the RTI process. Parents may also refer their child to the RTI process at any time.

Students referred for evaluation will be administered a series of assessments by the School Psychologist to ascertain if the student is eligible for special education services. Teachers, counselors and parent input is also an important element of this process. If a student is eligible an Individual Education Plan is developed, monitored and reviewed at least annually. This process involves a school team which includes the parent.

Additional supports are available as indicated in a student’s IEP including, speech and language therapy, occupational therapy, physical therapy, assistive technology, English Language learner

During the 2011 — 2012 school year Antonia Pantoja charter School has hired an additional certified Special Education Teacher to provide more support to students in need.

Based on data we have seen a dramatic improvement in identified students literacy and mathematics skill; however, we understand that our ultimate goals have not yet been met. To this end we have hired additional staff including another full time special education teacher and have devoted 2 additional instructional hours per week to reading and mathematics skill development. Our expectation is that these additions in staff and instructional time will further support our identified student’s needs.

## Special Education - Attachments

- Special Education
- Pantoja Policy

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Acevedo, Amariyls	1.0	Bilingual Learning Support	Antonia Pantoja	22	none
Phillips, Latonya	1.0	Learning Support	Antonia Pantoja	15	none
Dara Smith	1.0	Learning Support	Antonia Pantoja	13	none
Kelly, Patrick	1.0	Learning Support	Antonia Pantoja	14	none
Greening, Diane	1.0	Learning Support	Antonia Pantoja	16	none
Katherine Cunningham	1.0	Learning Support	Antonia Pantoja	14	none

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ASPS	0.5	Bilingual Speech and Language	Antonia Pantoja	55	none
ASPS	.20	Occupational Therapy	Antonia Pantoja	10	none
ASPS	0.5	Bilingual Speech and Language	Antonia Pantoja	32	none

## Special Education Program Profile - Chart III

Title	Location	FTE
Coordinator of Special Education	Antonia Pantoja	1.0
School Psychologist	Antonia Pantoja	1.0
School Counselor	Antonia Pantoja	1.0
Bilingual Counselor Assistant	Antonia Pantoja	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
School Police	safety	1.0
School Nurse	health	1.0
Dean of Students	safety and discipline	1.0

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Local Assessment	No	Yes	Yes	No	No	No
WIDA	Yes	Yes	Yes	Yes	Yes	Yes
Access	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

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

WIDA (English Language Learners) Yes Yes Yes No No No No  
Access (english Language Learners) Yes Yes Yes No No No No

## Student Assessment

This was our 4th year of operation. Pantoja made AYP this year. We met all 21 of our PSSA targets in participation, performance and attendance. We will continue to implement programs that will help our students meet with success and allow the school to continue meeting AYP status. Our plan of action is as follows:

- Model the use of the two column method and use of “magic words” to help guide students towards an explanation and raise the level of understanding in their thinking.
- Introduce new concepts and skills by using word problems in context. Students can learn both concepts and skills by solving problems.
- Use the PDE rubric and already scored open-ended items in the classroom and use the information as a teaching tool for instruction.
- Engage in cooperative group activities that involve student presentation of problem solving results and projects to their peers.
- Differentiated Instruction (Tiered Assignments)
- Incorporating manipulative, hands-on activities, handheld technology, and games into instruction
- Implementation of projects and open-ended questions along with rubric assessment
- Provide students with after school tutoring to provide remedial and enrichment twice a week as needed in the areas of math and reading.
- Provide extended time using Study Island and Provide extended time using First in Math
- Small group pull-out by Special Ed and ELL Teacher
- Analyze student work as related to literary devices to inform instruction during grade group meetings
- Provide professional developments for career teachers where they will analyze and utilize data to make informed instructional decisions, learn instructional strategies using eligible content and engagement techniques to enhance student achievement and create models of student-centered strategies discussed to instruct students and address school-wide goal.
- Create school-wide and class specific data walls to track data and to be utilized to support instruction.

We will monitor throughout the year via, classroom announced and unannounced visits, analysis of assessment performance, study island, lesson plans, benchmark tests and report cards. We will analyze closely QRI, DRA and Dibels results.

## Student Assessment - Attachments

- pssa report 2009-2010
- AYP Report Packet
- PSSA Preliminary results
- AYP 11-12 Report Packet

## Teacher Evaluation

Antonia Pantoja C.S has developed an ASPIRE System of Professional Development, we believe...

- All educators are entitled to objective analysis of their instructional practices.
- All educators need to have a consistent vision and language for effective instructional practices.
- All educators are entitled to clear, timely feedback regarding their instructional practices.
- All educators are expected to accurately self-reflect about their instructional practices.
- All educators are entitled to coaching and support to assist them in developing their instructional practices.
- All educators are entitled to need-determined professional development.

*With these supports and structures in place all educators will be held accountable for high quality instruction at all times to facilitate student progress.*

Antonia Pantoja Charter School teachers are evaluated using the ASPIRE Rubric focusing on Teaching Standards:

- Designing and Planning Instruction (Instructional Plans, Student work, assessment)
- Learning Environment Standards (Expectations, Managing Student Behavior, Respectful Culture, environment)
- Instructional Standards (standards and objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher content knowledge of the students, thinking and problem solving)

During the 2011-2012 school year every teacher was observed a minimal of 4 times. Teachers are observed twice unannounced and twice announced. The observation process for announced observations began with a preconference and a post conference where the teacher also self evaluates based on the ASPIRE rubric. At the post conference, the focus is geared towards refining an area that will increase academic achievement and reinforcing a practice that was evident in the lesson for continued implementation. Follow up observations are unannounced and done by the Principal and Assistant Principal. The evaluators consist of the School Administration (Principal, Assistant Principal), Master Teachers and (master leveled teachers that are fully released from the classroom to provide hands on and on going professional development to teachers by observing and co-planning lessons with teachers, modeling lessons and etc.).

The Principal and Assistant Principal all have Principal Certificates. It is not required for the Master teachers to hold administrative certificates however, the entire ASPIRE Team has received extensive professional development of teacher quality,

best practices on instructional techniques and have become ASPIRE Evaluators after completing a year long intensive professional development provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. The Administrators and Master teachers were all evaluated and became ASPIRE Certified Evaluators.

In addition to formal announced and unannounced observations, administration conducts daily walk-throughs. During these walk-throughs admin observes specific areas (in classroom for 5-15 minutes in each classroom).

## **Teacher Evaluation - Attachments**

- Self Evaluation form
- Classroom visit feedback
- Evaluation form
- Evidence Sheet
- Post Conference
- Reflective Feedback Plan
- Score & Evidence Template and Self Reflection Sheet
- ASPIRE Teacher Rubric

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees has remained stable, however, we added a new Parent Representative to the Board of Trustees after the parents voted for the new Parent/Teacher Association. Changes in administration were made in October 2010: The school is managed by 1 CAO, a Principal and an Assistant Principal. Mid year a board member resigned and another was voted in.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Aracely Rosales	Chair
Olabisi Laniya	Treasurer
Tamara Newton	Secretary
Lisette Gonzalez	Member
Orlando Quevedo	Member
Marleen Walsh	CEO
CArmen Serrano	Parent

### **Professional Development (Governance)**

The Board of Trustees has received governance training. Some of the trainings include, Sunshine Law, Public Official Act, Charter School Law, Board responsibilities, Fiscal responsibility, fiduciary responsibilities and supporting the leadership of the school in a manner

that deviates from "micro managing. The board has also received training on the mission and vision of the school.

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

The Board of Trustees meets every other month. The Board of Trustees serves as the governance function of the charter school. Policy is discussed, formulated and implemented. The CAO/Principal is responsible for seeing that the school management is in compliance with the rulings of the Board of Trustees. The CAO/ Principal consistently interacts with the board and keeps them informed of how the school is functioning.

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

- List of Board Members & Meeting Dates
- 2011-2012 board meetings
- Board Meetings Schedule

## **Community and Parent Engagement**

Parent involvement is very important at Antonia Pantoja Charter School.

\* The President of the Parent Teacher Association also serves as a voting member of the Board of Trustees.

\* The school provides many opportunities for parents to volunteer in the classrooms, library and the office.

\* Parent provide input to the decision making process.

\* Parent surveys are distributed twice a year and taken seriously.

\* PTA meetings are held once a month.

To accommodate working parents many PTA meetings are held twice — during the day and in the evenings.

\* Parent workshops are held twice a month.

They were held in the evenings and a few early during the day. Workshop topics ranged from: Nutrition, Helping my child with Math, Preparing my Child for the PSSA, Supporting my ADD/ADHD Child...

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Pantoja Charter School has a variety of fund raising activities that usually focus on a specific program throughout the school year. They include but are not limited to :Book Fairs, Picture Days, Cheese Cake Sales, Dances, and Bake sales.

Additionally, parents, students and staff fundraise for 2 years for the 8th grade annual graduation trip.

### **Fiscal Solvency Policies**

ASPIRA OF PA manages the fiscal operations of the school. Financial Statements are prepared for periodic board meetings from which the board can monitorfiscal solvency. Expenditures are controlled by the annual budget, which was approved by theboard annually, and amended generally after six months of the fiscal year. Extraordinary expenditures not budgeted are approved by the board prior to their expenditures.

### **Accounting System**

ASPIRA of PA uses quick books. The books are kept according to the PDE (Pennsylvania Department of Education) chart of accounts.

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

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

- Financial Report 2010
- Fiscal Info
- Fiscal

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

Audit Firm: Withum Smith and Brown, CPA's: James P. Mulroy, CPA Partner

The audit for year ended June 30, 2011 is in progress at this time. Once the audit report is received, we will forward a copy to the Pennsylvania Department of Education and to The School District of Philadelphia.

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

- Draft Audit
- Audit
- Audit 2011

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

I. Below is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) at Antonia Pantoja Charter School the week of March 7, 2011:

Areas we had to work on:

- \* Extended School Year data collection
- \* Revised confidentiality Policy
- \* 7 cases where an individual date was not recorded

The auditor returned this school year and informed us all documents that needed addressing were taken care of.

Actions we took: We have revised the policy and it will be reviewed by the Board of Trustees. Professional development will be provided on ESY to all special education teachers. We purchased IEP writer.

According to the exit interviewer we had a favorable review.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During the 2011-2012 school year the charter school acquisition of furniture, fixtures and equipment were minor:

- classroom furnishings
- Computer equipment- Laptops
- Custodial equipment
- Copiers

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

We have finished the phase I construction project at Pantoja C.S and will be looking to start the Phase II portion which includes a gymnasium, auditorium, lockers, showers and Expressive ARTS center. The addition will allow our arts program to grow and we will be able to have Parent meetings and showcases in a suitable space. Our students will also be able to participate in various athletic competitions.

We are also working on expanding and paving the staff parking lot.

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

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

All students are required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the City of Philadelphia in order to be admitted to the Antonia Pantoja Community Charter School.

A certified school nurse is on staff five days a week. She is responsible for checking the vision, height, weight, and hearing of children and making necessary referrals to parents when problems are found. The nurse also teaches safety and good health skills. The nurse maintains health and medical records for every student.

Physical and dental records are kept according to requirements of the State of Pennsylvania. Antonia Pantoja Charter School complies with all regulations concerning the dispensation of medicines and requires that all parents to do the same. Students may not possess any

prescription or non-prescription medication. All prescription and non-prescription medication must be turned over to the nurse with appropriate paperwork for dissemination.

#### **\*Dispensing of Medication**

The Administration and staff of Antonia Pantoja Charter School would prefer that medications be dispensed at home rather than at school. We realize that sometimes this is not possible. In order for a student to receive a prescription or an over-the-counter medication at school, a Medical & Parental Consent Form must be completed. The form is available in the office and must be signed by the parent and by the student's physician. Medication must be provided in the original container with accurate content and dosage information on the label. All medication must be checked into the office.

#### **\*Security/Safety**

Our school safety team are also Temple certified and trained in proper security procedures. Weekly meetings are held with the school's security/NTA's in order to ensure the safety of all and improve on daily procedures.

For the safety of students, staff, parents and visitors the building is being monitored via closed circuit television. School security stand at the exit doors during admission and dismissal.

#### **\*Fire Prevention**

Pantoja Charter School is in compliance with all code and license requirements. All inspections have taken place and certifications displayed. Staff and students are aware of Fire Drill procedures and are posted in each classroom as well. Fire Drills are held once a month. In addition to fire prevention they are aware of Shelter in Place procedures in case of an emergency.

#### **Food Service Program**

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (K-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Our goal is to provide nutritious and well-balanced meals. Typical Puerto Rican, American, and Latino foods are cooked and served for breakfast and lunch in the school cafeteria.

Breakfast is served from 7:30am-8am for grades 3rd through 8<sup>th</sup>. Students in grades Kindergarten through 2nd are served breakfast from 8:00-8:30am. Lunch is scheduled according to the teacher's teaching roster. Students may bring their own lunches.

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

- Wellness Policy
- Health Reimbursement
- Health Reimbursement

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

Attached is the Current Insurance ACCORD

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

- ACORD

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Our professional staff consist of the following: 1 CAO, 1. Acting Pricncipal, 1. Assistant Principal, 34 classroom teachers, 6 specialty teachers, 5 special education teachers, 1 special education coordinator, 2 school counselors, 1 school nurse, 4 master teachers, 3 mentors, 1 psychologist. All of our classroom grade teachers are appropriately certified. One counselor was dismissed. One master teacher and a mentor were promoted to other positions within the organization. One teacher was transferred to another school. All, but one teacher, were given extended contracts for the upcoming year.

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

- Certification Verification Form
- pde 414 2011-2012
- Highly Qualified Report
- Pantoja HQT

### **Student Enrollment**

The Antonia Pantoja Charter School follows the requirements of the School District of Philadelphia for enrollment. Kindergarten students must be five years of age by September 1st and meet all immunization regulations. A waiting list was created since there was an abundance of students left over after the lottery.

#### **08-09**

Based on our intent to return forms, we are expecting a return rate of 98% after our 2nd year. Students who are not returning have moved out of the area.

34 students were retained in 08-09.

#### **09-10**

Initially enrolled 741 students. In June we had 710 students (parents transferred due to moving, emergencies, expulsion, etc). We are not aware of the schools the children transferred to.

K-104  
1st-144  
2nd-75  
3rd-87

4th-59  
5th-53  
6th-60  
7th-60  
8th-68

At the end of the school year 5 students were expelled.

### **10-11**

We initially enrolled 732 students in September. In June 726 remained (due to expulsions, families relocating, etc.).

K- 87  
1st- 102  
2nd-136  
3rd- 69  
4th- 88  
5th- 58  
6th- 58  
7th- 58  
8th- 70

At the end of the school year 5 students were expelled. 10 students were retained.

### **11-12**

Antonia Pantoja C.S initially enrolled 726 students. By the end of the school year 721 students remained due to families relocating and other unknown reasons.

K-83  
1st-90  
2nd-89  
3rd- 129(1 student was retained for the 2012-2013 school year)  
4th-68  
5th-88  
6th-60  
7th-57  
8th-57

Number of students expelled: 4

Number of students withdrawn/transferred due to relocation:3

Families receive a flyer/letter indicating when the registration dates take place in February. We explain to all the lottery process during registration. We also communicate the lottery process during orientation in August.

## **Student Enrollment - Attachments**

- Registration Policy
- intent to enroll, english
- Intent to enroll, spanish
- Enrollment packet

## **Transportation**

Busing will be provided for eligible students who meet the following criterias:

1. Be a resident of the City of Philadelphia
2. Be designated by the Division of Special Education as a participant in a Special Education class, and requires transportation to get to school.
3. Lives 1.5 miles or more from his/her school and participates in the voluntary school desegregation program of the School District of Philadelphia.
4. Be in grades 1 through 6, and live one mile and a half, or further from the assigned school.
5. Be in grades 7 and 8, whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation.
6. If due to some exceptionality or severity of handicap(s)

## **Food Service Program**

### **Food Service Program**

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (K-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Our goal is to provide nutritious and well-balanced meals. A wide variety of dishes are prepared including typical Puerto Rican, American, and Latino foods which are cooked and served for breakfast and lunch in the school cafeteria.

During the 2011-2012 school year breakfast was served from 7:30am-8am for grades 3rd through 8<sup>th</sup>. Students in grades Kindergarten through 2nd grade were served breakfast from 8:00-8:30am. Due to the large population shift within grades changes will be made for the 2012-2013 school year. K-3rd will have breakfast at 8:30 and 4th-8th grades at 8:00am.

Lunch is scheduled according to the teacher's teaching roster. Students may bring their own lunches.

## **Student Conduct**

We have adopted a school-wide Discipline that was developed by the teachers, students and approved by the Board. Our Discipline Plan complies with the Public School Code that states that the School Board has the authority to make reasonable and necessary rules governing the conduct of students in school.

The philosophy of the behavior management plan is a positive reinforcement program with expectations, rewards and consequences. Rules are discussed with parents and students during Parent Orientation, and Back to School Night. Expectations are very few in numbers and expressed in positive terms. The discipline code is in compliance with Chapter 12 and 13 of the Public School Code. Due process procedures are in policy and presented to parents and students in writing. Both the behavior plan and the due process procedures are in the student handbook.

Antonia Pantoja Charter School believes that every school should be a safe and orderly place where everyone is responsible for their conduct at all times. Our Student Code of Conduct applies to the educational program, school activities and functions, and extra-curricular programs, travel to and from school and any event in which the school participates or is represented as well as misconduct which occurs off school premises. School is a place where students are expected to learn.

The Code of Student Conduct will answer:

- What is expected of the students, parents, the school, and the school staff?
- What rules mean?
- What will happen if rules are broken?

These rules shall apply to any misconduct that occurs:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when a school group is using the school;
- Off school grounds and the immediate perimeter of the school building, including any school activity function or event;
- During travel to and from school, including actions on any school bus, van or any other public conveyance.
- Off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school. Those who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct which disrupt the schools educational process, will be suspended immediately and face possible expulsion. If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member.

No student shall engage in, or attempt to engage in any conduct which endangers the health, safety or welfare of any member of the school community.

All disciplinary actions of misconduct shall include a conference between the teacher and/or Principal or designee, student, and parents followed by written notification to the parent or guardian. *Students whose acts of willful misconduct most seriously endanger or disrupt the educational process may be subject to being presented before the Board of Trustees and facing the expulsion process.*

Every student must re-enroll every year by Spring time. All students must qualify for re-enrollment each year. Students with the following must attend a disciplinary hearing with the Board of Trustees to determine re-enrollment status;

- 3 or more suspensions

## **Student Conduct - Attachment**

- Code of Conduct

## **Signature Page**

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

School Year: 2012

The Antonia Pantoja Community Charter School 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 Executive Officer  
2011 - 2012 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Antonia Pantoja Community Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

*Identify the charter school's Chief Executive Officer.*

**Name:** Evelyn Nunez   **Title:** CAO  
**Phone:** 215-329-2733   **Fax:** 215-329-2433  
**E-mail:** enunez@pantoja.aspirapa.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Aracely Rosales   **Title:** Chair of Board  
**Phone:** 215-329-2733   **Fax:** 215-329-2433  
**E-mail:** aracely@rosalesc.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Kathryn McKinley   **Title:** Special Education Coordinator  
**Phone:** 215-329-2733   **Fax:** 215-329-2433  
**E-mail:** kmckinley@pantoja.aspirapa.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Signature page
- Signature page

- Signature page 2
- 11-12 Assurance signature
- Assurance for Compliance with the Public..