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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**  
**Monday, August 27, 2012**  
**(Last Accepted: Monday, August 27, 2012)**

**Entity:** Avon Grove CS  
**Address:** 110 E State St  
West Grove, PA 19390

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2012 - 2013

**Name of School:** Avon Grove CS

**Date of Local Chartering School Board/PDE Approval:** August 25, 2011

**Length of Charter:** 5 Years -- Renewed by Avon Grove School District Board this year (2011-12) **Opening Date:** September 3, 2002

**Grade Level:** Kindergarten - 12th Grade **Hours of Operation:** 7:40am - 2:15pm (Main Site) / 8:30pm -2:45pm (ELC)

**Percentage of Certified Staff:** Verified 98.4% for the coming school year. **Total Instructional Staff:** 155

**Student/Teacher Ratio:** 14 to 1 **Student Waiting List:** Ranges from 800-1500 depending on the time of year.

**Attendance Rate/Percentage:** 96.4%

**Second Site Address, Phone Number and Site Director:**

AGCS has had a second site at 1769 New London Road for the last four years. The Principal at the site, the AGCS Early Learning Center, is Kristen Bishop. The Main Number for the Kemblesville site is 610-255-5325.

## Summary Data Part II

Enrollment: 1515 Per Pupil Subsidy: \$10,326.63

### Student Profile

American Indian/Alaskan Native:	7
Asian/Pacific Islander:	59
Black (Non-Hispanic):	62
Hispanic:	94
White (Non-Hispanic):	1211
Multicultural:	82

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 15.4%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 257

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	180
Instructional Hours	0	0	972	972	1017	1017	3978

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Avon Grove Charter School is a K-12 educational community located in southern Chester County, Pennsylvania. School enrollment will exceed 1625 students during the coming school year, making AGCS the second largest charter school in Chester County (Collegium Charter, in Exton, estimates the 2012-13 population to reach 2,000) and one of the largest in the state.

AGCS has a very solid record of academic successes, and our school has made some very impressive strides in the 10 years since its founding. Among the school's accomplishments: significantly strong performance in standardized testing; a sustained emphasis on discovery-based and project-based learning methodologies; a groundbreaking special education program; an innovative program for academically talented students (known as CAAP); an expanding environmental sciences strand (the Green Learning Initiative), Middle States Accreditation for the High School program, and other milestones too numerous to mention.

When AGCS opened in 2002, represented the culmination of the efforts of local parents who were seeking a neighborhood-based educational alternative for their children. AGCS was established at a time when traditional public schools throughout the region were launching massive consolidation projects and school buildings were being re-designed to house student populations in the thousands (even at the elementary level). In many ways, AGCS began its existence in direct opposition to this trend. It is, therefore, fitting that both of our two campuses occupy neighborhood elementary school buildings placed out of service by the local school district during its last major consolidation. Although the AGCS community had grown

tremendously over the years, school leadership remains committed to preserving the sense of intimacy which was so important to the school's founding families.

In many ways, our school's organizational structure and overall character is largely an outgrowth of the values which brought AGCS into being. Our grass-roots origins have demonstrated that small teams have the power to create the kind of synergy necessary to drive on-going change. A small group of dedicated community members founded our school, and highly dedicated small teams will shape our future.

From an instructional standpoint, AGCS is dedicated to the proposition that children learn best in an environment in which they are supported, encouraged, and nurtured. For our community, education not simply a cycle of content-delivery, memorization and assessment. At AGCS teachers make every effort to ensure that our students are constantly growing: academically and personally.

In our community, teachers are mentors, role-models, and leaders in a community support system designed to enable students to achieve increasing levels of success. At AGCS we are genuinely dedicated to the "whole child" and this approach has enabled us to remain extremely competitive in a community in which all of the traditional public schools perform at a very high level.

### **Community Snapshot:**

AGCS is located in what was once a primarily rural setting which has become increasingly suburban over the course of the last 10 years. Southern Chester county is one of the fastest growing sections of our Commonwealth. AGCS currently draws primarily from 6 surrounding districts (Avon Grove, Oxford, Octorara, Kennett, Coatesville, and Unionville-Chadds Ford). These districts range from urban (Coatesville Area School District) to rural (Octorara School District). The current mix of sending districts is enough to foster both cultural and economic diversity at AGCS. Our AGCS families also come from a variety of cultural backgrounds, and over 21 percent of our student population is now made up of individuals belonging to one or more ethnic or racial minority groups. AGCS families work in a variety of industries and services. Many of our AGCS parents work across the Delaware state line in the area surrounding Wilmington in which the banking, aerospace, chemical, and pharmacological industries are centered. Many AGCS parents work in the public sector in both Pennsylvania and Delaware. Still others work in agriculture, especially in the production/cultivation of mushrooms.

## **Mission**

### **Avon Grove Charter School Mission**

The Avon Grove Charter School educates each student through a constructivist approach in a cooperative environment which honors differences and fosters acceptance.

## Vision

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### Vision

**To transition each student into the world with the capability to discover where they can make significant contributions within global cultures.**

## Shared Values

- Students learn best when expectations are high and instruction is engaging.
- Parents must take an active role in their child's education.
- All students are capable of success and should be actively encouraged to reach their potentials.
- The school must be intimately connected to the local community and should serve as a resource for community organizations and partners.

## Academic Standards

### The Importance of Standards Alignment at AGCS

The Avon Grove Charter School is committed to making certain that all students meet or exceed PA state standards in all of the major content areas. However, AGCS also has a commitment to "embedding" the PDE standards within instructional methodologies which are engaging, authentic, and relevant to the lives of our students. The academic standards provide an excellent framework for talented teachers to utilize while they explore new ways of making instructional memorable and meaningful for their students. It is important to recognize, however, that one of the forces which led to the establishment of our charter school was the perceived abandonment of experiential learning in many of our surrounding districts. As high stakes testing has come to occupy center-stage across the country, the temptation to shift to "direct instruction" methodologies become very tempting. However, AGCS is committed to its well-established discovery and project-based approach, and for the last 10 years, this instructional commitment does not seem to have had any negative impact on the performance of our students on standardized assessments.

Some excellent examples of high-quality discovery and project-based learning in action are showcased on the George Lucas Foundation's website: <http://www.edutopia.org/> -- Also the experiential components of the Finnish educational system (see this article: <http://bertmaes.wordpress.com/2010/02/24/why-is-education-in-finland->

[that-good-10-reform-principles-behind-the-success/](#)) have produced results that make Finland one of the strongest performing educational systems in the world. Finally, at AGCS we believe that education is about more than a cycle of content delivery > assessment > content delivery > assessment. We believe that the best forms of instruction are essentially "constructivist" and that our school's ultimate objective should not be simply the achievement of increasing levels of proficiency on pencil-and-paper assessments but to nurture skills which will produce authentic and lasting results.

This is not to say, however, that data collection and traditional assessment are not important. On the contrary, the collection and application of data to classroom settings is taken very seriously at AGCS, and informs every aspect of the educational process.

To track student performance, AGCS has established a system of ongoing progress monitoring supported by the use of the on-line and server-based resources such as "My Skills Tutor," "Compass Learning" and the "My Access Writing" program. Each of these technological resources provide excellent formative feedback for teachers and administrators and enable AGCS to accomplish real-time "benchmarking" in a manner that enables administrators to make informed curricular decisions and empowers teachers to customize lesson plans to meet the needs of their students.

This approach is completely consistent with the PDE requirement for a local assessment plan mandated under § 4.52 (relating to local assessment system). AGCS student progress is carefully and consistently monitored throughout the year with ongoing curricular, reference-based, informal and normed assessments.

### **The Shifting Landscape of Standards Acquisition in Pennsylvania**

It is also important to recognize that the movement at the state level toward Common Core Standards has been an increasingly important factor in our planning process at AGCS. This year, administrators at AGCS will make increasingly intensive use of the Standards Aligned System (SAS) -- <http://www.pdesas.org/> to support student achievement at all levels.

The SAS also provides an excellent tool for customizing instruction to meet the benchmarks and performance indicators contained within the Common Core.

### **Breaking New Ground: Environmental Science (Ecology) Standards**

In many ways, Pennsylvania is significantly ahead of other states in its approach to environmental education. Toward this end, Pennsylvania already has Environmental and Ecology Standards already in place to guide the creation of environmentally-g geared programming and to help teachers identify what students need to know in this critical and increasingly important content area.

AGCS has used the Pennsylvania State Environmental and Ecology Standards to establish a framework for its evolving "Green Initiative" and is in the process of gathering as many curricular resources as possible to ensure that students receive instruction that is tied into well-defined performance indicators which have grown from the newly-established state standards.

From an outcomes standpoint, AGCS has seen increasingly strong performance on the PSSA Science (school wide) since the inception of the Green Initiative, especially in the sections of the assessment that touch upon ecological and environmental subject matter. AGCS has also drawn a significant amount of information on standards-alignment in environmental instruction from organizations such as the National Wildlife Federation which has been addressing issues of standards alignment through a series of "webinars" aimed at schools on the leading-edge of environmental education (like AGCS).

## Strengths and Challenges

### Avon Grove Charter School: Strengths and Challenges 2011-12

#### **1) Strengths, by program element:**

##### ***The AGCS Green Initiative***

Since 2005, AGCS students have been busily transforming large stretches of the school's 23 acre main campus into 5 distinct habitat zones all of which now contain well-established colonies of indigenous plants and thriving stands of native trees. Through the school's "Green Initiative," AGCS students have played a central role in the removal of invasive, exotic plants and have overseen the re-introduction of hundreds native species.

However, over time, and with the very active support of staff, students, parents, and our surrounding community, the Green Initiative has become much more than simply a small-scale restoration program. It has evolved into one of the most innovative environmental education programs in our state.

During the 2011-12 school year, the Green Initiative received grants from: the Otto Seeds Fund, The Dockstader Foundation, the Pennsylvania Department of Environmental Protection, and the Cocharane Foundation. This funding, in addition to a number of grants won during the previous school year, have transformed our main campus into a fully-functioning environmental research station.

#### **"Green Milestones" for the Last and Current School Years Include:**

- The construction of professional greenhouse.
- The creation of a on-campus wetland study area (includes three easily accessible ponds) and over two acres of restored wetland.
- The acquisition of a number of forestry tools including an ATV/Tractor for more intensive planting and maintenance tasks.
- The construction of a boardwalk for outdoor habitat study and low-impact student access.
- The creation of two paid internships for students of exceptional promise in Ecology/Environmental Science.
- The construction of a 350 gallon hands-on indoor habitat system simulating the Chesapeake Bay estuary system for student observation, experimentation and research.
- The construction of a professional-level indoor Aquaponics research lab.
- The creation of a nursery and preserve for rare and/or endangered tree species enclosed by a "High Tower" shelter.

AGCS has been recognized for its environmental efforts with numerous grants and awards from the following groups/organizations: the Dockstader Foundation, the Pennsylvania Department of Environmental Protection, Project Learning Tree, Lowes, Dansko, Inc., London Grove Township, the Pennsylvania Game Commission, and the Pennsylvania Department of Conservation and Natural Resources.

Avon Grove Charter School staff have presented the Pennsylvania Association of Environmental Educators conference for the last four years, and the Green Initiative has received regular press coverage in all of the regional newspapers, and also on the state-wide public television program: Greenlife PA.

### **Special Education**

The Special Education Department at AGCS has done extraordinary work over the course of the last 10 years, leading to praise from impartial observers, the PDE, the local media, and the state's Bureau of Autism Affairs. We have also hosted seminars in topics as diverse as "dual exceptionalities" and "an Introduction to Autism" which have drawn audiences from AGCS, the local community, and even neighboring districts.

AGCS has also made tremendous strides in developing a very extensive Response-to-Intervention system, and conducts progress monitoring in a way that yields extremely informative and useful results.

### **Academically Accelerated / Gifted Enrichment**

As a charter school, AGCS receives no Chapter 16 funding. However, due to a significant percentage of the AGCS population entering with the GIEP or similar documentation, it became immediately apparent that AGCS would need to develop a program for academically accelerated students. This program would need to address the unique needs of our gifted and talented population as well as high-achieving students who might not receive gifted services in a traditional IQ-based gifted enrichment setting.

Over the past 10 years, CAAP (the Cooperative Academic Acceleration Program) has grown and expanded its influence. Today, students in grades 2-8 receive challenging accelerated instruction on a daily basis in all of their core subject areas. In this way, the AGCS CAAP program provides a far more extensive and in-depth experience for high-achieving students than they might experience in the 90 minute "enrichment" programs offered in traditional public schools.

### **Teacher Certification - Highly Qualified Status**

When charter schools were first established in our commonwealth in 1997, charter schools were given a degree of latitude in terms of teacher certification. Initially, charter schools were permitted to hire teaching staff who through their education or professional experience brought with them valuable content knowledge, but did not possess and Pennsylvania Teaching Certificate.

The Federal No Child Left Behind law, however, called for all schools receiving federal funds to move toward 100% "Highly Qualified" for all instructional staff. This year, AGCS came very close to the 100% mark. During the coming school year, over 98% of our staff will have HQT status, and the remaining uncertified staff will have shown evidence of making consistent progress in a state-approved certification program.

### **2) Challenges:**

Like all charter schools, AGCS is accustomed to having to "do more with less." However, over the course of the last few years, our school has struggled to weather a series of financial challenges which have created unexpected financial hardships for our community. The first financial "lightning bolt" struck our school community four years ago when our county's tax assessor extracted over one-half million in property taxes from our schools' tax-exempt foundation. Smaller aftershocks have followed including the elimination of Social Security reimbursement for all charter schools in Pennsylvania (but not for traditional public schools).

According to the 1997 legislation that first authorized charter schools in Pennsylvania, our learning communities should be given the opportunity to thrive and become "laboratories for innovation." While all of us at AGCS are proud of what we have accomplished during our ten year history, we feel that politics and special interests often conspire to create an atmosphere which discourages innovation and threatens the right to exercise the public school choice granted by the state legislature.

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

### **Strategic Planning Process**

The Avon Grove Charter School was established by a group of parents and community members dedicated to providing an educational alternative which would meet the needs of a diverse group of families and which would serve as a community resource, rooted within the local neighborhood. From the school's inception, grassroots organizing and consensus building has characterized the way in which all of the stakeholders have been actively brought into the decision making process. Our school is, in many ways, naturally-oriented toward inclusive dialog and response.

The strategic planning process is, therefore, a natural fit for a community-engineered charter school like AGCS, which through the process of grassroots organizing, has put into place many of the processes and structures that enable real strategic planning to take place in an effective and meaningful manner.

However, the 2010-11 school year represented our school's 9th year of continuous operation and, in many ways, this milestone creates a unique opportunity for our community to embrace a more systematic and tightly-focused approach to strategic planning.

We have, therefore, enlisted the assistance for the Chester County IU (Intermediate Unit #24) to provide technical assistance and support as we move forward into the next phase of our development.

In the winter and spring of the 2010-11 school year, AGCS participated in a series of meetings with the CCIU strategic planning team to put together a draft version of the school's strategic plan designed to cover the 2011-16 period.

We are anticipating presenting an updated version of this document to the AGCS Board of Trustees for their August 2011 meeting. In the space below, please find the draft version of the strategic plan in its entirety. Including responsibility designations, timelines, and other critical information.

#### **Avon Grove Charter School — 2011-2016 Strategic Plan**

The administrative team of the Avon Grove Charter School met on April 4 and May 16, 2011 to develop a strategic plan that included a detailed work plan for the staff of the Avon Grove Charter School in order to accomplish the goals set forth in the plan. As a result of their work, the following goals were established:

1. Continue to expand and create opportunities that ensure a positive, nurturing environment that encourages and promotes learning for all students in an inclusive setting that respects and values all student and staff contributions to learning in the classroom.

2. Expand the student-based, student-focused learning curriculum that respects and values all students' contributions to learning in the classroom.
3. Refocus staff energy and provide support to develop and maintain hands-on learning/discovery-based learning for the students of the Avon Grove Charter School.
4. Establish procedures and guidelines that encourage parent-staff interactions that maintain the integrity of the educational process and enhance the home/school relations.
5. Establish new and enhance existing relationships with the community to create meaningful, sustainable partnerships that enhance student learning.

The following strategic plan for the Avon Grove Charter School provides a detailed work plan to implement strategies in order to achieve measurable results that determine if the goals set forth above have been achieved.

**1. Goal: Continue to expand and create opportunities that ensure a positive, nurturing environment that encourages and promotes learning for all students in an inclusive setting that respects and values all student and staff contributions to learning in the classroom.**

<b>Strategy</b>	<b>Action Steps</b>	<b>Measures</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>
<b>The administrative team will collaborate to identify roles, duties, responsibilities, and boundaries for each position (professional, administrative, support).</b>	Team meets semi-monthly over the course of 6 months to clarify roles and responsibilities of each staff position.	Meet 12 times	Kevin Brady (L) Christine	Year 1 Six months to 1 year
		Create agenda and work product for each meeting		August 23, 2011
		Develop Organizational Chart		January 31, 2012
	Roll out to staff	Rolled out to staff — First Inservice Roll it out to Divisions Written documentation	Phil (Ghostbusters)  Kevin/Principals Kevin/Tasha	August 23, 2011
<b>Conduct a collaborative retreat for a representative sample of each grade/group/departments offsite to be facilitated by a neutral source in order to share resources and alleviate burnout; while understanding the impact on the students</b>	Determine theme (nurturing environment; building respect for curriculum) Determine logistics (Date, participants, format, location, presenters, etc). Develop process measurement tools	Conduct the retreat	Shannon (Lead) /Jenn/Christine/Suzie/Rachel Betcher	Sept. 2012
				October 2012
		Determine baseline for school climate/engagement (observation/student survey)		Inclusive opportunities for students in curricular activities increases by 15 percent  Inclusive opportunities for students in extra-curricular activities increases by 15 percent

<b>Develop strands of professional development for staff to choose goal with supervisor to share with other members of group i.e.: reading and writing within content area.</b>	Survey staff — Conduct needs assessment and determine baseline of staff needs	Develop strong three-year professional plan for staff (inservice combined with self-directed.) (six pillars/hands-on)	Kristen (L) Shannon/Jenn/Suzie/Deb	June 15 2011 - Sept. 2011	
	Administrative Team develops individual professional goals				
	Evaluate current evaluation tools	Develop/choose evaluation tool Roll out to staff development goals for staff	Tosha (L)/ Kristen/Deb/Phil/Suzie	Sept. 2011 - Sept. 2012	
	Supervisor meets with instructional staff to choose professional development goal	Pilot evaluation tool			Sept. 2011 (K-5)
	Staff present professional development program during monthly/semi-monthly PD meetings	Implement evaluation tool/create unified tool for all staff Student report cards focus on citizenship/character ed.			Sept. 2012 (7-12)
			Sept. 2013		

**2. Goal: Expand student-based, student-focused learning curriculum that respects and values all students' contributions to learning in the classroom.**

Strategy	Action Steps	Measures	Person Responsible	Timelines
Teachers who are involved in the implementation of student-based learning (best practices) present to the board to showcase program elements.	Develop list of points of pride from which board presentation scheduled is developed.	Five Points of Pride per board meeting focusing on student-based learning	Kevin Brady	September 2011
	Develop board presentation	One student-centered presentation per board meeting		
	Schedule/Assign staff presentation dates	Submit Divisional Monthly Board Report		
	Roll out to staff	Gauge board response to presentations through comments and minutes. Monitor board approval on student-based learning action items (approval of funds for programs, field trips, professional residencies, etc.)		Ongoing
		Student representative is added to board.		September 2013

Strategy	Action Steps	Measures	Person Responsible	Timelines
<b>Teachers will be involved in peer observations that concentrate on student-focused learning curriculum, then report out (showcase) the resulting student success to board.</b>	Develop Observation Tool and Schedule	Conducted once a year	Kristen/Deb/Principals	Pilot 2011 — Upper School Fully-implemented — lower school — 2011 Evaluate/modify 2012 Fully implemented k-2013
	Conduct Mid-Point Evaluation	Walk-through Form Completed		
	Roll out to staff	Presented to all grades		
	Assign Staff Observation Roles	Minimum of six board presentations per year conducted		
		Avon Grove Charter School continues to make AYP		2016

Strategy	Action Steps	Measures	Person Responsible	Timelines
<b>Develop a mentor program for professional staff.</b>	Identify division leads to mentor plan (Five months/monthly lunch and learns) admin, grade group leads, and curricular leads.		Christine [1]/Donna/Phil	Jan. 2012- June 2013
	Review/Assess plan			
	Revise/Revamp plan			
	Form the recommendation committee			
	Present recommendations to Administrative Team	Plan approved		April 2012
	Present mentor plan to executive director for approval.			
	Present plan to the board approval (Plan supports the school's mission and state mandates (AYP))	Mentors selected and trained		May-Aug. 2012
		Plan implemented		2012-13 school year
Provide staff development for leads	Staff turnover/attrition rate is reduced by 25 percent	June 2016		
Present mentor program to staff				
Implement Plan				

**3. Goal: Refocus staff energy and provide support to develop and maintain opportunities for hands-on learning/discovery-based learning for the students of the Avon Grove Charter School.**

Strategy	Action Steps	Measures	Person Responsible	Timelines
<b>Provide professional development that concentrates on providing staff with methods to implement and expand hands-on learning/discovery-based learning across the curriculum</b>	Determine staff's current level of understanding and use of hands-on and discovery-based learning [pretest]	Pretest conducted Assessments Conducted and Evaluate  Assess three times in first year	Kristen[1]/Shannon/Jenn/ Deb/Marie S./Mark Fisher/Cheryl Durante/Patty McGlone	Follow Professional Development Timelines
	Customize professional development based on staff assessments	Develop professional development modules		
	Create solid co-teaching pairs using data collected	Organizational chart developed and distributed		
	Roll out to staff	Staff presentations  Conduct professional development		
	Add discovery-based learning measures to professional evaluation	Add to Professional Evaluation  Observations/Student Performances (Spanish hopscotch/Classroom battleship)  100 percent staff participation in delivering hands on learning/discovery-based instructional programs across the curriculum		

<p><b>Utilize parents to enhance curriculum by developing plan to have present discovery-based learning lessons to students to supplement curriculum and to demonstrate link between learning and real life.</b></p>	<p>Create survey that requests input from parents, and skill assessment of parents.</p> <p>Develop parent skill inventory to facilitate DBL lessons.</p>	<p>All professional staff identifies and solicits five parents to be a member of the “Parents Presenters Bureau”</p>	<p>Deb [L]/ Jenn/Phil/Christine</p>	<p>September 2011 - January 2012</p>
	<p>Create parent presenters bureau (similar to a speakers bureau]</p>	<p>All professional staff has a minimum of one parent presentations a semester.</p>		<p>January 2012-June 2013</p>
	<p>Solicit community/parent/volunteers / teachers / students to demonstrate our vision/mission</p>	<p>All professional staff has a minimum of two parent presentations a semester.</p>		<p>June 2016</p>
<p><b>Increase broadness of curricular showcases to feature hands-on /discovery-based learning</b></p>	<p>Conduct and expand series of curricular showcases: Talent Night; Hallway Displays. Staff advertise new displays</p>	<p>Visual observations of student work in hallways displays</p> <p>90 percent student participation (combined performance/attendance)</p> <p>Visual observation form confirms all classroom displays change monthly confirmed measured.</p>	<p>Jenn Weaver [1]/Deb/Shannon</p>	<p>September 2014</p>
	<p>Celebrate Charter School Week (determine actual date)</p>	<p>Events conducted</p>		
	<p>Increase student participation in enrichment activities: Shakespeare Festival, Art Shows, Science Fairs, etc.</p>	<p>75 percent overall student participation in countywide or regional events.</p>		<p>June 2016</p>

**4. Goal: Establish procedures and guidelines that encourage parent-staff interactions that maintain the integrity of the educational process and enhance the home/school relations.**

**Strategy:**

Strategy	Action Steps	Measures	Person Responsible	Timelines
Create a “user friendly” tool for parents to better communicate with AGCS staff or access overall student status	Roll out Power School	100 percent Parent/Student Access on Power School	Lisa D	September 2011
Create a tool communicating school- wide events to the AGCS community	Roll-out new website Teacher Websites	Track hits on website	Lisa D.	September 2011
Provide guidelines in student handbook regarding parent AGCS community communication	Revise student handbook to include: Communication Guidelines Complaint Resolution Guidelines	Handbook is revised Executive Director’s involvement in complaint resolution is reduced to 10 disputes or less a year.	Ed Delfin [I] and Administrative	June 30, 2012

**5. Goal: Establish new and enhance existing relationships with the community to create meaningful, sustainable partnerships.**

Strategy	Action Steps	Measures	Person Responsible
Utilize academic competitions to increase grant funding, promote school, and increase scholarships.	Curriculum leads research opportunities for student participation in local, regional and state student organizations and events.	75 percent student participation in enrichment/extra-curricular activities.	P S C V
<b>To showcase an achievement create a virtual scrapbook of the school’s achievements and events.</b>	Incorporate service project into the annual review (school service)	Increased staff volunteers for student enrichment clubs to 100 percent by 2016	S d
	Define Accountability/ implementation Developing school service projects (teachers submit ideas)	Criteria developed for judging (supervisor) rubric. Fold into evaluation school service.	
	Track benefit of student participation in community-wide events.	25 percent of students receive post-secondary scholarships and/or earn recognition/awards for participation.  Ten percent increase in news coverage of AGCS student achievement.	

	Identify who will manage and coordinate the scrapbook showcase.	Scrapbook is created. Track on website scrapbook views.
<b>To improve professionalism and customer service and overall impression of our AGCS community</b>	Baseline of Current Customer Service	Release Customer Satisfaction report
		Submit recommendations for Customer Service Improvement
	Develop Customer Service Standards	Administration Models Standards
	Develop Customer Strategy	
	Implement Cold Calling strategy	Release results of cold calling strategy
	Train staff on standards Incorporate customer services into professional development and evaluation	Roll Training program
	Train staff on standards Incorporate customer services into professional development and evaluation	Achieve 100 percent customer satisfaction

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Aviles, Kathleen	AGCS "Green" Teacher	Regular Education Teacher	Kevin Brady, CEO
Bibaud, Remy	Technology Consultant	Other	Kevin Brady, CEO
Bishop, Kathleen	AGCS Board Member	Board Member	Kevin Brady, CEO
Bishop, Kristen	Avon Grove Charter School - Lower School	Administrator	Kevin Brady, CEO
Donna Archer	Business Manager	Administrator	Kevin Brady
Durante, Tony	Facilities Manager	Administrator	Kevin Brady, CEO
Edward Delfin	Dean of Students		Kevin Brady
Gwen Galligan	Parent	Parent	Kevin Brady
Hendricks, Dale	Community Member / Business	Community Representative	Kevin Brady, CEO
Kevin Brady	Head of School	Other	AGCS School Board
Kozlowski, Bev	AGCS Parent	Administrator	Kevin Brady, CEO
Matt Heckendorn	Consultant - Hooper Shiles	Business Representative	AGCS Board
McElwain, Shannon	3-5 Headmaster	Administrator	Kevin Brady, CEO
Riggio, Christine	Avon Grove Charter School, Special Education Director.	Special Education Representative	Kevin Brady, AGCS CEO

Tosha Bowers	Human Resources Coordinator	Administrator	Kevin Brady
Weaver, Jennifer	Avon Grove Charter School, Lower School	Administrator	CEO, Kevin Brady

## Goals, Strategies and Activities

### **Goal: DELIVER SPECIALIZED CURRICULUM CONTENT THROUGH DISTANCE LEARNING IN SUPPORT OF STUDENT LEARNING**

**Description:** Deliver alternate solution availability of curriculum content and create interactive learning tools to serve the educational needs of all students through the use of emerging technology

#### **Strategy: Foster the use of supplemental and primary virtual classroom environments**

**Description:** Develop an alternative classroom instruction opportunity through the infusion of supplemental instruction opportunities to support e-learning environments and student learning

#### **Activity: Acquire and implement mobile Distance Learning capability to deliver supplemental instruction and extend staff training opportunities**

**Description:**

- 3rd Quarter 2011 — Perform needs assessment and form strategic plan, align Educational Technology Plan
- 4th Quarter 2011 — Begin processes to create specification guidelines and obtain components and services
- 3rd Quarter 2012 — Acquire necessary equipment and deploy solutions on an on-going as-needed basis

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

Kevin Brady	Start: 8/1/2011 Finish: Ongoing	\$40,000.00
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**Status:** Not Started — Overdue

### **Goal: DEPLOY RAPID AND APPROPRIATE LEVELS OF TECHNOLOGY SERVICE TO**

# STUDENTS, STAFF, INSTRUCTORS, AND ADMINISTRATORS

**Description:** Provide continuing technical support for all students, staff, instructors, and administrators in support of student learning, professional development and staff productivity

**Strategy:** Utilize necessary internal and external support mechanisms for stakeholders to ensure support is on-going and reliable

**Description:** Provide internal resource to support all initiatives on a daily basis in the areas of break/fix, help-desk, network and telecommunications services and other pertinent concerns as necessary. Supplement the internal staff with external assistance as needed in several areas including E-rate acquired equipment and services

**Activity:** Determine needs for all end-users and establish business rules to guide internal resource to provide various levels and types of support services

**Description:** Perform needs assessment and form strategic plan, align needs to Technology Plan  
Identify services and service levels to be provided and contract with vendor as per multi-year RFP  
Communicate with stakeholders regarding the expected service level agreements

## Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 7/1/2011 Finish: Ongoing	\$675,000.00
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**Status:** Not Started — Overdue

## **Goal: DEVELOP AND NURTURE EXTERNAL PARTNERSHIPS FOR EMERGING E-LEARNING CLASSROOM DELIVERIES AND OTHER EDUCATIONAL LEARNING OPPORTUNITIES**

**Description:** Use external partnerships for e-learning and other visionary educational learning and collaborative opportunities as it relates to AGCS' unique environment

**Strategy: Develop numerous donation opportunities with various parental and community organizations**

**Description:** Collaborate with external partners to actively solicit funds to grow and support the AGCS computing environments to help ensure equity among classrooms and student users

**Activity: Establish school-based committees to help identify activities to correspond with fund raising strategies and provide means for donations to be collected and monies to be distributed to acquire resources**

**Description:** Create and maintain committees and identify collection goals types of desired resources to be obtained  
Begin to identify the types of desired resources to be obtained  
Communicate with stakeholders regarding the active pursuit of helping to support AGCS technology through donation opportunities

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 4/1/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Embed a dynamic group of learning programs with external resources in support of everyday student learning**

**Description:** Initiate partnerships with local/national/global educational facilities and other entities to provide a menu of options in support of traditional and virtual instruction and training

**Activity: Utilize technology committee and other instructional staff to help mold and identify partners and solution sets**

**Description:** • 4th Quarter 2011 — Begin strategic processes to identify types of desired partnerships and curriculum benefits  
• 1st Quarter 2012 — Begin acquisitions of partnerships to nurture relationships  
• 2nd Quarter 2012 — Develop strategies to embed these partnerships and opportunities into curriculum

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 10/3/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: EMBED AUTOMATED SCANNING PROCESSES IN SUPPORT OF STUDENT SAFETY AND ATTENDANCE**

**Description:** Create streamlined processes for students to establish greater efficiencies of operation and help to maximize safety

**Strategy:** Provide a system-wide solution for all students to integrate real-time interaction for collecting data for attendance, library, lunch and other programs or functions

**Description:** Enable staff to reduce the burdensome paperwork associated with everyday operational functions and create electronic accountability for ease of data sharing

**Activity:** Expand use of currently deployed scanning solution meeting industry standard design and integration with student information system

**Description:** • 2nd Quarter 2012 - Perform needs assessment and form strategic plan with technology team members

• 4th Quarter 2012 - Draft implementation strategy and develop curriculum infusion plan where necessary

• 2nd Quarter 2013 — Acquire necessary components and provide professional development to staff

• 3rd Quarter 2013 — Finalize implementation schedule, communicate with stakeholders and deploy solution

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

Kevin Brady	Start: 5/1/2012 Finish: 8/19/2013	\$55,000.00
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**Status:** Not Started — Overdue

## **Goal: ENRICH CLASSROOM DECISION MAKING AND DAY TO DAY COMMUNICATION**

**Description:** Effectively ensure teachers and administrators will use technology to improve classroom decision-making and day-to-day communication

**Strategy: Identify a technology team leader in each building to provide a greater capacity to infuse and standardize classroom technology**

**Description:** Advocate the utilization of “tech savvy” instructors to assist their peers and other staff to better embed technology provided solutions to stimulate classroom instruction and enhance general productivity

**Activity: Utilize a web-based collaborative/document sharing application to create a forum to thoroughly vet solutions and classroom modeling activities, etc.**

**Description:** • 2nd Quarter 2011 — Begin to identify functional needs of instructors to create a laundry list of classroom infusion needs

• 3rd Quarter 2011 — Identify and select a team leader for each building to establish the formulation of professional development delivery and schedules

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 3/14/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Promote day-to-day staff communication and efficiently by acquiring and using collaborative tools**

**Description:** Embed electronic capabilities to improve overall staff communications in an effort to facilitate real-time collaboration and efficient instruction sets

**Activity: Utilize a web-based collaborative/document sharing application in support of student learning and staff idea-sharing**

**Description:** • 4th Quarter 2010 — Identify instructor needs by meeting with a group of early adopters and the technology team

• 2nd Quarter 2011 — Begin research process and acquire the application licensing and hardware needs if applicable

- 3rd Quarter 2011 — Start implementation of solution and provide training to end-users to help ensure compliance for utilization

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 12/1/2010 Finish: Ongoing	\$60,000.00
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**Status:** Not Started — Overdue

## **Goal: FOSTER USE OF NEW TECHNOLOGIES TO CREATE INNOVATIVE AND STIMULATING LEARNING ENVIRONMENTS**

**Description:** To foster new technologies for innovative and stimulating learning environments by infusing emerging technologies into all classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards in support of student learning

### **Strategy: Adopt the use of standardized technology components within classrooms for instructors across all grade levels**

**Description:** Establish a base classroom technology model for all grade levels by embedding a list of minimum components to create standards across any AGCS sites

### **Activity: Research and beta-test various components in a classroom setting to determine functional qualifications and cost-effectiveness to help determine which technologies can benefit students and instructors best**

- Description:**
- 1st Quarter 2012 — Draft a needs assessment and begin research processes and draft alignment within curriculum
  - 2nd Quarter 2012 — Start to acquire necessary components, provide professional development to staff and ensure solutions meet stakeholder needs
  - 3rd Quarter 2012 — Continue implementation schedule planned and deploy in classrooms and/or common educational areas

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 2/1/2012 Finish: 8/1/2012	\$80,000.00
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**Status:** Not Started — Overdue

**Strategy: Ensure instructors have access to 21st Century computer classroom tools**

**Description:** Ensure instructors have access to 21st Century computer classroom tools to increase student proficiency across content areas such as reading and math through improved classroom processes and staff and student interaction

**Activity: Continue deployment of LCD Projectors, document cameras, and student tools such as digital hand held still and video cameras to integrate advanced learning solutions for all identified classrooms**

**Description:** • 2nd Quarter 2011 — Establish an implementation strategy and develop curriculum infusion plan along with budget plans  
• 3rd Quarter 2011 — Begin to acquire components and provide professional development for staff to promote classroom utilization

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 4/1/2011 Finish: Ongoing	\$39,000.00
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**Status:** Not Started — Overdue

**Strategy: Ensure students are able to acquire the basic technical skills necessary to positively impact student learning**

**Description:** Expand the use of productivity applications or other similar applications for students to orchestrate a greater capacity of basic computer skills in order to foster an environment building the utility of technology into everyday learning

**Activity: Expand and acquire as needed the appropriate licensing (MS Office and Windows operating systems), and implement application(s) to be utilized to ensure uniform distribution to stakeholders**

**Description:** • 1st Quarter 2011 - Draft implementation strategy and develop curriculum infusion plan

• 2nd Quarter 2011 — Acquire any necessary components and provide professional development to staff, incorporate into desktop or server images

• 3rd Quarter 2011 — Devise implementation schedule, deploy, communicate with end-users

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 3/1/2011 Finish: Ongoing	\$120,000.00
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**Status:** Not Started — Overdue

**Strategy:** Expand the use of specialized learning solutions for students to orchestrate a greater capacity to infuse core content area and computer related skills and advocate the use of “greener” technologies

**Description:** Ensure the required computing devices have access to core computing applications in order to foster and build the utility of technology into everyday learning and that specialized solutions maximize the unique requirements of applicable students

**Activity:** Research the use of leading-edge technologies such as eBook readers, iPads, digital message boards and other innovative devices to help determine which can benefit students best

**Description:**

- 1st Quarter 2011 — Draft a needs assessment and begin research processes and draft alignment within curriculum
- 2nd Quarter 2011 — Start to acquire necessary components, provide professional development to staff and ensure solutions meet stakeholder needs
- 3rd Quarter 2011 — Continue implementation schedule planned and deploy in classrooms and/or common educational areas

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 3/7/2011 Finish: Ongoing	\$18,000.00
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**Status:** Not Started — Overdue

**Strategy:** Foster the use of interactive learning solutions for real-time student feedback and stimulating visual experiences

**Description:** Enhance and augment classroom instruction through the use of interactive learning environments and curriculum which supports electronic tools to develop a foundation for using technologies within instructional environments for optimum infusion in support of student learning

**Activity:** Acquire smartboards as necessary and student response solutions provide training resources to ensure classroom infusion is embraced

**Description:** • 2nd Quarter 2011 — Establish an implementation strategy and develop curriculum infusion plan to mirror projector acquisitions  
• 4th Quarter 2011 — Acquire components on an on-going basis and provide professional development for staff

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 4/1/2011 Finish: Ongoing	\$60,000.00
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**Status:** Not Started — Overdue

## **Goal: INCREASE THE AVAILABILITY OF RELEVANT CURRICULUM AND TECHNICAL RESOURCES IN SUPPORT OF STUDENT LEARNING**

**Description:** Ensure AGCS staff and students have access to appropriate learning tools and resources during regular and after school hours to boost their productivity, effectiveness and promote student learning

**Strategy: Embrace the utilization of safe blogging and forum-based collaboration tools for students and staff for idea-sharing and discussions**

**Description:** Provide web-based tools for students and staff to actively engage in dialogue threads to broaden communication in a safe and secure environment

**Activity: Research and implement relevant service delivery options and embed a sustainable administrative and support model**

**Description:** • 3rd Quarter 2011 — Perform needs assessment and form strategic plan to estimate costs  
• 4th Quarter 2011 — Begin processes to create specification guidelines for delivery of components and services  
• 1st Quarter 2012 — Identify and acquire/modify any applications and solution set of services to be provided  
• 3rd Quarter 2012 — Begin implementation and training for stakeholders

**Person Responsible Timeline for Implementation Resources**



**Description:** Design and implement a sustainable, scalable infrastructure to insure stakeholder requests are delivered with a high quality of service (QOS)

**Activity: Design and implement a sustainable, scalable infrastructure to insure stake holder requests are delivered with a high quality of service (QOS) to meet their educational and business needs inclusive any new or to be renovated sites**

**Description:** • 3rd Quarter 2010 — Perform needs assessment and form strategic plan, align Educational Technology Plan

• 4th Quarter 2010 — Begin processes to utilize funding programs and create specification guidelines for components and services

• 1st Quarter 2011 — Apply for E-rate funding as applicable

• 3rd Quarter 2011 — Implement solutions based on E-rate Award Letters or on an as-needed basis

• Re-apply for E-rate funding each year on an on-going basis

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 12/1/2010 Finish: Ongoing	\$72,000.00
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**Status:** In Progress — Upcoming

**Date      Comment**

5/8/2009 Implemented verizon FIOS at Kembelsville site

**Strategy: Ensure a reliable manageable seamless mobile network infrastructure is available**

**Description:** Provide expanded access to reliable wireless services throughout all school buildings to support staff flexibility and student learning

**Activity: Identify and purchase network appropriate equipment/devices including management capabilities that meet accepted industry standards in order to support new and current initiatives**

**Description:** • 3rd Quarter 2011 — Perform needs assessment and form strategic plan, align Educational Technology Plan

• 4th Quarter 2011 — Begin processes to create specification guidelines for components and services

• 3rd Quarter 2012 — Acquire equipment and deploy solutions on an as-needed basis

**Person Responsible Timeline for Implementation Resources**

Kevin Brady

Start: 8/1/2011  
Finish: 8/1/2012

\$15,000.00

**Status:** Not Started — Overdue

**Strategy:** Ensure sufficient enhanced network cabling is installed to deliver a high-level of bandwidth capacity to each computer device in preparation for greater delivery needs such as video-streaming

**Description:** Provide necessary hard-cabling infrastructure to support high service levels throughout the school building to support staff flexibility and student learning

**Activity:** Design, plan and acquire appropriate cabling and equipment/devices that meet accepted industry standards in order to support desired functionality levels

**Description:** • 3rd Quarter 2011 — Perform needs assessment and form strategic plan, align Educational Technology Plan

• 4th Quarter 2011 — Begin processes to create specification guidelines and obtain components and services

• 3rd Quarter 2012 — Acquire necessary equipment and deploy solutions on an as-needed basis

**Person Responsible Timeline for Implementation Resources**

Kevin Brady

Start: 7/1/2011  
Finish: 7/2/2012

\$30,000.00

**Status:** Not Started — Overdue

## **Goal:** Instructional rigor

**Description:** Build a rigorous and use relevant instructional strategies that challenge all learners at their level of ability.

**Strategy:** Curriculum Alignment

**Description:**

**Activity:** AGCS Program and Curriculum Development

**Description:** Teachers will identify and develop curriculum related to PA Academic Standards

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	6	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
AGCS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Curriculum and program development in compliance with state regulations and the AGCS mission and Vision.	<p>NCTM Principles &amp; Standards for School Mathematics: <a href="http://standards.nctm.org/">http://standards.nctm.org/</a></p> <p>PA Literacy Framework: <a href="http://standards.nctm.org/">http://standards.nctm.org/</a></p> <p>National Committee on Science Education Standards and Assessment, National Research Council: <a href="http://www.nap.edu/html/nses/">http://www.nap.edu/html/nses/</a></p> <p>National Council for the Social Studies: <a href="http://www.socialstudies.org/standards/">http://www.socialstudies.org/standards/</a></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>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</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</li> </ul>

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**

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

**Status:** Not Started — Overdue

**Strategy:** Designing Instruction for Student Groups

**Description:**

**Activity:** Discovery Learning

**Description:** An overview of discovery learning and how to implement it in the classroom

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
12.00	2	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
AGCS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>Explain the principles of discovery learning and how inquiry promotes active learning, student understanding and retention of knowledge.</li> <li>Engage learners in questioning and problem solving situations.</li> <li>plan lessons where students draw conclusions or formulate explanations from the evidence, connect and evaluate explanations and communicate and justify proposed explanations.</li> <li>Summarize the roles of the teacher and student in a discovery learning classroom.</li> <li>Demonstrate discovery learning instructional strategies</li> </ul>	<p>The professional development is based on the works of Jerome Bruner and the constructivist theory</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>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</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>Empowers leaders to create a <u>culture of teaching and</u></li> </ul>

learning, with an emphasis on learning.

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

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</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>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>Classroom student assessment data</li> <li>Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

**Activity: Response to Intervention**

**Description:** Cross-train all teachers in the use of intervention strategies, materials, assessments, and progress monitoring that will support “at risk” and non-proficient students in all areas.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	40
Organization or	Type of Provider	Provider’s Department of

**Institution Name****Education Approval Status**

AGCS

- School Entity

Approved

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

- Utilize appropriate, research-based intervention materials, strategies, and assessments with fidelity.
- Monitor student progress utilizing identified probes.
- Implement AGCS approved Response to Intervention model.

Professional Development will utilize best practices identified in the Pennsylvania Response to Intervention framework: <http://www.pattan.k12.pa.us/files/Rtl/Rtl-WhatItI.pdf>

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

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- 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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<b>Role</b>	<b>Grade Level</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>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<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> </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>• Classroom student assessment data</li> </ul>

**Status:** Not Started — Overdue

## Activity: Using Differentiation in the Classroom to Support Learners

**Description:** Teachers will learn to adapt curriculum, instructional strategies and assessment techniques to enable maximum learning for varying student needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
AGCS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> <li>Demonstrate the use of effective assessment strategies in the classroom.</li> <li>Create effective enrichment opportunities for highly-abled students.</li> <li>Select and construct instructional devices that will enhance the content.</li> <li>Present content in a way that actively involves students while enhancing their learning.</li> <li>Meet both group and individual needs while</li> </ul>	Professional Development will utilize best practices identified in the National Center on Accessing the General Curriculum's report: "Differentiated Instruction- Effective Classroom Practices Report". <a href="http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf">http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf</a>	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <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</li> </ul>

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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

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

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- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Team development and sharing of</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> |
|---|--|

- content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Student PSSA data
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

**Status:** Not Started — 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: Increased Afterschool Support**

**Description:** AGCS will work with teachers to increase the rigor of afterschool tutoring in mathematics. The school will require this kind of tutoring for students scoring in the bottom 20% of the school in the math section of standardized assessments. The school will work to secure volunteer tutors for this purpose. - The school will use classroom spaces at times when they would otherwise lay vacant.

### **Activity: Recruit Additional Volunteers to work with teachers and students**

**Description:** Parents will play a role in the after school mathematics tutoring program. This initiative will take the same form as the previous boosting of the Reading Assist program which has a healthy parents support base.

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

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

**Status:** Not Started — Overdue

**Activity: Tutoring Afterschool Each Tuesday**

**Description:**

**Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

**Strategy: Study Island**

**Description:**

**Activity: Assign Study Island at School and Home**

**Description:** Increase exposure to "Study Island" resources through home assignments and continuous progress monitoring. Increase use of study island in school through more intensive (an cost free) use of school technology resource.

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: PROVIDE A BROAD ARRAY OF UP-TO-DATE CORE COMPUTING DEVICES AND PLATFORMS TO ALL STUDENTS AND STAFF**

**Description:** Provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to newer technologies in support of student learning

**Strategy: Ensure staff and students have access to appropriate and timely printing environments**

**Description:** Expand the use of printing standards throughout AGCS to ensure all users can readily have access to printing and copying devices and embed print management to lower costs and reduce paper consumption

**Activity: Communicate printing and copying standards to be implemented and acquire necessary devices and utilize any management capabilities**

**Description:** Perform needs assessment and form strategic plan as necessary, and determine future printing needs

Determine continued feasibility of plan and ensure solution meets all strategies identified. Begin contact with solution providers if determined if required for a new or improved solution

Continue acquisition processes and implement approved solution

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 8/1/2011 Finish: Ongoing	\$18,000.00
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**Status:** Not Started — Overdue

**Strategy: Integrate the use of newer technologies and operating systems to increase student achievement and embed classroom standard ratios for device availability**

**Description:** Embed a blend of desktop and laptop computing environments that intuitively permits access to various device types while insuring industry standard functionality. Develop and implement a replacement strategy for computers reaching the end of their life cycles and follow classroom standard ratios to ensure device equity

**Activity: Utilize multiple computing platforms to implant (desktop, laptop and servers) specialized video and music production environments and develop a continuing strategy to replace or add computers in various classrooms at both Avon Grove sites.**

**Description:** • Obtain computers (desktop and/or laptop) and develop strategy to replace desktop computers in various classrooms. Devise server refresh and acquisition plan to support stakeholder initiatives

- Continue refresh and implementation strategy and develop curriculum infusion plan
- Acquire necessary components and provide professional development to staff
- Continue implementation schedule and deploy

### Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 7/1/2011 Finish: Ongoing	\$165,000.00
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**Status:** Not Started — 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: Environmental Restructuring**

**Description:** AGCS will completely alter a large section of the library to create a reading intervention space. This space will be planned by staff who are closest to reading instruction and literacy planning. Arrangement of space will make use of increasingly tight space, but will be informed by a careful analysis of the existing structure.

### **Activity: Build a New Reading Intervention Environment based on researched best practices in literacy rich environments**

**Description:** Build a reading room to house the additional number of tutors and intervention staff who will be working on early literacy through Reading Assist and Read Naturally. This space will conform to best practices on literacy rich environments.

### Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 8/1/2007 Finish: 8/30/2007	\$18,000.00
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**Status:** Not Started — Overdue

### **Strategy: Fluency Intervention**

**Description:** As a part of its system of targeted intervention for students who struggle with basic literacy, AGCS will offer intensive one-on-one and small group tutoring sessions designed to increase reading fluency and accuracy. This step is meant to round-out reading interventions and will be used in conjunction with the school's existing "Reading Assist" program which places most of its emphasis on decoding through multi-sensory phonemic methodologies.

### **Activity: Teachers, tutors and students will work with "Read Naturally" curriculum and associated resource to develop fluency.**

**Description:** Teachers and tutors will use "Read Naturally" to increase student reading fluency.

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$6,000.00
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**Status:** Not Started — Overdue

**Strategy: Performance Tracking DIBELS/KTEA**

**Description:** A system of formative assessment using the DIBELS and KTEA instruments will be implemented K-5 under the direction of the K-5 Director, Special Education Director, and the Intervention Specialist.

**Activity: Test students throughout the year using these and supplemental assessments to provide a comprehensive formative assessment profile**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$2,000.00
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**Status:** Not Started — Overdue

**Strategy: Reading Assist Intervention**

**Description:** Continue to fund, staff and support the Reading Assist Intervention Program and increase the number of students served each week by at least one dozen. Use alterations in physical space to provide more tutoring space for the program and purchase more multi-sensory phonics support materials.

**Activity: Create a working space for the program for the coming school year.**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** Not Started — Overdue

**Activity: Hire full and part-time staff**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$40,000.00
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**Status:** Not Started — Overdue

**Goal: School Safety**

**Description:**

**Strategy: CPR/First Aid Training**

**Description:** Training will incorporate Adult and Child CPR, and the use of an Automated External Defibrillator (AED), while using a barrier device.

**Activity: CPR/First Aid Training**

**Description:** Training will incorporate Adult and Child CPR, and the use of an Automated External Defibrillator (AED), while using a barrier device.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Red Cross via AGCS	• School Entity	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

### Practices

<ul style="list-style-type: none"> <li>• Learn how to recognize and provide basic treatment for medical conditions like cardiac arrest, stroke, seizures, allergic reactions, asthma, and shock.</li> <li>• Learn how to recognize and treat major bleeding, neck injuries, head injuries, broken bones, cuts and bruises.</li> </ul>	Meets the standards set by the Pennsylvania Department of Health and the criteria of PDE.	<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>
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### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

## Goal: TRANSITION PLANNING

**Description:** this is a very comprehensive undertaking, as clarified by the performance indicators. AGCS plans to launch, staff, and organize the most an intensive and meaningful battery of transition strategies aimed a special needs student who will be moving into the world of work, higher education, or other placements. AGCS will create a physical space for the program, hire staff, and establish community connections

**Strategy:** Establish, staff and organize new program

**Description:** The school will establish a new and comprehensive approach to transition planning using material, staff and community resources.

**Activity:** build transition center by subdividing existing "common space"

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$5,000.00
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**Status:** Not Started — Overdue

**Activity:** construct comprehensive plans for all transitioning students

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** Not Started — Overdue

**Activity:** Hire full and part-time staff

**Description:**

**Person Responsible Timeline for Implementation Resources**

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$60,000.00
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**Status:** Not Started — Overdue

**Statement of Quality Assurance**

Charter school has met AYP.

**Statement of Quality Assurance - Attachment**

- Avon Grove Charter School School Report Card / AYP Data 2011

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

The Avon Grove Charter School is a K-12 educational institution. Therefore, the school draws upon a variety of curricular resources (aligned to ability and grade level) which are regularly reviewed and assessed by key instructional and administrative staff. Below is a chart designed to address the use of specific curricular resources in specific chapter 4 content areas. While it provides a relatively detailed picture of instruction at AGCS, it includes only the major content areas and not the sub-categories identified in Chapter 4.

### The General Curriculum

In the interest of space, AGCS has avoided inserting a full scope and sequence in favor of this summary. However, more comprehensive information including specific content alignment strategies and curriculum mapping products are available upon request. Please note, that most of the curricular resources chosen by the AGCS leadership team, have been "crosswalked" to the PA standards by their publishers, others have been specifically designed to address the state standards in the subject area.

<b>Chapter 4 Content Area</b>	<b>Lower School</b>	<b>Middle School</b>	<b>Upper School</b>
Mathematics	Combined use of the <i>Investigations</i> mathematics series (experiential mathematics) and a number of more algorithmically oriented resources including the <i>Saxon</i> mathematics series. — The use of both products was necessary to ensure mastery of all mathematics standards at all levels.	Holt Mathematics is the primary curricular resource for general mathematics instruction in the Middle School. The series has been extensively cross-walked with the PA state standards. The school also makes limited use of Connected Mathematics (CMP) and Saxon Mathematics, and My Skills Tutor on-line Math modules for portions of the student population.	Holt Mathematics is the main resource used for students at this level. The series covers all of the competencies outlined in the PA standards, and provides excellent subject specific resources in: Algebra, Algebra II, Trigonometry, Geometry, Pre-Calculus and Calculus.
Language Arts	The lower school uses the Harcourt Brace reading series in conjunction with	The Middle School uses <i>English</i> (Houghton Mifflin) and <i>Elements of Literature</i> (Holt) as the primary materials for	The content for High School literature classes is drawn from

	<p>the Reading A-Z series for intensive work on literacy skills. The school also uses the Reading Assist system for targeted reading interventions.</p>	<p>instruction. Students often examine content aligned to the PA standards through guided reading of whole works of literature at the appropriate instructional level. Writing is taught through an approach based upon the 6 Traits (ideas, organization, voice, word choice, sentence fluency, and conventions). Spelling and vocabulary are addressed through a Word Study approach and Words Their Way materials. Portions of the student population utilize Read Naturally, My Access, and My Skills Tutor on-line English modules as additional instructional components.</p>	<p>anthologized works of literature as well as complete novels selected by the Language Arts task force. — The content at this level was carefully aligned to the PA standards during the AGCS petition for Middle States Candidacy.</p>
<p>Social Studies / History</p>	<p>The Lower School uses the <i>Core Knowledge Sequence</i>. — Unfortunately, this series did not contain units on Pennsylvania history identified in the PA state standards. As a result AGCS teachers have developed local history units to fill the gap.</p>	<p>The following Holt textbooks are used for Middle School History instruction: <i>World History Ancient Civilizations, U.S. History Part I: Beginnings through 1877</i>, and <i>United States History: Civil War to the Present</i>. Course objectives are based upon predetermined standards set by the Pennsylvania Department of Education and The National Council for Social Studies. All</p>	<p>World History, European History, and other targeted history subject matter is delivered mainly through the use of textbooks provided by McGraw-Hill. These texts have been cross walked with the PA state standards. In many cases, students will also read full texts and original sources, especially in preparation for the Advanced Placement examination.</p>

		courses involve specific objectives based in history, geography, economics and civics/government.	
World Language (Chinese, Spanish, Latin, French)	In the lower school, language instruction takes place through a total physical response methodology which included games, songs, stories, and role play. Teacher draw upon text resources of increasing complexity as students progress. No dedicated text is used at this level.	Middle School Students use language specific curricular resources provided by Houghton Mifflin Harcourt to address listening, speaking, reading, and writing in a world language. Students are also introduced to world language literature and periodicals. The school also makes limited use of Rosetta Stone resources to provide individualized instruction.	Texts from a number of educational publishers are currently utilized at this level. In Chinese, Spanish and French the main text resources are from Prentice-Hall and Holt.
Arts and Humanities	All lower school students have art and music “specials” once each week. The AGCS music program is based on the Orf systems which employs simple instruments for teaching musical concepts. — This curriculum is well aligned to the state standards for music.	Students in the middle school have the ability to take core courses in visual and performing arts and student with a particularly well-developed interest in this area may explore visual and/or performing arts through electives, individualized	AGCS offers Visual and Performing arts courses and electives closely aligned with the PA state standards. Dramatic performances are usually drawn from whole literature content, although anthologized theater pieces may be employed periodically. Art

	<p>Art classes for lower school students were designed by the art department with activities and projects specifically aligned to the state standards.</p>	<p>projects, and clubs. Courses offered include Drama, 2 Dimensional Art, 3 Dimensional Art, Music Appreciation, Dance.</p>	<p>History and Art production delivered through both textual and audio visual resources. Dance clinics are adjusted to the ability of the individual performer.</p>
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Documentation documenting the school compliance with chapter 4 is available in a variety of forms. 1) Crosswalk documents created by the educational publishers supplying the AGCS curriculum; 2) Scope and sequence documents developed by instruction teams a various grade levels and from the publishers themselves; 5) Within the High School, Middle States documentation produced by AGCS as part of our 2005 application. 5) draft documents compiled by AGCS (cross-divisionally) in preparation for the upcoming Middle States review process which will take place throughout the 2012-13 school year.

**Support for Struggling (and High-Performing) Students**

AGCS is deeply committed to making certain that all students, regardless of their strengths and challenges are able to experience academic success. Therefore, we employ a system of intensive differentiation at every grade level. In the lower school, instruction in all of the major subjects takes place at five levels of differentiation (within each grade). In the middle school, subjects such as Mathematics and Language Arts are offered at as many as six levels of differentiation. As a result, many core-subject classes in the middle and high school may have class sizes as small as ten or twelve. The individualized attention students receive as a result is invaluable. Special educators are also integrated into regular education classes and routinely work with individual students or small groups on specific assignments. These special educators will also “team teach” with their colleagues to make certain that all student are being reached. Academically talented students are able to take advantage of the AGCS CAAP program (Cooperative Academically Accelerated Program). These students are exposed to challenging academic content every day, for all of their core subjects.

AGCS provides targeted interventions for students struggling in core academic areas through the Reading Assist program. This program provides students with an opportunity to achieve greater phonemic awareness and fluency through small group and individualized instruction. At present, AGCS hosts the largest Reading Assist intervention program in Pennsylvania. Teachers, aides and parents have all received training in the program. The school makes extensive use of aides and parent volunteers to provide one-on-one tutoring. Students also receive assistance in reading and mathematics through the AGCS Title I program. Title I students meet with the Title I teacher every day of the week.

**The Constructivist Commitment at AGCS**

AGCS has a ten-year long history of promoting inquiry and discovery-based learning. The roots of the Avon Grove Charter School are solidly constructivist. However, AGCS has been careful to

respond to the increasing state and federal emphasis on assessment outcomes by “embedding” state standards and anchors within its existing educational methodologies.

Project-based activities which require creativity, higher-order thinking, and promote discovery are actively encouraged at AGCS. AGCS students routinely apply grade-level mathematics to project such as: designing community gardens, determining the height of a tree in the conservation area, or creating a visitors map of our campus. Students may use their emergent literacy skills to describe life inside of medieval castles or to tell the story of colonial Mexico from the perspective of a conquistador and an Aztec noble. Our students are encouraged to employ teamwork, creativity and ingenuity to solve problems. From a curricular standpoint, AGCS teachers meet regularly in small groups to design new ways to showcase the projects produce by their students. “Curriculum Nights,” evenings devoted to celebrating the power of inquiry and discovery based leaning, have been at tradition at AGCS since 2002.

Teachers at the Avon Grove Charter School engage students in a variety of ways; however, few are more effective than project-based learning. The school makes extensive use of project-based learning across all grade levels. Project-based units enable students to work as members of a larger group and draw upon "hidden" skills and talents that are not always stimulated through the medium of "paper and pencil" activities. AGCS students are also encouraged to explore content across the curriculum through the vehicle of the visual and performing arts. Students routinely explore literature and history by integrating music and drama into their work, and the results can be very impressive. Many students "process" classroom content more effectively when they have the ability to act or sing their way through the material. Anecdotally speaking, content retention and comprehension seem to increase as a result of this approach. AGCS has also managed (without fail) to make AYP (Adequate Yearly Progress) and ALL of its AYP targets on a yearly basis since its inception, and this very concrete outcome seems to speak to the effectiveness of our school's approach.

All of us at AGCS are acutely conscious of the necessity to encourage our students to achieve critical goals in key content areas (and have done so, very successfully). Nevertheless, we also see student development and success in terms that are far more far-reaching than the cycle of content-delivery. We continue to believe that providing students with opportunities to apply content knowledge in authentic and meaningful ways is just as important as preparing them for state assessments.

## **Rigorous Instructional Program - Attachments**

- induction plan approval letter
- Professional Development Approval
- Signature Page Approval Pro. Dev Plan

## **English Language Learners**

AGCS provides a comprehensive program for each student whose dominant language is not English. The vast majority of English Language Learners at AGCS are Spanish speakers. AGCS ESL staff work with students one-on-one and in an inclusion settings to facilitate achievement of English proficiency and the Pennsylvania Academic Standards. There is a strong emphasis on inclusive practices wherever possible: ESL staff “push-in” much more frequently than they “pull out.” Students are identified for the ESL program through a Home Language Survey. The survey is used identify students with a primary or home language other than English. AGCS maintains a list of students with a foreign language in their background.

The amount of ESL support is dependent on the student's English proficiency level and the level of mastery of the English language as well as the Pennsylvania Academic Standards. English Language Learners are instructed in the same content areas as other students at AGCS. Instruction is modified and adapted to meet the needs of English Language Learners.

In 2005, AGCS contracted with the Chester County Intermediate Unit to provide additional ESL support in the form of additional instructional staff (AGCS already had one, full-time, certified, ESL instructor on staff). The number of students requiring ESL services (although small) is increasing each year, and AGCS is committed to providing high-quality and comprehensive services for each of these students.

During the previous school year, AGCS made some major changes in the way that it implemented ESL services. Although the support AGCS previously received from Intermediate Unit #24 has been very welcome and very useful for our school, we found it necessary to hire a full-time staff member dedicated to meeting the needs of our growing LEP population.

Last year, AGCS hired Helen McNichol, an ESOL certified, trained and experienced individual to fill this role. AGCS has continued to draw upon IU #24 for support, technical assistance and training; however, having a very strong in-house ESOL instructor has been invaluable.

## **English Language Learners - Attachment**

- LEP Accuracy Statement

## **Graduation Requirements**

### **Graduation Requirements**

The Board of Trustees of the AGCS has adopted requirements for graduation that are aligned to Pennsylvania Department of Education standards and consistent with the admission requirements of challenging post-secondary institutions. AGCS has developed a rigorous, college preparatory curriculum designed to equip all of our students to succeed not only in high school, but throughout their lives as life-long learners.

Our graduation requirements are as follows:

English

4 credits

Visual & Performing Arts

2

credits

Social Sciences	3 credits	Physical Education	1 credit
Math	3 credits	Health	.5 credit
Science	3 credits	Technology	.5 credit
World Language	2 credits (same language)	Electives	3 credits
TOTAL			22 credits

Also:

Completion of approved community service requirement of 15 hours/year

Completion of approved culminating Graduation Project

### **Credit Accumulation**

Beginning in the 2005-06 academic year, instructional periods were set at 42 minutes in length. Each class meets for 9 instructional periods each 8-day cycle, for a total of 141.75 hours of instruction during the 180-day academic year.

AGCS awards one credit for a full-year class that meets daily (141.75 hours). A full-year class that meets 4 days per 8-day cycle will be awarded  $\frac{1}{2}$  credit (70.875 hours). Trimester-long (12-week) classes will be awarded either  $\frac{1}{3}$  credit for a class that meets daily (47.25 hours) or  $\frac{1}{6}$  credit for a class that meets 4 days per cycle (23.625 hours).

In order to receive graduation credit for a course, a student must receive a minimum grade of D- (D-minus), using the following grade distribution:

A+ = 98-100      A = 93-97      A- = 90-92

B+ = 88-89      B = 83-87      B- = 80-82

C+ = 78-79      C = 73-77      C- = 70-72

D+ = 68-69      D = 63-67      D- = 60-62

F = 59 or below

## **Additional Requirements**

In addition, each student must complete approved community service hours amounting to not less than 15 hrs for each year of enrollment in AGCS. Finally, each student must complete an approved culminating graduation project involving a research, a written, and a presentation component as approved by the high school curricular committee. Upon the successful conclusion of the project, the student must have demonstrated his/her ability to apply, analyze, synthesize, and evaluate information and to communicate significant knowledge and understanding.

## **Assessments**

Each year, high school students in grade 11 take the PSSA examination to determine proficiency in math, reading, and writing. Students who do not demonstrate proficiency in one or more tested area during the 11<sup>th</sup> grade will be provided additional instruction in preparation to retake the PSSA in grade 12.

## **Curriculum**

The AGCS curriculum is college-preparatory in focus and designed to ready every student for post-secondary education and life-long learning. In major subjects, students must complete a minimum four years of English, three years each of math, social science and science, and two successive years of the same world language. Students must also complete health, physical education, technology, and visual/performing arts requirements.

In addition, students applying to competitive colleges are encouraged to complete up to four years in all major subjects, including world language. Students also have the option of contracting for honors or AP level instruction in each of our high school courses. Currently, AGCS offers AP instruction in English Literature and Composition, English Language and Composition, World History, American Government, United States History, European History, Biology, and Chemistry. Additional AP courses will be added as the high school population continues to grow. Finally, truly advanced students have the opportunity to take courses through the MIST (Monitored Independent Study Tutorial) program or to complete college courses online as offered through the University of Delaware. Successful completion of these course options will count toward the student's graduation requirements.

All high school students are required to complete a mandatory technology requirement involving the use of microcomputers and software. Students are expected to demonstrate competency in keyboarding, word processing, and basic computer applications.

In addition, high school students must complete physical education and health requirements, including instruction in concepts and skills which affect personal family

and community health and safety, nutrition, physical fitness, movement concepts, and motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical, and tobacco abuse. Physical education classes are adapted for students with disabilities as required.

## **Special Education**

Avon Grove Charter School provides Special Education services and supports in an inclusion setting. Inclusive education of children with special needs has been an integral part of the AGCS philosophy since the school was chartered in 2002. As AGCS has grown, so has the population of students receiving special education services. At mid year there were 250 students at AGCS who were receiving special education. As the school's population has stabilized, AGCS expects to experience a similar stability in the growth of its population of special needs students, allowing for program building and innovation. AGCS serves all exceptional students in the regular education environment with the exception of two students: one student received specialized services at CCIU's Child and Career Development Center and the other student received high-level mathematics instruction (including a 4-credit Calculus course) through an agreement with West Chester University (although this student has a PDD diagnosis, his mathematics skills are extremely strong).

AGCS offers a full continuum of Special Education Services. AGCS has had success in serving students of all exceptionalities in an inclusion environment, with particular success in serving students with Autism Spectrum Disorders, (ASD). Consequently, the school has drawn an increasing number of students with ASD. AGCS currently serves 22 students with ASD, which is 10% of the total number of students who are served by special education services. A similar number of students who may not fully meet the criteria for DSM-IV diagnoses of Autism are identified with diagnoses of Other Health Impairments or Specific Learning Disabilities. Consequently, AGCS sees the continuing increase of Autism Spectrum disorders in the school age population.

AGCS currently employs a full-time in-house school psychologist, Dr. Peg O'Grady. The school's Director of Pupil Services, Dr. Suzanne Steadman, is also a school psychologist and regularly provides therapeutic services and contributes to psychoeducation evaluations conducted by the school.

At the beginning of the 2011 school year, AGCS contracted with Therapy Source, Inc. to provide Speech and Language, Occupational Therapy and Physical Therapy to its students. However, by the middle of the school year, the AGCS Board and Administration made the decision to bring most of the school's therapeutic services in-house. Caseloads for these Related Services are significant enough to require 2 Speech and Language Therapists and 2 Occupational Therapists and a Physical Therapist. AGCS

devotes a large classroom for therapies and has committed significant school resources to furnishing and equipping the rooms to facilitate services. AGCS broadens traditional services in Speech and Language Therapy and Occupational Therapy to target the needs of students with Autism Spectrum Disorders, Non-verbal Learning Disabilities, severe ADHD and other diagnoses that require sensory approaches in OT and pragmatics instruction in Speech and Language.

During the 2010-11 school year, AGCS expanded the use of assistive technology and this year, the school purchased a CCTV system for a student with significant visual, motor and hearing impairments.

Increasingly, AGCS is obligated to serve students who have moderate to pervasive learning disorders coupled with exceptional cognitive abilities. This has created renewed challenges for regular education and special educators to collaborate to provide programming that serves the high cognitive abilities and accommodates the learning differences required for this significant population of students at AGCS.

Over the course of the last two years, AGCS has dramatically increased the amount of "co-teaching" occurring at the secondary level, moving away from its previous approach of addressing student needs within a "drop-in" resource room setting. This approach has made assistance more readily available for many of our students, and has increased the level of special needs sensitivity and content knowledge present in each High School classroom. AGCS has also renewed its commitment to sophisticated transition programming in close partnership with community groups such as STEPS (in Exton), and with technical support provided by the CCIU, AGCS will begin introducing students with cognitive and social impairments to an on campus "transitional apartment" within which students will explore independent living skills in a real-world setting.

AGCS has responded to mandates for school-wide systems of *Positive Behavioral Support* by managing Personal Care Assistants (PCA) who are employed directly by AGCS. In-house behavioral support planning was coordinated by a Special Educator with BSC and TSS experience. Numerous students received Behavioral Health Rehabilitative Services (BHRS "wraparound") through outside sources. The AGCS Pupil Services Department takes an active role in managing, implementing and supporting BHRS to ensure student success, and agency accountability.

AGCS implemented Response to Intervention (RTI) as a progress monitoring initiative and pre-referral structure in 2007-08. This effort included the following elements or processes:

- The formulation, training and implementation of a School/grade-Wide Assessment Team. These teams met on a bi-weekly basis by the end of the year to evaluate assessment data and to make recommendations for intervention or possible Special education testing and identification

- AGCS has had the Reading Assist Institute as a primary intervention for struggling readers for the past five years. Reading Assist includes Orton-Gillingham based direct instruction in reading. The RTI coordinator and a Master's level Reading Paraprofessional created structures for gathering and retrieving data, and making recommendations for interventions at the Tier II or Tier III levels.
- All regular and special educators and some paraprofessionals were trained in the DIBELS assessment. For benchmarking and progress monitoring. All students in grades k-5 were administered the DIBELS assessment at least three times during the year. (approximately 2100 assessments) Students scoring in the *at risk* range received weekly progress monitoring.
- The Qualitative Reading Inventory-IV and the DRA-II have been adopted as standard reading assessments school-wide.
- *Read Naturally*, a web-based reading comprehension/fluency intervention was used with success in k-5 classrooms. A computer lab was created for the ESY session that allowed all students in ESY to utilize Read Naturally, and to create additional progress monitoring data for the RTI initiative.
- All teachers maintained an RTI file for each student. Technology capacity issues necessitated a hybrid system that utilizes the electronic recording and storing of data and a portfolio of hard copy data. This system proved to be adequate and hard copies allow teachers to share portfolios of work in addition to statistical data. AGCS plans to implement the use of PDE and other progress monitoring templates in the 08-09 school year, as more technology capacity is achieved school-wide.
- The GMADE Assessment was utilized in a limited fashion to determine Math achievement levels at the middle and high school levels. The GMADE has been purchased as a diagnostic, intervention and progress monitoring tool for grades k-5 during the 08-09 school year. The *Key Math-R* is used as an assessment tool for further planning for Tier II and Tier III interventions. AGCS has purchased the integrated *Investigations-Scott Foresman, Addison Wesley* math program to supplement RTI efforts in Math.

## Special Education - Attachments

- AGCS 2012 Notice of Special Education
- Special Education

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathryn Irving	1.0	Transition Planning/Autistic Support	AGCS	25	Behavioral Support grade K-12
Susan Raike	1.0	Learning Support	AGCS	15	Learning Support grade 8
Sara LaBarca	1.0	Learning Support	AGCS	25	Learning Support grade 6
Kristy Cameron	1.0	Learning Support	AGCS	20	Learning Support grade 5
Joan Gravatt	1.0	Learning Support	AGCS	23	Learning Support High School 10-12
Patricia Sharpe	1.0	Learning Support	AGCS	16	Learning Support High School
Lisa Sellers	1.0	learning Support	AGCS	23	Learning Support Grade 3
Mary Culler	1.0	Learning Support	AGCS	15	Learning Support Grade 7
Kimberly Scoffone-Tomevi	1.0	Learning Support	AGCS - Kemblesville	8	Learning Support Grade 1
Kimberlea Latsha	1.0	Learning Support	AGCS - Kemblesville	18	Learning Support Grades K-2
Meghan Kammerer	1.0	Learning Support	AGCS - Kemblesville	17	Learning Support Kindergarten
Julie Levites	1.0	Learning Support	AGCS	20	Learning Support Middle School
Jennifer	1.0	Learning Support	AGCS	20	Learning Support High

Johnson					School
Rachel Bettcher	1.0	Behavioral Support	AGCS - Kemblesville	20	Kemblesville Behavioral Support
Kathryn Marriott	1.0	Behavioral Support	AGCS	20	Behavioral Support AGCS Main Site K-12

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
CCIU #24	N/A	emotional Support	Child and Career Development Center, Coatesville PA	1	IEP team placement.

## Special Education Program Profile - Chart III

Title	Location	FTE
Christine Riggio- Special Education Supervisor / Grades 6-12	AGCS	1.0
Dr. Suzie Steadman- Director of Pupil Services	AGCS	.8
Lynn Anskis PCA- Child Specific	AGCS - Kemblesville Early Learning Center	.8
Beatrice Hudson PCA- Child Specific	AGCS - Kemblesville Early Learning Center	.8
Cathy Berman - Special Education Supervisor / Grades 3-5	AGCS	1.0
Nina Campagna - Federal Programs Coordinator	AGCS - Kemblesville Early Learning Center	.8
Thomas Pittman - Personal Care Assitant	AGCS	1.0
Rachel Bettcher - RTI Support	AGCS - Kemblesville Early Learning Center	1.0
Phil Goettel	Special Education Coordinator Grades K-5	1.0
Jennifer Dornish	Personal Care Assistant	.8
David Ebright	Personal Care Assistant	.8
Diane Humphrys	Personal Care Assistant	.8
Jamie Kozlowski	Personal Care Assistant	.8
Vernon Reynolds	Personal Care Assistant	.8
Lauren Rillstone	Personal Care Assistant	.8
Doris Sifer	Personal Care Assistant	.8
Dr. Peg O'Grady	School Psychologist	1.0

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
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CCIU #24 Cindy Zeigler	Hearing Impaired Teacher	.05 FTE
Therapy Source - Patricia Delaney	Occupational Therapy	.5 FTE
CCIU #24 - Kory Krecker	CCIU Vision Services/Therapy	.05 FTE
Therapy Source - Darlene D'Amore	Occupational Therapy	.5 FTE
Therapy Source - Andrea Ginnona	Occupational Therapy	.5 FTE
CCIU #24 - Elizabeth Walker	Hearing Impaired Specialist	.05 FTE
CCIU #24 - Bethany Wilks	Orientation and Mobility Services	.8 FTE
Therapy Source - Lia Koyner	Speech Therapy	.6 FTE
Therapy Source - Sonya Sucheki	Physical Therapy	.6 FTE

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification K	1	2	3	4	5	
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
GMADE / GRADE	Yes	Yes	Yes	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
DIBELS	Yes	Yes	Yes	No	No	No	No
GMADE/GRADE	Yes						
CDT	Yes	No	No	Yes	No	No	No

## Student Assessment

### The Annual Report and Data Sets Used in this Section

In previous annual reports, AGCS has provided two types of data for this section: 1) official AYP data from the PDE website and 2) preliminary proficiency data drawn from unofficial AYP data sent to our administrative team each July. At present, however, there is no AYP data for the 2011-12 school year available on the web, and based on our experience from previous years, we have learned that preliminary AYP scores can change significantly between mid-July and the official release of this data on AYP website on October 1st.

We are, therefore, providing an updated version of last year's AYP report to the AGCS Board of Trustees. This report has been updated, and changes to the 2011 AYP data has been made at each grade level based on official PSSA Scores (the original report used preliminary data).

# AVON GROVE CHARTER SCHOOL

2011

## AYP / PSSA REPORT

TREND ANALYSIS COMPLETED BY

DR. KEVIN BRADY, HEAD-OF-SCHOOL

FOR THE AGCS BOARD OF TRUSTEES

JUNE 21, 2011

### Section 1: AYP (Adequate Yearly Progress)

**Definition:** Adequate Yearly Progress (also known as AYP) is a standard created by the No Child Left Behind Act which empowers the Department of Education to determine how every public and public charter school in the US is performing based on the outcomes of standardized assessments. President George W Bush championed No Child Left Behind as the centerpiece of his Elementary and Secondary Education Act.

### The 2011 PSSA and AYP Status

I am very happy to report that according to all of the relevant data AGCS has once again achieved AYP! This is a tremendous accomplishment, especially given the changes in AYP targets which took place during the previous academic year. As you may already know, Pennsylvania's AYP targets for 2010-11 were 72% in *Reading* and 67% for *Mathematics*. This was a significant, but manageable "raising of the bar." *What's more: AGCS has NEVER failed to make AYP at any point during its 9 year existence.*

**High Expectations and Statistical Realities:** In Pennsylvania, AYP expectations have been rising incrementally throughout the course the last decade. Below are the historical AYP targets and the goals for this year and the

coming school years. As you can see, expectations have been rising exponentially, and the original 2 year cycle for “upticks” in overall expectations are now increasing annually.

**READING:**

- 2003 - 2004 — 45%
- 2004 - 2005 — 45%
- 2005 - 2006 — 54%
- 2007 - 2008 — 63%
- 2008 - 2010 — 63%
- 2010 - 2011 — 72%
- 2011 - 2012 — 81%
- 2012 - 2013 — 91%
- 2013 - 2014 — 100%

**MATH:**

- 2003 - 2004 — 35%
- 2004 - 2005 -- 35%
- 2005 - 2006 -- 45%
- 2007 - 2008 — 56%
- 2008 - 2010 — 56%
- 2010 - 2011 — 67%
- 2011- 2012 — 78%
- 2012 - 2013 — 89%
- 2013 - 2014 — 100%

**Section 2: AGCS 2010-2011 Performance -- A “Rough Cut” with Statistical Trends**

**UNDERSTANDING OUR DATA — GRADE-BY-GRADE: AYP DATA IS CALCULATED FOR AGCS BASED ON A SCHOOL WIDE AVERAGE. AS YOU WILL SEE BELOW, A CERTAIN OF DEGREE OF “FLUX” MAY TAKE PLACE FROM GRADE LEVEL TO GRADE LEVEL, AND FOR THE MOST PART, DEMOGRAPHIC FACTORS EXPLAIN SOME OF THIS MOVEMENT. *THIS IS ESPECIALLY TRUE OF THE 11<sup>TH</sup> GRADE.* EACH YEAR, THIS GROUP’S STRENGTHS AND WEAKNESSES ARE MAGNIFIED BY THE VERY SMALL NUMBER OF STUDENTS AT THAT LEVEL (STATISTICALLY SPEAKING, THE SIZE OF ANY “SAMPLE” CAN HAVE A SIGNIFICANT IMPACT ON THE RELIABILITY OF ANY DATA SET). A SINGLE STUDENT’S PERFORMANCE CAN MAKE A DIFFERENCE AT THAT LEVEL.**

**TRENDS OUR PSSA DATA: OUR AGCS COMMUNITY SHOULD BE VERY PROUD OF THE STELLAR OVERALL (READING AND MATH)**

PERFORMANCE FROM GRADE 3 (REMARKABLE!) AS WELL AS GRADES 6, 8 AND 11. WE SHOULD ALSO RECOGNIZE THE GOOD, SOLID OVERALL SCORES IN THE 4<sup>TH</sup> GRADE — WHICH MAINTAINS A CERTAIN “PLATEAU,” BUT FALLS JUST BELOW THE AYP BENCHMARK IN READING.

IN 5<sup>TH</sup> GRADE, *IT IS DIFFICULT TO DETERMINE PRECISELY WHAT MIGHT BE OCCURRING*. ADMITTEDLY, THE DECLINE (BELOW THIS YEAR’S AYP BENCHMARK) IS A REASON FOR CONCERN. THE PERFORMANCE OF THIS GROUP DOES NOT SEEM TO CONNECT WITH THE SAME STUDENTS’ RELATIVELY STRONG SHOWING DURING THE PREVIOUS YEAR.

ONCE WE ARE CLEARER ON THE CAUSE OF THIS DROP, WE WILL BEGIN PLANNING TARGETED ACTION TO ADDRESS THE IDENTIFIED CAUSE(S) OF THE SLUMP IN SCORES. IMPORTANT FACTORS COULD INCLUDE: INSTRUCTIONAL DELIVERY, CURRICULAR MISALIGNMENT, OR AN IMPERFECT UNDERSTANDING OF CERTAIN KEY CONCEPTS. — KEEP IN MIND, HOWEVER, THAT THIS 5<sup>TH</sup> GRADE DIP IS THE ONE VERY VISIBLE ANOMALY IN WHAT WAS AN OTHERWISE DEMONSTRABLE SCHOOL-WIDE UPSWING.

YOU WILL NOTICE A SMALLER (ABOVE AYP) SLIP IN THE PERFORMANCE OF THE 7<sup>TH</sup> GRADE (BETWEEN 2010 AND 2011). THIS SLIP *WAS EXPECTED*. THIS 7<sup>TH</sup> GRADE CLASS IS ALSO *FOLLOWING ON THE HEELS OF AN EXTREMELY HIGH SCORING GROUP OF STUDENTS WHO ARE NOW IN OUR 8<sup>TH</sup> GRADE CLASS*. LOOKING AT 7<sup>TH</sup> GRADE NUMBERS OVER THE COURSE OF TWO YEARS, THEREFORE, DOES NOT PROVIDE AN “APPLES TO APPLES” COMPARISON BECAUSE WE ARE NOT TRACKING THE SAME GROUP OF STUDENTS. IN MANY WAYS, IT IS MORE USEFUL TO LOOK AT THE SAME GROUPS OF STUDENTS’ PERFORMANCE OVER TIME. FROM THIS PERSPECTIVE, BOTH THE 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ARE PERFORMING WELL AND AT A LEVEL CONSISTENT WITH THEIR PAST LEVELS OF ACHIEVEMENT.

INCIDENTALLY, THE UPCOMING 6<sup>TH</sup> GRADE SEEMS CLOSELY RESEMBLE THE CURRENT 8<sup>TH</sup> GRADE (FROM A PSSA PERFORMANCE PERSPECTIVE), AND THEIR LEVEL OF STRENGTH ON THIS YEAR’S ASSESSMENT, WOULD SEEM INDICATE THAT THEY MAY EQUAL THE VERY HIGH PERFORMANCE OF THIS YEAR’S “EXCEPTIONAL EIGHTH.”

SCIENCE DATA: PLEASE PAY PARTICULAR ATTENTION TO THE PSSA SCIENCE DATA. -- IT IS VERY EXCITING TO SEE *SUBSTANTIAL AND CONSISTENT PROGRESS ON THIS NEW AND CHALLENGING ASSESSMENT*. A GOOD PORTION OF THIS ASSESSMENT IS ENVIRONMENTALLY FOCUSED, SO OUR INVESTMENT IN ENVIRONMENTAL SCIENCE HAS OBVIOUSLY YIELDED SOME VERY TANGIBLE RESULTS. THESE SCORES ALSO SPEAK TO THE STRENGTH OF SCIENCE INSTRUCTION SCHOOL WIDE AND THE EMERGENCE OF THIS SUBJECT AREA AS ONE OF OUR MOST IMPRESSIVELY DEVELOPED DISCIPLINES.

**WRITING DATA: THE GRADES TESTED WITH THE PSSA WRITING ASSESSMENT HAVE CHANGED OVER THE YEARS — SO A HISTORICAL ANALYSIS OF TRENDS (IN THIS AREA) IS NOT PARTICULARLY USEFUL. HOWEVER, I HAVE INCLUDED THIS DATA (FOR 2011) BELOW FOR YOUR PERUSAL. ON THE WHOLE, THE PERFORMANCE OF AGCS STUDENTS WAS REMARKABLY STRONG. — PARTICULARLY IN THE HIGH SCHOOL (IN WHICH SPECIAL EDUCATION RATES ARE THE HIGHEST). UNFORTUNATELY, WE DO SEE THE SAME TREND IN THE 5<sup>TH</sup> GRADE — HOWEVER, TRADITIONALLY, 5<sup>TH</sup> GRADE SCORES IN THIS ASSESSMENT HAVE NEVER BEEN PARTICULARLY HIGH. — THIS IS THE 5<sup>TH</sup> GRADE'S FIRS REAL EXPOSURE TO A FORMALIZED WRITING ASSESSMENT. WE GENERALLY SEE A VERY DRAMATIC UPSWING BEGINNING IN MIDDLE SCHOOL.**

**“Rough Cut” of AGCS 2011 PSSA Scores**

**2011 AYP Targets:**

**Next Year’s Targets:**

**Reading: 72% -- 5 out of 7**

**Reading: 81%**

**Mathematics: 67% -- 5 out of 7**

**Mathematics: 78%**

**Third Grade Math and Reading  
(Special Education Rate 21%)**

<b>School Year</b>	<b>Mathematics</b>	<b>Trend</b>	<b>Reading</b>	<b>Trend</b>
<b>2011</b>	<b>84.5%</b>	+6.5%	<b>80.5%</b>	<b>+ 10.5%</b>
<b>2010</b>	<b>78%</b>	- 1%	<b>70%</b>	-7%
2009	79%	-9%	77%	-10%
2008	88 %	+9%	87 %	+14%
2007	79%		73 %	

**Fourth Grade Math and Reading  
(Special Education Rate 21%)**

<b>School Year</b>	<b>Mathematics</b>	<b>Trend</b>	<b>Reading</b>	<b>Trend</b>
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2011	<b>78.7%</b>	- .3%	<b>68.6%</b>	- .4%
<b>2010</b>	<b>79%</b>	<b>+5%</b>	<b>69%</b>	-2%
2009	74%	-7%	71%	+5%
2008	81%		66%	

**Fifth Grade Math and Reading  
(Special Education Rate 22%)**

School Year	Mathematics	Trend	Reading	Trend
<b>2011</b>	<b>58.9%</b>	<b>- 15.1%</b>	<b>64.1%</b>	<b>-7.9%</b>
<b>2010</b>	<b>74 %</b>	+11%	<b>72 %</b>	+5%
2009	63%	-7%	67%	-5%
2008	70 %	-7%	72 %	+6%
2007	77 %		66 %	

**Sixth Grade 2011 Math and Reading  
(Special Education Rate 22%)**

School Year	Mathematics	Trend	Reading	Trend
<b>2011</b>	<b>79.6%</b>	<b>+4.6%</b>	<b>72.4%</b>	<b>-1.6%</b>
<b>2010</b>	<b>75%</b>	+2%	<b>74 %</b>	-1%
2009	73%	-7%	75%	-3%
2008	80 %	+12%	78 %	+11%
2007	68 %		67 %	

**Seventh Grade 2011 Math and Reading  
(Special Education Rate 17%)**

School Year	Mathematics	Trend	Reading	Trend
2011	72.4%	-7.6%	73.5%	-13.5%
2010	80%	+8%	87%	+14%
2009	72%	-7%	73%	-8%
2008	79 %	0	81 %	0
	79%		81%	

**Eighth Grade 2011 Math and Reading  
(Special Education Rate 26%)**

School Year	Mathematics	Trend	Reading	Trend
2011	77.8%	+19.8%	88.7%	+1.7%
2010	58%	- 5%	86%	+ 7%
2009	63%	- 25%	79%	-11%
2008	88 %	+18%	90 %	+7%
2007	70 %		83 %	

**AGCS High School**

**11<sup>th</sup> Grade 2011 Math and Reading  
(Special Education Rate 33%)**

School Year	Mathematics	Trend	Reading	Trend
2011	52.2%	- 17.8%	89.1%	+42.1%
2010	70%	+9%	47%	-24%
2009	61%	+10%	71%	-7%
2008	51 %	+1%	78 %	-3%
2007	50 %		81 %	

**PSSA Science**

School Year	Grade 5	Grade 8	Grade 11	Average Trend
2011	79.9%	71.2%	65.96%	+10%
2010	82.3%	59%	45.6%	

**Schoolwide PSSA Writing**

School Year	Grade 5	Grade 8	Grade 11
2011	50.4%	80%	93.62%

**Section 3: PSSA Performance, Assessment Strategy, Our AGCS Character, and the Coming Years**

**Food for Thought: 82% of Schools Across the Country DID NOT may AYP this Year.**

**2011-2012 AYP — Although it will require some concerted effort on the part of AGCS staff and our students, I strongly believe our school will make next year’s very high AYP targets of 81% (reading) and 78% (math). I am confident that (as a school) these goals are within our reach, and that striving to reach these benchmarks is worthwhile.**

**Obviously, that data we have garnered from our PSSA performance this year (without any further analysis) would suggest that we should move to accomplish/initiate the following measures in order to make AYP next year:**

- **Devote a greater of direct test-preparation school wide. Unfortunately, repetition and practice in an environment similar to what a student might see on test day can make a significant difference on an assessment like the PSSA. Given the very narrow straights schools will have to navigate next year, this element of our AYP plans is critical. — We currently have the resources in place to make this happen.**
- **Look closely at 5<sup>th</sup> grade scores by student and by assessment anchor. - The cause of the dip in 5<sup>th</sup> grade scores is not entirely clear. Mrs. Bishop and Ms. McElwain are currently conducting a student-by-student analysis to determine the source of the lower-than-expected scores at this grade level. They will have a plan constructed based on these findings within the month.**
- **Look closely at grade 3 - Third grade PSSA performance was very strong for the second year in a row. It will be critically important to determine which strategies and techniques are driving this grade’s strong performance. Looking at the Middle School performance may also be enlightening.**

- Create a strategy to address 5<sup>th</sup> grade writing — In previous years, AGCS has employed a number of techniques to address writing in the 5<sup>th</sup> grade (with mixed results). It is now time to look closely at the assessment and the challenge of preparing students for the unique format of this assessment for the first time in their school careers.
- Examine student scores “anchor-by-anchor” - Thankfully, PSSA Scores are broken-down according to a number of curricular “anchors” -- determining trends in student’s performance in these specific areas can have important implications for changes to instruction or emphasis on particular content.

## **Student Assessment - Attachment**

- AGCS School AYP Report Card 2009-10

## **Teacher Evaluation**

Teachers at AGCS are formally and informally observed every two months. These evaluations may take three forms. 1) The teacher may be evaluated with the school’s internally produced instrument. 2) The teacher may be reviewed using a "short form" providing short but useful feedback on an informal observation. 3) Finally, teacher may be evaluated using PA State evaluation forms 426-428A. Teacher at AGCS are observed formally and informally, by peers from within their grade groups, teacher-mentors, and members of the AGCS Administration.

**The Avon Grove Charter School Teacher Evaluation Plan is designed to cultivate excellence in the AGCS teaching staff. In order for teachers to understand the criteria by which their work is being evaluated and their responsibilities to connect classroom instruction to state standards and school-wide initiatives, AGCS has created a simple evaluation plan which is made available to teachers at the**

**beginning of each school year. Effective evaluation is one of the keys to ensuring continuous improvement in teacher performance and to promote overall program quality.**

Individuals responsible for teacher and staff evaluations have all been trained in state-approved Principal Certification Programs they are: Dr. Kevin Brady, Jennifer Weaver, Shannon McElwain, and Kristen Bishop.

Teacher evaluations are conducted by grade-level directors. Each of these evaluators have received training in evaluation through graduate study, principal certification, local training sponsored by the Intermediate Unit or PATTAN, or training at professional conferences. Throughout the summer and the academic year, AGCS provides each of the area directors with both general managerial/leadership training, and professional development relating to best practices in their areas of responsibility in addition to frequently providing time for the directors to collaborate as a professional learning community.

## **Teacher Evaluation - Attachments**

- HARTER ANNUAL REPORT: REPORT SECTION - TEACHER EVALUATION
- AGCS Teacher Summative Performance Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

#### **Board of Trustees**

At the end of the 2011-12 school year, there were a number of changes within the AGCS Board of Trustees. These changes were prompted by members finishing their terms of service. Terms expired for the following board members: Chris Campagna, Bill Wood, and Rich Paoletti. According to bylaws of the AGCS Board of Trustees, members whose terms expire may apply for one additional, consecutive term of service. This year, however, only Mr. Paoletti reapplied. He was subsequently re-elected and sworn-in during the July 2012 board meeting.

AGCS also appointed 2 new members to fill the vacancies left by Mr. Campagna and Mr. Wood. The new members are: Michael Giacometti and Michelle Hottenstein.

#### **Administration**

At the beginning of the 2011-12 school year, AGCS hired a new High School Principal. Unfortunately, this arrangement was not sustainable, and for the remainder of the year, the High School program was overseen directly by the CEO/Head-of-School with the assistance and support of a very strong High School Leadership Team composed of experienced lead teachers.

This arrangement provided the oversight necessary for the remainder of the school year. However, in the interim, an ongoing dialogue took place between members of the Board of Trustees, the school's

administrative team, teaching staff, and other stakeholders to formulate a long-term plan for High School leadership.

By the end of the school year, AGCS had redesigned the structure of the administrative leadership team in a way that treated the Upper School (grades 6-12) as a single administrative unit. Since both the AGCS Middle and High School programs are relatively small, administration sought a solution which would create a greater degree of administrative efficiency, and which would provide a mechanism for ensuring curricular and programmatic consistency throughout the Upper School.

As a direct result of this restructuring, Shannon McElwain (a veteran AGCS teacher and administrator who had overseen the Middle School program throughout the 2011-12 school year) became the Principal of the AGCS Upper School. Throughout the first half of the summer of 2012, Ms. McElwain has been working in a very systematic and determined manner to logistically and programatically align the Middle and High School programs. Her progress has been phenomenal, and the 2012-13 school year promises to be particularly productive and positive for our school community.

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Greg Parsons	None
Mark Ungemach	None
Roseanne Starkey	President
Kathleen Bishop	Secretary
Richard Paoletti	Treasurer
John Lupfer	Vice President
David Kirk	None
Michelle Hottenstein	None
Michael Giacometti	None

## **Professional Development (Governance)**

The Avon Grove Charter School Board of Trustees is committed to on-going professional development and training.

At the beginning of the 11-12 school year, the AGCS Board of Trustees responded to the challenge of acclimating/integrating new members by conducting a series of evening trainings through which new Board members were able to get a more complete sense of our school's history, culture, values, character, and strategic aspirations. A similar series of trainings and discussions will take place throughout the months of August and September of 2012.

Currently, the school's solicitor, Gawthrop, Greenwood, PC, provides the Board of Trustees with ongoing training in the areas of the Public Official Act and the Sunshine Law. The Board of Trustees also conducts periodic retreats to address pressing issues and receive updates on charter school law and effective governance.

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

The AGCS Board of Trustees works closely with administration to ensure the effective governance and oversight of the school. The Board operates a number of committees which meet on a regular basis to address issues as the effectiveness of curricular resources or the overall morale of AGCS staff. Each Board Member is expected to play a meaningful role on a major committee and by doing so, to contribute to the overall success of the school. The Board of Trustees also requires regular reports and updates from the CEO and other key staff on issues identified throughout the course of the year. Board members also regularly review the schools assessment data and other measures of performance to judge program effectiveness. The Board of Trustees does, however, understand the importance of avoiding micro-management. While Board members demand that school administration effectively manage the school they are careful not to interfere with daily operations.

Both the administration and Board of the Avon Grove Charter School are in regular contact with the Avon Grove School District's Board of Directors. The relationship between these two entities has been very positive from the school's inception. The Board of the authorizing district has always shown a willingness to work toward common goals with Charter School Leadership. To facilitate communication, the AGCS Board of trustees regularly appoints a "district liaison" -- this individual is responsible for discussing critical issues with the Avon Grove School District Board. This system has worked extremely well throughout the years.

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

- The AGCS Board of Trustees 2011-12 Calendar

## **Community and Parent Engagement**

Throughout the course of the year, the AGCS Board of Trustees interacts with members AGCS PTO (Parent and Teacher Organization) to brainstorm strategies for increasing parental and community involvement in the school. PTO members also routinely attend Board Meetings.

AGCS also conducts periodic retreats to which AGCS parents and community members are invited. One of the objectives of these retreats is to thoroughly discuss the way in which community support is most effectively garnered and how such support might be maintained in the future. The majority of the Avon Grove Charter School Board of Trustees are parents with children attending the school and as such have a unique connection with the local community.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Fiscal Year: 2011-2012 Annual Report: Major Fund-raising Activities

Major Appeals / Fund Raising Efforts

There were two major fundraising campaigns launched during the 2011-2012 school year. The first of these campaigns was launched by Kristen Bishop (our K-5 Principal) to raise money for

computer technology for the lower school (grades K-5). Mrs. Bishop's efforts were extremely successful, and her drive to expand the number of opportunities for students to utilize technology was absolutely relentless. By the end of the school year, AGCS's K — 5 Race for Education fundraising effort received over \$31,000 in donations from parents and relatives. As a result, AGCS was able to purchase fifty I Pads, a Locking I Pad rechargeable cart, and I Pad learning lab equipment for the Early Learning Center and Elementary school divisions with the money generated through this campaign! This was the third most successful direct appeal to AGCS parents in our school's history! AGCs plans to expand this fundraising campaign into to the upper school in the 2012-2013 fiscal year.

AGCS also managed to generate a significant amount of funding for environmental education through direct appeals (primarily proposal-writing) to local and regional foundations (our current success rate is between 60-70%). Our school's Green Initiative is one of the curricular areas in which AGCS has been able to advance its experiential/discovery-based approach to instruction, and it is, therefore, critical that our community find ways of securing additional funding to advance this innovative model. We are very proud to report that, over the course of the last 12 months, AGCS has received over \$15,000 in grants (from various sources) for the Green Initiative and our Environmental Science program! One of the most exciting and concrete applications of grant funding will this summer's construction of an on-campus greenhouse!

### Minor Appeals

As in previous years, there were several small classroom fundraisers held throughout the year. Fundraising guidelines and processes were followed to provide a full check and balance system for selected staff members conducting a fundraiser.

The fundraising policies and procedures implemented in prior years were strictly monitored and all fundraiser organizers and events were reviewed and found to be in compliance with all Avon Grove Charter School mandates.

The existing Avon Grove Charter School guidelines and procedures are stated below. There were no modifications made to the existing procedures during the 2011-2012 academic year.

### Fund Raiser Guidelines for all AGCS Fundraisers

Steps to planning a successful Fund-raiser:

- Each student group needs to develop a fund-raising objective.  
What is your student group raising the funds for?  
  
How much money are you looking to raise?  
  
What kind of fund-raisers does your group want to try?

Determine how you will go about your task.

- When will the fund-raiser be?
- How will this fund-raiser be communicated to the school?
- Who will be participating in the fund-raiser?
- Who will be working the fund-raiser?

- Submit a request to the Administration listing the details of the proposed fundraiser to the Administration for approval.  
Make sure all students involved have specific responsibilities.

Recruit volunteers (Parents and additional staff)

Make sure the fund-raising activity is approved by Administration. Be sure to check your state laws before committing to a raffle or casino night.

Verify Insurance coverage for all events. For all off-sight fundraising, a chaperone or parent is required. No student is allowed to fundraise outside of any business establishment without adult supervision.

*These persons should be cleared by the Administration to serve as a chaperone. Additionally, the Avon Grove Charter School must ensure that any person(s) acting as a chaperone has the proper clearances.*

Any performer brought in to perform a service is required to submit a certificate of insurance and background clearances to the Business Office prior to the event.

Be sure to keep accurate records of all funds received and receipts for all expenditures.

If a check is required for vendor payment, all requests must be submitted to Accounts Payable ten days prior to the event. The Fundraiser must reimburse the school all prepaid expenses within one week of the event.

Once the event or fundraiser is completed, all funds need to be counted and submitted to the Accounts Receivable using a deposit summary sheet within one week of the event's conclusion. The advisor is responsible for submitting the collected funds to the Business Office (if the Main Office is holding fundraising money under lock & key. It is the fundraiser advisor's responsibility to pick up all funds/orders by fundraising due date and submit all cash/check to the Business Office).

Be sure to thank all volunteers for their time.

All Student Council fundraisers must be student managed events. The students are responsible for deciding on the type of fundraiser, running and staffing the fundraiser and making the final decision regarding what the funds will be used for.

*A provision should be included to explain what will happen to any remaining funds. This is especially true for senior class account which must be closed when the students graduate. Pursuant to the PDE Manual on Financial Accounting and Procedures, the money is vested in the School for "school related purposes" and cannot be used to fund class reunions.*

## AGCS BUSINESS OFFICE PROCEDURE

"Fundraising Procedures and Definitions"

1. All fundraising initiatives or events for student activities must be presented and approved in advance by the Academic Director and Principal.
2. Fundraising activities may only benefit a student activity and not an individual's personal gain.
  - A. Personal gain is defined as the sale of goods or services or the sponsorship of any fundraising activity on school property by any individual or group that is intended to improve the personal financial status of any person or group of persons involved in the sponsorship of the activity. Fundamental to this definition is the premise that funds raised by student activities are to be used to expand or enhance the activities of those organizations and not to financially subsidize an individual's personal interests or needs.
3. Permission for all fundraising activities is extended only to Avon Grove Charter School (AGCS) recognized student groups and is subject to the following regulations:
  - A. Fundraising is defined as the sale of products, the solicitation of money or contributions, the collection of dues or donations, the charge of admission, or any other means of collecting revenue.
4. The AGCS principal and academic director must approve all fundraising activities at least two (2) weeks in advance. Permission shall not be granted for products and services that conflict with the policies of AGCS. (Example: No candy is allowed be sold in the cafeteria)
5. Pre-established fees for facility use, equipment rental, and other direct costs must be paid in advance. Check requests for all required fees must be submitted to the Accounting Office two weeks prior to the vendor payment due date.
6. Funds raised must benefit a recognized student activity or a bona fide charitable organization. No funds may be used for personal gain as previously defined in this section. The AGCS reserves the right to review the financial records of student activities that have been allowed to raise funds on behalf of the school to determine if the funds are being used for the purpose for which they were raised.
7. Please make sure your forms include the person's name to whom they need to be returned. The Main Office will hold any money/forms that are turned in thru the attendance folders or dropped off to the office will be locked in a cabinet. It is the Advisor's responsibility to pick up the money/forms from the office daily.

## **Fiscal Solvency Policies**

Fiscal year 2011-2012 Annual Report: Fiscal Solvencies Polices

The Avon Grove Charter School

Fiscal Solvency Policy

1. Introduction

The Budgetary process at the Avon Grove Charter School is an integral part of carrying out the mission of the school. The budget is prepared prior to the beginning of the fiscal year and is approved by the Board of Trustees in advance of its implementation.

2. Accountability

The school has a fiduciary responsibility to effectively manage and use its financial resources. The Board of Trustees and Administration are ultimately responsible for the fiscal solvency of the school.

The school is committed to effective resource management and accountability. Ongoing budget oversight is provided to ensure that resources and expenditures are occurring in general conformity with the approved budget. Throughout the fiscal year, the Accounting/Business Office, Principal, Directors and Department Managers shall monitor and oversee operating budgets ensuring that:

Year-to-date resources and expenditures are occurring in a manner consistent with the departmental budget.

Resource shortfalls and expenditure overages are identified and resolved.

Deficit spending at the department level does not occur.

3. Employee Hiring and Compensation

Salaries and benefits represent the largest expenditure for the academic entity. It is important to manage this expense effectively. A staff list is provided to each department in their budget packet. The staff list is an effective tool used to provide each Academic Director and Administration with the necessary information required to make decisions on whether to recruit and/or refill a position vacancy.

4. Fiscal Year End Purchase Requisitions

Generally accepted accounting principles for the Not-for-Profit Organization require the school to record the expense at the time it was received or the service was rendered. Expense items incurred prior to June 30<sup>th</sup> will be expensed to the current fiscal year and not held and expensed against the following fiscal year.

Outstanding purchase orders on which delivery is not received before June 30<sup>th</sup> will be expensed against the following fiscal year.

5. Capital Expenditures

A capital expenditure is the purchase of furniture, equipment, vehicles, facilities, etc., with a price (or fair market value in the case of a gift) of \$ 5000 or more and a useful life of two or more years.

Capital Expenditures over \$ 5000.00 or more required the approval of the Board of Trustees and are expensed to the departmental budget and charged to object codes

700 — Computers

710 — Furniture & Equipment

6. Budget Reallocations

The Board of Trustees approves the budget for each Department based on the initial allocations submitted; therefore, it is imperative that adherence to these budget allocations be maintained. During the course of the academic year, adjustments to allocations may need to be made due to unforeseen circumstances and changes. All budget reallocations must be approved by the Board of Trustees.

7. Departmental Account Deficits

Deficits in a school department budget account are not permitted. The budget is approved by the Board of Trustees and departments should not deviate from their budget. In all cases, Academic Directors and Department Managers are ultimately responsible for the financial management of their accounts and should take immediate action to prevent or correct any deficit problems.

Certain circumstances may require a written explanation explaining a current deficit or the necessity of deficit for an unforeseen event or situation at the budget was created and approved. Any deficit or planned deficit due to unforeseen circumstances requires the approval of the Board of Trustees.

AGCS BUSINESS OFFICE PROCEDURE

“Budget and Approval Process”

1. Initial Budget Committee Meeting: (On or about March 1st)

A. Attendees should be:

- 1) Principal
- 2) Business Manager
- 3) Representation from AGCS Board of Trustees

B. Review current year and discuss initial budget objectives for the next fiscal year:

- 1) Projected Revenue
- 2) Enrollment
- 3) Capital Expenditures

C. Review and make any changes to the Budget Estimates Worksheet

2. Initial Department Budget Estimates are then requested from each Academic Director and Department Supervisor.

A. Initial Department Budget Estimates are due on or about March 15th.

B. Appointments are scheduled with each director to discuss the budget estimates worksheet. (Template attached)

3. Meetings are scheduled to discuss each Academic Director and Department Supervisor Initial Budget Requests.

A. These meetings should be scheduled on or about March 30th.

B. The main purpose of these meetings is to determine student needs and prioritize each request.

C. Based on the discussions, the director or supervisor may be asked to edit and/or adjust their budget requests.

4. Once all Initial Departmental Budget Estimate Meetings have taken place, the Business Manager prepares the first round draft of the next fiscal year's budget.

A. This first round draft should be complete the first week in April.

5. When the first draft is completed, the Principal, Business Manager and a Representative of the Board of Trustees will meet for discussion.

A. The first round cuts or additions are made at this time based on information gathered during the departmental meetings.

B. Based on the decisions made in the above mentioned meeting, the budget is adjusted accordingly and departmental budgets will then be printed for each director or supervisor.

6. The Academic Directors or Departmental Supervisors review the newly released proposed budget reports.

A. Additional requests are made as the directors/supervisors feel necessary.

B. Due Date for additional requests will be slated for the end of the third week in April.

7. The Business Manger will then finalize the proposed budget and prepare for the Board of Trustees Public Session Meeting Presentation.

8. The Proposed Budget is presented to the Board of Trustees at the regularly held monthly meeting and questions and concerns are addressed from Board Members, Faculty and Staff, Parents of our enrolled students and any other individual attending the public session meeting.

9. Once all questions and concerns have been addressed and any changes have been identified, the Board of Trustees will make motion to approve the public posting of the new fiscal year budget.

A. This posting will include any changes discussed at that meeting.

B. The posting is in the Main Office of the AGCS and will remain posted for thirty days.

10 At the end of thirty days, the proposed budget is again presented to the Board of Trustees for a motion to approve this document as the final Budget for the next fiscal year.

A. This must happen before the last meeting in June.

11. Once approved, the newly approved budget is formatted and electronically filed with the Pennsylvania Department of Education.

A. Filing with Pennsylvania Department of Education must take place within 15 days of the Board of Trustees Approval, or July 31 of the new fiscal year.

12. The finalized Department Budgets are entered into the accounting software and distributed appropriately.

Fiscal Year: 2011-2012

There were no modifications to the existing Avon Grove Charter School during the 2011-2012 Fiscal year.

## **Accounting System**

### Fiscal Year: 2011-2012 Annual Report: Accounting System

The Avon Grove Charter School Business Office utilizes the QuickBooks Enterprise Nonprofit Edition 2010 Accounting Software.

This newer version continues to integrate the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing the Generally Accepted Accounting principles for the school's budgeting, accounting and reporting practices.

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

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

- 2010-2011 AGCS Furniture & Equipment Purchases
- 2010-2011 Fund Balances as of June 30, 2011
- AGCS 10-11 Preliminary Statement of Revenues, Expenditures & Fund Balances
- 11-12 AGCS Preliminary Statement of Revenues, Expenditures & Fund Balances

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

### Fiscal Year:2011-12

The Avon Grove Charter School has engaged Keith J. Drobnes, CPA,MST of Siegel & Drossner, P.C. as its auditing firm for the 2011-2012 fiscal year. The last school audit was completed in August of 2011. The auditor's annual report summary for 2010-2011 fiscal year has been forwarded to the PDE. The 2011-2012 audit is scheduled to begin on September 6, 2012. The initial audit pre-work will be completed in July 2012.

There were no findings identified by the school's previous auditor for the 2010-2011 school year. AGCS has traditionally conducted its annual audit during the month of August, following the close of its fiscal year. Therefore the data attached to this report represents the audited financial statements from the audit conducted on August 30, 2011. Attached please find the summary from the last audit.

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

- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
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- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
- 2007-2008 AGCS Audited Financial Statements
- 2008-2009 Avon Grove Charter School Fiscal Year Audit

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

### Fiscal Year: 2011-2012 Annual Report: Citations and Follow-up Actions for any State Audit Report

No State Audits were performed in the Fiscal Year 2011-2012. The Avon Grove Charter School Administration continues to closely monitor and manage all required reporting and return filings to ensure all state mandates are met and the school has remained in full compliance.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

#### Fiscal Year: 2011-2012

The Avon Grove Charter School Community experienced a successful start to their 2011-2012 academic year with an total student population of 1525. This is the largest number of students to enter the Avon Grove Charter School on its first day of school to date.

The Avon Grove Charter School Early Learning Center @ Kemblesville, the school's second campus located in Landenberg, Pennsylvania houses our youngest students in grades kindergarten through second.

The total enrollment for this site for the 11-12 academic year was five hundred and four students. This year, there were a smaller percentage of furniture purchases completed as compared to last year when this campus first opened. Additional furniture purchases for the Landenberg campus were made to address specific staff or student needs. As for the Early Learning Center's technology needs, there were significant purchases made in this area to better serve students. Computers, Projectors and Smart Boards were acquired this year to round out and enhance our curricular programs.

The AGCS Main Campus, located in West Grove, Pennsylvania serves our grade three to grade twelve student population. The total enrollment for this site for the 11-12 academic year was one thousand and twenty-one students.

With significant capital improvements made to this campus during the summer of 2010, a larger percentage of our furniture and equipment budget was allocated to this campus for this fiscal year. The addition of a new computer resource room added additional technology resources for our West Grove faculty. This new lab enhanced their ability to incorporate more technology in the classroom for elementary, middle and high school populations housed at this campus. Additional Smart Board and projector purchases were made for each grade group located at the State Road campus as well.

A complete listing of furniture and equipment purchases for the fiscal year 2011-2012 has been included with this report.

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

### Fiscal Year: 2011-2012 Annual Report: Future Facilities Plans and other Capital Needs

In the summer of 2008, AGCS opened a K-2 "Early Learning Center" in the village of Kemblesville, PA. The opening of the new site (located in a disused public school building) was met with a great deal of support from the local community, and encouragement from the Avon Grove School District. The new AGCS Early Learning Center has continued to draw large numbers of students from the surrounding districts, and interest in the overall AGCS community has increased. Parents who have chosen the AGCS Early Learning Center for their children have been extremely satisfied with the level of instruction and personalized attention their children have received. The new school is beautiful, thriving, and on an excellent footing for future success.

The main AGCS site (3-12) is underwent a major "facelift" during the summer of 2009. The vintage 1928 building was originally owned by the Avon Grove School District, and was in structural decline when AGCS acquired the site. The front entry, hallways, gymnasium, and floors were restored and beautified.

In the summer of 2010, AGCS refurbished its auditorium, which is one of the few common spaces in the building. This much-needed repair and renovation work was supported with bond monies remaining from the Kemblesville renovation and subsequent "facelift."

In the summer of 2011, AGCS completed its third and final year of capital improvements to the State Road Campus. The summer projects included a significant amount updating and repairing to the school Main office as well as the administrative offices found in this general area. This Main Office project also included the purchase of a new intercom system, better equipped to address the growing needs of our school. The school will exhaust the bonds fund with its plans to refurbish the art rooms, for the purposes of enhancing our curricular art programs, meeting the growing needs of our students at AGCs.

In the 2011-2012 fiscal year, our facilities management team focused their efforts on maintaining and repairing both campus sites. Given the state subsidy funding eliminations seen in this academic year, little funding was available to maintain the improvement schedule planned for the year. Unfortunately, ongoing repair costs on the main site remain high, and AGCS plans to continue the phase-in improvements through a series of very modest projects targeted at specific zones within our the main site. Facing the struggles connected with age of the building and its vintage infrastructure will continue to present a challenge to the ingenuity of the AGCS leadership team for the foreseeable future. Add to this the recent and future budgetary cuts facing all Pennsylvania educational facilities, the needs of maintaining and renovating an historic structure like the AGCS main site will become increasingly difficult to meet.

It is our sincere hope that the Pennsylvania Department of Education will do all it can to enable our school (and other Pennsylvania charter and public schools) to support necessary and ongoing capital improvements. Throughout 2012, political moves at the state and local levels have made it increasingly challenging for AGCS to create a safe and sustainable place for families to exercise educational choice. We hope that the 2012-2013 school year does not bring with it more politically-motivated thunderbolts -- our community's capital resources and the well-being of our children remain in the balance.

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

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

AGCS does a monthly review of the facility to ensure that exits, safety lights, alarms, fire extinguishers, and first aid equipment are functioning properly. Monthly fire drills are conducted by the Director or Building Services, and a calendar of drills is kept on record in his office.

The school also conducts severe weather drills and "lockdown" simulations throughout the year. These drills were developed in coordination with the emergency services team which serves the section of Southern Chester County in which our two campuses are located.

Health and immunization records are kept by Ingrid Wertz, AGCS's registered school nurse.

All of these records are kept in a locked cabinet and their accuracy is reviewed regularly by AGCS's Solicitor and Primary Counsel, Stacey Fuller, of Gawthrop, Greenwood, PC or West Chester, PA.

School records are also reviewed annually by the schools' current auditing firm, Siegal and Drossner, PC.

Since the June 2005 Board of Trustees Meeting, an health and safety handbook has been in effect. There is a Health and Safety Committee/Task Force assigned to complete a "Safety Planning Response Check list". This list is in compliance with both PDE requirements and Homeland Security Standards.

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

- Nursing Program Reimbursement Report
- CHARTER ANNUAL REPORT: REPORT SECTION - COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS

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

### **Fiscal Year 2010-2011 Insurance Coverage - Summary Report**

#### **Medical Benefits: 2 Options**

1. Independence Blue Cross Personal Choice / High Deductible with a Health Savings Account:

MEDICAL (employer paid 90%; employee paid 10%)

This is a Preferred Provider Organization (PPO) deductible health plan. (Employee - \$479.34; Employee Spouse - \$1,103.61; Employee Child(ren) - \$725.66; Employee Children - \$1,043.17; Family - \$1,407.21)

2. Independence Blue Cross - Personal Choice:

MEDICAL ( 90% employer paid; 10% employee contribution) This is a Preferred Provider Organization (PPO), which allows you the choice of seeking a physician in the network or out of the network. An employee can choose their own doctor or hospital. Employee - \$585.66 Employee Spouse - \$1,348.28 Employee Child - 886.54 Employee Children - \$1,274.44 Family - \$1,719.77).

\*The above plans are provided by Independence Blue Cross and offer a standard prescription drug and vision program.

#### **Dental Benefits (100% Paid by the Employer)**

##### **MetLife**

This is a traditional fee-for-service dental plan. This program gives the freedom to choose any dentist to provide care; however, member savings are maximized when selecting a participating dentist. (Employee - \$28.88 Employee and Dependents - \$84.08).

#### **Voluntary Elective Insurance Plans**

Life Insurance, Long and Short Term Disabilities through Reliance Standard Insurance  
INSURANCE DISABILITY INCOME PROTECTION INSURANCE — This is disability insurance that pays benefits if you cannot work because of illness or injury. Avon Grove Charter School has made it possible for an employee to obtain this type of insurance with lower cost group rates, no physical examination, and convenient payroll deduction. The employee chooses the amount of coverage they need and can afford.

Short Term Disability (VIP 530230) — An employee can elect an amount of \$100.00 to \$1,250.00 per week in \$25.00 units, as long as their selected amount doesn't exceed 60% of covered earnings.

Long Term Disability (VIP 530231) — An employee can elect an amount from \$500.00 to \$5,000.00 per month in \$100 units, as long as their selected amount doesn't exceed 60% of covered earnings.

And specialized insurances that employees can purchase through AFLAC.

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

- Current School Insurance Coverage Policies and Programs
- Current School Insurance Coverage Policies and Programs
- 2010-2011 AGCS Insurance Coverage
- 2011-2012 AGCS Insurance Policies
- Avon Grove Charter School Asset Appraisal Report

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Fiscal Year: 2011-12

Number of Teachers -- 112

Grades K — 2 (teachers) — 38

Grades 3 — 5 (teachers) — 28

Middle school (teachers) — 22

High school (teachers) — 21

Special Education (teachers) — 48

Guidance Counselors — 4

Librarians — 1

Administration Staff (Managers) — 21

- Dean of Students
- Business Manager
- Human Resources Manager
- Office Manager
- Facilities Manager
- Cafeteria Manager (2)
- Special Education Divisional Coordinator

- Special Education Director
- High School Principal
- Middle School Principal
- 3-5 Principal
- K-2 Principal
- Pupil Services Director

Administrative Support -- 10

Support Staff - 8

Health Services (Nurses) — 3

Facilities (janitorial) — 16

Food Services (Cafeteria) — 12

**How many are returning staff from the previous school year, and how many were with the school for this entire school year?**

According to our best and most recent data, AGCS will begin the 2012-13 school year with 142 full-time employees and 73 part-time staff. This number represents an elimination or restructuring of 12 full-time positions, and the addition of 12 part-time positions. During the course of the year itself, 4 full-time employees were terminated for cause. 2 instructional staff members resigned at the end of the year, due to a change in lifestyle, and 1 full time staff member made the same choice at the beginning of the school year.

**Discuss staff turnover and retention patterns and possible reasons for each.**

**Reasons:**

On the whole, AGCS was extremely successful in retaining professional staff. -- The loss of full-time instructional staff was largely the result of a personal choice, usually relating to a change in lifestyle.

AGCS has, however, had to make some very difficult staffing choices over the last two-year period for three reasons: 1) the unprecedented cuts in the State's Education budget initiated by the Corbett administration; 2) the across-the-board decline in the per-student funding coming from our sending districts. and 3) the impact of sudden changes such as the elimination of the Social Security reimbursement for all public charter schools (but not traditional public schools) during the last fiscal year (11-12).

**Quality of Teaching and Other Staff - Attachment**

- PDE Form 414 - Quality of Instructional Staff 2010-11

**Student Enrollment**

AGCS selects all of its students through a random lottery on at least 3 occasions throughout the spring and summer months. AGCS also periodically draws from the lottery when spaces are available in the appropriate grades during the course of the school year. AGCS, maintains a database of student applicants from all of the surrounding districts — names on this database make up the pool for the AGCS lottery.

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

In the past, AGCS enrolled Kindergarten students on a fixed date in September. While this process was simple and straightforward it is no longer possible for AGCS to enroll kindergarten student this way. At the end of the 2010-11 school year, AGCS was informed that charter schools would no longer be permitted to bill for students who enroll prior to the kindergarten enrollment dates established by the sending districts. Nearly every sending district has a different kindergarten enrollment date. Therefore, AGCS now tracks these dates and informs parents of their child's eligibility for kindergarten based on this information.

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

Below please find a chart detailing an enrollment history for the 2011-12 academic year. Schools dis-enrolling students selected: Avon Grove Intermediate School, Fred S. Engle Middle School, Avon Grove High School, Oxford Area High School, Saint Mark's (Delaware), Wilmington Friends, and Kennett Middle School.

Grade	Total	Total
Kindergarten	140	144
1st Grade	183	171
2nd Grade	184	180
3rd Grade	148	143
4th Grade	156	153
5th Grade	140	136
6th Grade	136	129
7th Grade	111	110
8th Grade	109	105
9th Grade	84	78
10th Grade	70	67
11th Grade	55	51
12th Grade	44	48
TOTALS	1560	1515

Date

August 30, 2012

June 10, 2011

## **AGCS relies upon exit interviews, surveys, and anecdotal data to understand attrition and retention.**

A clear trend each year is a drop-off in enrollment at the very beginning of the year. Since the opening of the school it has been the practice of some parents to enroll their students at AGCS while waiting for another placement (often in a private setting). This practice tends to artificially inflate our numbers at the beginning of the year. Over the course of the spring and summer, AGCS administration often over-enrolls by 3-5% in each grade to counterbalance this trend.

Through parent surveys and through informal discussions, we have learned that many Middle School students leave AGCS because of the school's small size and lack of a PIAA sports program. These two factors have consistently been the most important in explaining Middle School attrition. For the last two years, AGCS has conducted exit interviews whenever possible, and last year, the school began sending the annual parent survey to the parents of students who had made the decision to dis-enroll. This information will give us a more complete understanding of attrition trends moving forward.

At this point, we anticipate approximately 1510 of the 1515 students enrolled at the end of the 2011-12 school year will return to AGCS in the fall. However, those numbers may fluctuate slightly during the summer. Our enrollment goal for the coming school year is 1625.

## **If the school is under-or over-enrolled based on the charter, provide an explanation.**

The original full-school enrollment target identified by the founding Avon Grove Charter Board of Trustees was 1500. As time has passed, AGCS has worked very hard to manage enrollment to conform to this number. However, for a number of reasons, many of which are critically important to the academic growth and financial well-being of the school, AGCS submitted an enrollment-specific charter amendment to its authorizer, the Avon Grove School District's Board of Trustees in June 2012. This amendment was unanimously approved by the AGSD Board and has enabled AGCS to manage toward a new target of 1625 for 2012-13

## **Student Enrollment - Attachment**

- AGCS Enrollment Lottery Process

## **Transportation**

The Avon Grove Charter School (AGCS) contracts and utilizes the local school districts' transportation services. AGCS transports students from the Avon Grove, Kennett Consolidated, Oxford, Coatesville, Octorara, Unionville Chadsford school districts.

At present, AGCS relies on its local "feeder" districts to provide transportation for students who attend the school. No major transportation problems have arisen since the school's inception. The individual school districts offer a variety of accommodations that are but not limited to an individual bus, van or adjusting a bus route and stop for the special education students.

AGCS has two vans for the transportation of selected special education students. This will provide a shorter and quieter bus route for those students who need those accommodations.

## **Food Service Program**

Throughout the majority of Avon Grove Charter School's 10 year history, student meals have been provided via a contract-for-service arrangement through the Archdiocese of Philadelphia.

However, based on input from parents in the form of surveys, discussion with our school's PTO, AGCS made the decision to become a part of the southern chester county purchasing consortium. This move should enable AGCS to provide the community with food products of a higher quality and to increase the number of choices available to our families.

Please see the text of the CEO's letter to the AGCS community on this subject (reprinted below):

### FOOD SERVICES UPDATE

Dear AGCS Parents, Staff, and Community Members:

Over the course of the last two months, AGCS Administration has been working very diligently to make all of the changes necessary to launch a new and dramatically improved food services program for the 2012-13 school year!

In the interest of clarity, I have summarized the changes to the food services program below. These changes fall into two broad categories: 1) Food Source and Quality and 2) Service.

1) **Food Source and Quality:** AGCS will no longer utilize the Archdioceses of Philadelphia as its provider. Instead, AGCS will purchase food through a well-established regional consortium. The main providers for this consortium are Feesers, Inc. and U.S. Foods. The purchasing consortium includes a number of regional schools local schools such as Unionville-Chadds Ford. We are particularly excited about this change because we believe that the food products themselves are the most important component of our program. We are confident that students will notice an immediate change in menu choices and will be pleased with the improvement in freshness and quality.

Feesers Website: <http://www.feesers.com/>

US Foods Website: <http://www.usfoods.com/>

2) **Service** - AGCS administration will continue to oversee the food services program, however, we will be working with a food-services consultant to make certain that the services component runs as efficiently as possible, and provides a high level of overall customer satisfaction.

Finally, AGCS parents will have an opportunity to meet the new cafeteria staff and to view the new and improved AGCS menus during our annual “Meet and Greet” events. This year, “Meet and Greet” will take place at Kemblesville on August 22<sup>nd</sup> and at 110 East State Road on August 23. More information about “Meet and Greet” will be forthcoming.

Thank you for your continued interest in the transformation of our food services program, and as always, thank you for your ongoing support and encouragement.

Sincerely,

Kevin Brady, Ph.D.  
CEO / Head-of School

The new food services program will not change the way in which AGCS responds to its obligations under state and/or federal law. As in the past, new and existing students who are eligible to receive assistance through the Free and Reduced Lunch Program will be identified at the beginning of each year.

At this point in the process, we are estimating that entrees for the coming school year will cost between \$3-4 per unit.

## **Student Conduct**

The AGCS school discipline code was developed in conjunction with the school’s legal counsel to ensure that the subsections of Pa Code chapters 12 of the Pennsylvania School Code were addressed directly and completely. The Avon Grove Charter School Discipline Policy specifically addressed the right of families to due process including hearing before the charter school’s Board of Trustees.

A total of 36 students were involved with 42 suspension incidents.

No AGCS students were expelled during the 2011-12 school year.

## **Student Conduct - Attachments**

- AGCS Student Parent handbook 2010-2011
- AGCS Bullying Policy
- Discipline of Students with Disabilities

## **Signature Page**

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

School Year: 2013

The Avon Grove CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2012 - 2013 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 Avon Grove CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

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

**Name:** Kevin Brady **Title:** Dr.  
**Phone:** 484-667-5002 **Fax:** 610-869-5892  
**E-mail:** kbrady@agcharter.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:** Rosanne Starkey **Title:** Ms.  
**Phone:** 610-869-3179 **Fax:** 610-869-4130  
**E-mail:** rstarkey@agcharter.org

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

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

**Name:** Christine Riggio **Title:** Ms.  
**Phone:** 484-667-5002 **Fax:** 610-869-5892  
**E-mail:** criggio@agcharter.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- 11-12 AGCS Furniture & Fixtures Purchases
- Special Education

