
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: Friday, May 25, 2012)

Entity: Chester Community CS
Address: 302 East 5th St
Chester, PA 19013
Phone: (610) 447-0400
Contact Name: Louise Vitiello

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: Chester Community CS

Date of Local Chartering School Board/PDE Approval: April 23, 1998

Length of Charter: Five Years: 2012 - 2017 **Opening Date:** September 9, 1998

Grade Level: Grades K-8 **Hours of Operation:** Elementary: 9:00 a.m. to 4:00 p.m. and Middle:
8:30 a.m. to 3:30 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 176

Student/Teacher Ratio: 16.59 students to 1 teacher **Student Waiting List:** 48

Attendance Rate/Percentage: 90.65%

Summary Data Part II

Enrollment: 2,919 **Per Pupil Subsidy:** Regular education = \$9,858.46; Special education = \$24,528.36

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	2493
Hispanic:	300
White (Non-Hispanic):	37
Multicultural:	88

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 93.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 673

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	167	169	169	0	505
Instructional Hours	0	0	915.8	925	1006	0	2819

SECTION I. EXECUTIVE SUMMARY

Educational Community

Small Urban Community: The City of Chester, Pennsylvania, is a small urban center of 4.8 square miles, 15 miles south of Philadelphia. The population of 34,464, including 11,332 children under the age of 19, has a median age of only 30.6 (U.S. Census, 2006-2010 American Community Survey).

Community Economic Status: Chester is an impoverished community. Many (51.9%) of Chester's school-aged children live in poverty. Only 1.5% of PA school districts have higher rates of economically disadvantaged students (2007 Census). The median family income is almost half that of the state and the country; approximately three and a half times as many families live below the poverty level than in the state; the proportion living in dire poverty (income under \$10,000) is 4.1 times greater than in PA and 3.7 times greater than in the USA (see table below).

Extreme Economic Deprivation in City of Chester, Pennsylvania			
	Chester	Pennsylvania	USA
Median family income	\$32,565	\$63,364	\$62,112

Families living below poverty level	30.8%	8.5%	10.1%
Family income under \$10,000	16.5%	4.00%	4.5%
Unemployment rate	7.7%	4.60%	5.8%
Median home value	\$66,900	\$159,300	\$188,400
Vacant housing units	20.7%	10.8%	12.7%
<i>Source: U.S. Census Bureau, 2006-2010 American Community Survey</i>			

Local Industry: Chester has been in decline for many years. Sixty years ago Chester was a booming manufacturing center with 65,000 residents. In 2005 there were one tenth the jobs and half the population. Some of the largest employers now are the Crozer-Keystone Health System; Widener University; and Harrah’s Entertainment, Inc.

Community Resources: The city has a public library, a Boys and Girls Club, a YWCA, one university, a community health center, a casino/racetrack, a brand new soccer stadium and many churches. The city has no bookstore, no movie theater, and no supermarket.

Community Challenges: Chester is one of the poorest, most crime-ridden cities of its size in the country. The City’s crime and poverty rates are among the highest in the state. Chester families have a history of problem behaviors and limited resources needed for effective parenting. Among the adult population, 31% have not completed high school and 12% are unemployed. Chester has exceptionally high rates of violent crime and homicide; gangs, drug related crimes, and juvenile violence are persistent challenges in the city.

School Resources and Student Success: Students’ academic growth and parent and student satisfaction have contributed to Chester Community Charter School’s steady growth from 97 students in grades K-4 in 1998 to its current enrollment of 2,919 in grades K-8 and waiting list of 48 students. Facilities have improved and expanded from humble beginnings in conference rooms at the Howard Johnson Inn, to temporary trailers, to bright new construction that has been unveiled almost every year since 2001. Facilities now include the East Campus with four classroom buildings, a gymnasium, an administration building, and a new Head Start building; and the West Campus with three classroom buildings, a gymnasium, and a Head Start building. The school’s student population is 0.03% Asian; 85.4% African American; 10.3% Hispanic; 1.3% White; and 3.0% multicultural. Half live in one-parent families; and 93.7% in low-income families.

The following features allow our charter school to maintain a unique, innovative, and ever-responsive learning environment:

In keeping with the mission, teachers, teaching assistants, and administrative staff are committed to continual development of the learning community in order to impact favorably on students’ academic and social performance. Each grade level has a grade director who meets weekly with: (1) the Assistant Superintendent for Curriculum and Instruction, Senior Director of Testing and Research, principal and other grade level leaders; and (2) her/his same grade level teachers. These meetings serve as an opportunity

for teachers and administrators to continually monitor student progress toward achievement of the state standards, develop the curriculum in response to student needs, as well as to plan professional development for any teachers who may need it.

CCCS employs several web-based software packages that enhance teaching and learning. These include the following, among others: *Learnia* monitors students' progress toward achievement of the state standards while helping to prepare students for standardized testing. *Renzulli NextBook* provides a talent portfolio that matches students' interests and skills with projects and resources. *Brain Pop* provides engaging online resources that enrich curriculum content in science as well as reading and social studies.

At Chester Community Charter School the climate of violence in the city is offset by one of safety, security and caring. The school buildings are secured by video surveillance and intercom systems with camera and door strike. CCCS is housed in brand new facilities that are safe, clean, and conducive to learning. In fall 2007, the school piloted a "Team Approach to Achieving Academic Success" (TAAAS) for students with need for extra behavioral health supports; this program has proven effective and has been expanded each year since. The school follows a code of conduct that includes no tolerance for violence or disrespect among members of the school community.

Additionally, the school prides itself on its:

- Enthusiastic staff and high adult-child ratio
- Inclusive environment
- Academic Enrichment Program
- Keystones to Opportunity grant funded program to support striving readers
- Title I School-Wide Program to support high percent of low-income students
- Educational technology that includes: interactive whiteboards; classroom computers; computer labs; and student laptops
- Before and after school childcare, tutoring, and enriching activities in art, dance, drama, history, and science
- Intra-scholastic sports
- Summer school
- Strong student support services
- Modern facilities with seven cafeterias; video-security system; and large outdoor play areas

Mission

- The Chester Community Charter School is dedicated to empowering students as learners through the development of a learning community. To accomplish this, the Chester Community Charter School:
 - Establishes a partnership with parents
 - Encourages students to become partners

- Focuses on how to ask probing questions and where to find answers rather than memorizing and repeating facts
- By the time they leave the school students will:
 - Have a solid foundation to be self-sufficient learners for the rest of their lives
 - Be able to communicate confidently and well in the electronic world at large
 - Be proficient in reading, mathematics, and language as defined by state standards
- The mission of our school technology plan is to empower students as learners, who are proficient in the Pennsylvania Academic Standards and are ready for the world of work in the 21st century, by providing them with up-to-date technology based instruction and readily available access to electronic and web-based based instruction and readily available access to electronic and web-based information.

Vision

Our vision is to help students develop the necessary academic, social, and emotional skill sets and knowledge upon exiting the eighth grade to become successful high school students and beyond.

Our vision includes creation of a dynamic learning community in which students' innate curiosity and desire to succeed are enhanced by their academic achievement, ready access to the most current technology-based information, and expanded global awareness through their electronic interactions with adults and peers throughout the world. Teachers and administrators would be able to monitor each student's progress on the Pennsylvania Academic Standards to maximize each student's opportunity for academic development and personal success. Technology would also allow for dynamic interaction of school personnel with the students' parents and guardians who would thus become more effective partners in their children's formal schooling.

Shared Values

- We believe learning is a defining characteristic of all human beings.
- We believe learning needs to be nurtured, supported, and guided toward independence.
- Our mission of empowering children as learners is powered by a philosophy that proposes:
 - Active learning
 - Attention to individual learning styles
 - Learning that integrates the senses
 - Learning that is student-centered and eventually student-driven

Academic Standards

The Chester Community Charter School curriculum was selected based on its proven success both in the research-based literature and as observed directly by our curriculum development committee made up of our Senior Director of Accountability, principals, grade level directors, teachers, and parents and with Board of Trustees' support. The curriculum is aligned to the school's mission of *empowering students as learners* via its focus on independent learning. The selected curricula have gone through extensive field trials to assure an unbiased representation regarding inner city populations in general and differences in ethnicity, gender, sexual orientation, religion and ability in particular.

The curriculum is a PA standards based curriculum that supports student achievement. The instructional leadership team has developed the specific grade-by-grade and subject-by-subject curriculum maps for grades K through 8. Daily lesson plans in core subjects, i.e., language arts, math, science, and social studies, are designed to maximize student progress on the PA standards.

Although the school has a well-defined curriculum in place, in August 2012 CCCS will begin the curriculum alignment process by revising and developing its' current curriculum maps to the new Common Core PA State Standards.

Strengths and Challenges

STRENGTHS

The school prides itself on the following strengths: (1) academic excellence; (2) highly-qualified, caring faculty and staff; (3) effective school-family partnership; (4) effective educational programming; and (5) state-of-the-art facilities and resources.

ACADEMIC EXCELLENCE

Since its inception the charter school has striven to accelerate student achievement and to attain high standards of academic excellence. CCCS offers a highly successful High School Search and Selection Program to ensure students' ongoing academic success once they complete our K-8 program. This program has grown to include many prestigious parochial and private high schools within the local region.

Academic excellence continues to be enhanced through receipt of numerous state and federal grants. In April 2012, CCCS became the recipient of the "Keystones to Opportunity" (KtO) for striving readers grant. It was one of 58 local education agencies in Pennsylvania chosen to participate in the US government's broad approach to improving literacy outcomes for children from birth through grade 12.

Additionally the school has previously received grants that enriched the school's curricular resources and professional capacity. Innovations initiated through the following grants have been sustained:

- The Reading First Program was first implemented with the support of grants from March 2004 through fall 2011; the best practices introduced continue to support academic growth in reading and language arts.
- The school received Javits Gifted Education Grant funds from 2009-2012; the school continues to enrich its accelerated educational programs using practices initiated by this grant.

- Integration of technology throughout the curriculum has been facilitated with funds from several Enhancing Education Through Technology grants from PDE (2007-2011).
- Inter-related partnerships with colleges and universities initiated by grants continue to provide valuable support to the school through tutorial services, mentoring and technology support.

Student academic progress is tracked regularly through *Learnia*, a web-based benchmark tracking system. This system allows school personnel to retrieve reports that are used to design and modify the instructional program. It provides teachers an opportunity to individualize instruction based on each student's academic strengths and weaknesses. *Learnia* is aligned with the PA state academic standards and assessment anchors.

HIGHLY-QUALIFIED, CARING FACULTY AND STAFF

Teachers take part in on-going professional development to enhance their daily classroom instructional practices. The school and families value our highly-qualified, caring faculty and staff. In 2011-2012 the school had 100% highly qualified teaching staff as mandated under NCLB; and a full complement of student support staff: reading specialists, school psychologists, guidance counselors, school certified nurses, speech clinicians, physical and occupational therapists, degreed grade tutors, and consultants.

The school has received two 3-year federal grants to fund school counseling programs (2004-2007 and 2009-2012). Through these grants CCCS has established a comprehensive program that addresses counseling and educational needs of all students; provides counseling services in settings that meet the range of student needs; increases the range, availability, quantity, and quality of counseling services, to create a school climate in which all students can achieve their maximum potential. Additionally, teachers learn techniques to de-escalate student conflict and reduce class disruptions.

EFFECTIVE SCHOOL-FAMILY PARTNERSHIP

Our school-family partnership includes, but is not limited to, frequent parent-teacher conferences; parent report card and awards dinner; incentives for families; and coats and holiday gifts for children.

EFFECTIVE EDUCATIONAL PROGRAMMING

CCCS continues to develop classroom libraries and use the 100 Book Challenge program to support the school's independent reading activities for students in grades K-8. At the middle school, an uninterrupted 90-minute reading block was incorporated into the daily schedule for grades 7-8. This block contains components of a balanced literacy program that focuses on shared/ independent reading, shared /interactive writing and modeled reading/ writing. In addition, the middle school offers a 90-minute math block to increase in-depth learning in math and enhance student learning through project-based activities.

We continue to provide additional support in the form of tutoring, extended day services, and a summer academic enrichment program to students performing below proficient.

The school offers academic and social continuity from grades K-8. Several grants have helped fund highly motivating service learning and before and after school programs. A combination of grants, donations, and the general fund have supported extracurricular activities, sports, recreation, field trips, summer school and summer camp.

STATE-OF-THE-ART FACILITIES AND RESOURCES

The school features safe, new schools and gymnasiums on two campuses; and provides students with new text books and classroom libraries and Internet in classrooms and computer labs. Thanks to a gift from generous donors, we have been able to provide each student in grades 3 through 8 with a *One Laptop Per Child XO* laptop. Grants have helped purchase interactive whiteboards and additional student laptops, significantly expanding use of technology in the classroom; and thereby connecting our students to a broader base of information and educational resources through added hardware and software programs. These initiatives are contributing to our goal of closing the achievement gap for low-income, at risk urban students.

CHALLENGES

Since the inception of the charter school we have implemented research-based initiatives to address our students' identified needs.

Our ongoing challenge is educating children who come to school without social and academic readiness skills. Beginning in March 2011 (the prior fiscal year) the Chester Upland School District (CUDS) ceased making payments to CCCS due to financial distress. In essence, the CUDS used funds that were earmarked for CCCS in order to finance its existing operation. As a result, the school was forced to invoke the provisions of the Charter School Law whereby a charter school that does not receive its monthly payment can request that

the Pennsylvania Department of Education (PDE) make those payments. Although PDE paid CCCS partial payments, the outstanding debt owed to CCCS continued to grow to nearly 15 million dollars by the Spring of 2012. Consequently, CCCS was forced to institute litigation against CUSD and PDE in order to restore statutory funding.

Throughout the entire course of the 2011-2012 school year CCCS was in a dire financial situation and teetered on bankruptcy. For the first time in the history of CCCS, the school had to borrow money to sustain operations at only 55% of the original projected budget. Due to the reduced budget, the school enacted a hiring freeze and reduced instructional staff. Based on the financial instability created by CUSD and PDE and the situation being amplified in the national/local news media, the morale of parents, and staff was adversely impacted. Our parent and staff members attended rallies and hearings in support of the school. Parents filed litigation in federal court in order to protect the rights of their children attending CCCS. Our students most importantly were adversely affected because they were not confident that their safe haven would remain open which negatively impacted academic performance. The 2011-12 school presented more problems throughout the entire CCCS community than ever in its history.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

CCCS is committed to the academic growth of all its students and chose to continue with a planning process by which members of the school community participate in evaluating educational programs and services offered to the students.

In fall 2010, the school developed a Strategic Planning Team for the purpose of improving student achievement in order to meet the requirements of NCLB. During the 2011 school year, the committee continued to meet to review assessment data derived from the 2011 PSSA, Terra Nova, DIBELS and student data bases. The team analyzed the data in an attempt to identify strengths and weaknesses as related to student performance. Also, during those meetings, the committee identified the strengths and areas of concern of the school's programs and student support services.

Going forward, the school in the 2012-2013 school year will begin to introduce Common Core Standards which will require more rigor in the curriculum. Our curriculum will be revised to reflect the integration of the Common Core Standards. In addition, staff development will focus on Common Core Standards with the goal of full implementation in the 2013-2014 school year.

The following initiatives will be undertaken to improve student achievement: provide comprehensive professional development activities in core subject areas, implement a school-wide student positive behavior program, review inclusionary practices that will accommodate all students, analyze benchmark data, and focus on data-driven instruction.

The plan will be closely monitored, adjusted and evaluated on an on-going basis. In fall 2012, the planning team will meet to continue the review and update of the strategic plan using the process described above. It will also solicit members from this team to serve on

the school's literacy planning team, whose purpose is to develop an effective and sustainable Comprehensive Literacy Plan from Birth to Grade 12.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Clark, David	Chester Community Charter School	Administrator	Board of Trustees
Corbin, Kolin	Chester Community Charter School	Community Representative	David Clark, CEO
Diggs Rushelle	Chester Community Charter School	Elementary School Teacher	David Clark, CEO
Lemons, Nicole	Chester Community Charter School	Elementary School Teacher	David Clark, CEO
Lewis Tonya	Chester Community Charter School	Parent	David Clark, ceo
Linda Portlock	Chester Community Charter School	Administrator	David Clark, CEO
Louise Vitiello	Rotary Club of Chester	Business Representative	David Clark, CEO
Medley, Darnell	Chester Community Charter School	Administrator	David Clark, CEO
Odom, Donald	Chester Community Charter School	Administrator	David Clark, CEO
Robinson, Megan	Chester Community Charter School	Ed Specialist - Instructional Technology	David Clark, CEO
Seaton, Spencer Judge	Chester Community Charter School, Board of Trustees	Community Representative	Board of Trustees
Seltzer, Peter	Seltzer Insurance Associates	Business Representative	David Clark, CEO
Stewart, Kimberly	Chester Community Charter School	Middle School Teacher	David Clark, CEO

Goals, Strategies and Activities

Goal: CURRICULUM

Description: All core curriculum are aligned with Pennsylvania academic standards

Strategy: Integrate technology standards with curriculum maps and lesson plans

Description: Technology Integration Specialist will create a centralized, electronic resources to support all school curricula.

Activity: Technology across the curriculum development

Description: Technology Integration Specialist will create a centralized, electronic resource containing standards related to teachers’ lesson plans in all core subjects. This will encourage teaching “technology across the curriculum.”

Person Responsible Timeline for Implementation Resources

Robinson, Megan Start: 9/12/2012 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Technology across the curriculum training

Description: Technology Integration Specialist will work closely with teachers so they learn how to access electronic resource containing standards related to their lesson plans.

Person Responsible	Timeline for Implementation	Resources
Robinson, Megan	Start: 9/10/2012 Finish: 6/7/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	65
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use of technology to support instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5)

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

Status: In Progress — Upcoming

Strategy: Standards based instruction in core curriculum

Description: Develop standards-based curriculum maps in reading, math, science, and social studies

Activity: Align curriculum with standards

Description: All school curricula are aligned with PA academic standards. In August 2012 CCCS will begin the curriculum alignment with the new Common Core PA State Standards.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 7/18/2012 Finish: 8/30/2013	\$120,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of	Estimated Number of Participants
-----------------------------	-----------------	----------------------------------

	Sessions Per School Year	Per Year
3.00	3	179
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity Intermediate Unit Company 	Not approved

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

Knowledge and understanding of the new Common Core State Standards

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.
- Instructs the leader in

managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Curriculum Audit

Description: CCCS has entered into a contract with the Delaware County Intermediate Unit (DCIU) to have them audit our curricula in reading, language arts, and mathematics. This audit will include: observation of instructional delivery; review of instructional resources, materials, and curriculum maps; and interviews with administrative and instructional staff. Audit findings will be used to establish PD activities to further strengthen teaching and learning.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 8/27/2012 Finish: Ongoing	\$5,000.00
----------------	-------------------------------------	------------

Status: In Progress — Upcoming

Activity: Teacher Mentoring Program

Description: Grade Directors assign mentor to each new teacher, oversee completion of mentoring activities, and lead grade level teachers in curriculum mapping aligned with standards

Person Responsible	Timeline for Implementation	Resources
Medley, Darnell	Start: 8/27/2012 Finish: 6/7/2013	\$151,584.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	12	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Standards-based curriculum mapping 2. Best instructional practices 3. Classroom management	The school's Mentoring Program stresses the importance of the state standards and the use of students' IEPs as means to improve students' academic proficiencies. Standards-based reform efforts, together with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97), provide important tools and strategies for improving the quality of education and increasing academic expectations and achievement for students with disabilities. The mentoring program also is invaluable in enhancing new teachers' skills in the classroom.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3)

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

***Goal:* LEARNING ENVIRONMENT**

Description: The school environment is conducive to learning

***Strategy:* Classroom Management**

Description: Implement positive discipline in classrooms

***Activity:* A Framework for Understanding Poverty**

Description: Teachers working in Chester need to understand the challenges and resources inherent in the students' culture, a culture of poverty.

Person Responsible	Timeline for Implementation	Resources
Clark, David	Start: 8/29/2011	\$3,000.00

Finish: 5/31/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Appreciation of challenges faced by families living in poverty 2. Understanding of importance of relationships for children in poverty 3. Skill in helping children learn the norms needed to succeed in school	Ruby Payne: A Framework for Understanding and Working with Students and Adults from Poverty. AHA! Process, Inc., 1995. This book describes the differences between situational and generational poverty, includes poignant scenarios, and identifies resources that can be used to help the individuals in the scenarios. The book also helps readers understand the "language" used by those living in poverty, the shared characteristics of poverty, and the actions that are a result of those characteristics. It also describes the importance of role models and support systems. (205 pages)	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson 	<ul style="list-style-type: none"> Participant survey

discussions

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
3/28/2011	2010 training complete

Activity: Character education and social skills development

Description: To help middle school students develop character and social skills, the school will implement two research based programs. "Project Wisdom" consists of daily announcements and weekly lessons in character education. "Beyond the Infraction" consists of corrective lessons for students with needs for behavioral remediation.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/4/2012	\$900.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Positive Approaches Model

Description: Reward students for appropriate classroom behaviors

Person Responsible Timeline for Implementation Resources

Clark, David	Start: 9/9/2012	\$445,372.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Positive Approaches Training

Description: The Positive Approaches model has been shown to decrease disciplinary problems, improved schools' emotional climate, and reduce persistent maladjustment among school-age children and adolescents that is linked to criminal behavior and incarceration in adult life.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Linda Portlock	Start: 8/27/2012	\$57,500.00

Finish: 5/31/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School - with Elwyn, Inc.	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Positive behavioral classroom management strategies. School-wide Positive Behavioral Support.	<p>A great deal of empirical evidence suggest that Positive Approaches are effective in urban settings and with school-aged children and adolescents (McCurdy, B.L., 2003; Bohanon, H.2006; Luiselli, J.K., 2005; Lucille, E., 2002; Vallerand, R.J. (1997). Some of the benefits of this model include: reductions in discipline problems and suspensions (McCurdy, 2003; Bohanon, et.al., 2006; Luiselli, et. al. 2005; Lucille, E., 2002); reductions in student assaults (McCurdy, 2003); reduction in the number of students requiring secondary and tertiary supports (Bohanon, et.al., 2006); and improved academic performance (Luiselli, et.al., 2005).</p> <p>Outcomes based on Elwyn's Technical Assistance programs in six public schools in Delaware County, one Philadelphia Charter School, and Elwyn's three Educational programs demonstrate: improved attendance; decreased disciplinary problems including suspensions and expulsions; improved graduation rates; decreased need for students to attend outside placements; reduction in suicide attempts; and improved emotional climate.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities**Evaluation Methods**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey |
|---|--|

Status: In Progress — Upcoming

Activity: School-Wide Positive Behavioral Interventions & Supports

Description: SWPBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 9/12/2012 Finish: 6/7/2013	\$126,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PATTAN	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Kow how to establish prevention services that incorporate SWPBS systems approach at the classroom and school-wide levels to reduce rate of office disciplinary referrals (ODRs) and to improve student performance on state academic standards.</p> <p>Learn to provide secondary interventions for students at-risk for problem behavior to decrease the number of students who need tertiary interventions based on</p>	<p>Much research shows that schools that establish systems with the capacity to implement SWPBS with integrity and durability have teaching and learning environments that are</p> <ul style="list-style-type: none"> • Less reactive, aversive, dangerous, and exclusionary, and • More engaging, responsive, preventive, and productive • Address classroom 	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on

repeated out-of-school suspensions and excessively disruptive and/or violent behavior. Be able to develop specialized, individualized systems for high risk students who demonstrate chronic/intense problem behavior to reduce their rate of office disciplinary referrals (ODRs) and to improve their performance on state academic standards.

management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),

- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.

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

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood

- Principals / asst. principals (preK-grade 3)
- Superintendent / asst. superintendents • Middle (grades 6-8)
- School counselors
- Other educational specialists

Follow-up Activities

Evaluation Methods

Status: Not Started — Overdue

Activity: TENEX and Progress Book Training

Description: Teachers will be trained to use TENEX, its student management system, and Progress Book, a related software grade record book / computerized report card system.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 5/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

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

Teachers will be trained to use TENEX, its student management system, and Progress Book, a related software grade record book / computerized report card system.

Educator Groups Which Will Participate in this Activity

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

(grades 2-5)

Follow-up Activities

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Align math curriculum with standards

Description: Core curriculum committees in the areas of Math, Language Arts, Science, Social Studies are ongoing to ensure that curriculum maps are aligned to the state standards and assessment anchors. In addition, resource materials, such as textbooks, workbooks and supplemental materials are carefully selected for their value in supporting curriculum and state standards.

Activity: Instructional materials

Description: CCCS will purchase the new version of Harcourt's math program (HSP), which is more closely aligned with the PA math standards. HSP also gives students additional practice in problem solving skills.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/12/2012 Finish: Ongoing	\$18,850.00
----------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Activity: Math Curriculum Mapping

Description: Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.

Person Responsible Timeline for Implementation Resources

None Selected

Start: 9/7/2012
Finish: Ongoing

\$38,000.00

Status: In Progress — Upcoming

Strategy: Best Practices in mathematics

Description: CCCCS engages in instructional practices and teaching methods that are researched- based and proven to be effective in the teaching and learning process. Such practices and methods include: differentiated instruction, cooperative learning, balanced literacy, the Renzulli Learning System, and technology integration.

The school has thirty- two (32) interactive electronic white boards in classrooms and computer labs. This technology has allowed for greater hands-on demonstrations in the classroom and supports the school’s goal in helping teachers/students to become competent users of technology.

Activity: Teaching Mathematics to Middle School Students

Description: A cooperative learning program in which students work in 4-member heterogeneous groups to help each other master academic content. Teachers follow a schedule of teaching, team work, and individual assessment.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 6/6/2013	\$5,592.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	20
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
School Entity	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn this a cooperative learning program in which students work in 4-member heterogeneous groups to help each other master academic content. Teachers will follow a schedule of teaching, team work, and	ConnectED Math is a proven intervention program designed around the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points. The program provides student mastery of foundational skills and concepts from prior grades that are	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective

individual assessment.

prerequisites to the current grade level.

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:

- 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student PSSA data • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Differentiated instruction/ Universal Design for Learning

Description: Differentiated instruction and the Universal Design for Learning framework will provide teachers the strategies to plan instruction for students regardless of their learning style.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 5/31/2013	\$503,200.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	170
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School and the DCIU	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to use flexible instructional approaches to teach all students that include: multiple means of representation, multiple means of expression and multiple means of engagement.	Differentiated Instruction and Universal Design for Learning (ULD) allow all students to access the same classroom curriculum by providing various entry points, learning tasks, and outcomes that are tailored to students' needs.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership

roles:

- 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
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

Follow-up Activities **Evaluation Methods**

- | | |
|--|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans• Review of written reports summarizing instructional activity |
|--|---|

Status: In Progress — Upcoming

Activity: Direct Instruction

Description: Training for new K-1 and special education teachers

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 8/27/2012 Finish: 6/6/2013	\$500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Connect Math Concepts with Direct Instruction	<p>Research-tested Curriculum: In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Each lesson sequence is extensively field-tested to determine the most effective and efficient way to lead students to mastery. For example, the first reading and language arts lessons focus on phonemic awareness, which are followed by increasingly complex phonics and decoding lessons, which are followed by lessons that focus on comprehension and analysis of content, etc. With each lesson building on previously mastered skills and understandings, teachers are able to dramatically accelerate the pace of learning, even for the most disadvantaged students. New material is usually introduced through teacher presentations to the whole class or small groups, followed by guided practice and frequent checks for individual student mastery. Once the skill has been learned to the point of automaticity, cognitive studies show that it is transferred from short-term to long-term memory, thus freeing children to apply their learning, attend to content, and move on to progressively more difficult and higher-order skills. Some have criticized the curriculum, particularly reading and language arts in the later grades, for not containing a broad or challenging enough selection of children's literature. The program is easily supplemented, however, especially after</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other</i></p>
---	--	---

students have been helped to master basic decoding skills.
<http://people.uncw.edu/kozloffm/aftdi.html>

educators seeking leadership roles:

- 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • 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 • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity
---	--

Status: In Progress — Upcoming

Activity: Tutoring

Description: Tutoring for students in grades 3-8 is provided during the school day. These 17 degreed staff members serve as full-time instructional tutors for students who have been identified as below basic in reading and math from their PSSA scores. In addition 30 trained volunteers from Widener and Neumann Universities are assigned to work with students in grades K-2 who are also behind in their basic academic skills.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/11/2012 Finish: Ongoing	\$321,012.00
----------------	-------------------------------------	--------------

Status: In Progress — Upcoming

Strategy: Monitor each student's progress

Description:

Activity: Learnia /GRADE training

Description: Teachers will learn to use web-based student monitoring programs

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 6/15/2013	\$5,500.00

Professional Development Activity Information

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

3.00	3	170
------	---	-----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
---	-------------------------	---

Chester Community Charter School and Pearson Publishing Company	• School Entity	Approved
---	-----------------	----------

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

Use web-based assessment software to monitor student proficiency	Progress monitoring—a set of techniques for assessing student performance on a regular and	<i>For classroom teachers, school counselors and education specialists:</i>
--	--	---

in state standards in math and reading

frequent basis—can be an essential and integral part of an inclusive standards-based assessment and accountability system. In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards. Progress monitoring techniques can provide that information.

Quenemoen, R., Thurlow, M., Moen, R., Thompson, S. & Morse, A. B. (2003).

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

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

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

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Mathematics

Follow-up Activities Evaluation Methods

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans• Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Web-based assessment of student proficiency on state standards

Description: Using web-based Learnia program, benchmark student progress in Math on a monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that month.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/10/2012 Finish: Ongoing	\$10,782.00
---------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: Provide incentives

Description:

Activity: Incentives for reaching mathematics benchmarks

Description: Provide incentives to individual students and to the whole class when they meet targeted benchmarks.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/9/2012 Finish: Ongoing	\$8,000.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Strategy: Target students for improvement

Description:

Activity: Identify students for targeted assistance

Description: Identify students in the Basic and Below Basic categories using last year's PSSA data.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/27/2012 Finish: Ongoing	\$25,000.00
---------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Activity: PSSA Preparation in Mathematics Instruction

Description: Teachers use materials designed to prepare students for math PSSA

Person Responsible	Timeline for Implementation	Resources
---------------------------	------------------------------------	------------------

None Selected	Start: 9/5/2012	\$11,500.00
---------------	-----------------	-------------

Finish: 3/30/2013

Professional Development Activity Information

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

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
---	-------------------------	---

Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
----------------------------------	---	----------

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

1. Math testing anchors 2. PSSA question format	Standards based education and related assessments	<i>For classroom teachers, school counselors and education specialists:</i>
--	---	---

- 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:

- 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	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities	Evaluation Methods
-----------------------------	---------------------------

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

- with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Overdue

Activity: PSSA Testing Directives

Description: Proper PSSA testing administration

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 3/12/2012 Finish: 3/23/2012	\$1,800.00

Professional Development Activity Information

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

1.50	8	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Chester Community Charter School	• School Entity	Approved
----------------------------------	-----------------	----------

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

Teachers and assistants will learn appropriate procedures for PSSA test administration	Importance of proper, consistent testing conditions and testing accommodations where needed.	<i>For classroom teachers, school counselors and education specialists:</i>
--	--	---

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- principals
- Other educational specialists

2-5)

- Science and Technology
- Mathematics

Follow-up Activities

Evaluation Methods

- Peer-to-peer lesson discussions
- Student PSSA data

Status: Not Started — Overdue

Activity: Special Education Goals Achievement

Description: Focus on needs of IEP students

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 6/7/2013	\$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use IEP to plan appropriate instruction for students	<p>The Individuals with Disabilities Education Act (IDEA) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to the age of 21.</p> <p>The act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under the both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge

specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student.

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	Subject Area
<ul style="list-style-type: none"> • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • 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 • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans
---	--

Status: In Progress — Upcoming

Activity: Supplemental instruction

Description: Provide supplemental instruction for students with greatest academic needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/10/2011	\$310,709.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Align reading curriculum with standards

Description: Core curriculum committees in the areas of Math, Language Arts, Science, Social Studies are ongoing to ensure that curriculum maps are aligned to the state standards and assessment anchors. In addition, resource materials, such as textbooks, workbooks and supplemental materials are carefully selected for their value in supporting curriculum and state standards.

Activity: Curriculum Mapping

Description: Teachers create curriculum maps aligned with state standards and test objectives to be used in day-to-day lesson plans.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/27/2012	\$1,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Focus instruction on areas of greatest weakness

Description: Teachers are requested to have copies of the standards along with the assessment anchors for each subject. They use them along with their curriculum maps and basal text books to plan lessons. In addition, the test prep materials are provided to guide students in their approach and application of the standardized tests. Using practice tests in conjunction with the assessment anchors helps teachers to design lessons that target the standards.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/7/2012 Finish: Ongoing	\$30,000.00
----------------	------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: Best Instructional Practices in reading

Description: CCCS engages in instructional practices and teaching methods that are researched-based and proven to be effective in the teaching and learning process. Such practices and methods include: differentiated instruction, cooperative learning, balanced literacy, the Renzulli Learning System, and technology integration. During the 2009-10 school year the school installed thirty-two (32) interactive electronic white boards installed in classrooms and computer labs. This technology provides teachers with a tool that accommodates different learning styles, allows for greater hands-on demonstrations in the classroom and supports the school's goal in helping teachers/students to become competent users of technology.

Activity: Children's Literacy Initiative Travel

Description: During one of the designated professional development days in August 2012, a CLI Professional Developer works with individual teachers in the Content-Focused Coaching Model. Teachers and professional developers discuss literacy goals, lesson plan and implementation, and core issues in effective lesson design. Coaching conversations focus on core issues in lesson design such as lesson goals, the literacy content of the lesson, the context of the lesson, students' prior knowledge, lesson implementation, evidence of students' understanding and learning, and collaboration in a learning community.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 8/27/2012 Finish: 6/7/2013	\$15,525.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
30.00	1	6

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
---	-------------------------	---

Association for Direct Instruction

- Association

Not approved

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

1. Language for learning
2. Reasoning in writing
3. Decoding
4. Spelling
5. Reading mastery
6. Comprehension

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

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

Subject Area

- Reading, Writing, Speaking & Listening
- Mathematics

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Evaluation Methods

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

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

Status: Complete

Activity: Direct Instruction

Description: Training for new kindergarten and special education teachers and instructional aides is provided throughout the year. The hands-on in-service workshops are required for the highly scripted method teaching of the Direct Instruction approach. The pre-service and in-service trainings give teachers the guidelines about procedures (quality control of the teaching), setting goals and assessment (data collection). Our aides in the DI classes have the same teaching responsibilities as the classroom teachers in the Direct Instruction approach. So their pre-service training and in-service training are required and ongoing.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 8/27/2012 Finish: 8/27/2012	\$2,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	7	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Language for learning 2. Reasoning in writing 3. Decoding 4. Spelling 5. Reading mastery 6. Comprehension	DI is a research-tested Curriculum that has shown to be effective with low-income, urban children, such as those at our school. In DI, skills are taught in sequence until students have fully internalized them (what cognitive researchers call "automaticity") and are able to generalize their learning in new, untaught situations. Direct Instruction in these skills was recommended by the National Reading Panel	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based

Report (2000).

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	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans• Review of written reports summarizing instructional activity |
|---|---|

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

Status: In Progress — Overdue

Activity: Reading Interventions

Description: Description: CCCS uses evidence-based instructional interventions for students who have reading difficulties. The interventions cited are not exhaustive of all approaches used but provide a base for the implementation: guided reading, scaffolding, connecting to prior knowledge, phonemic awareness exercises, and word wall routines, through the Wordly Wise Program. Students with reading deficiencies are assigned to reading specialists for clinical diagnosis and strategic interventions. Reading specialists serve as consultants to classroom teachers to assist in higher order interventions that include reading comprehension and concept attainment activities.

One critical intervention that was instituted this year was the contracting of grade tutors. These degreed support staffers were assigned to struggling students who needed one on one support in targeted areas that were identified through benchmark assessment. This supplemental support provided one-to-one tutoring sessions or small group instruction, generally conducted in a pull-out session during the school day. Tutors provided literacy and numeracy intervention as prescribed by the classroom teacher or grade director.

Supplemental Education Services is another program that CCCS implements to provide intervention strategies. Summer School support was provided to students who need sustain the skills that were taught throughout the school year.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/9/2012 Finish: Ongoing	\$1,000,000.00
----------------	------------------------------------	----------------

Status: In Progress — Upcoming

Activity: Tutoring

Description: Tutoring for students in grades 3-8 is provided during the school day. These 17 degreed staff members serve as full-time instructional tutors for students who have been identified as below basic in reading and math from their PSSA scores. In addition 30 trained volunteers from Widener and Neumann Universities are assigned to work with students in grades K-2 who are also behind in their basic academic skills.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/11/2012 Finish: Ongoing	\$321,012.00
----------------	-------------------------------------	--------------

Status: In Progress — Upcoming

Strategy: Monitor each student’s progress

Description:

Activity: DIBELS Next

Description: Administration of DIBELS Next to students in grades K-3 three times per school year

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 8/27/2012 Finish: 6/7/2013	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	80
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ol style="list-style-type: none"> 1. Test administration 2. Test interpretation 3. Student placement 4. Application of results to lesson planning for individual students 	<p>DIBELS Next is part of the school's Keystone to Opportunity Literacy Grant and, as such, is an invaluable means of diagnosing students' reading needs and also measuring their progress over time. Assessment, such as the DIBELS Next , is key within the Context of State Accountability in that it can provide a vivid, public report of reading outcomes; can inform instruction to help schools, teachers, and children achieve important reading outcomes; and is crucial to the educational agenda. Most importantly, for young children in the early grades, the purpose of assessment is to identify difficulties early so as to</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in

provide additional instructional intervention to achieve grade level reading outcomes. At Grade Level: Students on track to achieve reading outcomes with an effective comprehensive reading program. Needs Additional Intervention: Students who need some additional instructional intervention above and beyond an effective comprehensive reading program to achieve grade level outcomes. Needs Substantial Intervention: Students who need substantial additional instructional intervention to achieve grade level outcomes. - University of Oregon

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.
- 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"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities **Evaluation Methods**

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

Status: In Progress — Upcoming

Activity: Learnia

Description: Web-based tracking of student progress on reading standards

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/9/2012	\$10,782.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: PSSA Practice tests

Description: Using PSSA Practice tests, measure students' progress on Reading standards on a bi-monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that period.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/7/2012	\$10,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide incentives

Description:

Activity: Incentives for reaching reading benchmarks

Description: Provide incentives to individual students and to the whole class when they meet targeted benchmarks.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/5/2012	\$4,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Target students for improvement

Description:

Activity: Identify students for targeted assistance

Description: Identify students in the Basic and Below Basic categories using last year's PSSA data.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 8/27/2012 Finish: Ongoing	\$25,000.00
----------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Activity: PSSA Preparation - Reading

Description: PSSA Prep materials for students

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/5/2012 Finish: 3/30/2013	\$510,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	4	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Chester Community Charter School	• School Entity	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

1. Reading test anchors 2. PSSA test question format 3. Learnia 4. Grade	PDE recommends aligning instruction for struggling readers to the reading test anchors using a PSSA test question format, Learnia benchmark software, Achieve 3000- web based individualized literacy software	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
---	--	---

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities Evaluation Methods

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

Status: In Progress — Overdue

Activity: PSSA Preparation - Writing

Description: PSSA Writing test preparation materials

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 9/5/2012 Finish: 3/30/2013	\$10,000.00

Professional Development Activity Information

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

2.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Chester Community Charter School	<ul style="list-style-type: none"> School Entity 	Approved
----------------------------------	---	----------

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

PSSA writing test anchors PSSA writing test question format and scoring grid Step-up to Writing Program	PDE recommends aligning instruction for struggling writers to the writing test anchors using a PSSA test question format, Step-up to Writing- research based, hands-on writing program.	<i>For classroom teachers, school counselors and education specialists:</i>
---	---	---

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

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

- 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	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. 	<ul style="list-style-type: none"> Middle (grades 6-8) 	<ul style="list-style-type: none"> Reading, Writing,

- principals
- Other educational specialists

- Elementary (grades 2-5)

Speaking & Listening

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
|---|--|

Status: In Progress — Overdue

Activity: Supplemental instruction

Description: Provide supplemental instruction for students with greatest academic needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/10/2011 Finish: Ongoing	\$310,709.00
---------------	--------------------------------------	--------------

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Incentive Program

Description:

Activity: Student attendance competition

Description: Increase student motivation to attend school through monthly competition between classrooms.

Person Responsible Timeline for Implementation Resources

Odom, Donald	Start: 9/4/2012 Finish: Ongoing	\$2,000.00
--------------	------------------------------------	------------

Status: In Progress — Upcoming

Strategy: Student Attendance

Description: Teachers and administrators will track student attendance regularly.

Activity: TENEX and Progress Book Training

Description: Teachers will be trained to use TENEX, its student management system, and Progress Book, a related software grade record book / computerized report card system.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/27/2012 Finish: 5/30/2013	-

Professional Development Activity Information

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

2.00	2	25
------	---	----

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

Chester Community Charter School	• School Entity	Approved
----------------------------------	-----------------	----------

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

Teachers will be trained to use TENEX, its student management system, and Progress Book, a related software grade record book /

computerized report card system.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

***Goal:* STUDENT PARTICIPATION IN STATE ASSESSMENTS**

Description: At least 95% of eligible students will participate in required state-wide assessments.

***Strategy:* Participation Checklist**

Description:

***Activity:* Testing accommodations**

Description: Special education staff provide various appropriate testing accommodations based on student eligibility for each type of accommodation.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/12/2012 Finish: Ongoing	\$52,227.00
---------------	-------------------------------------	-------------

Status: In Progress — Upcoming

***Goal:* TECHNOLOGY EDUCATION**

Description: 100% of students in grades 3 to 8 will have the opportunity to use technology tools.

Strategy: Communication

Description: Ensure effective communication within the school and between the school and the community

Activity: Web page upgrades

Description: Continue to develop and update the school's web page and add capacity for mass communication with parents and the larger community.

Person Responsible Timeline for Implementation Resources

Robinson, Megan	Start: 8/20/2012 Finish: Ongoing	\$10,500.00
-----------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: Technology across the curriculum

Description: Integration of technology in the school curriculum will promote student development of technology skills.

Activity: Educational software

Description: Purchase or acquisition of software to support academic achievement goals and objectives, including: Nextbook (Renzulli Enrichment); Math Skills Tutor; Smart Note Book; Math Fast Facts; XO programs; and Rosetta Stone.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/12/2012 Finish: Ongoing	\$31,000.00
---------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Activity: Smart Board Training

Description: CCCS teachers will learn to use Smart Boards and peripherals to support curriculum.

Person Responsible	Timeline for Implementation	Resources
Linda Portlock	Start: 8/27/2012 Finish: 8/1/2016	\$2,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.50	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
DCIU and Chester Community Charter School	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
CCCS teachers will learn to use Smart Boards and peripherals to support curriculum.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities **Evaluation Methods**

Status: In Progress — Upcoming

Activity: Technology across the curriculum development

Description: Technology Integration Specialist will create a centralized, electronic resource containing standards related to teachers' lesson plans in all core subjects. This will encourage teaching "technology across the curriculum."

Person Responsible Timeline for Implementation Resources

Robinson, Megan	Start: 9/12/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Technology across the curriculum instruction

Description: Teachers and students will use technology tools in the classroom and computer labs. These tools will include SmartBoards, NetBooks, XO laptops, desktop computers, printers, LCD projectors, and computer peripherals.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 9/12/2012	\$31,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Technology across the curriculum training

Description: Technology Integration Specialist will work closely with teachers so they learn how to access electronic resource containing standards related to their lesson plans.

Person Responsible	Timeline for Implementation	Resources
Robinson, Megan	Start: 9/10/2012 Finish: 6/7/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	25	65

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

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

Use of technology to support instruction		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
--	--	--

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5)

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
- Peer-to-peer lesson discussions

- Lesson modeling with mentoring

Status: In Progress — Upcoming

Activity: XO Training

Description: University of Delaware’s Department of Computer Science will train CCCS teachers in use of XOs to support curriculum.

Person Responsible	Timeline for Implementation	Resources
Robinson, Megan	Start: 9/12/2012 Finish: 5/8/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	25
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Chester Community Charter School	<ul style="list-style-type: none"> • School Entity • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Use of XOs to support curriculum		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, 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
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities Evaluation Methods

Status: In Progress — Upcoming

Strategy: Technology Education course

Description: Technology Education course will be offered to all students in grades 7 and 8.

Activity: Technology Education Syllabus

Description: Students in grades 7 and 8 will enroll in course to learn the following: keyboarding, basic mechanics of computers, and Microsoft Office basics.

Person Responsible Timeline for Implementation Resources

Linda Portlock	Start: 8/30/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: TECHNOLOGY INFRASTRUCTURE

Description: The Technology Infrastructure will keep up with the school's continuous expansion of students, employees, and facilities.

Strategy: Communication

Description: Ensure effective communication within the school and between the school and the community

Activity: Web page upgrades

Description: Continue to develop and update the school's web page and add capacity for mass communication with parents and the larger community.

Person Responsible Timeline for Implementation Resources

Robinson, Megan	Start: 8/20/2012 Finish: Ongoing	\$10,500.00
-----------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: Regular upgrades

Description: Upgrade the network and the hardware regularly

Activity: Regular network and data hardware upgrades

Description: Regularly increase school's bandwidth in proportion to increase in enrollment, staff and facilities. Acquire new servers, UPS / battery backup for servers, switches, routers, and desktop PCs as needed. Increase number of computers in classrooms in proportion to increase in enrollment, staff and facilities. Purchase XO's and Netbooks to provide students mobile access to software and internet. Add wireless connectivity to all school buildings. Install SmartBoards, LCD projectors and air tablets in selected classrooms in every school building.

Person Responsible Timeline for Implementation Resources

Clark, David	Start: 8/29/2012 Finish: Ongoing	\$1,612,336.00
--------------	-------------------------------------	----------------

Status: In Progress — Upcoming

Activity: Regular telephone system maintenance and upgrades

Description: Upgrade and maintain telephone infrastructure and hardware to keep up with the expanding organization.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2012	\$140,000.00
---------------	------------------	--------------

Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize? Chester Community Charter School is committed to an educational framework that meets or exceeds state content standards. Our curriculum is mapped to the Pennsylvania content standards and its assessment anchors. The curriculum maps are reviewed and revised annually with the entire faculty. This review takes place during a one-week staff development/curriculum development activity at the end of each school year and again as a follow-up activity a week before school starts in September. The school will be implemented a research-based writing program in the fall. Adopted textbooks and supplemental resource materials support the scope and sequence of the curriculum maps and state standards.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements? Curriculum maps are developed from the Chapter 4 content standards. These maps serve as a guide for instruction. They also facilitate the basis for assessment and remediation. The curriculum materials used by CCCS meet the PA state curriculum standards and are scientifically research based. The planned instruction is aligned to the sequence of the standards and assessment anchors. Some of the book publishers used to support instruction includes the following: Harcourt Brace, Pearson, and Prentice Hall. Documentation of alignment is reflected in the scope and sequence of the researched-based textbooks and teacher resource manuals.

How is the curriculum organized to meet the developmental and academic needs of students? The curriculum is organized to meet the developmental and academic needs of our students by a student-by-student tracking process that looks at each child's progress as measured by assessments linked directly to the standards mentioned above. This information is both aggregated to get school-wide data on our progress and disaggregated to get classroom and student group level information to guide teacher planning. CCCS continues to administer the Pearson Learnia Benchmark assessment system to monitor the progress of all students in the testing grades (3-8). The process allowed school personnel to closely monitor student achievement and it also identified specific skills for remediation.

How does the charter school promote in-depth and inquiry-based teaching and learning? Our school's mission is to empower students as learners and one of the ways

that we implement this mission is through the inquiry-based methodology. We accomplish this by utilizing methods such as multiple-intelligences, cooperative and collaborative learning and meeting the state standards by ensuring that they are incorporated early in planning lessons and guiding students toward questions that will help them learn the required materials. Teachers are encouraged to use the Bloom's Taxonomy approach that helps in designing lessons and sharpens students' critical thinking skills. Teachers have been trained in differentiated instruction and scaffolding strategies that are designed to increase student retention and understanding of the content knowledge. Renzulli learning approach was implemented in the fall of 2009 to support the instructional program of students assigned to the enrichment program. Professional development was provided to staff on the Schoolwide Enrichment Model (SEM). This delivery approach focuses on enrichment for all students through high levels of engagement and challenging learning experiences constructed around students' interests.

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

To accelerate academic skill development for students who are performing significantly below grade level, CCCS provides a host of strategies and programs to support student achievement. First, teachers are encouraged and trained to use a variety of teaching strategies to engage students in the classrooms. These strategies include differentiated instruction, cooperative learning, and scaffolding.

Besides the Pearson *Learnia* Benchmark assessment system, we rely on our DIBELS monitoring progress data to assess student growth in grades K-2 and align instructional strategies to meet student needs. Our DIBELS data show that our students are making progress in reading at all levels. Students are moving from the minimal level to the basic and proficient levels throughout the year. Collaborative planning and professional development continue to help our teachers in pursuing academic success for all students. Our use of Direct Instruction also facilitates the advancement of these students as well as addressing the needs of students who come to us performing significantly below standards in literacy and mathematics skills.

Instructional technology plays a major role in supporting students who are below standard in literacy and numeracy skills. Achieve 3000, a web-based supplement to the language arts curriculum, allows CCCS students the opportunity to advance in reading and comprehension at different ability levels with the same content. In grades three to eight XO laptop computers or Net Books are used to expand student access to technology. The laptops assist in closing the digital divide and ensuring that CCCS students have educational tools they need to succeed in the 21st century. The XOs have been used to facilitate student writing, accessing of information on the internet and using the laptop for the purpose of assisting students in improving numeracy skills. A partnership with the University of Delaware's computer science department has resulted in a collaborative effort to design educational software for the XOs. This research has

expanded the XO usage with students in the areas such as, online quizzes, resourceful educational games and grammar correction programs.

Since CCCS achieved the AYP status for three consecutive years, the Supplemental Education Services (SES) is no longer a requirement. However, CCCS continues to offer afterschool tutorial services to students who qualify for the support due to low achievement. These services are provided through our 21st Century Community Learning Center grant funded programs. Students who need academic improvement are encouraged to enroll in our after school programs where they receive extra academic services including tutoring and remedial help in reading, language arts and math, as well as academic enrichments. During the school day, grade tutors offer additional academic support to students; grade tutors are degreed professionals who provide daily tutoring sessions in literacy and numeracy skills to students who were identified as functioning below grade level. The tutoring is individualized and tailored to the needs of the students. Newman College and Widener University students also serve as tutors for low performing students in grades K-2 during the school day.

CCCS also operates a summer school program for various grades each summer. The program is aimed to address the need for increased school readiness among students in early grades and offer older students hands-on science activities, math readiness experiences and cognitive learning opportunities in language/literature. Besides a strong emphasis on reading and math content, the summer school program will also offer classes in the fine arts (sports, music, art and theater) that give students the opportunity to focus on activities that develop self-esteem and individual talents. Students that attend this seven week will be taught by a highly qualified teaching staff with a low student and teacher ratio.

What types of teaching strategies are used to actively engage students in the learning process? To achieve all of the above we have a dual methodological focus. In our lower school we use Direct Instruction to make certain that all of our children become proficient in the basic skills. A thematic approach to curriculum that is spiraled to foster in depth learning while maintaining the overall growth is used in the upper grades.

Rigorous Instructional Program - Attachments

- Professional Education Plan Approval Letter
- Teacher Induction Approval Letter 2011

English Language Learners

Chester Community Charter Schools ELL Program Guide

Mission Statement: Chester Community Charter Schools (CCCS) mission is to equip English Language Learners (ELL) with the language proficiency and independence necessary to meet or exceed state and district content standards while preserving the individuals language and culture.

Educational Approach: CCCS has selected English as a Second Language (ESL) as its educational approach. ESL instruction is an academic discipline that is designed to teach ELL's social and academic skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. The ESL program model that CCCS has chosen is a push in/pull out model.

Instructional Program: The ESL teachers focus on specialized vocabulary, learning strategies and literacy. All of which are aligned with the Pennsylvania Language Proficiency Standards in Reading, Writing, Listening and Speaking.

The ESL instructional program is multifaceted. Instructional materials used are Houghton Mifflin Moving Into English series for grades Kindergarten through Fifth. In grades Sixth through Eighth we use National Geographic's Edge Series. We use The Oxford Picture Dictionary for Kids. The picture dictionary presents over 700 words in the context of pictures that tell stories. We also use The Oxford Picture Dictionary for Kids Across Content Areas for our upper elementary students.

The ESL teacher uses resources from the general education curriculum such as ESL extensions and leveled readers.

Students are encouraged to work on the computer with our Rosetta Stone program.

Planned Instruction for ESL Classes: Students will receive daily instruction in Reading, Writing, Speaking and Listening through either a pull out or push in program. Students will be grouped according to their age and proficiency level. The amount of time that a student will receive services is based on PDE's recommended amount of daily instructional time.

Planned Instruction for Content Area Classes: Our ESL students are placed in ELL friendly classrooms with other ELL students. This facilitates collaborations between the ESL and general education teachers.

ELL content area teachers are provided with leveled readers or ESL extensions to their reading program. This ensures that the ESL student gets the right level of challenge, while following the same curriculum.

Identification: Identification is based on responses to the Home Language Survey, which is a required part of the registration process.

A student's language proficiency will be assessed if a language other than English is answered on any of the questions on the Home Language Survey.

As required by PDE, CCCS uses the WIDA- Access Placement Test (W-APT)

The ESL teacher will review the results and determine placement and time for those who present language difficulties.

Parents are notified of placement in the ESL Program. Parents receive information on the level of English proficiency, type of program, hour per week, exit criteria and teacher contact information.

Ongoing Assessment: The ESL teacher will monitor progress in language proficiency by completing an ESL progress report three times per year.

Informal assessment takes place all year by observation and interactions with the content area teacher.

A formal state English Language Proficiency assessment is administered annually (WIDA Access Test). This test is designed to measure progress and/or attainment of the students English Language Proficiency for each of the four language domains.

Exit Criteria: CCCS follows Pennsylvania's required exit criteria when exiting ELL's from the ESL program. In order to exit the ESL program a student must:

- *Score at least Basic on the PSSA
- *Score a 5.0 in all domains on a Tier C Access test.
- *Have final grades of "C" or better in core subject areas
- *Scores on district wide assessments that are comparable to Basic on PSSA

Monitoring: Monitoring is required for 2 years after a student exits the ESL program.

The primary purpose is to monitor a former ELL's academic achievement and to ensure that they are continuing to progress and be successful.

Working collaboratively the ESL and classroom teacher will complete a Post Exit Monitoring Form.

During the 2 year monitoring period any student encountering academic difficulties that are determined to be a result of English Language Skills may be reclassified and placed back into the ESL program.

Grading/Assessment: ELL's will be graded using the same grading system as all other students. ELL's are entitled to PSSA accommodations which are published by PDE each year.

Retention/Promotion: An ELL will not be retained in a grade solely based on their language proficiency. For an ELL to be retained, CCCS will demonstrate that all appropriate accommodations and modifications were made to ensure success.

Communication with Parents: Communication with parents will be in the parents preferred language and mode of communication. CCCS will provide translators for both written and oral interactions.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

This is not applicable to Chester Community Charter School, which serves students in grades K through 8.

Special Education

Chester Community Charter School (CCCS) has a comprehensive special education program for students with Individual Educational Programs (IEPs) as defined in [34 CFR 300]. Chester Community Charter School serves students with disabilities in a variety of ways according to their disability.

Chester Community Charter School has an extensive referral and screening process before students are considered for being identified as a student with a disability. The CCCS program screens incoming kindergarteners by using research-based assessments to determine if a child may be at risk of having a disability. If the results from the screening reveal that a child is suspected of having a disability, with parent approval, a comprehensive evaluation is completed on the child suspected of having a disability. If the results of the evaluation indicate the child has a disability, the CCCS IEP team (that includes parents, teachers, and other relevant professionals — e.g., therapists, counselors, psychologist, etc.) will develop an IEP for the student designed to address their individual needs.

In addition to the aforementioned screening process, CCCS receives referrals from parents, teachers, and outside social agencies (including Early Intervention agencies). When this occurs, a student suspected of having a disability must first be given instructional or behavioral interventions to determine if an evaluation for possible placement into the special education program is necessary. If the interventions do not work, students are then given a comprehensive evaluation after parent permission is obtained. If the results of the evaluation indicate that a child has a disability the same process as indicated in the previous paragraph is followed.

Once children enter the CCCS special education program, their individual needs are met in several ways according to the IEP. CCCS has available for students with disabilities the following in-house services:

- Counseling services from state licensed and school certified counselors
- One-to-one instruction for educational as well as behavioral needs
- Speech, physical, and occupational therapy
- State certified teachers
- Resource room placement
- Itinerant services
- Emotional support classrooms
- Life Skills support classrooms
- Research-based curriculum provided for instruction
- Periodic assessments using valid and reliable instruments to follow student progress
- Parent support groups
- Sophisticated web-based system for compliance, tracking and developing IEPs
- Sophisticated web-based system for progress monitoring of our special education students.

Special Education - Attachment

- 2011-2012 Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.00	Learning Support	CCCS	16	n/a
Teacher B	1.00	Learning Support	CCCS	16	n/a
Teacher C	1.00	Learning Support	CCCS	16	n/a
Teacher D	1.00	Learning Support	CCCS	17	n/a
Teacher E	1.00	Learning Support	CCCS	17	n/a
Teacher F	1.00	Learning Support	CCCS	11	n/a
Teacher G	1.00	Learning Support	CCCS	14	n/a
Teacher H	1.00	Learning Support	CCCS	12	n/a
Teacher I	1.00	Learning Support	CCCS	12	n/a
Teacher J	1.00	Learning Support	CCCS	17	n/a
Teacher K	1.00	Learning Support	CCCS	17	n/a
Teacher L	1.00	Learning Support	CCCS	23	n/a
Teacher M	1.00	Learning Support	CCCS	17	n/a
Teacher N	1.00	Learning Support	CCCS	17	n/a
Teacher O	1.00	Itinerant	CCCS	27	n/a
Teacher P	1.00	Itinerant	CCCS	24	n/a
Teacher Q	1.00	Itinerant	CCCS	17	n/a
Teacher R	1.00	Emotional Support	CCCS	10	n/a
Teacher S	1.00	Emotional Support	CCCS	10	n/a
Teacher T	1.00	Learning Support	CCCS	16	n/a
Teacher U	1.00	Itinerant	CCCS	26	n/a
Teacher V	1.00	Emotional Support	CCCS	10	n/a
Teacher W	1.00	Learning Support	CCCS	18	n/a
Teacher X	1.00	Learning Support	CCCS	12	n/a
Teacher Y	1.00	Learning Support	CCCS	18	n/a
Teacher Z	1.00	Itinerant	CCCS	24	n/a
Teacher AA	1.00	Itinerant	CCCS	16	n/a
Teacher BB	1.00	Itinerant	CCCS	25	n/a
Teacher CC	1.00	Emotional Support	CCCS	6	n/a
Teacher DD	1.00	Emotional Support	CCCS	7	n/a
Teacher EE	1.00	Itinerant	CCCS	25	n/a
Teacher FF	1.00	Life Skills	CCCS	7	n/a
Teacher GG	1.00	Life Skills	CCCS	9	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	1.00	Speech Therapy	CCCS	53	n/a
Therapy Source	1.00	Speech Therapy	CCCS	42	n/a
Therapy Source	1.00	Speech Therapy	CCCS	46	n/a
Therapy Source	1.00	Speech Therapy	CCCS	49	n/a
Therapy Source	1.00	Speech Therapy	CCCS	53	n/a
Therapy Source	1.00	Speech Therapy	CCCS	36	n/a
Therapy Source	1.00	Speech Therapy	CCCS	47	n/a
Therapy Source	.80	Speech Therapy	CCCS	25	n/a
Therapy Source	1.00	Speech Therapy	CCCS	49	n/a
Therapy Source	1.00	Speech Therapy	CCCS	49	n/a
Therapy Source	.80	Speech Therapy	CCCS	31	n/a
Therapy Source	.40	Speech Therapy	CCCS	15	n/a
Therapy Source	.20	School Psychologist	CCCS	6	n/a
Therapy Source	.40	Occupational Therapy	CCCS	24	n/a
Therapy Source	1.00	Occupational Therapy	CCCS	38	n/a
Therapy Source	.60	Occupational Therapy	CCCS	20	n/a
Therapy Source	.80	Occupational Therapy	CCCS	27	n/a
Therapy Source	.80	Occupational Therapy	CCCS	26	n/a
Peggy Twigg	.60	Occupational Therapy	CCCS	24	n/a
Thera Play	.20	Physical Therapy	CCCS	8	n/a
Delta T	.20	School Psychologist	CCCS	4	n/a
Delta T	.20	School Psychologist	CCCS	4	n/a
Delta T	.60	School Psychologist	CCCS	24	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	CCCS	1.00
Guidance Counselor	CCCS	1.00
Social Worker	CCCS	1.00
Behavior Specialist	CCCS	1.00
Behavior Specialist	CCCS	1.00
Behavior Specialist	CCCS	1.00

Behavior Specialist	CCCS	1.00
School Psychologist	CCCS	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Elwyn, Inc	Life Skills	6.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Elwyn, Inc	Counseling Emotional Support	32.5 hours
Staffing Plus	One to one	32.5 hours
Staffing Plus	One to one	32.5 hours
Staffing Plus	One to one	32.5 hours
Staffing Plus	One to one	32.5 hours
Staffing Plus	One to one	32.5 hours
Staffing Plus	One to one	32.5 hours
Deveruex	One to one	32.5 hours
Deveruex	One to one	32.5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Modified	No	No	No	No	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
DIBELS	Yes	Yes	Yes	No	No	No
Learnia Benchmark System	No	No	No	Yes	Yes	Yes

PSSA Practics Tests in Reading No No No Yes Yes Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No
Learnia Benchmark System	Yes	Yes	Yes	No	No	No	No
PSSA Practice Tests in Reading	Yes	Yes	Yes	No	No	No	No

Student Assessment

Growth in Student Achievement by Grade Level on the PSSA Math Tests during the 2010-2011 School Year

For the 2010-11 school year, CCCS met the state AYP target of 67%. At least 73.3% of the students scored advanced or proficient in Math. The school exceeded the math target by 6%. Black, Latino and Economically Disadvantage subgroups (ED) met the target without the need for special provisions. The IEP group met the target using special provisions. Grades 4, 5 and 6 showed more than one year's worth of growth. Our participation rate for math was 99.5%, exceeding the target of 95%.

The Development of Measurable Goals and Targets for Math Instruction for the General Student Population and the Special Education Sub Group

Four measurable goals have been established for both the general population and the special education sub group. They are:

Goal #1: A close review of and alignment to the math curricula used to the PA State Assessment Anchors will be conducted by directors, and units found in the school's math curriculum materials will be taught in the order the assessment anchors require.

Goal #2: The *Learnia* benchmark assessment software program will be used to assess students on the concepts and skills set forth in the PA State Assessment Anchors. This software program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principles and school administrators, and classroom teachers.

The tests will be administered approximately every six to seven weeks. The reports generated from the assessment will provide teachers and principals with information for developing relevant instruction strategies and interventions.

Goal #3: Periodic testing on the PSSA practice math and reading assessments will be given to track overall performance of students. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year. Individual student progress will be monitored and required changes in instructional practices will be implemented.

Goal #4: Professional development opportunities will be scheduled throughout the year to assist teachers in implementing differentiation in instruction in order to meet the needs of all students. Leadership training will also be provided for principals

Measures Used to Monitor Student Achievement and Target Instructional Practices in Mathematics

Three main assessments will be used to monitor student performance in mathematics: 1) end of unit tests in commercial instructional materials; 2) the web-based *Learnia* program; and 3) PSSA mathematics practice tests.

Aggregate Test Scores and Database Management Using Local Measures

Aggregate and individual student test scores on the PSSA practice tests in math will be shared with teachers, principals and grade directors in order to determine overall and individualized growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

Growth in Student Achievement by Grade Level on the PSSA Reading Tests during the 2010-2011 School Year

At least 65.7% of the students in CCCS scored advanced or proficient on the spring 2011 PSSA in reading. CCCS met the AYP target using special provision, specifically with for its black, Latino, IEP, ELL and ED subgroups. Grades 4, 5,6 and 7 made significant growth by exceeding more than one year's worth of growth in reading. Our participation rate for reading was 99.4%, exceeding the target of 95%.

The Development of Measurable Goals and Targets for Reading Instruction for General Education and the Special Education Sub Group

General Education:

Goal #1: A close review of and alignment to the reading curricula used to the PA State Assessment Anchors will be conducted by directors, and units found in the school's language arts curriculum materials will be taught in the order the assessment anchors require.

Goal #2: The GRADE (Group Reading Assessment and Diagnostic Evaluation) will be used to assess students on the concepts and skills set forth in the PA State Assessment

Anchors. This program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principals and school administrators, and classroom teachers.

The tests will be administered approximately each trimester. The reports generated from the assessment will provide teachers and principals information for developing relevant instruction strategies and interventions.

Goal #3: Periodic testing on the PSSA practice reading assessments will be given to track overall performance of students. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year. Individual student progress will be monitored and required changes in instructional practices will be implemented.

Goal #4: Professional development opportunities will be scheduled throughout the year to assist teachers in implementing differentiation in language arts instruction in order to meet the needs of all students. The school will continue to implement its research-based writing program, Step Up to Writing that was implemented in the fall of 2009 and was expanded into the first grade and kindergarten programs in the fall of 2010. Professional development activities are scheduled in the fall 2012 in the writing process, using data for literacy decision making, building blocks for reading, family literacy and parent engagement, successful transitions along the literacy continuum, reading apprenticeship, school-wide positive behavior support, supporting learners with special needs and navigating content with ELL . Leadership training will also be provided for principals

Seven measurable goals for reading instruction for students in the IEP sub group include:

Goal #1: Testing all students in the IEP population with standardized reading sub skill measures of a) decoding, b) word identification, c) passage comprehension, and d) fluency to determine their individual needs for instruction.

Goal #2: Special education students scoring below proficient levels in reading will be homogeneously grouped to provide intervention in small groups that target the individual needs based on period reading sub skill testing.

Goal #3: Special education student progress will be monitored through the *GRADE* benchmark system. Instruction will be targeted for each child accordingly.

Goal #4: Itinerant and resource room teachers will be given greater professional development in several categories over the course of the 2012-13 school year. The Elwyn Institute, Delaware County Intermediate Unit will provide training in: understanding IEPs; differentiated instruction; monitoring small group instruction; implementing reading intervention programs; implementing behavioral interventions; progress

monitoring , conducting functional behavioral interventions, writing measurable goals and others programs. Special education teachers will also be included in the professional development opportunities that will be scheduled for the general education teachers.

Goal #5: Weekly meetings with special education teachers, the director of special education, and grade level directors will take place to ensure greater communication between regular education teachers and the special services department staff to increase monitoring of the implementation of intervention and teaching strategies for special education students in regular education classrooms.

Goal #6: Using the database management system that is in place, the special services staff will monitor and predict student achievement and share information on a weekly basis with teachers regarding individual student's learning needs.

Goal #7: The adaptive version of the general education core curriculum materials will be purchased and implemented in Resource Rooms with accommodations and general education classrooms.

A List of Measures Used to Monitor Student Achievement and Target Instructional Practices in Reading

For both special education and general education students not reaching proficient levels in reading, the following reading sub skill measures are used in grades 2 through 8: 1) the Test of Word Reading Efficiency (TOWRE) phonemic decoding sub-test; 2) the Test of Word Reading Efficiency (TOWRE) word identification sub-test; 3) PSSA practice tests in reading comprehension; *GRADE* assessment, practice test for Terra Nova grades 1 & 2) DIBELS or Harcourt Brace fluency measures. For the special education sub group, the AIMSweb tests are being implemented to obtain a baseline measure to further inform teachers on students' performance on a variety of skills and concepts in reading and mathematics.

Aggregate Test Scores and Database Management Using Local Measures

Aggregate and individual student test scores on the *GRADE* assessment in reading are shared with teachers, principals and grade directors in order to determine overall and individualized growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

Student Assessment - Attachment

- Aggregate student assessment data from local tests

Teacher Evaluation

a) Teachers are evaluated based on their implementation of Effective Teaching Strategies and the Charlotte Daniels' model as developed through her Framework of Teaching. The four domains of the Framework of Teaching: planning & preparation, classroom environment, instruction, and professional responsibilities support the CCCS' philosophy of linking evaluative strategies to student success. CCCS teachers are evaluated annually using PA State forms 426-428A. They are observed formally and informally by their principals and by grade directors who are assigned to specific grade groups.

b) The following individuals were responsible for teacher and staff evaluation during the 2011-12 school year: Dr. David E. Clark, CEO; Dr. Linda Portlock, Duty Superintendent; Darnell Medley, Executive Director of Academic Services; Sharon Beah-Watkins, Principal; Melvyn Burroughs, Principal; Karlin Burks, Principal; Curtis Callands, Acting Principal; Christine Matijasich, Principal; Timeka Ford-Smith, Principal; Donald Odom, Principal; Patricia Sciamanna, Senior Director of Accountability; and Stephanie Hallowell, Senior Director of Student Services.

c) The Professional Development of these evaluators follows:

- **Dr. David E. Clark, CEO**, attended the University of Delaware and graduated from Antioch University where he received a Bachelor's Degree in Human Services. He later went on to obtain a Masters Degree in Educational Studies from the University of Delaware, and his Doctorate from Wilmington University in Innovation and Educational Leadership. Dr. Clark entered the field of education over 25 years ago as a special education teacher in the Delaware public schools before becoming a school administrator in Delaware and Pennsylvania. Dr. Clark was a CEO of a charter school, former school principal, and assistant principal. At the request of the Pennsylvania Department of Education, Dr. Clark has also served as a voluntary special education auditor. Previously, Dr. Clark served as the school's Deputy Superintendent and prior to that he was the Director of Special Education Programs.
- **Dr. Linda Portlock, Deputy Superintendent**, has a rich and varied educational background. She has a doctorate in Early Childhood Education from Temple University and has Pennsylvania principal and superintendent certifications. During Dr. Portlock's tenure as an educator, she has held the positions of classroom teacher, supervisor of student services, principal and acting superintendent. She has over 20+ years of experience in K-12 public school sector. In addition, Dr. Portlock has been an adjunct professor at Millersville University and West Chester University.
- **Ms. Darnell Medley, Executive Director of Academic Services**, has worked for CCCS since July 2002. Ms. Medley holds a Bachelor of Science Degree in Elementary Education from Cheyney University and a Master's Degree in Educational Administration from Temple University. She was trained as a coach in the school's instructional approach through the National Institute for Direct Instruction and completed Coach's Training through the state's Reading First

Initiative at the Governor's Institute. Ms Medley has been an assistant principal and school principal in the Elementary School.

- **Ms. Sharon Beah-Watkins, Principal**, has a Bachelors Degree in Elementary Education and a Masters Degree in Educational Leadership and Curriculum Instruction, both from Saint Joseph's University. She has a total of 29 years of experience in education. She began her career in education as a Preschool Director. She then taught fourth grade for 10 years at a Catholic School in Philadelphia. She has now completed 13 years at CCCS where she taught fourth and fifth grade for five years, served as a Grade Director for three years, and has been an Assistant Principal in the Middle School for the past three years.
- **Dr. Melvyn Burroughs, Principal**, has been a principal for a total of 23 years, first at an alternative high school in Massachusetts, and subsequently at elementary level charter schools in Pennsylvania (in Chester and Philadelphia). In addition to his extensive experience, he has a doctorate in Educational Administration from the University of Massachusetts and a Masters in Urban Education from Springfield College through the Teacher Corps, a program that aimed to link the school with the community. His studies included teacher evaluation, special education, and instructional techniques consistent to the mission of Chester Community Charter School.
- **Ms. Karlin Burks, Principal**, holds master's degrees in Educational Leadership from Lehigh University and a Master's of Education degree from Widener University. Prior to coming to CCCS Ms. Burks worked in the Philadelphia School District as a teacher and an Administrator.
- **Mr. Curtis Callands, Acting Principal**, previously served as the Assistant Principal of the Middle School on the West Campus. In that position, he was instrumental in organizing CCCS's championship Heritage Bowl (African American History Trivial) Team. He is also a youth motivational speaker in the communities of Chester and Philadelphia. Before coming to CCCS, Mr. Callands' professional career was entirely within the North Penn School District, Lansdale, Pennsylvania and the Devereux Institution, Eagleville, Pennsylvania. He held the positions of special education teacher, special education building supervisor, staff trainer of classroom management, and instructional administrator.
- **Ms. Christine Matijasich, Principal**, earned her Bachelor's of Science from West Chester University in Elementary Education. After completing her Bachelors, and teaching for a few years, she returned to Neumann College and earned a Masters in School Leadership. Mrs. Matijasich continued her education at Neumann and received her Supervisory certification. She was also trained as a coach/trainer through the National Institute for Direct Instruction and as a Reading Coach through Pennsylvania's Reading First Initiative. Mrs. Matijasich taught for a number of years in Chester, before becoming Curriculum Manager and now Assistant Principal.
- **Ms. Timeka Ford-Smith, Principal**, holds a Master's Degree in Elementary Education from Cheyney University and a Bachelor of Science in Secondary Education from West Chester University. Mrs. Ford-Smith's favorite part of her day is seeing her children engaged in meaningful instruction.

- **Mr. Donald Odom, Principal**, earned both a BS in Distributive Education and an MA in Education at Delaware State College. During his 30+ year career in education, Mr. Odom has worked in progressively higher levels of responsibility from Career Guidance and Placement Counselor, to lead teacher, assistant principal, and to Principal in the Red Clay School District in Delaware.
- **Patricia Sciamanna, Senior Director of Accountability** completed her BS in Elementary Education in 1993 and her MS in Educational Leadership in 2009, both at Neumann College. She has Level 1 and Level 2 PA certifications. Her work history includes 12 years of classroom teaching and 6 years in school administration (Learning Center Director, Testing Coordinator, Testing Director, and most recently an Assistant Principal).
- **Stephanie Hallowell, Senior Director of Student Services** completed her BS in Early Childhood and Elementary Education at Neumann University. She also completed her Master's degree in Educational Leadership at Neumann University Her work history includes 6 years of classroom teaching and 5 years as the Special Education Director of Chester Community Charter School. She is certified in Elementary Education, Special Education, and as a Principal K-12.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2011 the school created a full-time position of Executive Director of Academic Services to oversee the curriculum and instructional programs. In 2011, the school added the position of Sr. Director of Student Services to oversee the ELL, special education, nursing services, and counseling services. One new assistant principal position to provide support and leadership for the increase in student enrollment and in the number of teachers and staff; and to provide support and leadership in the area of assessment. There were no changes to the Board of Trustees.

Board of Trustees

Name of Trustee	Office (if any)
Peter Barrow	None
Sean Finnegan	Treasurer
Mr. Joseph T. Kelly, Jr.	Vice President
Cheryl Moran	Secretary
William Murray	None

Professional Development (Governance)

When a new member joins the Board, the School Solicitor orients that individual to the laws and regulations that apply to Pennsylvania charter schools, including the Sunshine Law. Additionally, Board members may participate in ongoing professional development as it relates to their respective roles and responsibilities.

Coordination of the Governance and Management of the School

The Board of Trustees is responsible for the governance of the school. It meets monthly during the school year. It's responsible for general oversight, supervision and control of the school. It has contracted with CSMI, LLC to provide management services for the school's operations, as well as financial and personnel responsibilities. CSMI LLC reports directly to the Board, makes recommendations and provides general advice to the Board of Trustees.

The Board attempts to maintain a working relationship with the school district's local board through the principal and the management team. The superintendent, school representatives, and elected Board members have often been invited to the school.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

The Chester Community Charter School seeks to engage our school community through a partnership concept as well as placing a premium on active parental involvement. Our school community and our parent base have several opportunities to become involved with CCCS. Partnerships with local churches, colleges and universities, the Boy Scouts of America, and the Chester Youth Collaborative help to build a strong bond between our school and the community which it serves.

CCCS has a strong and active PTA, which provides both leadership and support to parents, students and staff. They plan and sponsor events that help our school academically, and socially. CCCS parents have an opportunity to participate in several parent workshops throughout the school year, such as, "Helping your Child Become Successful in School," "Understanding the IEP Process," and "PSSA Nights." Parents also have the opportunity to attend a series of Open Houses and Parent/Teacher Conferences to gain a better understanding of the academic progress of their child and the additional programs the school has to offer to better meet the unique individual needs of our students.

Another successful program for CCCS parents is the Parent Report Card Program. In this program, parents are graded each trimester in various categories. The grading scale used is the

same as the State rubric used to assess the PSSA (i.e., advanced, proficient, basic, and below basic). Using this scale helps parents become more familiar with the States' scoring system on the PSSA. The highest scoring parents are invited to a Parent Dinner at the end of the school year as a celebration of their accomplishment. Various prizes are awarded at the dinner.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We had no major fund-raising activities this year and none are planned for next year.

Fiscal Solvency Policies

An annual budget is prepared and submitted to the Board of Trustees for their review and approval. Upon adoption of the budget by the Board of Trustees, it is filed with the PA Department of Education in accordance with the Charter School Law. Actual results are compared with budgeted amounts on a monthly basis in order to maintain fiscal solvency.

Also, cash accounts are reconciled on a monthly basis to insure fiscal solvency.

Accounting System

Chester Community Charter School uses "Quick Books Accounting Software" to record receipts and cash disbursements on a monthly basis. Monthly Cash Basis Financial reports are generated from the system. Conversion from cash to modified accrual basis to accrual basis of accounting is done monthly for internal and external purposes and at year-end for filing the Annual Financial Report, Form PDE-2057. Annual financial reports are prepared in accordance with financial reporting requirements established by Government Accounting Standards Board Statement 34, "Basic Financial Statements — and Management's Discussion and Analysis for State and Local Governments."

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue Statement 6-30-2012

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

- Touey & Co., LLP is the Chester Community Charter School's independent audit firm.
- The last audit was dated October 27, 2011 for Fiscal Year ending June 30, 2011 (school year 2010-11).

- Touey & Co., LLP issued an unqualified opinion on the financial statements of the Chester Community Charter School for the fiscal year ended June 30, 2011. In addition, there were no findings or questioned costs pertaining to the single audit of our federal programs.
- Our independent auditors are expected to complete their audit fieldwork for 2011-12 in October 2012 and issue their audit report by the end of October 2012

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

- Auditor's Annual Report 2011

Citations and follow-up actions for any State Audit Report

Not applicable. The last State Audits of Chester Community Charter School reviewed the 1998-99 and 1999-2000 fiscal years. The State is currently conducting an audit of the 2008-2009, 2009-2010 and 2010-2011 fiscal years.

SECTION VII. FACILITY RESPONSIBILITIES

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

- We acquired our furniture and equipment through our capital program in the budget.
- We lease our facilities.

Future Facility Plans and Other Capital Needs

We are currently completing the process of making both of our campuses wireless facilities for computer purposes.

This plan fits in perfectly with our 5-year strategic plan that envisions two campuses (East and West sides of town) devoted to supporting learning and community development.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Chester Community Charter School takes health and safety issues very seriously. During the 2011-12 school year, we had seven classroom buildings, the oldest of which is ten years old. All of our buildings are equipped with a sprinkler system as well as the double protection of fire extinguishers.

We hold a fire drill every month during which time we hold back a student unbeknownst to the teacher so that we can check to make sure that attendance is being taken.

We also review every child's individual health folder to make sure that Physicals, Shot Records, and Dental Health Records are up to date. We formally and informally notify parents of any missing records and we exclude children from attending school in compliance with state law.

The charter school's CFO is currently (July 2012) working on the health reimbursement for the 2011-12 school year. We prepared and submitted the health reimbursement for the 2010-2011 school year on August 23, 2011 and received the reimbursement on October 12, 2011.

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

- Request for Reimbursement and Report of School Health Services
- Wellness Policy

Current School Insurance Coverage Policies and Programs

The school currently has the following insurance coverage with Philadelphia Insurance Companies:

- Worker's Compensation Policy
- Umbrella (Property and Casualty) Policy - \$10 Million
- General Liability Policy
- Builders Risk Policy
- Directors and Officers Policy - \$10 Million
- Student Accident Policy
- Fidelity Bond (401k Plan)

In addition, we offer the following is insurance coverage for our employees:

- Keystone Health Plan East (HMO)
- Independence Blue Cross (Personal Choice)
- Rayant Healthcare (Dental)
- US Able Life (S-T Disability, L-T Disability and Life Ins)

Current School Insurance Coverage Policies and Programs - Attachment

- School Insurance 2012-2013

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

CCCS Professional Staff:

* Total number of certified professional positions reported on the November 2011 PIMS Staff submission was 208, an increase of 11(5.6%) positions as compared with the 197 positions at the end of the 2010-2011 school year. This increase continues the positive trend from the prior year in which CCCS increased from 183 positions in 2009-2010 to 197 positions in 2010-2011, an increase of 14 (7.7%) positions.

* Number of certified professional personnel employed for the entire 2011-12 school year was 197 of 208 (94.7%). Of the 11 employees who left during the school year, 7 left for involuntary reasons (e.g., medical issues); less than 2 percent (1.9%) of professional personnel left voluntarily before the end of the school year. During the 2010-2011 school year, 179 of 193 (92.7%) certified professionals were employed for the entire year.

* Total number of certified professional staff in 2011-2012 who returned from 2010-2011 was 175 of 197 (89%). As compared to the 168 of 183 (91.8%) who returned in 2010-2011 from 2009-2010 and the 131 of 159 (82.4%) who returned in 2009-2010 from 2008-2009.

Discuss staff turnover and retention patterns and possible reasons for each:

As information, CCCS continues to exhibit steady growth each year in the number of professional positions serving our ever increasing student population. CCCS had 208 certified positions for the PIMS Staff submission in November 2011, an increase of 11 positions or 5.6% growth. (It is important to note that positions are also added after the start of the school year due to grant and other programmatic related positions.)

Of the 178 offers to certified teachers/counselors to return for the 2012-2013 school year, 169 accepted positions (95%). In the previous year, 166 of 173 (96%) accepted positions for the 2011-2012 school year; and in 2010, 150 of 155 offers (96.8%) resulted in signed letters of agreement. These 95%-97% acceptance rates for the last three years represent a 10% increase from the previous year (for fall 2009).

Of the 208 certified professional staff reported in the November 2011 Staff Report, 197 (94.7%) were employed for the entire school year compared to the 193 certified

professional staff positions filled at the beginning of the 2010-2011 school year when 179 (92.7%) stayed the entire school year; and compared with 2009-2010 when 178 of 183 (97.3%) stayed the entire school year. Retention rates have been relatively stable for the past 4 school years (2008 to the present), ranging from a low of 92.7% to a high of 97.3%.

Of the 208 professional staff positions employed at the beginning of 2011-2012 school year (an increase of 11 positions from the end of the 2010-2011 school year) 175 were filled by returning professionals. This represented a rate of 89% returning from the 2010-2011 school year when we had 197 positions. Of the 193 professional staff positions employed at the beginning of the 2010-2011 school year, which was an increase of 10 positions from the end of the prior year, 168 of the 183 (92%) staff members returned from the 2009-2010 school year. Although this represents a small decrease from 92% to 89%, the 89% is still up considerably from previous years in which 131 of the 159 (82%) professional staff from 2008-09 school year returned for the 2009-10 school year. This was an increase of 8% more professional employees returning in fall 2009 compared with fall 2008.

Significant progress has been made to retaining staff and reducing turnover. Reasons for turnover reflect the youthful status of the majority of our professional staff; this characteristic results in personal mobility (e.g., marriage, pregnancy, or return to college for an advanced degree) or lack of “fit” in our urban setting necessitating separation. To address the latter issue, we have been proactive recruiting professional staff from urban education programs; additionally, we provide extensive professional development in issues relating to urban education. CCCS has also had significant success in recruiting professional staff from our substitute teacher service to fill permanent positions and in promoting qualified candidates from among our Grade Tutors (who are required to have 4 year degrees).

Quality of Teaching and Other Staff - Attachments

- Evidence of submission for personnel 2011-2012
- PDE - 414 Certification Verification Form 2011-2012

Student Enrollment

a) Student enrollment procedures and policies:

Student enrollment is done in accordance with the Pennsylvania Charter School Law. To enroll in kindergarten at our school, a child must be at least five years old by September 30th. To enroll in first grade at our school, a child must be at least six years old by September 30th of that school year. To enroll in kindergarten at our school, a child must be at least five years old by September 30th. To enroll in first grade at our school, a child must be at least six years old by September 30th of that school year.

b) Enrollment trends:

Student Enrollment History: 2011-2012

Grade	Initial Enrollment	Dropped Voluntarily	Added
K	434	32	44
1	384	59	77
2	352	51	63
3	347	53	58
4	314	43	52
5	284	46	64
6	278	53	39
7	327	33	9
8	195	35	15
Total	2,915	405	421

The monthly average enrollment for the 2011-2012 school year was **2,982** students. The number of students who completed this school year and are currently enrolled to return in September = **2,709**.

The total expulsions for the 2011-2012 school year = **0**.

Student transfer trends: **99%** of student transfers are due to relocation outside of our district or parents' dissatisfaction with retentions. Although, as a charter, we do accept out of district students, the students who move and leave chose to leave due to transportation issues.

Student Enrollment - Attachment

- Student Enrollment and Admission Policies and Procedures

Transportation

- The majority of our students are transported by the Chester Upland School District Transportation Department. Students from out of district are transported by their local school district.
- None of our special education students has required special transportation; however, appropriate transportation would be arranged if it were required to meet the needs of any student(s).

Food Service Program

We contract with the Archdiocese of Philadelphia to supply breakfast and lunch. The Archdiocese provides us with free and reduced lunch programs and they process the necessary paperwork. In addition we employ a full time Food Services Manager to coordinate the ordering of food and serving breakfast, lunch, and snacks.

Student Conduct

a) The school's expectations for student behavior and discipline:

- The Chester Community Charter School is committed to providing a safe, secure learning environment for all of our students. To this end we have established a dress code and a code of conduct along with consequences for violations. In addition, we have school counselors who counsel children in anger management and conflict resolution.
- The parents of a child who has been suspended or expelled from school may request a hearing with the Principal; if not satisfied they may then request a hearing with the Superintendent; finally, if still not satisfied, they may request a hearing with the Board of Trustees.

b) Among the school's 3,017 students there were 473 offenders involved in 571 incidents, resulting in 713 out-of-school suspensions (this number includes in-school suspensions), and 0 expulsions. Our suspension rate rose 2% for the 2011-2012 school year compared to 2010-2011. This upward trend could be the result of an increase in enrollment.

Student Conduct - Attachment

- Discipline Policies (2011-2012)

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Chester Community CS within Delaware County IU 25 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 Chester Community 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: Dr. David Clark **Title:** CEO
Phone: 610-447-0400 **Fax:** 610-447-8546
E-mail: dclark@chestercommunitycharter.org

Signature of the Chief Executive Officer and Date

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

Name: Spencer Seaton **Title:** Honorable
Phone: 610-447-0400 **Fax:** 610-447-8546
E-mail: none

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Stephanie Hallowell **Title:** Senior Director of Student Services
Phone: 610-447-0400 **Fax:** 610-447-8546
E-mail: shallowell@chestercommunitycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2012 Signature Page