
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Charter Annual Report
Tuesday, May 07, 2013
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Entity: Community Academy of Philadelphia CS
Address: 1100 E Erie Ave
Philadelphia, PA 19124-5424

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

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

Name of School: Community Academy of Philadelphia CS

Date of Local Chartering School Board/PDE Approval: 08/21/1997

Length of Charter: 5 years **Opening Date:** 09/01/1997

Grade Level: pre-K-12 **Hours of Operation:** 8:00 a.m.-3:00 p.m.

Percentage of Certified Staff: 80.4% **Total Instructional Staff:** 78

Student/Teacher Ratio: 32/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 92.9

Summary Data Part II

Enrollment: 1210 **Per Pupil Subsidy:** regular ed. \$8773.00, special ed. \$1966.10

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	24
Black (Non-Hispanic):	181
Hispanic:	918
White (Non-Hispanic):	21
Multicultural:	65

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
79.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 165

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	183	183	183	184	733
Instructional Hours	0	0	1182	1182	1182	1182	4733

SECTION I. EXECUTIVE SUMMARY

Educational Community

Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS), was the first in Philadelphia to receive a charter in 1997, and one of the first charter schools founded in the state of Pennsylvania. CAPCS's roots, however, began in 1980 when Joseph Proietta founded its predecessor, One Bright Ray Incorporated, which was formerly known as The Community High School. Mr. Proietta previously taught in Catholic schools and was an administrator for social services agencies. Through these experiences, he recognized the vital need for a school that responded to both the academic and social/emotional needs of students. Today, Community Academy uses a comprehensive educational program that runs the gamut from remedial classes to college preparatory and AP Classes serving 1200+ students in urban

Philadelphia. 76.9% of the students are Hispanic, 15.3% of the students are African-American, and 1.6% are Caucasian, 1.8% are Asian, .08% are American Indian/Alaskan Native and 4.2% are Multi-racial. 15.2% of the students are reclassified Special Education and 6% of the students are English Language Learners. 80% of students school-wide K-12 are classified as economically disadvantaged, with higher percentages than that concentrated in our lower and middle school.

Our mission continues to be directed to the underserved and often at-risk population of the inner city. The school is divided into three distinct but connected divisions: Lower School (pre-K to 4), Middle School (5-8), and Upper School (9-12). School-wide support services are provided by our Emotional Support Team (EST), our full-time Certified Pediatric Nurse Practitioner, and our DayCare established 18 years ago in 1994 as a critical support for teen parents as they worked toward graduation from high school.

All school programs have available the assistance of the Emotional Support Team (EST). In 2011-2012, the EST was made up of 3 Licensed Clinical Counselors, 1 Licensed Clinical Social Worker, 1 Licensed Social Worker, 1 Certified School Counselor, 1 Psychiatrist, 2 Psychologists, 2 Paraprofessionals, and 2 interns.

The EST made 6,885 contacts with the students of which 709 were unduplicated students. (Please note that this number is over half of our overall school population.) Our Psychiatrist provided 104 consultations (50 unduplicated). Over 162 groups were facilitated by EST, like Affect Management, Social Skills, ADHD, Teen Parent Support, and Book Club for Middle and Upper School students. In addition, Anti-Bullying Workshops were presented to the Middle and Upper schools, totaling 4 presentations (119 unduplicated student participants in grades 5th - 6th). As a result of our intense program to help

students to avoid conflicts with their peers, 222 conflict resolutions were completed in the Upper and Middle Schools. Likewise, as an integral part of our educational community, the EST participated in/initiated other activities such as Annual Thanksgiving Turkey Basket Drive K-12, Karate Club Grades 5-8, Restaurant Club Grades 7-12, and the Faculty Professional Development Workshops (Reporting Allegations of Abuse/Neglect: CAP and EST guidelines), and Positive Behavioral Interventions Grades K-4.

In addition to our emotional and health-related supports, we have an array of academic supports to meet the many and varied needs of our students. Students in need of academic assistance are referred to our CORE team who will monitor, support, and if necessary refer students for further evaluation. Both students and teachers are supported by our nine-member Special Education department (including one Nationally Certified School Psychologist and one Bilingual Certified School Psychologist), our English as Second Language program, our Reading Department staffed with five full-time Certified Reading Specialists, and Certified School Library and Media Specialist. In grades K-12, students may receive more personalized instruction in the form of small group pull-out and also push-in support in the areas of reading, math and English as a Second Language instruction.

This marked the first year of our push to support "HEAT" in all classrooms, but with a concentrated focus in mathematics classrooms in grades 3-8, supporting Higher order thinking skills, Engaged learning, Authentic assessment and Technology integration. It also was the fourth year of implementation of our new math program K through 6. In addition, it was the third year of our updated science program in grades K-8 with a more hands-on, investigative lab-based series using lab equipment for science classes in

our lower and middle school. We also continued our music class offerings, added the offering of individual music lessons and continued annual music and dramatic performances to our school's memorable traditions.

The CAPCS' Upper School has five placement tracks, including our Intensive Learning Program. Tracks I and II are advanced tracks that promote advanced thinking skills and 40% of the current Upper School students are in these accelerated, advanced tracks. Our Intensive Learning (IL) Program is a unique remedial, compensatory education spans all four years of high school. This program is designed to give meaningful support to students that are on low reading and math levels. Conversely, to meet the needs of more accelerated learners, this past school year our Advanced Placement (AP) Track consisted of our College Board-approved classes: AP Calculus AB, AP English Literature and Composition, AP Biology, AP United States History and AP Spanish for a total of 5 AP classes.

We have also increased the relevance of the technology in our classrooms for our faculty and students. A select group of faculty from each division underwent a three-day series of SMARTBoard Trainings. These trainings were to support the technology acquisitions that provided a Mac Mini and a SMARTBoard in every classroom with some select lower school classrooms also receiving a SMARTTable geared toward interactive lessons for our younger students. This group of teachers also did turnaround training for their peers at weekly faculty meetings throughout the year. A new cohort of teachers will be taking a similar training course this year as well. Likewise, all teachers of record have their own school-issued laptop computer to better bridge the planning from home to school and to have increased availability of online resources for instruction and professional

development. Electronic lesson plan submission was a major change to promote collaboration this past school year.

Two mobile laptops labs with 15 computers each are now available to support our MAP Testing and for shared use among the divisions for purposes of assessment and instruction. We also have a mobile lab of 30 iPod Touches to support technology integration as well as our 30 computer lab and our library computer stations. To promote use of our SMARTBoards and to support on-going efforts in formative assessment two classroom sets of 32 interactive "clickers" allow teachers to have the option to poll their classes, ask multiple choice questions, review key points, etc. with almost instantaneous results charts for the entire class to track its own progress towards instructional goals.

CAPCS has a full line-up of extracurricular activities highlighting the athletic, musical, artistic, dramatic, and creative skills of our students. The Art Program had its second gallery opening and expanded the grades, size and scope, and includes faculty artwork as well. Parents were invited to view the display. CAPCS's athletic program belongs to PIAA and has since expanded to 7 teams: softball, baseball, soccer, basketball, and volleyball. In the Upper School, roughly 20% of both the female and male populations participated in sports.

The Poetry Café, a fundraiser for our literary annual wherein our local poets perform their original works, had a third successful year. The Promethean Reader, the literary magazine, celebrated its 12th year of publication. The CAP News Team completely revamped their format and had the most successful year yet of broadcasting locally to each Upper School classroom and also included a spirited Weekly Middle School broadcast. The Little Bruin News

Team (students from our Lower School) enjoyed their second year of operation and took a field trip to the Philadelphia Channel 6 ABC news station. The Little Bruins' periodic podcast announcements included teacher interviews and a spotlight on academics.

The music program is also still strong at CAPCS; the Choir has increased its participants and the elementary school has added to the Choir program. The CAP Drumline has made many a strong presence at school functions and graduations adding to the pomp and circumstance of each occasion. Our very popular Drill Team continues to have faithful participation from students in both the Middle and Upper Schools.

An important part of CAPCS's mission is to encourage students to explore beyond their immediate circumstances. Educators at CAPCS work to provide the skills necessary and to instill an appreciation for life-long learning. The Experiential Learning Program supported by local school trips as well as the Annual Overseas Trip and the North Carolina Outward Bound excursions give students an opportunity to explore and learn outside the classroom. Students prepare for their departure by doing research and preparation to enhance their learning during the experience.

For the Community Academy, CS, the year 2011-2012 marked the 32nd Anniversary of our commitment to offer a safe, quality education to at-risk students and their families.

Mission

Our mission is to effectively serve urban youth in search of a positive school experience in a supportive environment. Community Academy of Philadelphia, Charter School is dedicated to offering a quality education while also responding to the non-academic student issues that can have a significant impact on academic and overall emotional/social functioning.

Our Upper School students come from widely divergent backgrounds, including having been truant, dropped out of school, repeatedly failed or under-performed academically, as well as, a

growing number of students promoted up from the middle and lower schools. Many students come to CAP searching for a school on a human scale that provides a family atmosphere.

Our Middle and Lower School students come from many backgrounds and families, but all the CAP families are looking for that special school that fits. CAP strives to respond to students whose needs have not been met by large public schools that lack important student support services and enrichment activities.

Teachers, staff, and administration are responsive to students' needs academic, social and emotional:

- Students are challenged to explore their personal and academic potential, and to internalize personal responsibility for choices and actions.
- Teachers are supported in their efforts to be academically creative with students, and all CAP staff work to foster the development of trusting and respectful relationships with and between students.
- All staff strive to create a school environment that supports positive attitudes and is free from violence, abuse and intimidation.

The environment at CAP is one of strict adherence to rules, academic focus, and careful, exact wearing of the school uniform. Cooperation with and enforcement of the school rules is an integral part of the 31 year success of the school. CAP students and families respect each other, the school's rules and policies and the distinctive uniform.

As a charter school, Community Academy is part of a menu of choices including Philadelphia School District traditional public schools, magnet schools, alternative programs, and other options provided under federal and state laws. Parents and Guardians should make themselves familiar with the CAP program and approach before enrolling in the school.

Vision

CAPCS believes that attention to the whole child requires a small intimate setting. The school challenges each student to explore his/her personal and academic potential as future adult Americans in an evolving democracy and ever-changing world. In the words of Epictetus, only the educated are free, and our school motto of "One Bright Ray".

Our school holds paramount the needs of our students, and challenges the faculty and staff to be creative and nurturing. Our school values personal responsibility. We believe that a trusting, caring and mutually respectful relationship must exist between adults and young people. We affirm that a safe environment, free from violence, abuse and intimidation is possible within a framework of adult leadership.

Every aspect of CAPCS is dedicated to providing a quality education while keeping in mind the special needs of our students. CAPCS is a multi-racial, multi-ethnic, and multi-religious family that holds brotherhood and cooperation as essential values. CAPCS does not discriminate based on race, color, sex, sexual preference, religion, disability, or ethnic or national origin, but rather seeks to empower the diverse young people of Philadelphia through a productive and satisfying school program.

To accomplish this vision, we have set these goals:

To engender a sense of accountability in which students assume responsibility and consequences for their own actions.

To promote a safe, calm and disciplined environment in which students can come to discover and develop their talents.

To recognize that education is a process that allows the students to integrate knowledge with life experiences.

To instill an appreciation that the search for knowledge is a life-long journey based on the skills learned at the Community Academy of Philadelphia CS.

To empower the student to recognize his/her needs and use resources to solve problems effectively.

To foster a spirit of unity in which each individual recognizes his/her own self-worth while respecting others.

To foster mastery of basic skills as the foundations for achievement in any endeavor.

To instill an ethic that hard work and self-discipline are the cornerstones of success.

To provide the student with strong and positive adult role models.

To provide counseling and social services to aid students and their families in their adjustment and/or re-adjustment to school life, address individual needs, and ultimately prepare for post-secondary life.

To produce opportunities through various activities that allow the student to become responsibly independent and effectively independent.

To encourage students to explore outside themselves and their immediate circumstances and to explore things not found in their day-to-day encounters.

To assist and depend upon the active positive cooperation of the parents (families) of the students to teach essential values required for academic and personal success.

Shared Values

Learnedness through a sound education is the key to success; a safe environment is the home for learning; and tranquility within you is the birth place of learning.

Upon receiving our first charter in August 1997, The Community High School changed its name, and Community Academy of Philadelphia, a Pennsylvania Charter School, set out to bring its message of hope to a broader community. In 2001, CAP's charter was renewed, and it was the only Philadelphia charter school that year to receive approval for enrollment expansion. As planned, we added kindergarten to grade 3 classes in the autumn of 2001 at a satellite location. The next year, CAP continued its expansion with grades 4 and 5 opening at a second satellite campus. At 4th Street (the home of The Community H.S., since 1981), we kept grades 6 to 12.

In June 2002 our founding non-profit corporation, International Education and Community Initiatives (IECI) (now known as One Bright Ray, Inc.), secured a Pennsylvania charter school record \$17.0 million in Standard & Poor's "A" rated municipal revenue bonds through the Philadelphia Authority for Industrial Development(PAID). CAPCS immediately began renovation of a 118,000 sq. ft. former Kraftcheese factory on 6.5 acres at 1100 E. Erie Avenue. In September 2003, all three schools were combined at our new Erie campus.

(By the way, our 2820 North 4th Street campus is now occupied by our sister school, Fairhill Community High School, which carries on the Community High tradition. The shared mission of CAPCS and One Bright Ray (OBR) has since expanded with SDP contracts for OBR Fairhill CHS, North Philadelphia CHS, and W. Wilson Goode CHS and a Baltimore City SD, Baltimore Community High School. (Note: CAPCS and OBR are now separate with different EINs, 501(c)3's, and run by separate Boards.) However, though separate entities, and CAPCS joyously guarding its independence as a charter school, the missions of the two organizations, both founded by Mr. Proietta, show a shared mission with the SDP in attacking the problems of at-risk and high-risk youth and families in Philadelphia (and Baltimore!).

Under Mr. Proietta's leadership as Chief Executive Officer, CAPCS extended its secondary school accreditation in 2004 and applied for accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation (CIWA), for its comprehensive N-12 program. The CIWA Visiting Team evaluated our school program in May 2005, and after receiving a sterling oral report, CAP was given school-wide accreditation on December 1, 2005. CAPCS is accredited through 2015.

Community Academy remains a leader in educational programs that include both college preparatory and remedial classes targeted for urban youth; in addition, the school provides a full range of non-academic services. In 1994, CAP opened its day care center and in 1997 a teen clinic, Lisa's Place. The Emotional Support Team was created in 2000; it now includes a staff psychiatrist, two full and one part-time therapists, three licensed social workers/therapists, and a lower school counselor. CAP has two school psychologists (one bi-lingual English/Spanish) and special education and ELL teams.

When opened in 1980, The Community High School served 60 students. In September 2003 when Community Academy opened its new state-of-the-art school site, it served 1,000 students in grades K-12. In 2004, CAP re-organized as three mini-schools, lower (nursery/day care and K-4), middle (5-8), and upper (9-12) with 1,200+ students on our 6.5-acre, urban campus. Each with its own principal. With a brand new gym, CAP joined the PIAA in 2005.

Founded in 1980, the year 2010 marked our 30th anniversary. CAPCS is proud of its accomplishments and over 1500+ graduates. From The Community High School to Community Academy Charter School (CAPCS), and the Teresa Gonzalez Mena Early Childhood Center, as well as, the shared missions of its sister schools: One Bright Ray Inc., and our Fairhill, North Philadelphia, and W. Wilson Goode Community High Schools, the family serves over 1750 young people from 6 weeks to 21 years of age in the City of Philadelphia.

CAPCS is committed to the values of providing a complete education to the whole child. We provide services beyond reading, writing and arithmetic, including health and emotional support. We are focused on the inner city and the problems of the young and their families who are looking for a brighter future. Our logo, "One Bright Ray," was "given" to use by a Philadelphia Inquirer reporter in 1980 in one of the first stories about The Community High School immediately after we opened in West Philadelphia in the midst of gang warfare. He wrote that we were "a bright ray in a sea of darkness" after a murder involving racial violence in Finnegan Park. In the circumstances of our founding can be found the mission we have clung to for 30 years and values we bring to everything we do: Learnedness through a sound education is the key to success; a safe environment is the home for learning; and tranquility within you is the birthplace of learning.

Academic Standards

Our academic program adheres to the Pennsylvania State Standards for each grade appropriate subject.

Our curriculum is designed to provide students with the necessary instruction to meet these rigorous standards. We also aim to align with the standards of national educational organizations, i.e. National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE). Likewise, in 2012-2013 we will be undergoing a year-long transition to best meet the needs of our students as we move towards the full adoption of the PA Common Core Standards in math and literacy. Teachers are held to the tracking of student attainment of required standards. In addition to the requirement to list standards in lesson-planning, each teacher must submit a standards-aligned Curriculum Checklist, compiled from the learning progressions resources on the PA Standards Aligned System (SAS) website, along with their lesson plans for regular review by their supervising Principal. Attainment of these standards is measured by students' ability to demonstrate acquisition and application of their knowledge. Teachers employ multiple assessments, often in varied formats, to ensure an authentic assessment of student achievement on a given standard or skill set. In order to provide FAPE in the LRE, assessments for students with disabilities are modified according to the accommodations set forth in a student's Individualized Education Plan (IEP). Likewise, when appropriate, changes in assessments are also used when measuring the knowledge of our English Language Learners (ELLs). The standards, curriculum, and assessments are critical tools to focus and to measure learning. They

are used to guide effective teaching methods for the benefit of all students to provide them with a rigorous and relevant education.

Strengths and Challenges

Community Academy of Philadelphia Charter School's 32nd graduating class of 2012 had 131 graduates garnering over \$820,000 in scholarships and grants with 71 percent of students attending a four-year college/university, two-year programs, and 6 percent entering the military in the Fall. Eighteen percent of our graduates received scholarships and grants. Four of our graduates received four-year scholarships, including the LaSalle Founder's Scholarship, Liberty Scholarship to Drexel U., the Board of Governor's Scholarship for IUP, and the Bunton Waller Scholarship to PSU.

All graduates of the class of 2012 passed our internal Minimum Competency Tests and senior projects; oral and written components which are a graduation requirement. There are over 250 upper school students in accelerated, college-preparatory English courses and about 200 students in the advanced, college-preparatory math classes. One hundred and twenty students are enrolled in high school remedial classes. Eleven students took the AP calculus class, 11 students took AP Biology, 24 students took AP US History, 11 students took AP Spanish, and 16 AP English. In SY 2012, the Middle School continued the honors Language Arts and Mathematics for the eighth grade that had been introduced in SY 2011. Only 5.8% of Pennsylvania's graduates are Hispanic. Statewide only 2.4% of Hispanics achieve (3 or higher) on the AP Exams. At CAP, 17% of Hispanic AP students, achieved on the AP English Exam. 13.6% of PA graduates are African American and, statewide, only 2% achieve on the AP Exam, making PA last in the country to achieve equality and excellence with traditionally underserved students. At CAP, 19% of African American AP students achieved on the AP History Exam (*Info from PA Dept. of Education and College Board*). Our students achieved higher than the national average on the ACT exam for college-level social science.

In Post-High School, CAP graduates have a higher than national average of students attending college immediately after high school. In two years out of high school, CAP's graduates are also above the national average for entering college. (*Info. from the National Clearinghouse*)

In SY 2012, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS) completed its fifteenth year as a charter school, eleventh year as a K-12 school, and its 32nd year as a middle and high school serving both a general population and at-risk/high risk youth in Philadelphia. Our enrollment, Average Daily Membership (ADM) in SY 2012 was 1208.

In the Spring of 2011, our Pre-K to 12 accreditation was renewed by the Middle States Association of Colleges and Schools, Commission on Elementary and Secondary Schools (MSA CESS) for an additional five years. Likewise, previously in 2010, CAPCS was the first school district in Pennsylvania recognized by the Hispanic Association of

Colleges and Universities (HACU) as a Hispanic Serving School District (HSSD).

Community Academy (CAPCS) is divided into two divisions, the Elementary School which has two parts a lower school (day-care, nursery and pre-K to 4) and middle school (5-8), and the Upper School (9-12). In addition, school-wide support services are provided by our ten-member Emotional Support Team (EST), Lisa's Place Health Services, day-care, special education department, including our two in-house school psychologists (one bilingual), ELL co-coordinator, and in-house reading support team. Regular reading and math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instructions with five PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

All our Title I bilingual teachers' aides have successfully completed the paraprofessional test and are highly qualified for the job in accordance with NCLB. Teacher retention was high. The Upper School Division posted 96%, the middle school 97% and the lower school 96% retention rates due to maternity, relocation, and budget cuts. Retention rates for EST, special education, and the reading department were 98% (loss due to budget cuts).

SY 2012 marked the second year of implementation of school-wide MAP testing to provide teachers with on-going data regarding individual student progress; likewise Professional Learning Communities (PLCs) were continued for a second year to empower teachers to attack deficits in reading and math through collegial discussion of best practices, and created curriculum checklists to help align CAP's curriculum more closely with the skills tested in the PSSA's. SY 2012 also marked a school-wide emphasis on "HEAT" in the classrooms: Higher order thinking, Engaged learning, Authentic assessments, and Technology integration. Administrative HEAT walkthroughs monitored teacher implementation and paired with math benchmarking yielded improvements resulting in CAPCS meeting AYP in mathematics for SY 2012.

CAPCS offers a continuum of services for all students, so that most students' needs are met on site at our school. The extensive special education department has collaborated with members of administration, emotional support team (EST), reading department, and health services to ensure that each IEP is implemented successfully. In the June of 2012, CAP completed its cyclical compliance review by the PA Department of Education for special education services which found no substantial non-compliance, a significant compliment to our Special Education Department. At the close of SY 2012, SPED maintained 185 IEP students (15.3% of ADM), 25 students with 504 plans (behavioral), and handled 45 new Core Team Referrals. The school psychologists evaluated seventy of these students; the other twelve students were evaluated by the speech and language therapist only. This was approximately a 79% increase in the number of students evaluated by the school psychologists from the previous year. In SY 2012, SPED added a behavioral specialist for the Elementary School. Reasons for the increase in evaluations included early intervention evaluations, mandatory reevaluations, and a greater number of initial evaluations, several of which were referred by the Core

Team. Out of the seventy evaluations, four students were found ineligible, thirty-two students were eligible under the Specific Learning Disability category, five students were eligible under the Autism category, fifteen students were eligible under the Speech and Language Impairment category, two students were eligible under the Mental Retardation category, four students were eligible under the Other Health Impairment category, five students were eligible under the Emotional Disturbance category, and fifteen were eligible under multiple categories.

All school programs have available the assistance of the Emotional Support Team (EST). In SY 2012, the EST was made up of 3.0 clinical counselors (MAs, 3 LPC), 2.5 social workers (0.5 LSW, 2 CLSW), 1.0 certified school counselor (MS) and 2.0 certified school psychologists, and 2.0 paraprofessional (AS), 2.0 interns as well as, a medical team including a psychiatrist (MD) one day per week, a full-time certified pediatric nurse practitioner (MSN-CPNP), and a certified medical assistant (AS). In addition, the EST (excluding our nurse and visiting nursing students in Lisa's Place) made 6,885 contacts with students of which 709 (58.6% of ADM) were unduplicated students. EST had 4435 contacts with students AY 2012. Our psychiatrist provided 104 consultations. They had 222 conflict resolutions to help students deal with peer relationships. There were 162 group sessions that include, the anti-bullying, affect management, girls group, and social skills. There were 1363 new referrals for SY 2012. The EST had 998 meetings with parents and 397 contacts with outside agencies.

"There is nothing so useless as doing efficiently that which should not be done at all."

AYP is no fair measure of CAPCS. It is time that the educational establishment in America stood up to the bullies in the US Department of Education. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the previous Bush Administration shot from the hip and ignored common sense and logic. No Child Left Behind (NCLB) is no exception, and yet, the Obama Administration has followed through with the core absurdities of this misguided and failed program, which a 2007 Washington Post series headline encapsulated as: "The Unforeseen Path to Cruelty." As a critical website reports: "Public disgrace, humiliation, torture and punishment are scientifically proven to improve motivation, reading skills and test scores." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar welfare-state for test makers, book publishers, accountability experts, new levels of administrators, and consultants. The disaster in the Philadelphia School District in 2011 can be traced right to the doorstep of trying to meet the federal requirements of NCLB and ignoring the common sense solutions of our own hometown needs. How much Pennsylvania taxpayer money has been wasted on "doing efficiently that which should not have been done at all?"

NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws, the independence of which has been destroyed by NCLB), encourages cheating, and wastes the taxpayer's money

ontests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. It has destroyed a decentralized educational system that made America great and replaced it with a European-style central government bureaucracy more suited for France or the Soviet Russia than Philadelphia, Pennsylvania. As professor Peter F. Drucker is quoted in the ASCD Newsletter: "There is nothing senseless as doing efficiently that which should not be done at all." We have been forced to waste the past ten years chasing the dream of a right-wing, plutocracy bent on revenge against any educational system that promotes the kind of thinking, critical citizenry envisioned by Thomas Dewey. However, the most important factor affecting our test scores is based on the racist and nonsensical AYP formula versus CAPCS' commitment to its mission to serve the students of the inner city: at-risk, high-risk, and economically disadvantaged students of Philadelphia: a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of students necessary to achieve well. It has all but destroyed the love of learning and the fine arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes, but doesn't support. The Community Academy refuses to "teach to the test" or use long discredited "get rich quick" strategies like those reported by a "bragging" DC schools spokesperson: "One principal established a 10th-grade academy to provide intensive preparation for students taking the test. Another introduced a Saturday "Kickball Quiz Bowl," offering iPods and movie passes to students who correctly answered sample test questions. And one constantly apprised students of their pre-test scores, hoping to make them responsible for improvement." (Washington Post 7/11/2008 B01).

The challenge for CAPCS is to stay true to its mission to provide a complete education to its urban and at-risk population without succumbing to the pressure to become only a test-giving machine. We do not cheat on admissions; we take all comers. We have a reputation for dealing with children and families in distress, and therefore, those are the families who come to us. We offer a full-range of services, and there are only so many hours in the day. We offer the courses and experiences that an inner-city child needs to become a full person, not just what the failed makers of NCLB think they should have.

Our challenge is to exist in a screwball, fantasy world where the emperor has no clothes. We have succeeded for 32 years, and NCLB has failed to meet any of its own standards for 10 years, yet we are measured against those failed standards. In recent years, three states, Idaho, Montana, and South Dakota have refused to follow NCLB guidelines, and the cheating scandal that has engulfed over 60% of Atlanta schools and spread to Philadelphia, New York and DC has shown a light on the cruelty of the high stakes testing gamble where money doesn't just talk, it screams. Yet, states like Pennsylvania still refuse to call out the insanity that is the fundamental basis of this absurd law and misguided policy.

CAP has real success, yet we are judged against impossible goals that only an omnipotent God could achieve, such as, 100% literacy and 100% HQT teachers. We have real success, but are measured against unscientifically-tested concepts like, "Are certified teacher's better than non-certified teachers?" ... And scientifically refuted claims,

such as, extended day and Saturday school will improve test scores. ...Or promises not kept, such as, the USDE spokesperson at a PDE meeting in Pittsburgh in 2002 who promised, "NCLB will not interfere with any State's Charter School Law."

For the Community Academy, CS, the academic year 2011-12 was a good year. We were heartened by the progress shown on the MAP tests during this second year of implementation, the PLCs, the curriculum checklists, and the on-going adjustment to our curriculum that will align us with the PA Common Core Standards in the future. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to all city kids and their families, including at-risk and high-risk students and their families. CAP is committed to put into place a robust effort to increase test scores, as those test scores reflect increased learning and reflect on increased outcomes. We are committed to addressing the whole child, and believe that doing so is the only way learning can take place. We are committed to not wasting time and resources on the untested and wasteful and to always remember: "There is nothing senseless as doing efficiently that which should not be done at all."

Submitted July 31, 2012

Joseph H. Proietta EDM
President and CEO

John M. FitzSimmons MD MBA
Chair of the Board of School Directors

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS), has been striving for over 32 years to provide our at-risk students with excellence in our academic program, support systems, and increased opportunities for both enrichment and remediation. We have grown tremendously over the past three decades from a modestly sized high school into a K-12 comprehensive school serving over 1200 Philadelphia students. Our most notable growth has occurred after moving from three separate sites into a new state-of-the-art facility to combine our K-12 program into one cohesive learning community.

CAPCS is accredited Pre-K to 12 by the Middle States Association of Colleges and Schools. Our school has consistently maintained Middle States Accreditation since 1995. Our strategic planning process is aligned with the Middle States Association Twelve Standard of Excellence and their process of Self-Study and Reflection toward continuous institutional improvement. In the 2010-2011 School Year, we underwent our 5 Year Mid-Point Review that resulted in the extension of our accreditation into 2016.

Our Strategic Planning Process is organized around adherence to the 12 Middle States Standards of Excellence which are split into two main divisions:

Foundational Standards

Standards addressing best practices in the components of a school that provide the foundations for quality in the education program, services, and results in terms of student learning.

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

Operational Standards

Standards addressing best practices in delivering the education program, services, and activities to the students.

- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

This strategic planning process is part of our on-going effort to provide our students with an optimum learning experience within an optimum learning environment. The plan provides for support at all levels: academic and emotional support for students, professional development and mentoring for teachers, and collaboration and ideas exchange for administrators.

Administrators from both academic and non-academic departments meet formally at least monthly at Senior Staff Meetings to give updates on progress, troubleshoot, and continue the planning process. In addition, principals meet with the members from our Emotional Support Team each week; likewise in separate weekly Principals' Meetings, principals meet with CEO, CAO, and/or department heads as needed. Principals serve on the School Improvement Team and School Safety Committee. Formal meetings to review strategic goals are held at least annually, and at times bi-annually, to make a formal record of progress toward and any adjustments necessary in our long-range plan of progress.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alberta O'Brien	CAP Employee, US Principal	Administrator	CAO
Anthony Richichi	CAP Employee, US Teacher	Secondary School Teacher	CAO
Beiderman, Kim	ESL Coordinator	Regular Education Teacher	CAO

Cassandra McLaughlin	CAP Employee, Special Education Supervisor	Special Education Representative	CAO
Elizabeth McCluskey	CAP Employee, CAO	Administrator	CEO
Ferry Walker, Sara	School Psychologist	Ed Specialist - School Psychologist	CAO
Gina Bittinger	CAP Employee, MS Principal	Administrator	CAO
Jessica Rausch-Esquivel	CAP Employee, Educational Specialist	Ed Specialist - School Psychologist	CAO
John Mostak	CAP Employee, Upper School teacher	Secondary School Teacher	CAO
Joseph Proietta	Chief Executive Officer of CAP	Administrator	Board
Kim Jetter-Henson	CAP Employee, Senior Reading Specialist	Administrator	CAO
Merideth LeMasters	CAP Employee, MS Teacher	Regular Education Teacher	CAO
Rivera, Lisette	EST Supervisor	Ed Specialist - School Counselor	CAO
Smith, Christopher	Community Academy of Philadelphia Charter School	Administrator	COO
Stefanie Quinn	Special Education Coordinator	Special Education Representative	CAO
Williams, Wendy	Parent	Board Member	CEO
Wolfe, Judy	School Nurse, Certified Pediatric Nurse Practitioner	Ed Specialist - School Nurse	CAO

Goals, Strategies and Activities

Goal: Communicating with the Community

Description: Community Academy of Philadelphia Charter School will enhance and upgrade the communication systems to facilitate exchange between school professionals and parents to address the multiple needs of the learning community.

Strategy: Maintain Accessible Informational School Web Site

Description: Community Academy of Philadelphia Charter School maintains a high quality, easily navigable web site that provides the community with information about the school, Board Meetings, and provides a portal for parents, students and the community to interact with the school.

Activity: Implement New Mac Mini OSX Snow Leopard Server as Web Server

Description: Our Current web server is a legacy Win 2000 Standard, 4U server with an internal 6 tape DDS4 back up drive. This server is currently 7 years old and the Phoenix tape drive has failed. The cost of replacing the tape drive on a 7 year old IBM server far exceeds the cost of replacing the server altogether with the new Mac Mini Snow Leopard Server. Our Current Backup solution with BRU by TOLIS and the number of Agents we have allows us to add this new Mac Server to our existing Backup routine to our Quantum SuperLoader3.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/7/2010 Finish: 7/16/2010	\$1,176.00
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Status: Not Started — Overdue

Activity: Maintain Ownership of the School's Domain Name Registration

Description: Community Academy of Philadelphia Charter School renews it's Domain Name Registration on a five year basis.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 8/12/2010 Finish: 8/12/2011	\$100.00
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Status: Complete

Goal: Curriculum and Learning

Description: The curriculum and learning goals and objectives will improve student learning by improving the quality of the curricula used by students and teachers in all disciplines. This improved curricula, coupled with strong staff development efforts and the use of proven teaching strategies by teachers will enable the Community Academy of Philadelphia Charter School to provide for the educational needs of all students. The goals from the technology plan will help the school provide more targeted instruction to achieve learning goals while providing it with tools for monitoring student achievement. All educators will continue to identify, prioritize, and incorporate the use of technology to achieve learning objectives in all disciplines within each school's curriculum as appropriate.

Strategy: Continuation of Alexandria Library Circulation System

Description: Community Academy of Philadelphia Charter School will continue to use Alexandria Library Circulation System to manage the inventory in the library.

Activity: Alexandria Software Subscription Update

Description: Yearly site license renewal for Alexandria Library Circulation System.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 6/9/2010 Finish: Ongoing	\$799.00
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Status: Complete

Date Comment

6/21/2010	This is complete and we have upgraded to the latest version and migrated the Data Center From the Legacy Win2000 server to an OS X Server install.
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Activity: Continuation of SmartMARC Brodart Z39.50 Based Cataloging Service

Description: This service allows the librarians to lookup new books by ISBN number and add them to Alexandria.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 5/31/2010 Finish: Ongoing	\$595.00
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Status: Complete

Date Comment

6/21/2010	This service was renewed.
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Activity: SmartMARC™ v5, Windows Renewal

Description: Site license renewal for SmartMARC™ v5 that allows the librarians to utilize the SmartMARC Brodart Z39.50 Based Cataloging Service.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 6/9/2010 Finish: Ongoing	\$50.00
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Status: Complete

Date Comment

6/21/2010	This Site license renewal was completed.
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Strategy: Continuation of Plagiarism Prevention Service

Description: Community Academy of Philadelphia Charter School is committed to students using technology to research and create presentations research projects, homework, and class work and assure the originality of the work submitted.

Activity: Continuation Of Our Subscription to Turnitin.com

Description: iParadigms technology creates unique digital “fingerprints,” or patterns, from text documents submitted for originality checking. Those patterns are then compared with the patterns of other information in iParadigms’ massive databases, derived from the web as well as thousands of other sources likely to be used for plagiarism, such as: books; encyclopedias; subscription-based publications and databases; newspapers and periodicals. Search results are then compiled into an Originality Report, which can be reviewed just seconds after a student’s work is submitted. These reports help ensure that, once submitted, a student paper can never be sold, recycled, or traded among students from different years, in other classes, or at other institutions, without being detected as unoriginal work by Turnitin.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 4/3/2009 Finish: Ongoing	\$4,480.00
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Status: Complete

Date Comment

6/21/2010 This service was renewed.

Strategy: Implementation of NWEA, Northwest Evaluation Association, computer adaptive testing, for student evaluations rated on a Common RIT scale.

Description: We have identified the need to discontinue our relationship with Renaissance Software as our tool to perform student assessment tests. Instead, we have chosen to partner with NWEA, Northwest Evaluation Association, where students use computer adaptive testing, to be evaluated and are rated on a Common RIT scale. 2011-2012 marked the second year of implementation.

Activity: Implement Mobile Testing Lab for NWEA

Description: We have identified the need to discontinue our relationship with Renaissance Software as our tool to perform student assessment tests. Instead, we have chosen to partner with NWEA, Northwest Evaluation Association, where students use computer adaptive testing, to be evaluated and are rated on a Common RIT scale. This system is being implemented during this summer. As such we are also ramping up technology to support the testing environment and are looking to acquire two Mobile Learning Centers from Apple with a total of 30 MacBooks.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/19/2010 Finish: 8/19/2010	\$33,000.00
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Status: Not Started — Overdue

Strategy: Reinforcement of Standards-Based Mathematics Instruction and Assessment

Description: Professional development activities focused around a foundation of conscious alignment to PA Mathematics Standards including familiarization with PDE-backed resources especially those housed at the PDE Standards Aligned System (SAS) portal.

Activity: Professional Development in Core Subject Standards and Standards Aligned Systems

Description: Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g.	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<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

standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.

certification or assignment.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government

specialists

- (grades 2-5)
- High school (grades 9-12)

- Mathematics
- History

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
- 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
 - Classroom student assessment data
 - Participant survey
 - Review of participant lesson plans

Status: In Progress — Overdue

Strategy: Reinforcement of Standards-Based Reading Instruction and Assessment

Description: Professional development activities focused on a foundation of conscious alignment to PA Reading, Speaking, and Listening Standards with emphasis on regular use and reference to PDE's Standards Aligned System (SAS), e.g. SAS Learning Progressions and eligible content as well as other tools provided by the state.

Activity: Professional Development in Core Subject Standards and Standards Aligned Systems

Description: Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible

Timeline for Implementation

Resources

Elizabeth McCluskey

Start: 8/20/2008
Finish: 5/16/2012

\$12,250.00

Professional Development Activity Information

Number of Hours Per Session

Total Number of

Estimated Number of

	Sessions Per School Year	Participants Per Year
1.00	4	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<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 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. Provides leaders with the ability to <u>access and use</u>

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">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Civics and Government• Mathematics• History

Follow-up Activities

Evaluation Methods

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| <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 | <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• Classroom student assessment data• Participant survey• Review of participant lesson plans |
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Status: In Progress — Overdue

Goal: Data Management

Description: Community Academy of Philadelphia Charter School will continue to improve the school wide student information management system used to track student progress and to provide administrators and teachers with information for instructional planning.

Strategy: Continuation of Sonicwall Firewall Subscriptions

Description: In order to maintain CIPA compliance Community Academy of Philadelphia Charter School maintains a Sonicwall Pro 3060 with Premium Content Filtering Service, Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service.

Activity: Renewal Sonicwall PRO3060 Dynamic Support Software and Firmware Updates

Description: Renewal of Sonicwall PRO3060 Dynamic 24 X7 Support & Software and Firmware Updates

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 11/1/2009 Finish: 11/1/2009	\$4,200.00
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Status: Complete

Date Comment

6/21/2010 This renewal was completed.

Activity: Renewal Sonicwall PRO3060 Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service

Description: Renewal of Gateway Anti-Virus, Anti-Spyware & Intrusion Prevention Service

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 9/11/2009 Finish: 9/11/2009	\$5,180.00
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Status: Complete

Date Comment

6/21/2010 This service renewal was completed.

Activity: Renewal Sonicwall PRO3060 Premium Content Filtering Service

Description: Renewal Sonicwall PRO3060 Premium Content Filtering Service to maintain CIPA compliance.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 10/31/2009	\$1,495.00
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Finish: 10/31/2009

Status: Complete

Date **Comment**

6/21/2010 this service renewal was completed.

Strategy: Continued Hosted Use of Pearson's Web-Based PowerSchool Student Information System.

Description: This product provides Community Academy of Philadelphia Charter School with improved capturing of attendance, streamlining and standardizing on a grade book platform, and greater ease of communication with parents and students through the use of the parent and student portal.

Activity: Continuation of Hosted Pearson's PowerSchool Student Information System

Description: Community Academy of Philadelphia Charter School will continue it's contract with Pearson to host their web-based PowerSchool Student Information System.

Person Responsible Timeline for Implementation Resources

Anna Duvivier	Start: 7/1/2009	\$5,460.00
	Finish: Ongoing	

Status: Complete

Date **Comment**

6/21/2010 This agreement was renewed.

Activity: Provide PowerSchool Training to New and Returning Staff

Description: New and returning teachers and academic staff will be trained on the proper use of Pearson's PowerSchool product as it pertains to his/her specific job responsibilities.

Person Responsible Timeline for Implementation Resources

Duvivier, Maria	Start: 8/20/2009	\$5,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

6/21/2010 Training was provided this year to new and returning teachers and academic staff will be trained on the proper use of Pearson's PowerSchool product as it pertains to his/her specific job responsibilities and will occur again in the upcoming year.

Strategy: Improved Backup Performance

Description: We have identified the need to improve our backup performance by supplementing current backup software and hardware in place with updated technology, to improve the speed and efficacy of our data backups.

Activity: Continuation of BRU Software Extended Support Agreement

Description: Community Academy of Philadelphia Charter School will maintain its annual support agreement with Tolis Group makers of BRU Backup Software.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 2/8/2010 Finish: Ongoing	\$1,240.00
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Status: Complete

Date Comment

6/21/2010 This agreement was renewed.

Strategy: Improved Off-Site Storage Of Backup Media

Description: Community Academy of Philadelphia Charter School has identified the need to improve the security and reliability of Off-Site Backup media for Business Continuity purposes.

Activity: Iron Mountain Data Protection Program with SecureBase Chain of Custody Service

Description: Community Academy of Philadelphia Charter School has engaged Iron Mountain to pick up maintain our backup media off-site at a secure location with a secure chain of custody on a regular basis.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 6/2/2009 Finish: Ongoing	\$8,640.00
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Status: Complete

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Maintain High Graduation Rate

Description: Our Emotional Support Team will continue to provide at-risk students with the coping skills they need to deal with personal traumas so they can continue their education. In addition our teachers and various interventions including our Reading Specialist Team, Special Education and ESL Departments, offer on-going academic support for all students, especially those at-risk for dropping out.

Activity: Supporting the At-Risk Student: Health and Emotional Well-Being

Description: This series will cover the teacher's role, and the supports available to meet students' emotional, behavioral needs. The overall goal is to provide support and/or coping skills so that they can successfully complete their studies and be productive adults. Teachers and administrators will continue to stay in frequent (i.e. at least weekly) communication with our Emotional Support Team regarding irregularities in student attendance, student grades, etc. to identify students in need of emotional support. In addition our academic intervention will continue to support students at risk of failure.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/26/2009 Finish: 6/13/2012	\$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
1.00	2	85
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be provided with resources to use in identifying early warning signs in terms of emotional distress or in the case of a critical health issue. Likewise, other warning signs, potential emotional triggers, awareness of mood shifts, irregular behavior will	Our Emotional Support Team members and our School Nurse (who is a certified Pediatric Nurse Practitioner) attend frequent trainings and are up-to-date on the best practices within their field of expertise. That knowledge paired with a sound	<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>

also be reviewed. Teachers will be presented with ways to best handle an emergency that might arise, include notification and first responder duties as well as their role in interacting with a student who is in an on-going situation that puts him or her at high risk of reckless behavior, dropping out, etc.

understanding of the unique needs of our at-risk population make them ideal presenters.

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 leaders with the ability to access and use appropriate data to inform decision-making.
- 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 • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Health, Safety and Physical Education

Follow-up Activities

- Weekly check-ins

Evaluation Methods

- Participant survey

Status: In Progress — Overdue

Activity: Workshop Series: Interventions and Support: Reaching All Students

Description: This workshop series will provide support, resources, and new approaches to

teachers who are supporting the learning needs of students with a learning disability, a 504 Plan, or students with limited English proficiency who require support in that area.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educators with Teachers will become knowledgeable about the resources available to them both within the school through our Special Education Department, Reading Specialist Department and English as a Second Language coordinator. Teachers will also become familiarized with resources on PDE's website and those available through the Pennsylvania Training and Technical Assistance Network (PaTTAN).	The interventions and supports will often be presented as part of a turnaround training from participation in a state-sponsored program whether related to ESOL, Special Education, or for students with behavioral issues such as ADHD, ODD, etc. Because proper intervention is so critical, such presentations are invariably endorsed by experts and promote widely-accepted best practices.	<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.
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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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Civics and Government • Mathematics • History

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
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Overdue

Goal: MATHEMATICS PERFORMANCE

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

Strategy: Reinforcement of Standards-Based Mathematics Instruction and Assessment

Description: Professional development activities focused around a foundation of conscious alignment to PA Mathematics Standards including familiarization with PDE-backed resources especially those housed at the PDE Standards Aligned System (SAS) portal.

Activity: Professional Development in Core Subject Standards and Standards Aligned Systems

Description: Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<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.

and sharing of resources and coordination among grade teams.

- 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	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) • Middle (grades 6-8) • Elementary (grades 2-5) • High school 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics

(grades 9-12)

- History

Follow-up Activities

Evaluation Methods

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|---|--|
| <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 | <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 • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|--|

Status: In Progress — Overdue

Activity: SAS Checklists to Align Math Curriculum K-12

Description: Using PDE's Standards Aligned System resources, checklists will be submitted by teachers and reviewed by principals to ensure the proper scope and sequence of mathematics instruction.

Person Responsible Timeline for Implementation Resources

Elizabeth McCluskey	Start: 9/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Workshop Series: Best Practices in Education

Description: This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

Person Responsible

Timeline for Implementation Resources

Elizabeth McCluskey	Start: 8/20/2008	\$2,000.00
	Finish: 6/13/2012	

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	5	75
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.	By definition this workshop series will be designed around practices with a proven record of effectiveness and that have been supported through various educational studies.	<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.
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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
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- | | | |
|--|---|---|
| <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) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics |
|--|---|---|

Follow-up Activities	Evaluation Methods
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- | | |
|---|---|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of 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. Classroom student assessment data Participant survey |
|---|---|

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Review of participant lesson plans

Status: In Progress — Overdue

Goal: READING PERFORMANCE

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

Strategy: Reinforcement of Standards-Based Reading Instruction and Assessment

Description: Professional development activities focused on a foundation of conscious alignment to PA Reading, Speaking, and Listening Standards with emphasis on regular use and reference to PDE's Standards Aligned System (SAS), e.g. SAS Learning Progressions and eligible content as well as other tools provided by the state.

Activity: Professional Development in Core Subject Standards and Standards Aligned Systems

Description: Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none"> <li data-bbox="695 241 901 275">• School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.

The State’s standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.

For classroom teachers, school counselors and education specialists:

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

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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History

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 | <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 • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|--|

Status: In Progress — Overdue

Activity: SAS Checklists to Align Reading/English Curriculum K-12

Description: Using PDE's Standards Aligned System resources, checklists will be submitted by teachers and reviewed by principals to ensure the proper scope and sequence of literacy instruction

Person Responsible Timeline for Implementation Resources

Elizabeth McCluskey Start: 9/1/2011 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Workshop Series: Best Practices in Education

Description: This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

Person Responsible	Timeline for Implementation Resources	
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$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
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Community Academy of Philadelphia, a PACS

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.

By definition this workshop series will be designed around practices with a proven record of effectiveness and that have been supported through various educational studies.

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.

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 	<ul style="list-style-type: none"> • Early childhood 	<ul style="list-style-type: none"> • Reading, Writing,

- Principals / asst. principals
- Other educational specialists
- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- 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 	<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. • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Overdue

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

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

***Strategy:* Maintain High Student Participation Rate**

Description: Teachers and administration will continue to stress the importance of attendance everyday and especially on PSSA testing days. The testing coordinator will continue to coordinate with teachers to ensure that absent students are tested upon their return to school.

***Activity:* Frequent Communication on the Importance of Attendance**

Description: The importance of daily attendance and attendance on test days is stressed throughout the school year. Daily phone calls home are made for every absent student every day. In addition, prior to testing days, the dates and importance of attendance are posted on our school website and flyers are sent home to parents. When a student is absent on a testing day every effort is made to complete make-up testing and maintain our participation rate.

Person Responsible Timeline for Implementation Resources

Person Responsible Timeline for Implementation Resources

Alberta O'Brien	Start: 10/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Continue Referral Process for Students Exhibiting At-Risk Behaviors

Description: Continue to implement the referral processes for students with emotional, health, special, and/or academic needs.

Activity: Frequent Communication on the Importance of Attendance

Description: The importance of daily attendance and attendance on test days is stressed throughout the school year. Daily phone calls home are made for every absent student every day. In addition, prior to testing days, the dates and importance of attendance are posted on our school website and flyers are sent home to parents. When a student is absent on a testing day every effort is made to complete make-up testing and maintain our participation rate.

Person Responsible Timeline for Implementation Resources

Anna Duvivier	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

6/10/2009	These announcements are posted on the website when requested.
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Activity: Review existing data on student and/or gather additional data

Description: Using previous testing, file review, student/teacher interview, etc. and or other information, the best attempt to measure student strengths and weaknesses will be made in order to make sound recommendations on the best means of supporting the student for success in school.

Person Responsible Timeline for Implementation Resources

Rivera, Lisette	Start: 10/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Continue to Provide Professional Development

Description: Professional development is critical to the updating, honing, and maintenance of the professional knowledge and skills of teachers and administrators.

Activity: Professional Development in Core Subject Standards and Standards Aligned Systems

Description: Professional Developments on the Standards reinforces the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers receive Assessment Anchor Notecards for easy reference during lesson-planning. Teachers receive professional development in how to access and navigate the PDE Ed Hub Standards Aligned Systems (SAS) and other tools as well as how to make use of valuable resources via the NetTrekker search engine.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 5/16/2012	\$12,250.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a Pennsylvania Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices, such as a focus on standards, that will drive student learning. Teachers will become knowledgeable about the resources available to them, e.g. standards based lesson planning and assessments. There will also be time for team-based planning and sharing of resources and coordination among grade teams.	The State's standards-aligned system is structured around best practices, research and the advice of skilled educators across the Commonwealth.	<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>
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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	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) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of | <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 |
|--|---|

- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Overdue

Activity: Supporting the At-Risk Student: Health and Emotional Well-Being

Description: This series will cover the teacher’s role, and the supports available to meet students’ emotional, behavioral needs. The overall goal is to provide support and/or coping skills so that they can successfully complete their studies and be productive adults. Teachers and administrators will continue to stay in frequent (i.e. at least weekly) communication with our Emotional Support Team regarding irregularities in student attendance, student grades, etc. to identify students in need of emotional support. In addition our academic intervention will continue to support students at risk of failure.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/26/2009 Finish: 6/13/2012	\$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
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1.00	2	85
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> • School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will be provided with resources to use in identifying early warning signs in terms of emotional distress or in the case of a critical health issue. Likewise, other warning signs, potential emotional triggers, awareness of mood shifts, irregular behavior will also be reviewed. Teachers will be presented with ways to best	Our Emotional Support Team members and our School Nurse (who is a certified Pediatric Nurse Practitioner) attend frequent trainings and are up-to-date on the best practices within their field of expertise. That knowledge paired with a sound understanding of the unique needs of our at-risk population	<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</u>
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handle an emergency that might arise, include notification and first responder duties as well as their role in interacting with a student who is in an on-going situation that puts him or her at high risk of reckless behavior, dropping out, etc.

make them ideal presenters.

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 leaders with the ability to access and use appropriate data to inform decision-making.
- 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 • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Health, Safety and Physical Education
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Weekly check-ins 	<ul style="list-style-type: none"> • Participant survey 	

Status: In Progress — Overdue

Activity: Workshop Series: Best Practices in Education

Description: This workshop series will bridge the connection between best practices/journal research and classroom practice in education.

Person Responsible	Timeline for Implementation Resources

Elizabeth McCluskey

Start: 8/20/2008
Finish: 6/13/2012

\$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
1.00	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Community Academy of Philadelphia, a PACS

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The series will present educations with evidence-based practices that will enhance student learning. A fundamental goal of the program is to present information and provide resources in such a way that teachers can implement these methods almost instantly to ensure method implementation after the training.

By definition this workshop series will be designed around practices with a proven record of effectiveness and that have been supported through various educational studies.

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.

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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
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- Team development and sharing of content-area

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- | | |
|--|---|
| lesson implementation outcomes, with involvement of administrator and/or peers | pedagogy and standards, classroom environment, instructional delivery and professionalism. |
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey • Review of participant lesson plans |

Status: In Progress — Overdue

Activity: Workshop Series: Interventions and Support: Reaching All Students

Description: This workshop series will provide support, resources, and new approaches to teachers who are supporting the learning needs of students with a learning disability, a 504 Plan, or students with limited English proficiency who require support in that area.

Person Responsible	Timeline for Implementation	Resources
Elizabeth McCluskey	Start: 8/20/2008 Finish: 6/13/2012	\$2,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Community Academy of Philadelphia, a PACS	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The series will present educators with Teachers will become knowledgeable about the resources available to them both within the school through our Special Education Department, Reading Specialist Department and English as a Second Language coordinator. Teachers will also become familiarized with resources on PDE's website and those available through the	The interventions and supports will often be presented as part of a turnaround training from participation in a state-sponsored program whether related to ESOL, Special Education, or for students with behavioral issues such as ADHD, ODD, etc. Because proper intervention is so critical, such presentations are invariably endorsed by experts and promote widely-accepted	<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</u>

Pennsylvania Training and Technical Assistance Network (PaTTAN).

best practices.

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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Civics and Government

- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)
- Mathematics
- History

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
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Overdue

Goal: Use of Modern Technology Tools

Description: Community Academy of Philadelphia Charter School will continue to provide students and teachers updated computer equipment in labs and classrooms.

Strategy: Assess our current inside video distribution center and equipment for the need of Upgrade in light of conversion to all digital Broadcast by cable providers.

Description: As our local Cable provider has begun switch to all digital broadcasting, we have addressed this initial need by replacing our 7 year old TV's with Elgato EyeTV Digital/Analog tuners in all classrooms connected to a Mac Mini and projected on a SMARTBoard. In the next year or two we will need to have an outside vendor assess our current inside video distribution center and equipment to address the need to upgrade this infrastructure to accommodate all Digital cable.

Activity: Evaluate video distribution center and equipment to address the need to upgrade this infrastructure to accommodate all Digital cable.

Description: We will need to engage our A/V vendor to have our current video distribution center and equipment assessed as to whether or not it requires upgrading to accommodate our cable provider's switch to all Digital broadcasting and how that impacts our ability to internally broadcast on our reserved channel.

Person Responsible Timeline for Implementation Resources

running this software on our enterprise servers and when these applications do not respond properly or require the server to be restarted to recover from an issue it affects the entire enterprise. With this server in place we would be able to remediate these issues without affecting the entire enterprise.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 8/31/2009 Finish: Ongoing	\$8,268.00
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Status: Complete

Date Comment

6/21/2010	This server is implemented and severing, educational applications such as network editions of Sunburst Software titles, as well as hosting the the Alexandria Library Server.
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Activity: Implement SMARTboards In All Classrooms

Description: Drive technology to all classrooms in the school with an ambitious plan to equip each classroom with a SMARTboard connected to Apple Mac Minis providing all teachers with the same technology available in each classroom and continuity around which curriculum and software choices can be based upon.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/1/2009 Finish: 8/31/2009	\$244,604.00
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Status: Complete

Date Comment

6/21/2010	We successfully completed the install configuration, training and roll out of 50 SMART boards in all classrooms.
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Activity: Implement SMARTBoards In Remaining Educational Rooms

Description: We are undergoing the completion of outfitting the outstanding Educational Rooms with SMARTBoards. We will be adding 7 more SMARTBoards to the final Educational Rooms that did not receive this technology last summer.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 6/28/2010 Finish: 7/1/2010	\$30,465.00
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Status: Not Started — Overdue

Activity: Implement SMARTtable Interactive Learning Centers

Description: To familiarize our students with this interactive technology at the very youngest of our population we are endeavoring to implement 4 SMARTtable Interactive Learning Centers geared toward delivering interactive instruction to our K-1 Grade levels.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/1/2009	\$32,615.00
	Finish: 8/31/2009	

Status: Complete

Date Comment

6/21/2010	We successfully installed and implemented the 4 SMARTtable Interactive Learning Centers to serve our K-2 grades with this hands on technology.
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Activity: Upgrade Network Infrastructure

Description: We've identified the need to upgrade our network switch infrastructure for the 2010-1011 year and beyond to meet our growing bandwidth needs and use of modern multicast technologies such as Bonjour and multimedia content delivery. Our current MDF and IDF infrastructure consists of Layer 1 & 2 Netgear switches that are 7 years old, and are EOL devices. They are beginning to fail causing the Fiber backbone to no longer be able to establish a link between MDF and IDF's throughout the building as these ports have died. This upgrade work is slated for the summer.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/5/2010	\$27,681.00
	Finish: 7/16/2010	

Status: Not Started — Overdue

Strategy: Provide Teachers and Students With Updated Productivity Suites

Description: Community Academy of Philadelphia Charter School is committed to providing teachers and students and staff with up-to-date productivity suites to stay current with trends in technology and keep with our four year replacement cycle on such technology.

Activity: Implement Apple iWork '09 on all Macs in Production

Description: Community Academy of Philadelphia Charter School will acquire a K-12 Site License for iWork '09 and implement on all existing Macs in Production.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/1/2009 Finish: Ongoing	\$250.00
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Status: Complete

Date Comment

6/21/2010 iWork '09 has been installed on all Macs currently in production.

Activity: Implement Microsoft Office 2008 for Mac Standard on all Mac in Production

Description: Community Academy of Philadelphia Charter School will acquire a licenses for Microsoft Office 2008 for Mac Standard and implement on all existing Macs in Production.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 7/1/2009 Finish: Ongoing	\$11,119.00
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Status: Complete

Date Comment

6/21/2010 MS Office 2008 for Mac has been purchased and installed on all Macs currently in production.

Strategy: Provide Teachers With Laptop Computers

Description: Provide teachers with laptop computers to assist them in preparing class assignments, developing interactive instruction, and interacting with the online SIS, PDE SAS Portal, and other useful tools.

Activity: Provide Teachers Additional With Laptop Computers

Description: Acquire an additional 20 MacBooks for teachers.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 6/15/2009 Finish: 6/15/2009	\$22,272.00
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Status: Complete

Date **Comment**

6/21/2010 Teachers were equipped with an additional 20 MacBooks.

Strategy: Update Main Computer Lab

Description: In accordance with Community Academy of Philadelphia charter School's 4-5 year replacement cycle certain upgrades are necessary in the main computer lab.

Activity: Acquire New Three-Student Workstation Tables for Main Computer Lab

Description: We will be replacing the outdated tables in the computer lab that are not designed for our desired forward facing configuration of the main computer lab with 11 new Three-Student Workstation Tables that are equipped with cable raceways for optimal room layout and usability.

Person Responsible Timeline for Implementation Resources

Smith, Christopher	Start: 8/19/2009	\$5,400.00
	Finish: Ongoing	

Status: Complete

Date **Comment**

6/21/2010 Main Computer lab has been updated with NEw Three-Student Workstation Tables.

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

Sebrina Harrison from the School District of Philadelphia Office of School Improvement on July 12, 2012.

Angela Stewart from the School District of Philadelphia on June 14, 2011.

Statement of Quality Assurance - Attachments

- 2011-2012 Statement of Quality Assurance
- 09-10 Quality Assurance and 10-11 AYP Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum content for all subjects is standardized across the lower, middle, and upper grades. The skills and areas for instruction are contained in the curriculum guidelines, and accompanying curriculum checklists, prepared for each level. Our Curriculum Checklists in the core subjects of math and reading/ILA (soon to be updated to ELA as we transition to the PA Common Core in 2012-2013), science and writing were revised and updated during the Summer of 2011 in line with the learning progressions resources available on the Standards Aligned System (SAS) web portal. Pennsylvania State Standards and standards from approved national organizations, such as NCTM and NCTE may also be included in the curriculum guides. Teachers align their lessons to all grade appropriate PA State Standards, must list those standards on their lesson plans and track their progress using curriculum checklists which are submitted with their lesson plans for review by their principal.

In the lower and middle school grades, teachers use a uniform, research-based textbook series for English, math, science and social studies that is also aligned to PA State Standards. In this way our students progress from year to year with a consistent program which is crucial to the learning, retention, and progression of learning the skills and content under the framework set by the state standards.

In the high school, each teacher develops his/her

syllabus which must be aligned to both state standards and the school curriculum. Teachers must submit their syllabi annually to their principal and/or subject department head to obtain approval, to defend compliance with accepted standards. The principal approves/ disapproves/recommends as appropriate. Likewise, teachers must submit standards-aligned curriculum checklists along with their plan books for regular review by their principal. The 2011-2012 school year marked a change to an electronic lesson plan submission which allowed for department heads in the upper grades to assist more closely with lesson plan submission review and commentary.

The curriculum follows the program mandated and supported by the PA State standards which form the structure for our school's appropriate and rigorous curriculum. It is organized to meet our students' entitlement to the most effective and efficient education possible.

The school program is also designed with built-in supports such as our reading specialist team, our math and reading pull-out system, our Special Education department, our English as a Second Language supports, our Emotional Support Team, our Intensive Learning program, etc. to meet the needs of students that cannot be addressed in a typical classroom.

Our school offers many opportunities for professional development and is very much of the belief of

investing in teachers' skill development as one of the most effective means of improving a school's academic program. Teachers are encouraged to make use of research-based methods to lead students, on their appropriate level, to approach learning tasks on multiple levels of understanding and investigation. Teachers are pushed to stretch their students beyond rote knowledge and skill application to higher modes of learning in analysis, synthesis and evaluation of their subject matter. To support and better track this, the new electronic Lesson Plan template used this past year required that teachers consciously include the higher order thinking skills of Bloom's Revised Taxonomy as they plan lessons for their students. In addition, a push to use technology as a critical 21st Century learning tool to activate analysis, synthesis, evaluation and creation is an on-going focus. Students are guided to learn by being encouraged to question, to make predictions, and to make educated conclusions across the curriculum and to also make connections among their multiple disciplines. In 2011-2012, administrators began conducting HEAT Walkthroughs to give teachers feedback and assist in keeping a sharp focus on these priorities of Higher-order thinking, Engaged learning, Authentic connections, and Technology integration.

Our teachers work to balance the difficult task of having both realistic and high standards for our students operating below grade level while also pushing on-grade level students to meet their full potential. Understanding the need to stress core

knowledge and basic principles, and meeting them where they are academically per Vygotsky's Zone of Proximal Development, is a key first step in advancing students towards optimal learning; otherwise students become frustrated and lack motivation to work towards success. Each of our teachers is available for tutoring for a full hour after every school day and many tutor students early in the morning before class as well. In addition, time traditionally used for Silent Sustained Reading (SSR) was used this past year to support core study skills, and skill practice in the core subjects of math and reading to support students in need of a stronger set of base skills.

In addition, students in our lower and middle school grades with significant skill deficits have their regular educational program supplemented with reading and/or math pullout or push-in support. Our six-member certified reading specialist team includes at least one reading specialist designated to each grade span: K-4, 5-8, and 9-12 to enhance classroom teaching, provide professional development, and three others who assist in the management of our large caseload of pullout instruction for our neediest readers.

Likewise, as a large portion of our new students enter our school in the 9th grade, students with severe educational deficits are placed into our Intensive Learning (IL) Program. This program offers one classroom per grade (9-12) that offers the stability of a self-contained classroom as well as

daily instruction by a certified reading specialist and regular push-in mathematics support.

Our teachers employ a variety of different teaching methods in efforts to respond to research on differentiated instruction and varied learning styles and needs of our students. The addition of SMARTBoards in each of our classrooms has opened the possibilities of interactive learning on a higher level as well as providing teachers with the ability to bring technology resources into the classroom to support student learning. Likewise, in efforts to maximize student engagement, the use of manipulatives and hands-on learning is strongly encouraged in our math and science courses and the use of electronic manipulatives on the SMARTBoard are becoming more frequent. In our lower grades, smaller group instruction, manipulatives, and group recitation are used at times to reinforce established skills. Structured collaborative learning is used across all disciplines and grades throughout the school. In addition to these other methods the upper grades are also exposed to lecture, note-taking, groupwork, and discussion to prepare them for typical college classroom.

Rigorous Instructional Program - Attachments

- Professional Development Approval Ltr
- Teacher Induction Approval Letter

English Language Learners

All potential ELL students are assessed for English language proficiency using the home language survey, personal interview, test score review, teacher input, and/or parent notification. Students are determined to be ELL under the school's eligibility criteria. ELL students are

provided facilities comparable to those provided to the overall student population of the school. The ELL program staff consists of a full-time, certified ESL teacher who does a combination of push-in and pull-out planned instruction and classroom teachers who use Sheltered English techniques while using their ESL Program Specialist certificates. ELL students are generally not segregated from their English-speaking peers except as necessary to implement the ELL program. We do not deny application to our charter school for any reason, but especially not for lack of language proficiency. For the SY2011-12 we served 74 ELL students.

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, CAP uses both of the required exit criteria listed below. In addition, CAP ensures that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level	ACCESS Score	Required W-APT Scores*
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

SPECIAL CIRCUMSTANCES:

1. For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to basic on the PSSA.
2. For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.
 - a) Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.
3. All transitioned former ELL students are monitored for a period of 1 year and adjustments are made when necessary.

Graduation Requirements:

1. Students must report to their senior advisors when they are assigned in May/June to begin the senior projects and create a post-secondary plan.
2. Seniors must pass 4 out of 5 sections of the Minimum Competency Exam.
3. Seniors must pass the written and oral component of the Senior Project.
4. Senior must have completed a total of 23.5 I.U. credits, with a minimum of 4 mathematic credits, 4 English credits, 4 history credits, and 4 science credits.
5. Transfer students may apply for exemptions from the Principal.
6. Seniors will be placed on "senior probation" if they receive:
 - a) Warning notices in the 4th quarter.
 - b) Warning of an "unsatisfactory" in conduct.
 - c) failing grade on their senior project.
 - d) failing grade on their senior competency exam.
 - e) suspension.

English Language Learners - Attachments

- WIDA CERT
- 2011-12 LEP Exit List
- 2011-12 LEP List
- 2011-12 LEP System

Graduation Requirements

12TH GRADE GRADUATION REQUIREMENTS

1. Students are responsible for reporting to their Senior Advisors both when they are assigned in May/June of their 11th grade year and throughout their 12th grade year.
2. Seniors **MUST** pass 4 out of 5 sections of the Minimum Competency Exam by May 31st or earlier, in lieu of the Keystone Exams.
3. Seniors **MUST** pass the written component **AND** the oral component of the Senior Project.
4. Seniors **MUST** have completed a total of 23.5 I.U. credits, not including SSR credits, with a minimum of 4 mathematics credits, 4 English credits, 4 social science credits, and 4 science credits, 1 writing credit, 1 foreign language credit, 1 physical education credit, .5 credit for the written senior project component and .5 credit for the oral senior project component.
5. Community Service Credit is required for Graduation equivalent to 30 hours.
6. Transfer students may apply for exemptions from the Principal.
7. Out-of-state transcripts require at least 3 months to evaluate.
8. Out-of-country transcripts require at least 6 months to evaluate.
9. All appeals on transcripts must be made to the Principal by the end of the first marking period of the student's senior year.

SENIOR PROJECT REQUIREMENTS

In order to fulfill graduation requirements, seniors must complete a senior project. The Senior Project includes both a written and an oral component. Seniors must earn a passing grade for each component. Students will be given the official project guidelines on the first day of school, or, for transfer students, shortly after entrance to the school. The official project guidelines are posted on the website under the heading "Senior Project" for the parents and stakeholders. Students are held to these guidelines and are responsible for responding to updates and revisions of these guidelines. As a mandatory graduation requirement, students are strictly held to the project requirements, grading policy, due dates, and penalties, and appeal process as outlined in those official guidelines.

Senior Academic Probation

Seniors are placed on "senior probation" if they receive:

1. Warning notices at the quarter breaks.
2. Warning of an "unsatisfactory" in discipline.
3. A failing grade on either component of their senior project.
4. A failing grade on more than one subject of their senior competency exams.
5. A suspension from discipline.

Walking privileges

1. Graduates must fulfill **all** graduation, academic, and discipline requirements in order to "walk," (i.e. participate in Graduation Exercises.)
3. No student who has failed to meet any graduation requirement, e.g. Senior Project, Competency Exam, etc. will be permitted to "walk" at graduation.
4. No student with an "F" as a Final Grade, in any scheduled class including SSR, will be permitted to "walk" at graduation.
5. No student with an "Unsatisfactory Conduct" in the Fourth Quarter as a Discipline Grade, or in any scheduled class, including SSR, will "walk" at graduation.
6. No student found cheating on his/her Senior Final Exams will be permitted to "walk" at graduation.

Special Education

Community Academy of Philadelphia Charter School firmly believes that students with disabilities should be challenged to reach their full potential. Students should be educated, to the greatest extent appropriate, in the least restrictive environment to meet each student's needs. CAPCS provides a continuum of educational services to all students with special needs. An inclusion setting at all grade levels accommodates all current special education students. The following programs are provided to students with special needs at CAPCS: Learning Support, Speech and Language Support, Emotional Support, Life Skills Support, and Autistic Support. Services include behavior support plans, counseling services, psychological assessment, psychological services, social skills training, speech and language therapy, transition planning, health services, occupational therapy, and interagency coordination.

During the 2011-2012 school year CAPCS has provided an appropriate education for 185 students with IEPs and 25 students with 504 service plans. Services are provided by regular education teachers, special education teachers, reading and math specialists, school psychologists, members of the emotional support team, speech and language pathologists and an occupational therapist. The special education department at CAPCS includes seven special education teachers/coordinators, a special education supervisor,

two school psychologists, a speech and language pathologist, an occupational therapist, an assistant teacher and a paraprofessional.

During the 2011-2012 academic year, a total of eighty-two students were evaluated for special education services. The school psychologists evaluated seventy of these students; the other twelve students were evaluated by the speech and language therapist only. This was approximately a 79% increase in the number of students evaluated by the school psychologists from the previous year. Reasons for the increase in evaluations included early intervention evaluations, mandatory reevaluations, and a greater number of initial evaluations, several of which were referred by the Core Team. Out of the seventy evaluations, four students were found ineligible, thirty-two students were eligible under the Specific Learning Disability category, five students were eligible under the Autism category, fifteen students were eligible under the Speech and Language Impairment category, two students were eligible under the Mental Retardation category, four students were eligible under the Other Health Impairment category, five students were eligible under the Emotional Disturbance category, and fifteen were eligible under multiple categories. A student experiencing academic difficulty in the classroom may be referred to the Core Team by a teacher, parent, principal, or student. The Core Team is a collaborative approach to developing, implementing, and monitoring interventions that promote the success of all students. Using the Core Team model, teams uncover the underlying reasons for academic difficulties and develop practical, classroom-friendly interventions to address these issues. This approach involves the collection and analysis of data in the academic area of concern. Upon data review, the team identifies, implements, and progress monitors the interventions, targeted at improving the particular area of academic need. The Core Team consists of the following members; referring teacher/staff member, counselor, principal/vice principal, special education coordinators, school psychologists, parent, and student. There are several possible outcomes of the Core Team. A student may positively respond to interventions implemented and makes effective progress in which case the interventions continue on an as needed basis. The student may not respond well to the interventions implemented and additional interventions may be recommended at this time. The student may not respond well to the interventions and the team may suspect that a disability may be present. A full psycho-educational assessment is then conducted by a certified school psychologist. The assessment may include cognitive, academic, and social-emotional testing. Additionally, interviews with staff and parents and observations occur. Results of testing are shared at a Multidisciplinary Team Meeting (MDT). In some cases, students may not participate in the Core Team process, and instead proceed directly to psycho-educational testing if requested by a parent or teacher/staff member. There were forty-eight total Core Team referrals during the 2011-2012 academic year. This constitutes an increase of 6% from 2010-2011 (45 total referrals). The Lower School referred twenty-five students. The Middle School referred eleven students. The remaining twelve referrals came from the Upper School. The Core Team Outcomes included ten referrals for Special Education evaluations. Other outcomes included successful discharge from Core Team, 504 plan development, and continued core team monitoring as needed.

Progress is monitored throughout the school year and changes are made to students' programs as needed. These changes are implemented through an IEP meeting. The IEP is used as a working document throughout the school year to ensure the student's needs are being met. Collaboration of members of the IEP team at CAPCS is vital to each student's academic success. Special education and regular education teachers, school counselors, reading and math specialists, certified nurse practitioner, school

psychologists, and parents are in regular communication to ensure appropriate delivery of services.

The CAPCS special education department also ensures that each special education student receives transition services beginning at age 14. Federal law (IDEA 2004) defines transition services as “a coordinated set of activities for a child with a disability that is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child’s movement from school to post-school activities.” Post school activities can include post-secondary education, vocational education, integrated employment (including supported employment), continuing education, independent living, and community participation. The coordinated set of activities is based upon a child’s needs, and takes into account a child’s strengths, preferences, and interests. School related activities at CAPCS include instruction, related services, community experiences, development of employment and other post-school adult living objectives and measurable goals, and connection with community resources. 95 students were provided with transition services during the 2011-12 school year.

Special Education - Attachments

- AT Policy and Procedure
- Core Team
- ESY Policy
- IEE List
- Positive Behavior Supports Policy
- Surrogate Parent Policy
- Discipline Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stefanie Quinn	.64	Learning Support	CAP	15	none
Maureen Eddy	.50	Learning Support	CAP	25	none
Cassandra McLaughlin	.27	Learning Support	CAP	18	none
Shannon Maicher	.69	Learning Support	CAP	16	none
Danielle Finnega	.60	Learning Support	CAP	20	none
Danielle Kuntz	.65	Learning Support	CAP	23	none
Melissa Rivera	.40	Learning Support	CAP	20	none
Ryan McCauley	.80	Autistic Support	CAP	3	none
Ryan McCauley	.15	Emotional Support	CAP	5	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	na	na	na	0	All current special education instructional programs are operated by the charter school.

Special Education Program Profile - Chart III

Title	Location	FTE
Reading Specialist	CAP	5.00
Special Education Supervisor	CAP	1.00
School Psychologist	CAP	0.10
Bilingual School Psychologist	CAP	0.15
Paraprofessionals	CAP	2.00
Special Education Coordinator	CAP	6.00
Math Specialist	CAP	0.65
Counselor	CAP	0.14
Counselor	CAP	0.20
Counselor	CAP	0.11
Counselor	CAP	0.31
Psychiatrist	CAP	0.31

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Abington Speech Pathology Services	Speech and Language Therapy	36 hours
Abington Speech Pathology Services	Occupational Therapy	15 hours
Education Based Services	Special Education Teacher	35 hours
Education Based Services	Special Education Paraprofessional	35 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	Yes	Yes	No
Measures of Academic Progress (MAP)	Yes	Yes	Yes	Yes	Yes	Yes
LoTi Math Benchmarking	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Senior Competency Graduation Exams	No	No	No	No	No	No	Yes
PASA	No	No	No	No	No	Yes	No
Measures of Academic Progress (MAP)	Yes	Yes	Yes	Yes	Yes	Yes	No
LoTi Mathematics Benchmarking	Yes	Yes	Yes	No	No	No	No

Student Assessment

The PSSA is included as one of the indicators considered when looking at students' areas of success and needed areas of focus for teachers; however because it is a summative assessment that only gives a snapshot of a few days' performance, it is by no means our only lens when looking at areas in need of improvement. We have addressed the need for more frequent skill level specific data for our data to more effectively inform instruction by implementing our school-wide initiative to use Measures of Academic Progress (MAP) testing; this on-going step began with the 2010-2011 school year.

Our annual measurable achievement goals are set by using Safe Harbor PSSA targets by grade level and subject area; however, as a barometer of progress throughout the year, we use our local Measures of Academic Progress (MAP) data which is available in Fall, Winter, and Spring. For the second year in a row we provided a full-day of on-site professional development from experts at Northwest Evaluation Association(NWEA) in regards to how to most effectively use MAP data to push students to higher

achievement.

Students and parents are also strongly encouraged to stay updated on in-class grades through our Powerschool online grading portal. In between report card grading quarters and these testing windows, teachers work with students in their own personal goal-setting, as well as goal-setting for individual classes as we promote a culture of rewarding academic achievement. A key improvement for upcoming 2012-2013 is the addition of a comprehensive data warehouse to facilitate acquisition, tracking, and effective use of these multiple measures of data to inform instruction through our student information system.

PVAAS results also offer valuable summative feedback in terms of student growth. The results of the 2011 CAPCS PVAAS Growth Measure (attached) indicate the following:

4 th Grade Reading	+0.8 NCE pts.	Evidence
that the school met the		
standard for PA Academic Growth		
5 th Grade Reading	+1.9 NCE pts.	Moderate
evidence that the		
school exceeded the standard for		
PA Academic Growth		
6 th Grade Reading	+3.9 NCE pts.	Significant
evidence that the school		
exceeded the standard for PA		
Academic Growth		

7 th Grade Reading	+6.6 NCE pts.	Significant
evidence that the school		
exceeded the standard for PA		
Academic Growth		
8 th Grade Reading	+3.2 NCE pts.	Significant
evidence that the school		
exceeded the standard for PA		
Academic Growth		
4 th Grade Math	+0.4NCE pts.	Evidence that the
school met the		
standard for PA Academic Growth		
5 th Grade Math	-5.0NCE pts.	Significant evidence
that the school		
did not meet the standard for PA		
Academic Growth		
6 th Grade Math	+2.7NCE pts.	Moderate
evidence that the school		
exceeded the standard for PA		
Academic Growth		
7 th Grade Math	+2.6NCE pts.	Significant
evidence that the school		
exceeded the standard for PA		
Academic Growth		
8 th Grade Math	+1.5NCE pts.	Moderate
evidence that the school		
exceeded the standard for PA		
Academic Growth		

In 9 of these 10 measured areas, CAPCS either met or exceeded the standard for PA Academic Growth. In fact, in 5 of the 10 measured areas, CAPCS

showed growth at the highest-rated level, qualifying as “Significant evidence that that the school exceeded the standard for PA Academic Growth.” Of these 10 measured areas, we acknowledge that in one there was a failure to meet the standard for PA Academic growth. This is a serious issue and we are taking strong steps to remedy this lack of progress in 5th grade math. We have, however, been working vigilantly to address the issues with our student achievement and feel encouraged by the overwhelmingly positive growth data from these PVAAS results.

Currently available data for the most recent 2011-2012 PSSA indicate that our key focus in the subject of math in grades 3-8 did benefit from the initiatives put into place over the past year. Improvement in mathematics performance was noted in every grade in mathematics. Reading improvement was also seen in grades 4 and 11 and with a plateau in grades 7 and 8. Teachers and students alike will be heartened by this break in the mathematics trend and encouraged that the measures taken to achieve success have yielded tangible results. Likewise, we will be addressing improvement in both reading and math across the board. Our goal continues to push all grades and subjects to meet these Safe Harbor targets.

We measure student achievement through a variety of indicators aimed at appealing to the different learning styles and multiple intelligences of our 1200+ students. As a result our teachers use

a variety of assessment tools to measure student success. In addition to the more traditional quiz and test assessments, our students are assessed on their achievement in independent projects that act as a catalyst motivating students to explore their capabilities in art, public speaking, problem solving and creativity. Our K-8 students also contribute to and maintain working portfolios throughout the entire school year as another means of showcasing their achievement. At the end of each year, the materials are reassessed by the student and teacher and the student's permanent portfolio accompanies him or her into the next grade.

As an overview, we use a review of MAP data, DIBELS data K-4, standardized tests like the PSSA, a new addition this past year was Levels of Teaching Innovation (LoTi) Benchmark testing in mathematics grades 3-8. Later in high school, the PSAT/SAT, and a student's transcript are also used as indicators of students current achievement levels. We also make use of the comparative data made available by the eMetric and the Pennsylvania Value-Added Assessment System (PVAAS) to monitor individual students' growth as a result of our academic program and to target key areas of weakness or gaps for grade levels in certain subject areas.

Administrators and teachers can use the measurements to see what is working and should continue to be emphasized in our program; likewise, such results offer another means of identifying students who have not shown appropriate growth

within a given time period. These students can then be redirected to one of our many academic support services including our Core Team which is often the first step in reviewing students' needs.

Academic intervention is built into our educational framework. In our lower and middle grades, teacher and parent referrals often begin the Core Team process that initiates an official monitoring of student weaknesses and the causes for it. The Core Team is a collaborative approach to developing, implementing and monitoring interventions that promote the success of all students. Using the Core Team model, teams uncover the underlying reasons that a student might be experiencing academic difficulties and develop practical, classroom-friendly interventions to address these issues. This approach involves the collection and analysis of data in the academic area of concern. Upon data review, the team identifies, implements and monitors progress of the interventions, targeted at improving the particular area of academic need. The Core Team may be comprised of the following stakeholders: Parents/Guardians, referring teacher/staff member, Counselor/Therapist, Principal/Vice Principal, Special Education Coordinators/Supervisor, and the School Psychologist. The Core Team process determines whether the student responds to interventions in the regular education setting instead of directly initiating a special education referral. This will avoid the mislabeling of disabilities and give students the opportunity to make progress in the regular

education classroom. Another benefit is that this process will focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. If the student fails to make progress and a referral is needed, data collected by the Core Team will be integrated into the psycho-educational evaluation thus speeding up the process for evaluation.

In other cases, students may be referred for further assessment and support via our Emotional Support Team and/or our Special Education Department or our English as a Second Language Department. In the upper grades, there are often many newly-entering 9th graders or transfer students who arrive with myriad achievement deficits for their appropriate grade level. Our unique Intensive Learning (IL) classes are designed to complement student needs and support individual weaknesses while adhering to standards and pushing students to overcome previous setbacks. This program is completely dedicated to bridging achievement gaps. Each class receives daily instruction by a certified reading specialist and often has push-in support from our Special Education Department and/or an English as a Second Language certified teacher.

To support student learning, we recognize the importance of quality professional development and staying in touch with the latest research in educational best practices. In addition to the on-site

NWEA training for all teachers of record, for the past three years we have been bringing teams to PDE-sponsored School Improvement Conferences and/or Governor's Institutes and Standards Aligned System (SAS) trainings for standards-based professional development. We have continued to get additional professional development on navigating through the many resources on the SAS Portal and will continue sharing them with our teachers as a useful support for core academic growth, especially as new resources will likely become available on the SAS portal to support Pennsylvania's transition to the PA Common Core Standards.

Throughout the school year, our students are given fair warning of failure with mid-quarter progress reports for parents. Our PowerSchool Parent Portal allows parents and students to view grades and assignments in real time. The portal is user friendly for those familiar with computers and Parent trainings sessions are offered to support any parents who need extra support. In addition at least two rounds of warning notices, accompanied by appropriate parent/teacher communication, are sent to elementary and middle school students in danger of retention and to 12th grade students whose grades have jeopardized their graduation status. In addition, all of our teachers from K-12 remain in school a full hour after classes have ended for purposes of tutoring and availability for struggling students. On-site summer school is available for upper and middle school students needing to make up credits to stay on their appropriate grade level or

for students seeking enrichment in a certain subject. Open communication among students, parents, and teachers is consistently emphasized and encouraged; partnership is necessary for success.

Student Assessment - Attachments

- 2011 Reading PVAAS Growth Summary
- 2011 Math PVAAS Summary
- Summary of Spring 2012 PSSA Data
- AYP School Status Report 2010-2011

Teacher Evaluation

Our teacher evaluation process is intended to provide both teachers and our students with the most favorable conditions for teaching and learning. Teachers are formally evaluated in each of the four domains of professional practice supported by the research of Charlotte Danielson and Thomas McGreal in *Teacher Evaluation: To Enhance Professional Practice* including learning atmosphere, planning and preparation, instructional delivery, and professionalism. In addition, our teacher evaluation tool adds a fifth domain of mission and philosophy, which we have found to be integral to success in our 32 years of service to at-risk youth.

Within these five domains, teachers are rated on a total 25 objectives using a three-point ratingscale. A score of 3 indicates Satisfactory performance, 2 indicates performance that Needs Improvement, and 1 indicates Unsatisfactory performance. In addition to the numeric rating, a principal has the option to add specific comments for any of the 25 objectives. The principal shares all comments with the observed teacher during a formal post-conference typically held later that day or the following day. The teacher and principal together share thoughts about what went on during the class, discuss any problems that arose, problem solve, if necessary, and ascertain any further support needed for the teacher. Note: For purposes of Instructional II certification, our evaluation form is transferred to the PDE 476 form provided by the State of Pennsylvania.

At minimum, the division principal formally observes non-tenured teachers twice each year. Tenured teachers are formally evaluated once each year in May. All principals that evaluate teacher performance attend Pennsylvania Inspired Leadership, (PIL)-accredited workshops during the school year. All of our division principals possess Principal K-12 Administrative certification and are up-to-date with all necessary PIL credits. All formal observations are scheduled and observations take place during an entire class period. All teacher evaluations are completed by our division principals. In addition to these formal evaluations, teachers are informally evaluated on an on-going basis, and informal observations are discussed with teachers as needed. Upper school department heads also conduct informal evaluations; however, all formal evaluations of teachers that would effect employment decisions, promotion/demotion,

and which would become part of the employee's permanent file are completed by the our Pennsylvania State certified division principals.

Community Academy of Philadelphia believes that comprehensive, ongoing professional development is central to school improvement and student success. Dr. Robert Marzano states that teacher education increases student achievement by 22%. To that end, Community Academy of Philadelphia Staff Development promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all administrators, faculty and staff. In addition, the administration, faculty and staff are advised of any professional development activities via email, newsletters, and weekly faculty/staff meetings. Administrators that evaluate teacher performance have gone to PIL accredited workshops during this school year.

The professional development of the administrative evaluators includes training that relates to instruction of students with disabilities and is designed for educators who work primarily outside and inside the area of special education. The staff development programs promote learning and collaborating with colleagues, reflect best practices, and be guided by the goals of the school. Instructional staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs and to develop meaningful programs for students. The Division Principals meet with the Chief Academic Officer on a weekly basis to review and organize on-going Professional Development.

Teacher Evaluation - Attachment

- Teacher Evaluation 2011-2012

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Mrs. Rosa Ramos, Lower School Principal(grades K-4), was laid off due to reorganization of grades K-8. Ms. Gina Bittinger, former Middle School Principal(grades 5-8), is now Principal of the Elementary Division.

Andres Jalon and Loretta Crespo's board term expired. John Gonzalez, parent of two children at Community Academy of Philadelphia, a PA CS, was elected board member during the 2011-2012 SY.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Thomas Baldino	Board Member
Nick A. Cinnali	Board Member
Jack M. Fitzsimmons	Board Chairman
Joseph H. Proietta	Secretary

Frank Viola	Treasurer
Wendy Williams-Blackson	Vice President(parent)
Angie Osoria Martinez	Board Member(parent)
John Gonzalez	Board Member(parent)
Guy Calcerano	Board Member

Professional Development (Governance)

New Board members are oriented to the Board's role and responsibilities. The by-laws are reviewed each year, but are less frequently revised. Board members and senior management comply with the Sunshine Law requirements by posting our meeting in the Philadelphia newspaper. Board minutes and attachments are posted on the website.

In addition, all board members and executive staff complete the Statement of Financial disclosure statements as required by the Public Officials act. Board members have each received the “guide to Pennsylvania public official and employee ethics law.”

Finally, the school's counsel attends all board meetings and trains members on legal, ethical (including the sunshine law) requirements of their positions.

Coordination of the Governance and Management of the School

Joseph H. Proietta is responsible for the day-to-day operations and management of the school. Mr. Proietta supervises the Executive Staff who are responsible for administration, academic leadership and supervision at the school. Mr. Proietta reports directly to the Board and speaks regularly with John M. Fitzsimmons, the Board Chair. The Board Chair is a founding member and the Board includes several members that have long-term experience with the School and its mission. The Board of Directors, the CEO, executive staff members and the schools accountant meet quarterly for scheduled board meetings.

Each Board Member is a member of 1 or more executive committees. The following committees meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints.
- The Finance Committee of the Board supervises the financial processes and reviews financial statements. The Audit and Budget Committee, which are subcommittees of the Finance Committee, supervises the audit and budget.
- The Education Committee provides input oversight of the school's academic program.

Community Academy of Philadelphia (CAP) maintains a working relationship with the School District of Philadelphia (SDP). CAP's CEO, and Chief Academic Officer (CAO) communicate regularly with the charter school office and key departments within the District.

The Chief Academic Officer and Special Education department attend regular meetings at the School District Of Philadelphia.

The mission driven nature of the school requires frequent and introspective reviews of policies and procedures to ensure that they are consistent with the school's philosophies and beliefs. These reviews may be as formal as those that occur during Middle States re-accreditation and Pennsylvania charter renewal examinations with the School District of

Philadelphia or during less formal evaluations during the normal execution of school duties. Self-evaluation is part of the school culture.

Coordination of the Governance and Management of the School - Attachment

- 12-13 SY Board of Directors Meeting Schedule

Community and Parent Engagement

At Community Academy of Philadelphia Charter School we truly value the impact that family and community involvement can have in the overall educational experience of our students. We believe that the education of our students can be greatly enhanced by the involvement of parents and families in their children's education. We advocate strong connections among home, school, and the community and trust that these relationships can help to reduce negative behaviors and choices that can impact the future of our students. We also realize that these connections can be meaningful in reducing obstacles that impede student achievement.

There are also immense benefits of parent/family involvement for the school. Teacher morale can be increased when relationships are formed between home and school. Teachers can better meet the individual learning needs of their students when they have established a connection with their home life. This can only lead to higher student achievement and overall positive outcomes. Family engagement benefits families in many ways. Most parents have a true desire to help their children succeed in school and want to form relationships with teachers and school administration.

At Community Academy of Philadelphia, PACS, we recognize schools can improve student learning by engaging parents, fully, in their child's educational experience. This year, we made an effort to enhance the parent-school partnership by encouraging parents to take a more "active role" in the decision-making process. First, an administrative position entitled Coordinator of Enrichment Programs was created, so parents would have an individual they could contact with suggestions or concerns for more meaningful communication. Then, a survey was taken in September to gain a better "parental perspective" on how the school could strengthen family engagement. In response to this survey, CAP established a formal Parent Involvement group, and in the spring, the first Parent Advisory Committee meeting was held. A more robust Parent Involvement calendar has been developed and approved for the next school year. Parent suggestions included: developing a better understanding of the school's academic curriculum, providing training for parents on how to access PowerSchool more effectively, and offering workshops on improving home life. Parents have been given a more active role in the decision-making process.

The Parent Involvement activities offered and opportunities provided in the 2011-12 school year included:

- Quarterly Parental Involvement Meetings with Parents to discuss concerns and organize school events.
- Posting of the Parent Compact, Parent Involvement Policy, and Events Calendar on the school's website.
- Event banners posted on school's homepage for high visibility of upcoming events.
- Use of PowerSchool Daily Bulletin/Power Announcement feature to directly email parents reminding them of upcoming events
- Kindergarten Summer Enrichment Program and Orientation Back-To-School Night offered an opportunity for parents to meet their child's teacher and learn about school/classroom expectations
- Progress reports and report card conferences held quarterly
- Elementary Division Book Fairs held in the fall and spring
- Family Fun Night offering various fun activities for the entire family
- Winter and Spring Concerts open to parents and the community highlighting CAP's musical program

- Honors Banquet for upper school students and their families spotlighting academic achievements
- Family Literacy Night provided training and tips for parents on make reading a daily experience in their home life
- Parent College Transition Night for parents and students who were college bound
- Career Day
- Cyber-Bullying Presentation/Workshop by Perry Aftab instructing parents on internet safetyTech
- Training Workshops instructing parents on free software packages available for home use to improve academic performance
- Schoolwide Art Show displaying students' artistic talents
- Poetry Café gave parents an opportunity, in a comfortable café-like setting, to hear students' original works
- Middle School Division Talent Show
- Updated school website with school information, calendars and contact information
- PowerSchool Parent Portal allows parents to view grades, assignments and student progress

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There are no major fund-raising activities planned at this time.

Fiscal Solvency Policies

Community Academy follows a zero-based budget policy which includes a budget reserve/contingency fund in the amount of \$50,000.00. If there are any significant changes that need to be made to the budget a revised budget is presented to the Board for approval.

Accounting System

The financial accounting system used by the school provides the necessary information to:

- 1) Prepare financial reports that present fairly the financial position and results of financial operation of the funds and account groups of the LEA in conformity with GAAP.
- 2) Determine and demonstrate compliance with finance-related and contractual provisions (such as subsidy calculations).

The accounting policy and procedures followed by the school are in compliance with the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools. The School utilizes Quickbooks accounting software, which is also in compliance with the standardized chart of accounts listed in the above referenced manual. At the direction of the CEO, the school uses a zero-based budget procedure.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Expenditure Report

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

Community Academy's current auditing firm is Siegal and Drossner, PC. The attached Audit report reflects year ending June 30, 2011 which the auditor's gave a unqualified opinion. There are no findings on this audit. Our next Audit is scheduled for August 2012.

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

- Audit 2011

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions for any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

The following improvements were implemented during the last school year:

1. The addition of a wall projection area, audio connections and power in the gymnasium.
2. Purchase of two wall mounted display cabinets for student artwork.
3. The addition of a pedestrian walkway from K Street to the Upper School / Gym entrance for safer passage of students during morning arrivals.
4. Continued education and certification of CAP security officers.
5. Additional circuits added to kitchen to prevent overloading.
6. Installation of wire light guards on gym lighting above play area.
7. Infrared electrical system circuit survey.
8. External and internal signage update.
9. Implementation of alternative energy supplier to reduce energy costs.
10. Replaced vending service company to improve the quality of service.
11. Added computer tables, chairs and related wiring to 5 Upper School classrooms.*

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capitol Needs:

The following improvements / capitol needs are in the planning stage but have not yet been implemented:

1. Replacement of the two remaining aging hot water heaters.
2. Replacement of gym roof.
3. Theatrical lighting, audio and acoustical upgrades to enhance the quality of sight and sound during stage performances.
4. Replacement of the aging and unreliable ice machine.
5. Refurbish security guard shack at K Street Gate.
6. Add hands free faucets to the two Upper School and Lower School bathrooms (they have been added to the Middle School).
7. Add hands free hand dryers to all bathrooms.
8. Proposal to replace all original video surveillance equipment from 2003 including all four Divar recorders, four monitors, and 16 of the 62 active cameras with associated wiring, pan and zoom controller and associated accessories.
9. The installation of motion switches for lighting, where applicable, to reduce energy consumption.
10. Add shelving to the main file room to improve storage capacity.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Each student has an individual health record that is stored in a locked filing cabinet. Included are the data from all yearly mandated health screenings, medical and physical exams, health history, immunization history, and episodic flow sheet as required by The Department of Education and The Department of Health.

The high risk, high volume health issues identified at CAP are asthma, dental caries, and obesity. High risk, low volume health issues include insulin dependent diabetes and seizure disorders.

Asthma education for students is based on each child's Asthma Action Plan provided by the Primary Care Provider or Specialist. Students are closely supervised in the use of asthma medications. Teaching students to identify their own specific intrinsic and extrinsic triggers is an initial step in their asthma management plan. The focus is on prevention and management in close cooperation with the child's parent/guardian. The short-term goal is to increase attendance at school by reducing asthma related absences. The ability to manage asthma symptoms on a daily basis at home and school, and to assume increased responsibility for self care is the long-term goal.

The health services office provides parents with written BMI and BMI percentiles with an explanation of age appropriate values for normal, at risk, and overweight children. Basic guidelines on nutrition and physical activity are included. The new food guide from the USDA, Choose MyPlate has been included in this year's nutrition education.

Promotion of dental health information is featured each fall at the annual Back to School Night at the health services booth. Each February during Dental Health Month information packets provided by the Pennsylvania Dental Association are given to 3rd

grade teachers to share with their students. For Fall 2012 age appropriate lessons for Kindergarten through 3rd grade are planned. The presentations will be delivered by the dentists that provide the school screenings in February.

Physical activity and physical education along with health education are incorporated into the grade appropriate curriculum. Children with asthma are identified and individual plans are developed and implemented to allow maximum participation in physical activities. Children with other physical/medical limitations are encouraged and allowed to participate at their best individual level.

The Health Services staff developed a power point entitled Illness and Injury in School Aged Children: Guidelines for Teachers at Community Academy of Philadelphia which was presented to the elementary, middle, and upper school divisions in October 2011.

The school has 2 AED's that are visible and accessible. AHA Heartsaver (CPR/AED/FIRST AID) will be provided again this August 2012 for 20 employee's. This follows the AHA guidelines.

Our operations department has been trained to handle all equipment hazards and is knowledgeable about safety standards. MSDS manuals are available at each end of the building for staff and emergency personnel. We have scheduled fire drills for faculty, staff, and students during school hours in the building and on the school buses. The local fire department participates in evaluations. Documentation of all fire drills is kept in the administrative office.

The Food Service Director has an active role in making the Federal School breakfast and lunch program available to all students. Students with particular food allergies/restrictions are identified and this information is shared with the Food Service Director and Food Services. Individual teachers are made aware. Meals for students that need alternate choices are developed with the parent and shared with food staff/teachers.

The 2010-2011 Request for Reimbursement of School Health payment voucher is attached.

The 2011-2012 Request for Reimbursement of School Health Services Report is in the process of completion for submission by September 30, 2012, which is the due date.

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

- SHARRS 10-11
- 12-13 Wellness Plan

Current School Insurance Coverage Policies and Programs

Community Academy is insured with Philadelphia Insurance Company for general liability, auto, property, professional liability, employer's practices liability, and excess/umbrella.

Community Academy's worker's compensation insurance coverage is through the State Worker's Compensation Insurance Fund.

We currently offer our employees Keystone Health Plan East, Personal Choice, Delta Dental, \$50,000 life insurance policy and PSERS.

Current School Insurance Coverage Policies and Programs - Attachments

- Employer's Practice Liability
- Excess/Umbrella Policy
- General Package Policy

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The CEO establishes a school culture, which fosters cooperation, encourages professional development, and empowers, creating a community of leaders. The faculty and staff meetings held once a week encourages high levels of participation in school level decision-making and monitors progress. The CEO creates a collaborative and proactive school culture, which anticipates needs, initiates responses, and monitors progress. The total number of professional staff for the 2011-2012 academic school year was 94. The percentage of returning staff from 2010-2011 SY was 94%.

- 80.7% of our certificated positions were certified under NCLB. 92% were certified under PA Charter School Law in 2011-2012.
- All administrative staff in certificated positions are certified.

Patterns and Reasons:

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, CAP has very high standards for our teaching staff. As a result, some turnover is expected. In addition, due to state budget cuts a reduction in force was implemented.

At the end of the 2011-12 school year:

- 8 teachers, 1 Psychologist and 1 school counselor were not offered a contract
- 1 teacher left at the end of the year to be a stay at home mom
- 2 teachers resigned terminated mid year
- 1 teachers resigned and are moving out of state
- 1 Administrative employee resigned mid year
- 1 Administrative employee was laid off at the end of the year

Quality of Teaching and Other Staff - Attachments

- 11-12 LEA STAFF PROFILE REPORT
- PIMS/ACS REPORT 11-12
- PDE 414 11-12

Student Enrollment

Community Academy of Philadelphia Charter School follows strict admissions and enrollment procedures and policies that comply with state law.

Each year Applications of Intent to Enroll for grades Kindergarten to Eighth are available and accepted during the period of December 15th and March 31st. All applications must be complete and received by the March 31st deadline in order to be accepted. Applications are not selected on a first come, first serve basis. Incomplete or inaccurate applications are not accepted. Applications for 9-12th grades are accepted twice a year to give parents an opportunity to apply if they have missed the first deadline. The first application deadline is from November 15th-January 31st, and a second application deadline from February 1st-April 16th. The first high school lottery is done in February, and the second lottery is done in May. For applications for prospective Kindergarten students, the child must be five years of age by September 1st of the school year being applied for. For prospective First Grade students, the child must be six years of age by September 1st of the school year being applied for.

Parents or guardians must complete an Application of Intent to Enroll for each child they wish to enroll. Applications are considered complete when submitted with the following attachments:

1. Proof of Age: a photocopy of prospective student's birth certificate, baptismal certificate or passport. Hospital records are not accepted.
2. Proof of Residency: a photocopy of a utility bill, vehicle registration, lease or mortgage statement.

Submission of original documents is required if the applicant is selected for admission.

To comply with charter school law, a public lottery is held when the number of applications exceeds the number of available spaces in the school. When applications are

complete, parents are notified of the lottery dates and are given a student identification number for the lottery. Once applications have been selected, available spaces are offered in order of the lottery results and the remaining applications are placed on a waiting list. If spaces become available during the school year, they are offered to students on the waiting list. If a student is not been offered a space and remains on the waiting list they must reapply for the following school year as applications are valid for one school year only.

When a student is offered a space at the school, the parent is called to schedule an enrollment meeting. Original documents listed above and additional documents must be submitted at this meeting including an enrollment form.

Grade	Initial Enrollment	#Dropped	#Added	#Transferred
	End of Year-(returning)			
K		1	0	63
4		60		
First		57	0	4
2		59		
Second		59	0	5
2		62		
Third		61	0	5
4		62		
Fourth	63		0	6
4	65			
Fifth		64	0	2
2		64		
Sixth		67	0	1
1		67		
Seventh		66	0	39
9		96		
Eighth	96		0	10
9		97		
Ninth	101		0	63
17		147		
Tenth	150		0	26
28		148		
Eleventh		155	4	23
27		147		
Twelfth		136	2	9
12		131		

Totals	1076	6	256
121	1205		

- 52 Students transferred to schools within the School District of Philadelphia.
- 23 Students transferred to Charter Schools in the City of Philadelphia.
- 10 Students transferred to Private/Parochial Schools in the City of Philadelphia.
- 7 Students transferred to schools out of the City of Philadelphia.
- 13 Students transferred to schools out of Pennsylvania State.
- 0 Students transferred to schools out of United States.
- 10 Students transferred to Online/Home School in the City of Philadelphia.
- 0 Student transferred due to incarceration.
- 0 Students transferred to GED program.
- 6 Students dropped out of school.
- 0 Student runaways.

Student Enrollment - Attachments

- 12-13 Application
- 12-13 English Application cover
- 12-13 Spanish
- HS Early admit
- k-8 app
- k-8 cover

Transportation

Prior to the beginning of the school year the School District of Philadelphia (SDP) is provided with student names and demographic information to determine bus transportation eligibility.

Once this determination is made both parents/guardians and CAP are notified. Along with the approval letter parents are notified of their child's pick up / drop off times and location. The SDP also determines eligibility for Septa Trans Passes, which are distributed at the school.

Transportation to and from school of eligible students is provided by the SDP.

For school related trips, such as field trips and events, CAP has its own bus and two student vehicles for transportation. If additional transportation is required a private bus company will be contacted.

Students eligible for special education services are entitled to free transportation from the SDP that takes into account their disability. If a child needs special transportation, such as a lift bus, that must be listed on the child's IEP to be provided.

Food Service Program

The lunch program at CAP is overseen by the Operations Department. Community Academy of Philadelphia provides meals and nutrition education services to students in grades K to 12.

Our goal is to provide nutritious, well-balanced student preferred meals that not only taste good but are economical as well.

We have a school wide (K-12) participation in the National School Lunch program (Federal Lunch Program). In accordance with regulations of this program meals are available for free and reduced rates for families that qualify.

The NSLP Supervisor is a full time CAP employee who oversees the daily operation of the functions of the food services as well as our FSMC Primo's Grille Inc.

Our NSLP Supervisor has over 6 years of program management and has been involved in several trainings and seminars. At present this supervisor has certificates from the City of Philadelphia (Food Establishment Personal Food Safety), Servsafe and NSLP Annual Training Course.

Our building has two dining areas serving our 1200 students. The first dining area serves the Lower (K-4) and Middle Schools (5-8) over 3 periods. The second dining area is for Upper school (9-12) serving meals over 7 periods. These areas serve students both breakfast and lunch.

Student Conduct

Every aspect of CAP is dedicated to providing a quality education while keeping in mind the special needs of our students. We believe that a trusting, caring, and mutually respectful relationship must exist between adults and young people. We affirm that a safe environment, free from violence, abuse and intimidation is possible within a framework of adult leadership. Therefore, we have a strict discipline code to establish a "zero tolerance policy."

CAP's Code of Conduct must be carried by students at all times. Students assume a sense of responsibility in maintaining a safe and calm environment. The Code of Conduct is also available online for the public. CAP has a clear code system that outlines levels of offenses and corrective actions. Suspensions can be denoted as either in or out of school.

Suspension is a separation from classes, activities, and all other privileges in which the student is subjected to until parent is notified and behavior is corrected.

Students are required to make up all class work and tests missed during a time of suspension. At the time of the infraction, the Vice Principal or Principal will invite the parent to a meeting, at which time the

student and parent can express any extenuating circumstances they feel merit reconsideration. The decision will be sent by USPS registered mail. This shall, in all likelihood, require make-up work after school. The time period to make up all missed work may not exceed one (1) week from the date of reinstatement. Truancy Hearings: After three unexcused absences, a student will sit in the Discipline Office for a period not to exceed three days and for each of those days will serve a one-hour detention after school. Parents are required to schedule a meeting with the Vice Principal. If the meeting is not scheduled, the student may be suspended out-of-school. The due process for all appeals is detailed in the Student Handbook, which is attached.

Every aspect of CAP is dedicated to providing a quality education while keeping in mind the special needs of our students. CAP is a multi-racial, multi-ethnic, and multi-religious family that holds brotherhood and cooperation as essential values. CAP does not discriminate based on race, color, sex, sexual preference, religion, disability, or ethnic or national origin, but rather seeks to empower the diverse young people of Philadelphia through a productive and satisfying school program.

Education at the Community Academy of Philadelphia is based firmly on the belief in shared responsibility. Participants: (children, parents, teachers, administration, and support staff) constitute a family. Every effort is made to keep open the lines of communication and work out differences in a loving, caring atmosphere. The focus of our vocation is the child and he/she is the primary consideration. All suspensions and disciplinary notes are explained to the parents immediately. Written paperwork is given to students and parents in regards to any suspension. Hearings both, formal and informal, are set up at the earliest convenience of the parents. It is our mission to get students back into the classroom as soon as possible.

“For the apparel oft proclaims the man.” - William Shakespeare. Uniforms are mandatory for all students regardless of age. No student may attend class out of uniform. Uniform requirements are clearly outlined in the Student Handbook.

Suspension/Expulsion Report (K - 12)

Infraction	Duplicated	(Out of school) Suspensions (#)
Act 26		
Fighting/Assault	1	15
Sexual Harassment	0	0
Bullying /Hazing	0	0
Possession of Prohibited Item	0	0
Drugs	0	5
Disruption of school	2	24
Leaving school without permission	0	2
Endangering or threatening of school personnel, students	1	5
Theft	0	0
Verbal Argument/Encouraging a fight	0	10

Student Conduct - Attachment

- Student Handbook 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES ____ **NO** ____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Community Academy of Philadelphia 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: Joseph H.G. Proietta **Title:** Founder and CEO

Phone: (215) 533-6700 **Fax:** (215) 533-6722

E-mail: jproietta@communityacademy.org

Signature of the Chief Executive Officer and Date

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

Name: John M. FitzSimmons **Title:** Board Chairperson

Phone: (215) 533-6700 **Fax:** (215) 533-6722

E-mail: board@communityacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Cassandra McLaughlin **Title:** Special Education Supervisor

Phone: (215) 533-6700 **Fax:** (215) 533-6700

E-mail: cassandemclaughlin@communityacademy.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signed Assurances