Pennsylvania Department of Education

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

Charter Annual Report

Tuesday, May 07, 2013
(Last Accepted: Wednesday, May 01, 2013)

Entity: Belmont Charter School
Address: 4030 Brown St
Philadelphia, PA 19104
Phone:
Contact Name: Katie Simpson

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Belmont Charter School

Date of Local Chartering School Board/PDE Approval: July 30, 2002

Length of Charter: 7 years **Opening Date:** September 2002

Grade Level: grade 1 through grade 8 **Hours of Operation:** 8:00 am — 3:30 pm

Percentage of Certified Staff: 91.11% **Total Instructional Staff:** 44

Student/Teacher Ratio: 13:1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 94.10%

Summary Data Part II

Enrollment: 431 **Per Pupil Subsidy:** $8,773 per regular ed. student, $19,422 per special ed. student

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	422
Hispanic:	8
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 68

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	180	180	0	360
Instructional Hours	0	0	0	1188	1188	0	2376

SECTION I. EXECUTIVE SUMMARY

Educational Community

Belmont Charter School is a district converted charter school serving as the local elementary school for the community of Belmont, West Philadelphia. The school currently offers grades 1 through 8, and serves approximately 450 low-income, high-risk, predominately African-American students from the surrounding geographic catchment area. We have a partnership with the Community Education Alliance of West Philadelphia (CEAWP), which provides Head Start, full time family support services, and after school programming.

The teachers and staff work collaboratively to enhance the traditional school education by bringing the community and outside world into the classrooms. The home school connection is encouraged through home based projects, school events, and information sharing such as newsletters, phone calls, and letters mailed home. Events such as Family Dinners, Game Nights, and parent workshops help students and families see the connection between school and home. Families are also encouraged to bring their skills into the classroom by volunteering and sharing their skills within the school.

Mission

Belmont Charter School's mission, in partnership with the Belmont community, is to promote the academic, social and emotional success of each child.

Vision

Belmont Charter School has a vision of each student reaching his or her personal definition of success.

Shared Values

Across all of our programs and among all of our stakeholders (students, parents, professionals) we value:

- A nurturing environment
- Collective responsibility
- Commitment to professional and academic self-reflection and growth
- Respect for all at all levels
- A commitment to the community beyond the school boundaries.

Academic Standards

Belmont Charter School is committed to interactive, reflective, and creative teaching and learning. Our academically rigorous and relevant curriculum fosters cognitive growth and social responsibility in students and staff. The Belmont community creates opportunities that cultivate compassionate citizens in local and global contexts. Belmont Charter School's curriculum is aligned with the Pennsylvania Curriculum Standards.

Strengths and Challenges

Belmont Charter School has developed an infrastructure of using diagnostic placement, triangulation of data and data-driven instruction and intervention to improve the delivery of mathematics instruction. The increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become an ongoing strength for BCS. Overall, there has been a steady increase in mathematics scores as indicated on PSSA data as well as benchmark testing that occurred throughout the school year. In Literacy and Mathematics, vertical and horizontal planning began this year to develop a Belmont specific curriculum that not only aligns to state standards but also implements the core belief values of BCS. This document is based in the PA Core Curriculum and is in the final stages of implementation. This process continues to be teacher driven.

Reading and literacy skills continue to be a weakness at Belmont Charter School. Building on best literacy practices, we will continue to target the areas of inferencing, non-fiction comprehension and interpreting figurative language to increase our students' skills. In addition, placing emphasis on vocabulary development will allow us to increase our rate of growth. Belmont Charter School has not received a final notification of the AYP status for the year 2011-12, but has seen growth in the literacy scores according to preliminary data. Belmont Charter School is committed to moving the students forward and will continue to use benchmarking assessments such as Aimsweb and 4Sight to continually monitor the successes and struggles of our students so that we may tailor the instruction to better meet the students' academic needs. Wilson interventions, along with other research proven intervention programs, will be used to target specific reading skill deficits.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Executive Director and the School Director lead the strategic planning process for academics, which involves data-driven decisions based on test results, standards implementation, teacher observations, along with research on best practices.

The Instructional Leadership Team (ILT) meets weekly throughout the calendar year to review data and discuss its implications (e.g., what is/isn't working and why, and what adjustments are necessary.) In the spring, the ILT makes decisions on student placement, programming and professional development for the upcoming year. This team will also continue to use the benchmarking assessments, classroom anecdotal notes and assessments to strategically monitor individual, classroom and grade wide trends. During the 2011-12 school year, Belmont Charter School will be in the third year of implementation for the Response to Intervention and Instruction model. In our third year of implementation, we are even better able to work with the most at risk students in a strategic manner which thereby will continue to increase the effectiveness of the attempted interventions. Additional focus will be put on the strategic monitoring within individual classrooms.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
DiLeonardo, Jeanne	Home Visitor	Ed Specialist - Home and School Visitor	Jennifer Faustman
Dover, Tony	Business Rep.	Business Representative	Jennifer Faustman
Faustman, Jennifer	Executive Director	Administrator	Michael Karp
Harris-Scott, Lynnette	Head of Middle School	Administrator	Jennifer Faustman
Karp, Michael	Board President	Board Member	Jennifer Faustman
McCallum, Christine	Academic Director	Administrator	Jennifer Faustman
McGann, Karen	Special Education Director	Special Education Representative	Jennifer Faustman
Metz, Denise	Teacher	Elementary School Teacher	Jennifer Faustman
Patterson, Donna	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Jennifer Faustman
Shepard, LaShaya	Teacher	Middle School Teacher	Claire Cohen
Szybist, Robert	Director of Program Development	Administrator	Jennifer Faustman
Willie, Malaun	School Counselor	Ed Specialist - School Counselor	Jennifer Faustman

Goals, Strategies and Activities

Goal: Attendance

Description: To meet or exceed the 90% attendance requirement for Grades 1-8 set forth by AYP standards

Strategy: Incentive Attendance Program

Description: Truancy program that rewards students and families with strong attendance records and supports families whose students are not meeting acceptable standards for attendance in decreasing truancy for their individual students.

Activity: Star Family Dinner

Description: The Star Family Dinner is an annual dinner that celebrates families. Staff serves the families plated dinners. Awards and certrificates are given to honor the families. Students and their families make crafts, play games, and celebrate each other. Annoucements and qualifications for this dinner are posted and sent home to encourage more familes to reach the goal of one or less days absent from school.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 6/20/2012 Finish: 6/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	200

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Belmont Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
educators gain skills interacting with parents/community & build a rapport with families	Research from Vanderbilt University shows that strong interaction between teachers & parents/families improves learning by creating a stable & consistent environment.	*For classroom teachers, school counselors and education specialists:* • 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• parent comments	• parent comments

Status: In Progress — Overdue

Activity: Student Recognition

Description: Post student attendance records by individuals and by class. Send home certificates to all students with only 1 excused absence or perfect attendance. Students will continue to be recognized monthly for perfect attendance both within the classroom and in monthly newsletters. Students will receive small incentives monthly in school wide assemblies.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 9/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: AYP

Description: Belmont, by following these strategies, will meet their Annual Yearly Progress.

Strategy: Improving students PSSA scores

Description: Improve 8% of students by moving them out of the basic/below basic categories in the PSSA in Math and Reading.

Activity: Benchmark Assessments

Description: Use of 4sight Assessment and Aimsweb data in reading and mathematics to track student progress over the academic year.

Person Responsible	Timeline for Implementation	Resources
McCallum, Christine	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Math Specialist

Description: Use math specialist in middle school and elementary school as a way to intervene and provide math pullout.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 9/1/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Reading Specialists

Description: Use of reading specialist in middle school and elementary school for assessment and intervention for struggling students.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 9/1/2012 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Increase Literacy through literature and books

Description: Centralized Leveled Library

Activity: Leveled Library

Description: Supply classrooms with a centralized leveled library to provide students with more resources to practice reading skills in the classroom, as well as at home. Provide both small group classroom sets and individual books to be used in guided reading and readers workshops. Supply classrooms with a centralized leveled library to provide students with more resources to practice reading skills in the classroom, as well as at home. Provide both small group classroom sets and individual books to be used in guided reading and readers workshops. The leveled libraries will include non-fiction texts to allow students additional practice to hone their reading skills in non-fiction as this was an area of weakness on the PSSA. Students will also use these books during the afterschool program, if they attend, during after school sustained silent reading.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 9/1/2008 Finish: Ongoing	$5,000.00

Status: In Progress — Upcoming

Goal: Cultivating Responsible Community

Description: Cultivating nurturing environment, collective responsibility, commitment to professional and academic self-reflection and growth, respect for all at all levels, and a commitment to the community beyond the school boundaries.

Strategy: Increased Parent Participation

Description: Increase parent participation

Activity: Parent Communication

Description: Send out regular monthly newsletters along with parent reminders of events. Post parent events around school and community and offer incentives for attendance to events. Utilize a mass communication system (auto dialer) that allows for automatic phone calls, text messages and emails. The parent newsletter, “The Roar,” continues to be sent home. Since its inception the newsletter has highlighted school successes, recognized students with perfect attendance, and

announced upcoming events. The newsletter now also contains nutrition and health information, family activities, and school meal menus and calendars. Belmont Charter has also added a Facebook account and an autodial alert system.

Person Responsible	Timeline for Implementation	Resources
David Cameron	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Grade Level Meetings

Description: Schedule bi-weekly grade-level team collaboration meetings lasting approximately 45 minutes and occasionally for longer double blocks for planning and troubleshooting lessons; examining student work, group coaching; sharing resources and best practices. Schedule pre and post conference observation cycles for each teacher at the start of the school year to identify areas of growth for each teacher. After identifying areas of improvement, each coach will work individually with teachers through conferencing, providing resources and materials, as well as through modeling . Opportunities for peer observations and model classroom visits will also be encouraged. Research at Stanford University proves that grade level meetings improves classroom learning of students and effectiveness of teacher teams. Evaluation of grade level meeting methods occurs once a year over the summer.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 8/20/2011 Finish: 6/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	36	35

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Belmont Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
examining student work, group coaching; sharing resources and best practices. Schedule pre and post conference observation cycles for each teacher at the start of the	Research at Stanford University proves that grade level meetings improve classroom learning of students and	*For classroom teachers, school counselors and education specialists:* • Enhances the

school year to identify areas of growth for each teacher. After identifying areas of improvement, each coach will work individually with teachers through conferencing, providing resources and materials , as well as through modeling . Opportunities for peer observations and model classroom visits will also be encouraged.	effectiveness of teacher teams.	educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals	• Middle (grades 6-8) • Elementary (grades

• Other educational specialists	2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans

Status: In Progress — Overdue

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy. They last approximately 45 minutes. Research at Stanford University shows that professional learning communities help increase both classroom learning for students and effectiveness of teacher teams. Evaluation of effectiveness takes place at bi-annual reviews of employees. Surveys are given yearly to determine how staff support is received. Evaluation of the method takes place once a year in the summer.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 8/20/2011 Finish: 6/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	36	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Knowledge and Skills	Research and Best	Designed to Accomplish

	Practices	
professional study of content, instructional strategies, and pedagogy	Research at Stanford University shows that professional learning communities help increase classroom learning for students and effectiveness of teacher teams.	*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. *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.

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Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	• Participant survey

Status: In Progress — Overdue

Goal: Faculty Support

Description: Administrative team, educational specialists, teachers, social services staff and outside consultants will lead staff in grade-level teams to discuss implementation plans, problems, and successes. Additionally, behavioral support staff, family support services, and educational specialists provide in-class support. Timeline: Ongoing.

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Grade Level Meetings

Description: Schedule bi-weekly grade-level team collaboration meetings lasting approximately 45 minutes and occasionally for longer double blocks for planning and troubleshooting lessons; examining student work, group coaching; sharing resources and best practices. Schedule pre and post conference observation cycles for each teacher at the start of the school year to identify areas of growth for each teacher. After identifying areas of improvement, each coach will work individually with teachers through conferencing, providing resources and materials, as well as through modeling . Opportunities for peer observations and model classroom visits will also be encouraged. Research at Stanford University proves that grade level meetings improves classroom learning of students and effectiveness of teacher teams. Evaluation of grade level meeting methods occurs once a year over the summer.

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 8/20/2011	-

Finish: 6/20/2012

Professional Development Activity Information

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Follow-up Activities	Evaluation Methods
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Status: In Progress — Overdue

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy. They last approximately 45 minutes. Research at Stanford University shows that professional learning communities help increase both classroom learning for students and effectiveness of teacher teams. Evaluation of effectiveness takes place at bi-

annual reviews of employees. Surveys are given yearly to determine how staff support is received. Evaluation of the method takes place once a year in the summer.

Person Responsible	Timeline for Implementation	Resources
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Role	Grade Level
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Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	• Participant survey

Status: In Progress — Overdue

Goal: Parent Involvement

Description: To increase parent participation in their child's academic and social success in school.

Strategy: Increased Parent Participation

Description: Increase parent participation

Activity: Parent Communication

Description: Send out regular monthly newsletters along with parent reminders of events. Post parent events around school and community and offer incentives for attendance to events. Utilize a mass communication system (auto dialer) that allows for automatic phone calls, text messages and emails. The parent newsletter, “The Roar,” continues to be sent home. Since its inception the newsletter has highlighted school successes, recognized students with perfect attendance, and announced upcoming events. The newsletter now also contains nutrition and health information, family activities, and school meal menus and calendars. Belmont Charter has also added a Facebook account and an autodial alert system.

Person Responsible	Timeline for Implementation	Resources
David Cameron	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Star Family Dinner

Description: The Star Family Dinner is an annual dinner that celebrates families. Staff serves the families plated dinners. Awards and certrificates are given to honor the families. Students and their families make crafts, play games, and celebrate each other. Annoucements and qualifications for this dinner are posted and sent home to encourage more familes to reach the goal of one or less days absent from school.

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leadership roles:

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

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Role	Grade Level
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Follow-up Activities	Evaluation Methods
• parent comments	• parent comments

Status: In Progress — Overdue

Goal: Professional Development Schedule

Description: The administrative team, educational specialists, social services staff and outside consultants will develop a professional development schedule for teachers and support staff focused on differentiated instruction, content-specific pedagogy, education technology best practices, and social-emotional learning (SEL).

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Grade Level Meetings

Description: Schedule bi-weekly grade-level team collaboration meetings lasting approximately 45 minutes and occasionally for longer double blocks for planning and troubleshooting lessons; examining student work, group coaching; sharing resources and best practices. Schedule pre and post conference observation cycles for each teacher at the start of the school year to identify areas of growth for each teacher. After identifying areas of improvement, each coach will work individually with teachers through conferencing, providing resources and materials, as well as through modeling . Opportunities for peer observations and model classroom visits will also be encouraged. Research at Stanford University proves that grade level meetings improves classroom learning of students and effectiveness of teacher teams. Evaluation of grade level meeting methods occurs once a year over the summer.

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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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Follow-up Activities	Evaluation Methods
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mentoring

Status: In Progress — Overdue

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy. They last approximately 45 minutes. Research at Stanford University shows that professional learning communities help increase both classroom learning for students and effectiveness of teacher teams. Evaluation of effectiveness takes place at bi-annual reviews of employees. Surveys are given yearly to determine how staff support is received. Evaluation of the method takes place once a year in the summer.

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Status: In Progress — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Balanced Instructional Program

The instructional program at Belmont Charter School is guided by one essential outcome: preparing students for academic success in high school and beyond. Achieving this requires the proper blend of rigor, remediation and enrichment, which the instructional staff strives for through several initiatives including:

1. Weekly grade-level / department meetings where activities include:

a. Examining student work

b. Sharing best practices

c. Developing common assignments (cross curricular / multi-disciplinary) and assessments

d. Analyzing test results and other data

e. Professional Learning Communities

2. Vertical team meetings where teachers across grade levels troubleshoot common challenges and develop curriculum.

3. Coaching from the academic leadership team regarding:

a. Content-specific pedagogy

b. General instructional strategies in areas such as collaborative grouping, differentiation, and questioning

c. Best practices on developmentally appropriate classroom management strategies

5. Coaching for grades 1st through 3rd teachers from outside consultants specializing in early literacy

6. Peer observation

This commitment to academic success also drives our overarching goals for students within a given academic discipline. With respect to mathematics, those goals are twofold: skill mastery and conceptual understanding. Resources, activities, and strategies targeting skill mastery include curriculum aligned to the Pennsylvania standards and Common CORE Curriculum; daily computation practice; daily spiraled assessment that identifies students' needs; daily spiraled practice that addresses students' needs; and academic support from various sources including peer tutoring, small group instruction from teachers certified in mathematics.

A key, meanwhile, to improving students' conceptual grasp of mathematics is improving teachers' conceptual grasp of mathematics. The primary means for doing this is ongoing training and coaching of mathematics best practices that gives teachers a deeper understanding of mathematics than what compulsory teacher training typically provides. In turn, teachers can anticipate and alleviate common student misconceptions that would otherwise preclude conceptual understanding and often prevent skill mastery. It also provides an opportunity for teachers to increase their instructional repertoire to accommodate students who have mastered grade level content. Additional support through the Singapore Math program will be provided to all staff in grades 1st — 3rd.

With respect to literacy, the challenge is to not just teach and reinforce basic reading and writing skills, but also to develop comprehension skills that empower students as problem solvers and critical thinkers. They need to be able to not only recognize the use of literary devices in others' writing, but integrate them into their own writing. Resources, activities, and strategies targeting this blend of skill mastery and higher order thinking include read-alouds using authentic literature; independent reading; daily language practice focusing on grammar, editing, and spelling; writing rubrics; and assorted activities targeting structural analysis, vocabulary expansion and word study. Among the resources and strategies used to identify and meet literacy needs are: readers and writers workshop; benchmark tests; weekly guided reading groups that serve diagnostic as well as instructional purposes; and small group support from a certified reading specialist.

A major goal of our science program is to facilitate knowledge through collecting and processing information as it applies to the real world. The science curriculum is aligned with the Pennsylvania state standards and the CORE Curriculum, and is tiered by grade level to ensure layering of content. Teachers specializing in science teach all grades in a lab environment with an emphasis on inquiry. Activities such as science fair projects and "Outside Classroom" ensure students get hands-on experience.

In social studies the curriculum, currently being aligned with the Pennsylvania state standards, exposes students to the "big ideas" of geography, history, government, and economics. Then, through inquiry, experience, and research, students apply those ideas on local, national and global levels. Additionally, several grades have implemented the We Are the People instructional series which places an emphasis on the students' understanding of their rights and responsibilities as citizens.

Rigorous Instructional Program - Attachments

- Professional Education Plan
- Teacher Induction Plan 0809

- Teacher Induction Approval
- Professional Ed Plan Approval 2012

English Language Learners

Belmont Charter School currently does not have any ELL students.

English Language Learners - Attachments

- ELL LETTER
- School District of Philadelphia ELL plan

Graduation Requirements

This is not applicable to Belmont Charter School since it only extends to grade 8.

Special Education

Attached is a copy of all Special Education policies and procedures for Belmont Charter School. This includes those policies and procedures that deal with identification and provision of services to special needs students as well as instructional strategies for educating special education students.

Special Education - Attachments

- BCS Special Education Plan
- RTII

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Donna Falconieri	100	7th Grade Co-Teacher	Belmont Charter School	6	N/A
Julie Ungerer-Welch	100	6th/8th Grade Co-Teacher	Belmont Charter School	11	N/A
Christine Stickney	100	5th Grade Co-Teacher	Belmont Charter School	7	N/A
Marion Cutler	100	4th Grade Co-Teacher	Belmont Charter School	7	N/A
Colleen Carroll	100	3rd Grade Co-Teacher	Belmont Charter School	8	N/A
Jennifer Cressman	100	2nd Grade Co-Teacher	Belmont Charter School	7	N/A
Addie Christopher	80	1st Grade Co-Teacher	Belmont Charter School	1	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Belmont Charter School	80

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Rachel Zervas - Therapy Solutions	Speech and Language Pathologist	22 hours per week
Linda Mason - Cumberland Therapy Services	Occupational Therapy	6 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

Belmont Charter School relies on several tools for assessing student achievement including:

1. Developmental Reading Assessment (DRA)
2. 4Sight
3. Aimsweb

4. Daily formative assessment

5. Daily spiraled assessments

6. Homework

7. Standardized summative assessments (PSSA for grades 3-8)

The academic leadership team and teachers use this data on an ongoing basis to inform instruction and ensure each student is provided with the most appropriate level of intervention or enrichment/extension based on current academic needs. Individualized instruction is further facilitated by small class-size; small group instruction teachers specializing in math or reading; resources conducive to differentiating instruction; and summer school classes offering remediation, skill maintenance, and enrichment.

Student Assessment - Attachment

- AIMSweb student assessment data-BCS

Teacher Evaluation

Teacher evaluation occurs as the fourth stage of an ongoing process of individualized professional development, as follows:

Teacher evaluation is designed to serve the following purposes:

1. Promote self-evaluation and self-reflection in teachers.

2. Recognize and reinforce teachers' individual strengths.

3. Identify and target teachers' individual professional growth priorities.

4. Provide benchmarks for assessing teachers' past and future growth.

The evaluation process involves the following steps:

1. Teacher Self-Evaluation: Teachers perform self-evaluation using the CEAWP Teacher Evaluation Form.

2. Supervisor Walkthrough*:* Supervisor (two academic directors, and two Heads of schools) conducts unannounced classroom visits (one or more per teacher) for the primary purpose of assessing the consistency and fidelity with which teachers have implemented feedback from coaching sessions to date, including:

a. Effective practices: those practices supervisors identified as effective and worthy of teachers including in their instruction on an ongoing basis

b. *Enhancements:* strategies for enhancing teachers' effectiveness

3. Supervisor Evaluation: Supervisor completes CEAWP Teacher Evaluation Form for each teacher

4. Performance Conference: Supervisor(s) meets one-on-one with teachers for the primary purposes of:

a. comparing their evaluations of teachers with teachers' self-evaluations, and addressing any conflicting perceptions
b. sharing conclusions from walkthroughs
c. setting professional growth priorities

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher Evaluation
- Teacher eval for pde 2011-BCS

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-2012 school year Claire Cohen completed her second full school year as Chief Academic Officer & Chief Operations Officer. Kristen Koenigsbauer also completed her second full fiscal year as Treasurer of the Board. Jennifer Faustman remained as CEO.

Board of Trustees

Name of Trustee	Office (if any)
Michael Karp	President
Leslie Convey	Secretary
Kristen Koenigsbauer	Treasurer
Athena Karp	N/A
Kristin Johnson	N/A

Professional Development (Governance)

Belmont Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and state-mandated policies are provided to the governance board. During every board meeting, timely information is disseminated to all members in an effort to keep them abreast of the happenings at the charter school. Likewise, in an effort to keep the meetings public and open to all members of the schools' constituencies, all board meetings are posted in a local paper in compliance with the Sunshine Law and the Public Officials Act. The Board did not receive Professional Development.

Coordination of the Governance and Management of the School

The Board of Trustees coordinates the governance and management of the school by overseeing all operations of the school and delegating day-to-day management to school's administrators. The Board holds the responsibility of ensuring that the school is run in compliance with its charter application and all applicable laws and regulations. The school's CEO maintains a relationship with members of the School District's staff and regularly attends meetings and conferences held at the District office. Additionally, the Belmont Charter School has sent appropriate administrators

to attend and interact with district and state education department representatives on several occasions for a variety of meetings and training. During the 2011-2012 school year, our Board met quarterly on the following dates: Oct. 5, 2011, January 18, 2012, April 18, 2012 and June 20, 2012.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings 2011-2012

Community and Parent Engagement

The Board believes that encouraging family involvement in ongoing programs and providing support for family needs are vital to the school's success. Parents are required to participate during parent-teacher conferences and get involved with various school programs such as open house, back to school night and parent coalition meetings. The Board also seeks out collaborative projects with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2011-2012 fiscal year, Belmont Charter School did not receive any private donations, grants or other forms of major fundraising funding.

Fiscal Solvency Policies

Belmont Charter School's board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews are conducted by an external accountant from Repice & Taylor and internally by our accounts payable department.

Accounting System

Belmont Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues, Expenditures & Funds 2012

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

Belmont Charter School selected Siegel and Drossner to perform the 2010-2011 audit report. They have been engaged to conduct the 2011-2012 audit, with an anticipated completion date before October 2012. The 2010-2011 audit is attached.

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

- BCS Audit 2011

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

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

Necessary furniture, fixtures and equipment are acquired through a comparative pricing process. Several companies are requested to provide a pricing and servicing worksheet. This is in accordance with the Charter Procedure for acquisition of purchases above $10,000. Facilities are negotiated on an as-needed basis.

Future Facility Plans and Other Capital Needs

Belmont Charter is currently leasing its building from the School District of Philadelphia, and plans to continue to lease this building as it is an ideal space to run its programs. The Belmont Charter board had been in discussion with PSD regarding altering the parameters of its lease for several years. In December of 2009, a new agreement was created and BCS took over the responsibility for managing the building directly. This has allowed us to have more autonomy with regards to building repairs and improvements needed in the Belmont building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. Belmont Charter held 11 fire drills in 11-12 under the supervision of its Chief Operations Officer, Claire Cohen. During these, our administrative staff: closes all

doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill.

Our fulltime certified school nurse diligently oversees all school health operations within the charter school. The nurse, working closely with the charter director, personally monitors and provides appropriate evidence of maintaining health and immunizations records for students. Our nurse worked throughout the school year to ensure that our records are correct and up to date. She works throughout the year, including summer, to provide support for our students. During the 2011-2012 school year we had a contract with Education-Plus, Inc. and operated a school-based Wellness Center program located at Belmont Charter in order to provide all state-required school nurse services.

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

- Wellness Plan
- SHARRS 10-11

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies are maintained under Hub International. Our coverage has remained the same. This coverage includes but is not limited to:

Property; Electronic; Fidelity Bond; Accounts Receivable; Commercial; General Liability; School Board Legal Liability; Worker's Compensation; Umbrella; Professional Practice Liability; Fire, Theft and Vandalism

In addition we offer health and additional insurances to employees via Aetna-Medical, Vision, and Dental, PSERS, Short and Long Term Disability, 403(B) and AFLAC.

Current School Insurance Coverage Policies and Programs - Attachment

- BCS Insurance 1112

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

All the data required for the Elementary and Secondary Professional Personnel Report was collected in our 2011-2012 PDE PIMS Staff reports.

Quality of Teaching and Other Staff - Attachment

- PDE-414 BCS

Student Enrollment

Keeping in line with our executive summary and our charter school mission, we feel it is imperative to focus our enrollment efforts exclusively on our surrounding community. Belmont Charter does not use an admissions lottery; instead, our school holds a contract with the School District of Philadelphia that defines its enrollment strategy as targeting only those children living within the Belmont geographic catchment area. The school's enrollment procedure is the same as it was before the school came under charter (when it was a public school under district control). The school notifies parents of children eligible to enroll under these parameters, and schedules an individual orientation session with them upon request. Our enrollment packet is based on a template from the school district that complies with PA state law. To this we have attached additional requirements to best provide us with relevant pupil information and enhance our internal organizational system.

Belmont Charter begins at 1st grade. Our incoming 1st graders are often times already familiar with our organization having come out of the Head Start and Kindergarten programming operated by our organization out of our sister school, Belmont Academy Charter. Belmont Academy Charter is located just 3 blocks from Belmont Charter and also draws its enrollment primarily from the Belmont catchment area. Those students entering BCS at the 1st grade level follow the same enrollment policies and guidelines as stated above.

Student Enrollment - Attachment

- Parent/Student Handbook_August 2011 Update

Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. The district assists with providing bus transportation for students in grades 1 through 8 who live further than 1.5 miles away. However, most of our students live within walking distance of the school so only a small number of our population is affected by this.

Food Service Program

Belmont Charter participates in the National School Lunch Program, providing severe need breakfast and lunch to all students. 100% of our students qualify for the Free and Reduced Lunch program. This facility is contracted with Preferred Meal Systems, Inc. who deliver breakfast, lunch, and snack for all students, daily. Meals are heated and prepared by Belmont Charter School staff. Additionally, Belmont Charter School participated in the Fresh Fruits & Vegetables program for the 2011-2012 school year.

Student Conduct

Expectations for student behavior and discipline are summarized in the Belmont Charter School Student Handbook. During our fall open house, parents are presented with this handbook and walked through the various details regarding the student code of conduct. Parents sign a form stating they will support and adhere to the rules in the handbook, and that they will support consequences for infractions of the code. The school makes every effort to work with students and their families to ensure their educational rights.

External Suspension Data Grades 1-8
School Year: 2011-2012

122 students were involved in 225 suspensions. 3 students were expelled.

Student Conduct - Attachment

- Parent/Student Handbook_August 2011 Update

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2011 - 2012 Annual Report for Pennsylvania Charter Schools

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

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

Identify the charter school's Chief Executive Officer.
Name: Jennifer Faustman **Title:** Chief Executive Officer
Phone: 215-790-1294 **Fax:** 215-790-1475
E-mail: jennifer.faustman@cea-philly.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Michael Karp **Title:** Board President
Phone: 215-790-1294 **Fax:** 215-790-1475
E-mail: N/A

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

Identify the charter school's Special Education Contact Person.
Name: Karen McGann **Title:** Special Education Director
Phone: 215-823-8208 **Fax:** 215-823-8209
E-mail: Karen.McGann@cea-philly.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- BCS Signature Page 2012