

---

# Pennsylvania Department of Education

---



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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Monday, December 05, 2011)**

**Entity:** Eastern University Academy Charter School

**Address:** 3300 Henry Ave. Ste 2

3 Fall Center

Philadelphia, PA 19129-1121

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Eastern University Academy Charter School

**Date of Local Chartering School Board/PDE Approval:** June 1, 2012

**Length of Charter:** 5 years    **Opening Date:** September 6, 2009

**Grade Level:** 7, 8, 9, 10,11    **Hours of Operation:** 8:00am-4:00pm

**Percentage of Certified Staff:** 75%    **Total Instructional Staff:** 25

**Student/Teacher Ratio:** 20:1    **Student Waiting List:** 50

**Attendance Rate/Percentage:** 93%

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

This is not applicable

## Summary Data Part II

**Enrollment:** 309 **Per Pupil Subsidy:** \$8,773.03; 19422.86 (special education)

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	95
<b>Hispanic:</b>	3
<b>White (Non-Hispanic):</b>	0
<b>Multicultural:</b>	0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
66

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 35

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	0	0	185	185
Instructional Hours	0	0	0	0	0	1023	1023

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The educational community of Eastern University Academy Charter School is primarily an urban community. The majority of the students live throughout the city of Philadelphia. The school currently serves approximately 315 students.

This year Eastern University Academy has students in grades seven through eleven. The school will reach its capacity of 357 students in the seventh through twelfth grades next year. The distinguishing quality of the school is that it is an early college; that is, students will be offered an array of post-secondary opportunities from Eastern University prior to graduating from the school. Equally important, students have an opportunity to explore their life's passion through internships and service learning opportunities. This provides students with an opportunity to engage the real-world, interact with mentors, and align work with real-world expectations.

The key to making this model work is the integration of key elements of the Big Picture school model, true performance-based progression and high school-college curriculum alignment based on PA and national college preparation standards, a small school with small seminar style classes, and preparation for the high school in an academically rigorous middle school program.

Eastern University Academy Charter School is a model of true integration of an Early College program where students prepare for and earn college credit prior to graduation, and a Big Picture

inspired school, where students spend a large amount of time pursuing their individual interests through individual work projects, small group projects, service learning projects, and structured internships. Although Big Picture schools encourage their students to prepare for and attend college, none have yet been developed that provide an early college environment where students can earn up to 60 college credits before graduation. And, although some Early Colleges have experimented with project based learning, none have yet fully integrated internships and interest-driven, project based learning into their rigorous college preparation programs. The expertise of Eastern University and our extraordinary partners makes this unique education program possible for students in Philadelphia.

## **Mission**

The mission of Eastern University Academy Charter School is to provide a wholistic, college-integrated learning community dedicated to the education of each student in the context of his/her unique interests. The school will provide students with an environment of excitement and early expectation through an integrative discovery-based learning experience that will develop logical reasoning, critical thinking, and purpose driven global citizens. The school will graduate self-directed, self-aware learners many of whom will have successfully mastered college level work.

## **Vision**

Eastern University Academy's vision is incorporated into its Mission Statement and Shared Values.

## **Shared Values**

1. Every student pursues his/her interests, passion and purpose
2. Every student develops a supportive, caring, loving, and nurturing relationship with adults
3. Every student learns "how to learn" and think critically (college going culture & post-secondary opportunities)
4. Every student engages in real world learning (internships, field experiences, community service, local, national, and global experiences)
5. Every students' parent/mentor/guardian is an integral part of the school community (family engagement)
6. Every student engages in project based learning through an interdisciplinary approach (advisory-wide projects and individual projects)
7. Every student understands and participates in the restorative process

## **Academic Standards**

The course of study at Eastern University Academy Charter School focuses on the passion and interests of each student and advocates a decentralized delivery method. Eastern University Academy's (The Academy) curriculum is firmly rooted in the belief that students are capable of completing academically rigorous courses if asked to do so within an infrastructure that supports their passions. To create this infrastructure, the Academy draws upon the philosophy of Big Picture Learning as well as the philosophy of the Early College High School Initiative. In addition,

curriculum development is informed by the results from Understanding University Success: A Report from Standards for Success, a study conducted by David Conley, Ph.D., on behalf of the Association of American Universities and The Pew Charitable Trusts. Conley's work identifies the skills necessary for succeeding in entry-level college courses and these skills are intentionally built into both the Academy's course of study and delivery methodology.

The EUACS Curriculum Scope and Sequence is designed to help all students meet the Pennsylvania Academic Standards and requirements for graduation in a performance-based progression toward college level study by Senior Year. The curriculum is aligned with not only the Pennsylvania Standards, but also the standards of the School District of Philadelphia and Standards for Success based on Conley's work to identify the skills necessary for success in entry-level college courses.

## **Strengths and Challenges**

Eastern University Academy Charter School offers a positive and nurturing environment in support of the school's students, parents and teachers. Eastern University Academy thrives on practice of healthy student-to-adult relationships designed to enhance not just academic, but social and emotional competencies for each student.

Below, is a summary of strengths and challenges:

### **Strengths**

Commitment to School Brand: The mission of EUACS is to provide a holistic, college-integrated learning community dedicated to the education of each student in the context of his/her unique interests. Merging the Big Picture Company and Early College High School designs, the Academy provides students with an environment of excitement and early expectation through an integrative discovery-based learning experience that will develop logical reasoning, critical thinking, and purpose-driven global citizens. The school will graduate self-directed, self-aware learners many of whom will have successfully mastered college level work.

Student projects and work, school celebrations, guest speakers and programs, the school's budget, engagements with the university, summer orientation, scheduling, and staffing are aligned with the school's mission and brand.

Development of a Comprehensive Strategic Plan: As a result of our charter school renewal application, EUACS has developed a comprehensive five-year strategic plan. The governing board, administration, staff, students and parents are aware of what we are specifically measuring as a community. Not only does the plan push all stakeholders to be accountable, but it enables the school community to celebrate areas of success, to easily identify areas of challenge, and to assume leadership for specific areas.

Learning Through Internships and College Transitions Coordinator: The school's addition of this position has certainly been a plus. In reference to internships, the coordinator has implemented procedures that protect the student and school from a host of liabilities. In addition, the coordinator has been able to teach and train staff as to how to "push" the real world learning experiences to the center of the academic experience. As a result, students are required to complete weekly reflections about their real world learning experience. In reference to improvement, the coordinator will focus on

developing the work ready and social skills of our students (many students were unprepared for the social customs of the work place), the quality of the internships, and the engagement of the mentors.

Having a college transitions coordinator has enabled EUACS to continually support our mission as an Early College. Through the coordinator's work, students have registered for and taken the SATs, all of our middle school students are scheduled to take the Readistep assessment (a practice test for the SAT), and parents have received training as to how to support the college admissions process. Finally, the college transitions coordinator organized a student-led college fair, whereby all of our 11th grade students presented research about their colleges of choice.

## **Challenges**

Pacing Schedule: We succeeded this academic year in clearly defining for our teachers, parents, and students the projects students must produce and how they would be evaluated. Unfortunately, the quality of many projects did not meet acceptable standards. While the staff was very clear on the end goal and the expectations, we realized the need to prescribe and effectively pace out the process, especially for new teachers, so that we get a better product from our students. The projects that we expect students to produce will not change, but our staff will develop the pacing schedule for producing high quality projects

Student Achievement: We still need a host of training for our staff around working with students who are seemingly disengaged and unmotivated. As a school, we will not accept the following excuses — “students are lazy” or “they just won't do the work.” However, it is apparent that we must do a better job of training our students on the habits of mind and “learning how to learn”(i.e., getting organized, studying, managing time, asking for help, taking tests, how to get things done, etc.). Once we successfully provide this foundation for our students, we are positive that we will see better results in the classroom, on standardized tests, and our students' attitude towards learning.

Restorative Practices: Implementing Restorative Practices has been exhausting, time consuming, and at times, frustrating. However, our commitment to training is the key for successfully building a community where Restorative Practices works. It is very important that we train our staff effectively up front and make sure that practices in the classroom are aligned with the ideals of the approach. A number of these practices have been misaligned. Our staff reported via survey that their confidence levels and perspective changed as a result of receiving training in Restorative Practices.

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

### **Strategic Planning Process**

Eastern University Academy's strategic planning process was initiated by the founding board in the authoring of its charter application to the School District of Philadelphia in 2006. The first two years of operation have been consistent with that strategic plan.

Following the opening of the school in 2009 the CEO/Principal and Board began the initial process of developing essential benchmarks of the charter during its first board orientation in June of 2009 and at a

subsequent Board retreat in December 2010. The CEO and members of the Administrative Leadership Team which is comprised of the Chief Operating Officer, the Director of Program Design and Assessment, and the Director of School Climate and Restorative Practice also met regularly and collaborated with appropriate Board Committees, staff and parents in order to fulfill the school's mission.

A key area of focus in 2010-2011 was planning for the upcoming charter renewal process. The process included a review and analysis of the original charter, implementing measures to address gaps in student achievement, and improving administrative and operational efficiency.

The focus for 2011-2012 was refining the five year goals and objectives and scaffolding a comprehensive strategic plan that aligns the goals and objectives with the ends policies outlined in the Board Policy Governance Manual.

The creation of a five-year strategic plan will help us move forward effectively. For the 2012-2013 year we will focus on meeting goals that address college and work ready achievement and social and emotional competencies.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Aidoo, Phil	EUACS	Middle School Teacher	CEO
Barlow, Omar	EUACS	Administrator	Board Members
Bynum, Colleen	Academy Parent Representative	Parent	CEO & Principal
Chang, Heewon	Eastern University	Business Representative	Founding Board
Deitch, Carly	EUACS	Administrator	CEO
Howie, Kevin	EUACS	Secondary School Teacher	CEO
Huber, Jason	EUACS	Middle School Teacher	CEO
Isard, Adam	EUACS	Secondary School Teacher	CEO/Principal
Jarvis, Robert	University of Pennsylvania	Business Representative	Founding Board
Matthews, Alonzo	EUACS	Special Education Teacher	CEO/Principal
Mitchell, Edgar	Director of Program Design & Assessment	Administrator	CEO & Principal
Oliver, Robert	Eastern University	Board Member	Founding Board
Senatus, Angikindslovs	Director of School Climate & Restorative Practices	Administrator	CEO & Principal
Silberstein, Joseph	EUACS	Secondary School Teacher	CEO/Principal

Stanford, Shannon	EUACS	Secondary School Teacher	CEO
Turner, Yvonne	Chief Operating Officer	Administrator	CEO & Principal
Wagner, Ryan	EUACS	Regular Education Teacher	CEO
Winters, John	EUACS	Secondary School Teacher	CEO/Principal

## Goals, Strategies and Activities

### **Goal: 1: Create a Culture of Shared Leadership among Staff, Students, Families and Key Stakeholders**

**Description:** It is essential for Eastern University Academy Charter School to practice shared leadership. Activities related to this goal of the professional education plan will help to create shared expectations among teachers, administrators and students about what constitutes good work, and a set of processes for observing whether these expectations are being met.

#### **Strategy: A. Build Professional Learning Communities**

**Description:** Instructional staff must embrace as their mission that their students will learn and achieve at high levels. They must work together collaboratively to achieve this purpose. And they must judge their success by results experienced by their students not by the extent of their own efforts. EUACS will deliver professional development activities that incorporate yet go beyond training sessions or seminars about instructional content and pedagogy, to promote staff reflection about their practice, and encourage collaborative inquiry about their students' work thus creating a professional learning community at the School.

#### **Activity: Organizational Structures and Processes**

**Description:** Creating organizational structures and processes (e.g. schedules, meeting designs and protocols, team building activities and retreats, as well as common assessments, using data tools and analysis,) that enable leadership practice.

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

Barlow, Omar	Start: 9/1/2010 Finish: Ongoing	-
--------------	------------------------------------	---

**Status:** In Progress — Upcoming

#### **Strategy: B. Develop Teacher Leaders**

**Description:** School leadership is a broad-based, synergistic concept that is distinct from the individuals who staff the school and the roles that they play. EUACS will fully involve the instructional staff in the work of leadership by attaining a high degree of alignment among individual teachers about what they can do and about their responsibility for improving student learning. The professional education program will continually reinforce the professional responsibilities of teacher-advisors — e.g. as delineated in the Professional Code of Conduct for educators — and will support instructional staff in their ability to reflect upon and continuously grow and develop professionally. The School's professional education programs will also provide the knowledge and support to instructional staff that allows their effective integration of new skills: the programs and activities will have a clear theoretical foundation supported by research, and expert practitioners will provide modeling in real settings, while structuring opportunities for participants to practice the new skills and receive feedback from a coach or supporting teacher.

**Activity: Enhance teacher evaluation**

**Description:** Incorporate clinical observations into the evaluation process to gauge planning / preparation and instructional delivery in particular their capacity to anticipate and confront students' naive assumptions or misconceptions.

**Person Responsible Timeline for Implementation Resources**

Barlow, Omar	Start: 9/7/2011 Finish: Ongoing	-
--------------	------------------------------------	---

**Status:** In Progress — Upcoming

**Activity: Foster professionalism**

**Description:** Reinforce the requirements of the Pennsylvania Code of Professional Practice and Conduct.

Person Responsible	Timeline for Implementation	Resources
Barlow, Omar	Start: 9/7/2011 Finish: 9/4/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.75	1	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of professional responsibilities under Pa. Law - obligations re: non-discrimination, confidentiality, communication skills.	Professional learning community promoted by reflection regarding requirements of profession.	<p data-bbox="987 254 1385 359"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="987 390 1385 527" style="list-style-type: none"> <li data-bbox="987 390 1385 527">• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p data-bbox="987 558 1385 674"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="987 705 1385 873" style="list-style-type: none"> <li data-bbox="987 705 1385 873">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

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

Role	Grade Level
<ul data-bbox="230 989 662 1094" style="list-style-type: none"> <li data-bbox="230 989 662 1031">• Classroom teachers</li> <li data-bbox="230 1031 662 1094">• Principals / asst. principals</li> </ul>	<ul data-bbox="662 989 1385 1094" style="list-style-type: none"> <li data-bbox="662 989 1385 1031">• Middle (grades 6-8)</li> <li data-bbox="662 1031 1385 1094">• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul data-bbox="230 1169 662 1220" style="list-style-type: none"> <li data-bbox="230 1169 662 1220">• Journaling and reflecting</li> </ul>	<ul data-bbox="662 1169 1385 1220" style="list-style-type: none"> <li data-bbox="662 1169 1385 1220">• Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Activity: Strengthen teacher induction**

**Description:** Implement a two-year induction program supported by on-site mentoring by professional coach.

**Person Responsible Timeline for Implementation Resources**

Barlow, Omar	Start: 10/27/2010 Finish: Ongoing	-
--------------	--------------------------------------	---

**Status:** In Progress — Upcoming

**Strategy: C. Practice Data Informed Decision Making**

**Description:** A key responsibility of school leaders is to use multiple sources of data to inform decisions about instruction. Staff providing the level of individualized instruction contemplated by the school's instructional model, while gauging the effectiveness of teaching, and making sure that no student falls through the cracks are necessarily a data driven processes. EUACS will structure its professional development offerings to make sure that instructional staff understand the importance of data to student-centered accountability. Professional education programs will provide staff with the tools and the knowledge they need to collect, and analyze data relevant to their students' performance and will ensure that they are able to plan ways to address their students' needs.

**Activity: Benchmarks**

**Description:** Training in how to administer and make sense of benchmarks

Person Responsible	Timeline for Implementation	Resources
Mitchell, Edgar	Start: 8/25/2010 Finish: 8/28/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.50	4	27

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

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

Administering both computer assisted and paper benchmark tests, generating and analyzing data reports.	Like formative assessments benchmark assessments provide data about students' areas of weakness. Teacher-advisors can prepare plans for re-teaching and intervention.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use</u></li> </ul>
--	---	--

appropriate data to inform decision-making.

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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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

**Status:** In Progress — Upcoming

**Activity: Formative Assessments & Rubrics**

**Description:** Training in developing rubrics and formative assessments based on Academic Content Standards and eligible content.

Person Responsible	Timeline for Implementation	Resources
Mitchell, Edgar	Start: 9/1/2010 Finish: 9/4/2013	-

**Professional Development Activity Information**

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

Session	Per School Year	Per Year
2.00	10	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
--	---	----------

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

Checking for understanding / formative assessment Writing rubrics based on academic content standards	Formative assessment supports delivery of timely interventions as students struggle rather than remediation based on summative assessments.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
--	---	--

*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"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> </ul> |
|--|---|

**Status:** In Progress — Upcoming



- decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

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

**Status:** In Progress — Upcoming

## **Goal: 2: Build Staff Understanding and Capacity to Deliver the Unique Components of the School's Instructional Model**

**Description:** The Big Picture and Early College designs incorporated into EUACS's instructional model demand a high level of facility among teacher-advisors in implementing specific components of the program. Through its professional education programs, EUACS will provide development activities that allow staff to develop expertise in: structuring student projects that accentuate student passions and successfully integrate the disciplines of math, science, language arts and history; planning and supervising LTI (learning through internships); planning and staging Exhibitions to showcase students' project-based learning; developing narrative assessments, evaluations and transcripts; as well as planning and completing home visit during which students' families are engaged as partners in the development of students' individual learning plans.

### **Strategy: A. Create Positive School Culture**

**Description:** The daily interactions that students have with their peers and with adults profoundly impact their lives. The methods used to communicate and the messages that are communicated largely determine whether students feel physically and emotionally safe and supported. EUACS professional development programs will equip staff to develop norms regarding how students and staff treat each other as well as a common language for communicating those norms. Teacher-advisors learn to model the understanding and compassion that they want their students to exhibit.

### **Activity: Foster professionalism**

**Description:** Reinforce the requirements of the Pennsylvania Code of Professional Practice and Conduct.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Barlow, Omar	Start: 9/7/2011 Finish: 9/4/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.75	1	12
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Eastern University Academy Charter School	• School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

Knowledge of professional responsibilities under Pa. Law - obligations re: non-discrimination, confidentiality, communication skills.

Professional learning community promoted by reflection regarding requirements of profession.

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

- Empowers educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** In Progress — Upcoming

**Activity: Restorative Practices**

**Description:** Build staff skills required to balance control (through limit-setting and discipline) with support, encouragement and nurturing in their relationships with their students. Teach strategies for rebuilding relationships and addressing harm to the community.

Person Responsible	Timeline for Implementation	Resources
Senatus, Angikindslovs	Start: 9/8/2010 Finish: 9/11/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	12

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

Eastern University Academy Charter School and/or IIRP	<ul style="list-style-type: none"> <li>School Entity</li> <li>College</li> </ul>	Approved
---	--	----------

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

Restorative justice principles.	Learning how to balance high expectations and limit-setting with support, nurturing and encouragement allows teacher-advisors to establish relationships of trust with their students that is essential to a maintaining a positive school culture.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
---------------------------------	---	--

Educator Groups Which Will Participate in this Activity	
Role	Grade Level

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Classroom teachers</li> </ul> | <ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul> |
|--|--|

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> <li>Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>Participant survey</li> </ul> |
|--|--|

**Status:** In Progress — Upcoming

**Strategy:** B. Structure Effective Project-Based Learning

**Description:** According to current research, “knowledge, thinking, doing, and the contexts for learning are inextricably tied.” Project —based learning reinforces all these facets of cognition. In addition, project-based learning provides the ideal vehicle for students to learn and demonstrate 21st Century skills involving planning, collaboration and communication. EUACS’s professional development programs will build the capacity of teacher-advisors to design standards-focused projects that allow them to check their students’ understanding by surfacing and confronting misperceptions about the subject matter. They will learn to how best to allow students to practice speaking and listening skills which are otherwise often overlooked in literacy instruction. Teacher-advisors will also learn to create processes to help their students become self-regulated learners who can internalize the steps needed to monitor their own understanding and appropriately balance their “doing” activities with “understanding” of their subjects.

### **Activity: Formative Assessments & Rubrics**

**Description:** Training in developing rubrics and formative assessments based on Academic Content Standards and eligible content.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mitchell, Edgar	Start: 9/1/2010 Finish: 9/4/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

2.00	10	12
------	----	----

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
---	-------------------------	---

Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
--	---	----------

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
-----------------------------	------------------------------------	-------------------------------

Checking for understanding / formative assessment Writing rubrics based on academic content standards	Formative assessment supports delivery of timely interventions as students struggle rather than remediation based on summative assessments.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
--	---	--

*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"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

**Follow-up Activities Evaluation Methods**

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

**Status:** In Progress — Upcoming

**Activity: Project Development**

**Description:** Enhance skills in establishing learning goals and determining the essential questions that students will address through their projects.

Person Responsible	Timeline for Implementation	Resources
Barlow, Omar	Start: 8/25/2010 Finish: 9/4/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

**Practices**

<p>Establishing learning goals Formulating essential questions Understanding academic content standards</p>	<p>Consistent with Grant Wiggins and Jay McTighe's Understanding by Design framework teacher-advisors must be able to identify learning objectives and then to plan learning experiences that are consistent with them.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
---	---	---

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

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

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

<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> <li>Student Exhibitions</li> </ul>
---	---

discussions

**Status:** In Progress — Upcoming

### **Activity: Project Proposal Documents**

**Description:** Assure that teacher-advisors properly use project proposal documents to plan project-based learning incorporating timelines, intermediate goals, and processes that help students to internalize steps in monitoring their own understanding.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 9/22/2010 Finish: 9/25/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
0.75	3	12
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Eastern University Academy Charter School	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Knowledge of structures and processes used to effectively plan project-based learning experience.	Through an effective planning process for student projects, teacher-advisors can anticipate and confront students' misconceptions about the subject being studied. The planning can incorporate intermediate learning goals and opportunities to focus students' attention and to reveal poorly defined project parameters.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"><li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li></ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"><li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on</li></ul>

learning.

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

---

#### **Grade Level**

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

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

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

#### **Evaluation Methods**

- Participant survey
- Portfolio
- Student Exhibitions

**Status:** In Progress — Upcoming

### **Strategy: C. Plan and Supervise LTI (Learning Through Internships/Interests)**

**Description:** Learning in the real world is a critical component of the Big Picture learning model, and learning through internships is the means for providing this kind of learning. EUACS will enhance teacher-advisors' ability to prepare students to be successful in the context of the adult world.

### **Activity: Organizational Structures and Processes**

**Description:** Creating organizational structures and processes (e.g. schedules, meeting designs and protocols, team building activities and retreats, as well as common assessments, using data tools and analysis,) that enable leadership practice.

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

---

Barlow, Omar	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: D. Plan and Stage Exhibitions to Showcase Students' Learning**

**Description:** In the process of planning and presenting exhibitions, students demonstrate a range of higher order thinking skills: thoughtfulness, problem solving, revision, refinement, and self-evaluation. Teacher-advisors will learn how to provide students with creative outlets to demonstrate mastery of their subjects using methods that are not limited to traditional school-based demonstrations of reading, writing, and computation.

## Activity: Formative Assessments & Rubrics

**Description:** Training in developing rubrics and formative assessments based on Academic Content Standards and eligible content.

Person Responsible	Timeline for Implementation	Resources
Mitchell, Edgar	Start: 9/1/2010 Finish: 9/4/2013	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Checking for understanding / formative assessment Writing rubrics based on academic content standards	Formative assessment supports delivery of timely interventions as students struggle rather than remediation based on summative assessments.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp;</li> </ul>

- teachers
- Principals / asst. principals
- High school (grades 9-12)
- Listening
- Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> </ul>

**Status:** In Progress — Upcoming

### Activity: Project Proposal Documents

**Description:** Assure that teacher-advisors properly use project proposal documents to plan project-based learning incorporating timelines, intermediate goals, and processes that help students to internalize steps in monitoring their own understanding.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/22/2010 Finish: 9/25/2013	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.75	3	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of structures and processes used to effectively plan project-based learning experience.	Through an effective planning process for student projects, teacher-advisors can anticipate and confront students' misconceptions about the subject being studied. The planning can incorporate intermediate learning goals and opportunities to focus students' attention and to reveal poorly defined project parameters.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li> </ul>

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**

---

**Grade Level**

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

---

**Follow-up Activities**

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

---

**Evaluation Methods**

---

- Participant survey
- Portfolio
- Student Exhibitions

**Status:** In Progress — Upcoming

### **Strategy: E. Practice Family Engagement**

**Description:** EUACS believes that parent and family involvement in the education of their children is essential to their success of their children in school and in life. EUACS will prepare teacher-advisors to nurture trusting relationships with the families of all students and will increase their facility with the tools necessary to provide support for students' learning at home.

### **Activity: Parent / Family Conferences**

**Description:** Conducting Post-Exhibition Meetings with Students & Families to sustain engagement in students' learning plans.

---

**Person Responsible**

Mitchell, Edgar

---

**Timeline for Implementation**

Start: 12/16/2009  
Finish: 6/17/2013

---

**Resources**

-

---

**Professional Development Activity Information**

---

**Number of Hours Per Session****Total Number of Sessions****Estimated Number of**

---

	Per School Year	Participants Per Year
6.00	3	200
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
In conferencing with families, teacher-advisors will gain knowledge of students' home environment and parental expectations.	Next to quality instruction by effective teachers, parent involvement is the most important factor influencing student achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

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

#### **Role**

- Classroom teachers

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

- Student Learning Plan

#### **Evaluation Methods**

- Participant survey
- Sign-in Sheets (Participation among families)

**Status:** In Progress — Upcoming

### **Activity: Project Development**

**Description:** Enhance skills in establishing learning goals and determining the essential questions that students will address through their projects.

Person Responsible	Timeline for Implementation	Resources
Barlow, Omar	Start: 8/25/2010 Finish: 9/4/2013	-

**Professional Development Activity Information**

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

2.00

3

12

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

Eastern University Academy Charter School

- School Entity

Approved

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

Establishing learning goals  
Formulating essential questions  
Understanding academic content standards

Consistent with Grant Wiggins and Jay McTighe's Understanding by Design framework teacher-advisors must be able to identify learning objectives and then to plan learning experiences that are consistent with them.

*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:*

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Review of participant lesson plans</li> <li>Student Exhibitions</li> </ul>

**Status:** In Progress — Upcoming

### **Activity: Use of Information Management Systems**

**Description:** Training on the functionality of MMS student information and data- management systems as well as the data tools provided by the Commonwealth of Pennsylvania. Staff will learn to keep accurate records including attendance and performance records that inform effective communication with families.

Person Responsible	Timeline for Implementation	Resources
Mitchell, Edgar	Start: 8/25/2010 Finish: 8/1/2013	-

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

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

2.00	3	12
------	---	----

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

Easter University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
--	---	----------

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

Record keeping Using student data Goal setting Progress monitoring	Improving student achievement requires the ability to use data to determine which students	<i>For classroom teachers, school counselors and education specialists:</i>
---	--	---

are struggling and what subjects they struggle with. Only then can teachers formulate specific goals for student improvement.

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

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

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

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

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

Status: In Progress — Upcoming

## Goal: 3: Raise Students' Literacy and Numeracy Skills to Proficient and Advanced Levels

**Description:** Many students enrolled at EUACS are not up to grade level in terms of their literacy and numeracy skills. Local and standardized assessments reveal that a significant number of students are performing at Basic or Below Basic levels. With respect to literacy, students lack comprehension skills. For math, their skill deficits span mathematical operations, working with fractions and basic math facts.

### Strategy: A. Develop Staff Capacity to Incorporate Literacy Instruction across Content Areas

**Description:** To build the content-area reading skills of the adolescents enrolled at EUACS, the teacher-advisors too need support to gain the strategies they need to help their students. The school's professional education programs will introduce and reinforce through in-class coaching, reading and writing to learn strategies. Regardless of their area of certification or content expertise, teacher-advisors will learn to embrace responsibility for the improvement of their students' literacy skills.

### Activity: Teach Reading-to-Learn and Writing-to-Learn Strategies

**Description:** Assure that all teacher-advisors develop facility with pre-reading, guided reading and post-Reading strategies as well as Directed Writing and Response Journals to support students' meaning making. Teach academic language / academic literacy and strategies for vocabulary instruction: Word Families, Word Roots, Prefixes and Suffixes.

Person Responsible	Timeline for Implementation	Resources
Barlow, Omar	Start: 10/27/2010 Finish: 10/30/2013	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	12
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Eastern University Academy Charter School	• School Entity	Approved

---

**Knowledge and Skills**

How to infuse literacy instruction into content areas: pre-reading, guided reading and post-reading strategies, vocabulary instruction, word families, pre-fixes, suffixes, word roots.

---

**Research and Best Practices**

As students reach middle grades they need to know how to read to learn; yet their comprehension skills may be weak particularly with informational texts.

---

**Designed to Accomplish**

*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.

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

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

---

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

---

**Role**

- Classroom teachers

**Grade Level**

- Middle (grades 6-8)
- High school (grades 9-12)

---

**Follow-up Activities**

- 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

---

**Evaluation Methods**

---

- 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
- Review of participant lesson plans

**Status:** In Progress — Upcoming

**Strategy: B. Develop Staff Capacity to Design and Deliver Instructional Interventions and On-going Support for Students with Weak Literacy and Math Skills**

**Description:** As many students who enroll at EUACS arrive with literacy and numeracy skills below their grade level, all teacher-advisors must be equipped to provide instructional interventions to address their students’ skill deficits - e.g. poor decoding and comprehension Skills as well as weak math skills or an incomplete understanding of the order of operations, fractions and math facts.

**Activity: Computer Assisted Instruction**

**Description:** Maximize the effectiveness of computer assisted instruction: Autoskills, and Study Island

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/13/2010 Finish: 10/9/2013	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	27
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to administer computer assisted instructional units and how to generate data reports.	Data informed decisions about instruction requires detailed information about the areas that cause difficulty for students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

*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.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Mathematics</li></ul>

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

#### **Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Analysis of student work, with administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li><li>• Journaling and reflecting</li></ul> | <ul style="list-style-type: none"><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Participant survey</li><li>• Review of participant lesson plans</li><li>• Review of written reports summarizing instructional activity</li><li>• Portfolio</li></ul> |
|--|---|

**Status:** In Progress — Upcoming

## **Goal: 4: Empower the Families of EUACS's Students with the Skills and Resources They Need to Support Their Family Members Enrolled at EUACS and to Engage with School Leaders in the Work of Continuous Improvement at the School**

**Description:** Organized programs of school, family and community partnerships that support activities related to school goals not only improve schools but also strengthen families and communities and help to increase student achievement and success. Through its Professional

Education programs, EUACS will work to equip families with skills that allow them to support their children and also to partner effectively with school leaders to achieve the School's mission.

## **Strategy: A. Cultivate Cultural Proficiency among Staff, Students and Families**

**Description:** Students and their families, businesses, community members, and staff who are part of the larger EUACS community represent a diverse cross-section of talents, interests, cultures, and experiences. To gain the benefit of this social capital, EUACS will, through its professional education programs, provide community members with the language to describe both positive and non-productive practices and behaviors and the tools and approaches that enable all these individuals and organizations to respond positively and effectively to those who are different from themselves.

### **Activity: Organizational Structures and Processes**

**Description:** Creating organizational structures and processes (e.g. schedules, meeting designs and protocols, team building activities and retreats, as well as common assessments, using data tools and analysis,) that enable leadership practice.

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

Barlow, Omar	Start: 9/1/2010 Finish: Ongoing	-
--------------	------------------------------------	---

**Status:** In Progress — Upcoming

### **Activity: Restorative Practices**

**Description:** Build staff skills required to balance control (through limit-setting and discipline) with support, encouragement and nurturing in their relationships with their students. Teach strategies for rebuilding relationships and addressing harm to the community.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Senatus, Angikindsnows	Start: 9/8/2010 Finish: 9/11/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	1	12
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Eastern University	• School Entity	Approved

Academy Charter School  
and/or IIRP

- College

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Restorative justice principles.	Learning how to balance high expectations and limit-setting with support, nurturing and encouragement allows teacher-advisors to establish relationships of trust with their students that is essential to a maintaining a positive school culture.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"><li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li></ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"><li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li></ul>

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

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

  

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li><li>• Journaling and reflecting</li></ul>	<ul style="list-style-type: none"><li>• Participant survey</li></ul>

**Status:** In Progress — Upcoming

### **Strategy: B. Promote Multiple Types of Family Involvement**

**Description:** To assure that families are involved in their children's education EUACS must

create opportunities for the family members of enrolled students to learn how to be involved in the life and growth of the school and the education of their children in a variety of ways.

### **Activity: Parent / Family Education and Development Programming**

**Description:** Assist families with parenting skills including how to set home conditions that support their children’s learning at various stages of their development, Improve training of family members to serve as volunteers in traditional and non-traditional ways at the school as well as locations away from the school. Include families in making school decisions through their participation on school committees, working groups of the board of trustees, or as members of the Parent Organization. Involve families in collaborating with the broader community including area businesses, colleges and universities to coordinate services and resources that benefit students and their families.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Turner, Yvonne	Start: 9/20/2011 Finish: 6/18/2013	-

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

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	10	200

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider’s Department of Education Approval Status</b>
Eastern University Academy Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Parents/Guardians will be the participants in these sessions. They will learn how to support their children's learning.	Parent involvement in the education of their children is a critical factor influencing student achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

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

<b>Role</b>
<ul style="list-style-type: none"> <li>Principals / asst. principals</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** In Progress — Upcoming

# **Goal: Goal #1: Create a culture of shared leadership among staff, students, families, and key stakeholders**

**Description:** Goal #1:

Description: It is essential for Eastern University Academy Charter School to practice shared leadership. In response the school leader (principal) will work on creating group buy-in and consensus around key decisions at the school. In addition, the school leader will delegate responsibilities to students, parents, and staff.

## **Strategy: Divide staff into professional work groups around key areas of interest and need**

**Description:** Develop grade level, advisory, restorative practice, literacy, and numeracy teams

### **Activity: Activity**

**Description:** Moving the agenda forward with the school staff

Person Responsible: Principal

Status: Currently working with school coaches to develop the agenda for the staff

Meeting with returning staff at least three times before the beginning of the school year to solicit buy-in

Person Responsible: Principal and Staff Members

Status: Currently working with school coaches

Developing a Professional Development Plan and Agenda which allows our school to address these critical components on a weekly basis

Person Responsible: Principal, School Coaches, School Staff — will break down into teams

Status: Currently working with school coaches

Gathering resources from Big Picture network

Person Responsible: Principal and School Coaches

Status: Currently gathering information from school coaches, principals to

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Barlow, Omar	Start: 9/9/2009 Finish: 6/23/2010	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
------------------------------------	---	--

0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Complete

**Activity: Delegate the responsibility to a staff member to start a student leadership team**

**Description:** Staff member will oversee a student leadership team

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/7/2010 Finish: Ongoing	-
---------------	------------------------------------	---

**Status:** Complete

Date	Comment
7/29/2011	A student government association was established during the 2010-2011 school year under the leadership of the Director of School Climate and Restorative Practice.

**Activity: Development of Professional Development and Meeting Format**

**Description:** Activities:

Development of Professional Development/Staff Meeting Format  
 Person Responsible: Principal (Get Feedback from Staff)  
 Status: worked with Woodrow Wilson Foundation school coach to develop this format (July 15-16, 2010).

Person Responsible	Timeline for Implementation	Resources
Barlow, Omar	Start: 9/9/2009 Finish: 8/2/2011	-

**Professional Development Activity Information**

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

0.00	0	0
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Complete

## Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

Eastern University Academy Charter School (EUACS) has created a first of its kind Early College high school program inspired by the Big Picture model of individualized learning in small classes and a small school to fully prepare students for success in college and in their careers. EUACS is a model of true integration of an Early College program where students prepare for and earn college credit prior to graduation, and a Big Picture School, where student learning is centered around individual interests and where students spend time pursuing their individual interests through individual work projects, small group projects, community immersion learning projects, and structured internships. Although all Big Picture schools encourage their students to prepare for and attend college, none have yet been developed that provide an early college environment where students can earn up to 60 credits before graduation. And, although some Early Colleges have experimented with project based learning, none have yet fully integrated internships and interest-driven, project-based learning into their rigorous college preparation programs.

Students in the middle school - grades 7 through 8, will utilize components of the Big Picture design to prepare them for a full individualized education and internship program during the high school years. Beginning in 9<sup>th</sup> grade, students ideally spend three days per week in the school, and two days per week out of the school learning through internships (LTIs) aligned with their individual interests and passions. The school combines a personalized, student-interest-driven approach with a mastery learning system of performance-based progression to allow students to progress rapidly in their learning of content and skills to reach college level instruction before they graduate from college. The seminar structure and alignment of the seminars with college course content and assessment provides students with the opportunity of earning up to 60 college credits during their high school years. All content learning will be integrated with and related to the student's LTI projects.

Unique characteristics of this school include:

- The option of graduating in four years with a high school diploma and up to two years of transferable college credit,
- Exposure to a college-oriented culture during all four high school years,
- Collaboration between university faculty and high school teachers around core competencies and student learning outcomes,
- A small, nurturing community that eliminates feelings of anonymity and isolation, where all stakeholders have a sense of ownership,
- Small class size makes personalized learning possible, insures competency, continuity and coordination of the teaching team,
- Mastery of academic content standards in a set of real-world contexts through interdisciplinary projects centered around students' interests,
- Advisors who loop with their students and provide every student with a personal relationship to the school community, ensuring attention to each child's individual needs,
- An existing program with a track record of success in educating diverse students and preparing them for college and for success in the workplace,
- Extended school day and year-round schooling,
- Interest-based internship model,
- Learning that takes place in both professional and scholarly cultures,
- Rigorous Early College 9-12 curriculum,
- Opportunity for international learning experiences,
- Innovative student assessment through juried exhibitions,
- Ongoing program review, research and evaluation,
- Arts-integrated pedagogy that responds to a variety of learning styles,
- A philosophy of education that emphasizes Eastern's values for discerning life purpose, pursuing reason and commitment to social justice,
- Holistic student development, including global competence, spiritual and character development,
- A focus on community and economic development across the curriculum,
- Continuous professional development for staff, teachers and parents,
- A "restorative justice" approach to discipline and behavior.

## **CURRICULUM OVERVIEW**

The EUACS Curriculum Scope and Sequence was created to help all of our students to meet the Pennsylvania Academic Standards and requirements for graduation in a performance-based progression toward college level study by senior year. Students study in seminars based on their level of competency, skills and knowledge in a given academic area. EUACS advisors, teachers, students and Eastern University faculty and graduate students will use a combination of curriculum materials to support student learning centered around their individual interests, internships and projects. As it progresses, the program will be continually modified in light of experience and on-going research regarding what is and what is not working to help students to become expert learners.

The traditional subject areas of English, Mathematics, Science, Social Studies (history, economics, geography, and civics), technology, world languages, and the arts will all be addressed in student individualized Learning Plans, and will be incorporated into each student's Exhibitions. Students will study these subjects individually and together with other students in seminars that will cover particular disciplinary and interdisciplinary content. A particular strength of this model is that students will be able to progress through the particular areas of the curriculum at their own pace, studying at higher levels as soon as they are able to demonstrate competency, and perhaps reaching college level work early in their high school careers. Students may go farther in depth than the topics specified in the school's curriculum, but they will be required to demonstrate mastery of a particular subject level prior to moving to the next level in that subject (e.g., demonstrated mastery of 80% of the content and skills identified in Science

level 6 prior to moving to level 7).The curriculum will also include specific lessons on developing individual workhabits and social skills that support success, and will provide ample practice time for developing these skills in a variety of contexts with a variety of people.

### **Communication (English/Language Arts)**

Reading, Writing, Speaking, and Listening - Reading, writing, speaking, and listening are integral to academic success and central to students' work at EUACS and in their internships. Language arts skills are taught across the curriculum at EUACS, with students constantly writing discursively, speaking in public forums, and reading silently, aloud and dramatically. Reading comprehension skills are critical to life-long learning. Students use authentic literature to study history, science, mathematics, the arts, and other content areas. Students also read to satisfy particular interests and for entertainment.

Similarly, students use writing to express and clarify their knowledge and ideas and to inform or entertain others. Students will be able to:

1. Read fiction and nonfiction material with comprehension.
2. Use different strategies for different reading purposes.
3. Identify fact versus fiction, prejudice and bias.
4. Understand and use writing as a recursive process.

All advisors assist their students in learning to be effective readers, writers, speakers, and listeners through a variety of activities inside and outside of school.

All EUACS students will:

- Learn to read independently to recognize and manage the purposes for reading; develop word recognition skills; develop vocabulary; improve comprehension and interpretation; and develop fluency.
- Read critically in all content areas and grasp details; make inferences; discern fact from opinion; make comparisons; analyze and evaluate.
- Develop skill in the narrative, informative, discursive, dramatic and persuasive types of writing. Advisors and instructors will work to improve the quality of student writing with respect to focus, content, organization, style, and conventions.
- Develop sophistication in speaking and listening. Advisors will coach students to make progress in their listening and speaking skills, discussion, and presentation performances.
- Learn the characteristics and function of the English language, word origins, variations, and application.
- Develop competency in research, and in location and organization of information.
- Read, analyze, and interpret literature devices in poetry and drama.

### **Creative Expression and the Arts**

Students will engage the arts to communicate creatively and effectively, to create self-awareness and develop aesthetic competence. Through their projects and internships, students will learn to express themselves through fine art, music, dance or drama, and to express themselves through visual media. Students will integrate the arts into their projects in the following ways:

- As a medium for application of problem solving skills.
- Practice in the comprehension of basic symbol systems and abstract concepts.

- Application of technical skills in practical production and performance.
- Comprehension and application of the creative process.
- Development and practice of creative thinking skills.
- Development of verbal and non verbal communication skills.
- Use of computers and other technologies to express themselves
- Complement their work with aesthetic elements.

### **Quantitative Reasoning (Mathematics)**

Quantitative reasoning is essential for survival and success in an increasingly data-rich world. EUACS students will master Quantitative Reasoning through their learning projects and LTIs, learning mathematical content and skills that they will apply to enhance their projects, LTI performances and Exhibitions. Students will be able to communicate mathematically and will come to view math topics as interesting and enjoyable to study. Students will use mathematics as a tool to help organize and understand information and to solve problems related to their interests. Because capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most up-to-date technology to bear on their learning of mathematical concepts and skills, including:

- Numbers, Number Systems, and Number Relationships — Instruction will be given to students focusing on types of number (e.g., Whole, Prime, irrational, complex) and equivalent forms (e.g., fractions, decimals, and percents).
- Computation and Estimation - Instruction will lead to students' abilities to handle basic functions with competence and make judgments about the reasonableness of their answers. Use of calculators will also be taught.
- Measurement and Estimation - Students will be able to use various types and units of measurements, do computations, and compare measurements.
- Mathematical Reasoning and Connections - Students will use inductive and deductive reasoning and validate their arguments (e.g., if-then statements and proofs).
- Mathematical Problem Solving and Communication - Students will develop effective problem solving strategies, represent problems in various ways, and interpret results.
- Statistics and Data Analysis - Students will collect, report and analyze data (e.g., charts and graphs, ANOVA, correlation, SPSS).
- Probability and Predictions - Students will acquire the ability to establish validity of data and calculate probability to make predictions.
- Algebra and Functions - Students will solve equations and analyze patterns and functions.
- Geometry- Students will be able to identify shapes and their properties and use geometric principles to solve problems.
- Trigonometry- Students will be able to compute the sides of angles and use graphic calculators.
- Concepts of Calculus - Students will compare quantities and values and graph rates of change.

### **Empirical Reasoning (Science)**

EUACS emphasizes the use of observations, hypothesis formulation and testing and facts to explore and justify the ideas underlying their projects. The central components of Empirical Reasoning are developing strategies to test ideas, conducting research, and using logic. Although Empirical Reasoning spans many areas of a traditional curriculum and academic disciplines, it is most closely related to the fields and processes of science. Through concentrating on empiricism, students are likely to pursue studies in the following major areas of science, including:

- Unifying Themes of Science
- Inquiry and Design

- Biological Sciences
- Physical Science, Chemistry and Physics
- Earth Sciences
- Astronomy
- Technology

### Unifying Themes of Science

The unifying themes of science provide big ideas that underlie all scientific knowledge. There are only a few fundamental concepts and processes that form the framework upon which modern science and technology are organized - motion and forces, energy, structure of matter, change over time and machines. Using these themes, EUACS Advisors will help students to explore the concepts of the disciplines taught and emphasized, and the cultures that have supported the development of those concepts.

### Inquiry and Design

Inquiry and research methods are at the heart of the students' learning at their LTIs, projects and exhibitions. Students will learn about the nature of science and technology by applying knowledge to solving particular problems of meaning to them and their LTIs. Students will practice and refine the skills of observing and classifying, inferring, predicting, measuring, computing, estimating, communicating, using space/time relationships, defining operations, raising questions, formulating hypotheses, testing and experimenting. Where possible and relevant, students will design controlled experiments, recognize and manipulate variables, interpret data, formulate and design models, and use their skills and knowledge to attempt to solve real-world problems. Students will explore the following concepts and skills as they pursue their projects:

- Nature of Science — the ways scientists search for answers and explanations of their observations about the natural world, including: the processes of observing, classifying, predicting, measuring, hypothesizing, experimenting, and interpreting data.
- Knowledge— the facts, principles, theories, and laws that are verifiable through scientific inquiry by the world community of scientists; including physics, chemistry, earth science, astronomy and biological sciences.
- Inquiry— the intellectual process of logic that includes verification of answers to questions about and explanations for natural objects, events, and phenomena.
- Process Skills — recognizing how knowledge is acquired and applied in science by observing, classifying, inferring, predicting, measuring, computing, estimating, communicating, using space/time relationships, defining operationally, formulating hypotheses, testing and experimenting, designing controlled experiments, recognizing and manipulating variables, interpreting data, formulating models, designing models, and producing solutions.
- Problem Solving — applying concepts to problems of human adaptation to the environment that often leads to recognition of new problems, including using operational definitions, recognizing variables, formulating models and asking questions.
- Scientific Thinking — developing the disposition to suspend judgment, resisting the urge to make decisions and take action before results, explanations, or answers have been tested and verified with information.

### Inquiry & Design through Project Based Learning

In order to prepare students to participate in their LTIs, middle school students work individually and in small groups one day per week on community immersion learning projects. As students

become more competent, or demonstrate a genuine desire and competency to engage in service learning on an individual basis, they may pursue independent projects. This method of instruction is often called Project Based Learning (PBL). The Buck Institute defines project Based Learning (PBL) for Education as a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions, and carefully designed products and tasks.” PBL encompasses a spectrum ranging from brief projects of one or two weeks based on a single subject in one-classroom to year long, interdisciplinary projects that involve community participation and adults outside of the school.

PBL represents an improvement over the traditional education model (i.e. direct instruction classrooms that rely on textbook and teacher presentations, oral recitation, and multiple choice testing). PBL projects are carefully planned between advisor, teachers and students, and:

- *Focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline* — Each project is centered on a student-selected “driving question” that is anchored in a real-world problem and ideally uses multiple content areas. The project work is central rather than peripheral to the curriculum.
- *Involve students in a constructive investigation* — An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. Investigations may be design, decision-making, problem-finding, problem-solving, discovery, or model-building processes. But, in order to be considered as a PBL project, the central activities must involve the development of new understandings and new skills on the part of students. In other words the projects provide opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways.
- *Student driven to some significant degree* — PBL recognizes students’ inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process. Therefore, PBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects.
- *Realistic, Not School-Like* — PBL projects give students a feeling of authenticity in that the projects incorporate real-life challenges where the focus is on authentic (not-simulated) problems or questions and where solutions have the potential to be implemented.

The use of independent projects at EUACS, will require the use of essential tools and skills, including: technology for learning, self-management, and project management; multiple products that permit frequent feedback and consistent opportunities for students to learn from experience; performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge; and collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results. The table below illustrates the significant differences between PBL and traditional instruction that will be seen EUACS students’ projects:

### **Social Reasoning (Social Studies and History)**

EUACS is based on the notion that people are social beings, highly attuned and interested in the ways in which human behaviors and societies have developed, and in exploring human potential. The purpose of learning to reason socially is to be able to examine issues from multiple perspectives, to understand how other people think and live, and to be able to decide matters of importance when faced with problems in life. Our students will learn to reason about how social situations shaped and guided mankind. Advisors and Mentors will continually emphasize the

importance of examining history, economics, geography and civics by helping students think about their own history, budget their owntime and resources, create their own boundaries, and engage in the politics of community organizations and school.

The Social Reasoning components are:

- History/Past Experience-- Identify relevant historical and personal information; Interpret this information as it relates to a problem or situation,
- Understanding Diverse Perspectives—Empathize with people different from oneself; Analyze problems from various historical, cultural and personal perspectives,
- Citizenship—Participate in city, school, and Advisory communities; Perform service for these communities; Reflect on the consequences of one's work; Avoid behavior that harms or weakens these communities,
- Cooperation—Work with others effectively to accomplish group goals; Use strengths to help others accomplish their goals,
- Conflict Resolution—Use conflict resolution and mediation skills to help resolve realpersonal, interpersonal, and group problems.

Our social studies and history curriculum is designed to engage the student, while providing progressive information building skills. The curriculum helps students arrive at an intelligent and meaningful understanding of events that impact the contemporary world. The curriculum also supports an understanding of ourselves as a people, and how we have developed our institutions and cultures. Teachers make history, economics, geography and civics come alive by connecting them to students' daily experiences as they create their own history, budget their own time and resources, create their own boundaries, and engage in the politics of community organizations and school.

The historic and social context of human events is presented in a manner that directly explains the complex social, political and economic influences governing human behavior. The history and social studies curriculum helps students perceive the complex patterns in the behavior of people and societies that affect their changing world. The social studies and history curriculum is designed to help students appreciate the trends that have shaped the influence of diverse cultural and political systems in the contemporary world. Upon completion of the social studies curriculum, our students will be able to explain the significance of the various forces contributing to the emergence of various economic systems, the democratic process, and the prospective strengths and merits of the American position in the contemporary world.

### **LEARNING THROUGH EVERYTHING**

EUACS has modeled much of its educational design on the Big Picture Company's Met School, an acclaimed and unconventional high school in Providence, Rhode Island. Like The Met, the EUACS will incorporate cognitive scientist Howard Gardner's research on multiple intelligences into the core approach to teaching and learning at our school. Gardner's theory states that humans have many "intelligences" — ways of learning about and interacting with the world. Gardner has identified eight intelligences: linguistic, logical-quantitative, spatial, musical, bodily, interpersonal, intrapersonal, and naturalistic. Traditional schools primarily emphasize just two of these intelligences — linguistic and logical-quantitative. That narrow focus is a disservice to two types of students: (1) those students whose strengths lie elsewhere, and (2) those whose strong linguistic and logical abilities mask significant deficits in other areas. This school, therefore, will provide students with a mix of teaching experiences including the more traditional lecture or small-group discussion, community immersion learning and "city as text", arts-integrated pedagogy, internships, and dual-credit opportunities through articulation agreements with local colleges. This mix is designed to tap into all eight intelligences and take advantage of their synergy. The end result is a school in which students are, like those at The Met School, "learning

through everything.” And, as mentioned previously, the mix of instructional techniques will be uniquely tailored to each student’s needs and interests in individualized Learning Plans for each child, managed by the Advisory structure.

Specifically, the EUACS uses the following teaching methods and best practices:

1. Advisory Structure
2. Learning Through Internships (LTI)
3. Service Learning
4. Journal Writing
5. Independent Projects
6. Senior Projects
7. College Classes
8. Public Speaking
9. Morning Meeting
10. Test Preparation
11. Small Group Projects
12. Journal Exhibitions and Presentations
13. Artistic Performance

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Approval Letter
- Charter Academic Plan for 7-12
- Curriculum Alignment with College Competencies

## **English Language Learners**

### ***Recruiting English Language Learners- ELL***

As a school that reflects and embraces the diversity of our community, we are particularly interested in recruiting students from diverse language and cultural backgrounds. As an Early College serving Junior High and High School students in Philadelphia, an area that has a considerable number of non-native English speakers, we expect that a portion of our students will be English Language Learners. We will reach out to parents of students with limited English abilities (English Language Learners) by speaking and making presentations at local community job and education fairs and through local religious organizations (including synagogues and churches), and by publicizing and holding open houses in a variety of locations in proximity to immigrant communities. We will make clear in our communications that as a charter school, we are open and obligated to serving all students, including students with limited English skills, and that we will work with the family to provide their children the skills they need to transition into the full English language program as quickly as possible.

### ***Serving English Language Learners (ELL)***

Because the school will have an emphasis on learning through projects and hands-on collaborative work, we anticipate that the school will be attractive to “English Language Learners”, who have been shown to benefit academically from those models. An English Language Learner has been defined as a student who is “in the process of acquiring English and whose native language is not English, or who comes from a background where a language other than English is spoken (O Malley & Valdez Pierce, 1996; p. 238). In order to best serve the English Language Learner population, EUACS has developed a comprehensive plan for identifying these students, assessing their educational needs, providing special services to improve their English capabilities, and evaluating their progress in English and other academic areas. The school will comply with all statutes and regulations regarding the education of NEP/LEP students as defined by the U.S. Department of Education’s Office for Civil Rights (OCR). There are five main steps in the school’s language support program: identification, assessment, services, transition/exiting, and monitoring.

Although the goal of the school will be full inclusion of ELL students as quickly as possible in regular classrooms, we recognize that some students will need extra support and special instruction in order to

make the transition. In those cases, English as a Second Language (ESL) courses will be taught concurrently with the academic program, including pull-out programs on an as needed basis (as indicated by their performance on the above-mentioned assessments). EUACS will ensure that ELL students develop essential language skills through Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) instruction in all content areas. The ESOL program will operate as a component of the language arts curriculum, with students receiving classroom instruction as part of the language arts classes. If it becomes necessary, students will be provided with separate classes and/or tutorials in ESOL instruction through after school and pull-out sessions conducted by ESOL certified teachers. As required by the state of Pennsylvania, the ESOL program will include the following:

- Standards-based English as a second language instruction at the appropriate proficiency level.
- Content-area instruction aligned with the corresponding standards and adapted to meet the needs of the students.
- Assessment processes that reflect the academic standards and instruction.

We will employ content-based ESOL instruction and sheltered content instruction for all of our ELL students who need them as they prepare to make the move to full inclusion. All teachers of ELL students will be expected to ensure student comprehension and participation and to improve the students' language proficiency.

The ESOL teacher(s) at EUACS will be expected to teach language and to incorporate basic concepts, skills, and knowledge of content areas into their ESOL instruction. The emphasis of the school on the use of projects in all content areas will contribute to the success of ELL students by making it easier for them to participate in classroom learning with their fellow students as quickly as possible. For example, students will be able to demonstrate their knowledge and skills through the creation of images and three dimensional objects even though they may not yet be able to fully articulate their understanding in English.

Parents may request a review at any time if they believe their child no longer needs to be considered an ELL student. Otherwise, the school will review and evaluate each ELL student's case on an annual basis for possible revisions in their status.

Students who pass an English proficiency examination appropriate to their grade level will be included in regular classroom activities, with ongoing support from an ELL teacher. ELL students will not be assigned to separate classes for students with disabilities unless they qualify under the *Individuals with Disabilities Education Act* (see qualifications in the preceding discussion).

The staff will be responsible for identifying any needs for second-language materials or additional personnel for their ELL students. Recommendations for purchases or additional personnel will be presented to the Board of Trustees, who will be responsible for authorizing those purchases.

Notifications about all school activities, student codes and policies, and ways of becoming involved will be translated into limited English students' home language (provided a translator for that particular language can be found) and delivered to their parents, in print or through verbal communication. These materials, as well as an initial home language survey, are available from PATTAN. ELL students will be encouraged to participate in all activities available to English speaking students, and accommodations will be made for them to do so.

If a number of ESL students do enroll in the school, the school will employ an accordant number of ESL teachers in its first year of operation. These teachers will be responsible for teaching any necessary pull-out programs, as well as for identifying needs and coordinating and providing ESL training for all teachers with ELL students in their classrooms.

All ELL students will be assessed using the same standardized tests given to their fellow non-ELL students. Accommodations will be made for these students that will provide them with a translator and/or a dictionary that will translate unfamiliar words into the student's native language, but will not define them. When new accommodations are developed for these tests (currently the PSSA and the Terra Nova), they will be provided to the students so that we may accurately evaluate their academic knowledge and skills (Abedi, J., Summer, 2001. *Assessment and accommodations for English language learners: Issues, concerns, and*

recommendations. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing).

## English Language Learners - Attachment

- ELL Curriculum

## Graduation Requirements

### Graduation Requirements

Subject	Academy Graduation Requirements	PA Graduation Requirements
Reading and Language Arts	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Arts and Humanities	2 credits	2 credits
Social Studies	3 credits	3 credits
World Languages	2 credits	2 credits
Health and P.E.	2 credits	1.5 credits
Electives	5 credits*	5 credits*
College Course (3hrs.)	1 credit	—
	<b>25 credits</b>	<b>23.5 credits</b>

\* One of the required electives must be one of the following: mathematics, science, international baccalaureate, or advanced placement course.

## Eastern University Academy

### High School Course Offerings

Course Name	Grade	Credit
English 1	9	1
English 2	10	1
English 3	11	1
English 4	12	1
Algebra	9	1
Geometry	10	1
Algebra II	11	1
Physical Science	9	1
Biology	10	1
Chemistry	11	1
Arts and Humanities I	[not grade specific]	1
Arts and Humanities II	[not grade specific]	1
World History	9	1

United States History	10	
Social Science	11	
Spanish I	[not grade specific]	
Spanish II	[not grade specific]	
Life Fitness I	[not grade specific]	
Life Fitness II	[not grade specific]	

## Special Education

Eastern University Academy Charter School was designed to provide an individualized, academically rich and supportive environment for ALL its students, including students with special needs. Our special education policies were designed and implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 - PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Policy Privacy Act (FERPA); and Pennsylvania Department of Education regulations on Charter School Services and Programs for Children with Disabilities (Chapter 711).

The following six concepts serve as the foundation for the EUACS special education policy:

1. Zero Reject: As an LEA, EUACS will provide all students an equal education opportunity, and will not deny any students an education on the basis of a disability.
2. Individualized Education Program (IEP): In accordance with IDEA, all EUACS students identified as having a disability and in need of special education services will be provided a written IEP. The IEP will include current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.
3. Free Appropriate Public Education (FAPE): All eligible EUACS students will be provided appropriate special education (determined on a case-by-case basis) and related services at the expense of the charter school in conformity with each student's IEP.
4. Least Restrictive Environment (LRE): EUACS will ensure that students with disabilities educated to the maximum extent appropriate with their non-disabled peers. The educational philosophy of EUACS is to bring all students into one community of learners, and our preference is to educate students, whenever appropriate, with the appropriate supplementary aids and services necessary for them to participate in the regular classroom experience with their peers.
5. Due Process and Parental Involvement: EUACS understands that parents must be notified of the intent to evaluate their child for services, and their consent to an initial evaluation before the process begins. Parents will also be involved in the IEP process and will be required to provide consent to the initial placement and provision of services.
6. Non-Discriminatory Evaluation: EUACS will use a variety of assessment tools and strategies, including information provided by the parents, to gather relevant functional, developmental, and academic information about each special education student. These assessments will not be discriminatory on a racial or cultural basis, and all tests and evaluation materials will be:
  - Provided and administered in the child's native language or other mode of communication.
  - Validated for the specific purpose for which they are used.
  - Administered by trained personnel.
  - Tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

- Reflective of the child's aptitude or achievement and not reflective of the child's impaired sensory, manual, or speaking skills.

Specifically, EUACS' special education process has six steps:

1. Child Find
2. Pre-referral
3. Referral
4. Evaluation
5. Individualized Education Program (IEP)
6. Implementation

## Special Education - Attachment

- Special Education

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alonzo Matthews	1.0	Learning/emotional support Math	Eastern University Academy	37	N/A
Nia Ford	1.0	Learning/emotional support English	Eastern University Academy	37	NA

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.25	counseling/speech services	at school	15	NA

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Teacher	Eastern University Academy Charter School	2.0
Special Education Supervisor	Eastern University Academy Charter School	.45

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
B.E.T.A. One Inc./Dr. Robbin Alston	Psychologist	PT

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A		No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	No
4Sight/Benchmark	No	Yes	Yes	Yes	Yes	Yes	No

### Student Assessment

In 2011, Eastern University Academy Charter School, only in year two of its existence, celebrated a great milestone of recognizing a significant increase in our children's academic development with the achievement of making Adequate Yearly Progress (AYP) as a result of our Pennsylvania System of School Assessment (PSSA) scores, test participation and excellent attendance. The result of these approaches provided an overall improvement in both Mathematics and Reading performance on the PSSA which witnessed an increase from 28% to 67% in Mathematics and an increase from 38% to 54% in Reading.

Plans implemented for the 2011-12 academic year to meet the expectations and goals of academic proficiency included a four-fold approach: 1) baseline/benchmarks; 2) Computer Assisted Supplements for test preparation; 3) In class, differentiated instructional guidance of students with basic and below basic skills, and 4). After-and Saturday School Success Academy targeted to support the small group and one-on-one needs of select students. In addition, professional development designed to address gaps in data-driven instruction was implemented to address needs across the school's curriculum.

Unfortunately, the efforts set forth in 2011-12, were not enough to advance student performance on this year's Pennsylvania System of School Assessments and as a result of a low performance on this year's assessment Eastern University Academy Charter School was assigned the AYP Status of "Warning." Though disappointing, the results have assisted both the entire learning community in revisiting the process of both plan execution and timely accountability to address the decline in PSSA scores from the previous year's results. Moreover, it must be stated, that this is the first year that the high school students were tested for this charter school, which levels the opportunity for aggressive adjustment in strategic implementation with the state's transition to the Keystone Assessments for students at this grade level. As for the middle school, the strategic plan implementation and more aggressive monitoring of

data-driven instructional delivery will serve as an immediate response to the decline recognized by these grade groups.

The plan going forward will include a careful analysis of our PSSA scores, 4Sight benchmark scores, instructor-designed test scores, and the achievement levels attained on the Individual Learning Plans. Strategic activities have been set in place to address the challenges presented by most PSSA results. Instructionally, particularly close attention will be given to students at Basic/Below Basic levels of academic mastery, as well as, moving students identified in the “proficient” evaluation areas to the performance levels of “Advanced.” Most importantly, the achievement data will be presented to school staff, parents, board of trustees and other learning community members, on a scheduled and consistent basis to serve EUACS in developing and modifying classroom instruction and outcome delivery. The collective guidance of the school’s administrators, classroom teachers, parents and mentors are additional strategic components to be used to positively affect student performance results (along with classroom observations, student portfolios and self-assessments, and subject area inventories) to best inform the strengths and challenges of the entire strategic activities. These forms of accountability will be key in the internal evaluation annual of the school performance and program effectiveness accompanied by the maintenance of consistency amongst the school 93% daily attendance rates, increased parent participation rates, and in raising scholastic achievement levels the school is assured long-term success in all areas of evaluation.

It must also be noted that Eastern University Academy has completed phase one of the school’s success plan, with the confirmation of the five-year renewal of its charter. Eastern will now incorporate the efforts of its Strategic Planning Committee, comprised of members from each area the school’s learning community, to implement and monitor the improvement goals set forth in the five-year strategic plan published with the renewal application for 2012-17. Highlights of the strategic plan include the implementation of the following plan components:

1. **Project-Based Learning:** project-based learning is about building networks, collaborating, and thinking creatively. Hence, we need to make sure that all of the spaces (furniture, technology, artwork, etc.) support the collaboration and community needed for project-based learning.
3. **Learning through Internships & Service Learning:** Real World Learning Experiences are an essential aspect of our school’s design. In the next five years, we intend to dedicate a significant amount of resources to ensure that students receive the benefit of creating exemplary “passion projects,” receive counsel and guidance from site mentors, and improve academic and social/emotional development through internship engagement.
4. **Early College:** A major part of our promise is that students will have an opportunity to receive college credits and be immersed in a college-going culture. We have spent a significant amount of time addressing cumulative skill deficits. We intend to strengthen our academic support system to best prepare our students to take advantage of college course offerings under the Early College model. In addition, we intend to establish a system which will enable our students to gain admission to top tier colleges (600-800 score on the Writing,

Math, and Verbal sections of the SAT). This is a critical component for building a successful college environment.

5. **Global Experiences:** providing students with international experience is critical for our students to develop global competence. Hence, we must develop a strategic plan for fundraising so that our students can have these experiences.

Eastern University Academy Charter School confidently plans implementation of uniquely designed academic model in relationship to No Child Left Behind guidelines to ascertain that the whole school is making continuous progress towards AYP. Also, Eastern University Academy will continue to compare its students' achievement levels to district and State mandates. It will conduct 16-week reviews to ensure that the curriculum is closely aligned to Pennsylvania State standards, and it will make whatever revisions are necessary to guarantee this.

## **Student Assessment - Attachments**

- 2012 PSSA Results
- PSSA Aggregate Data

## **Teacher Evaluation**

Presently, EUACS has a staff of 27 teachers. All teachers meet with the Principal for one-on-one meetings to discuss performance. At these meetings student achievement, instructional strategies, classroom procedures, school climate, project based learning strategies, and real world learning opportunities (service learning and internship placements) are reviewed. Throughout the year, teachers receive informal feedback and classroom observations in reference to the key components of the school's design. Each week advisors submit a weekly reflection to the Principal. This commitment to reflective practice enables advisors to give thought to instructional practices, student achievement, family engagement, and areas of challenge.

At the end of each Trimester, teachers receive a narrative evaluation regarding their performance consistent with the major tenets of the school. All evaluations focus on the following components of the school's design:

**Advisory Culture:** As opposed to calling our staff teachers, we call them advisors. Our contention is that all great teachers establish relationships with their students and often serve as a coach, counselor, and facilitator of the learning process for students. Specifically, we are paying close attention to the relationship that the advisor establishes with his/her advisory, which is a group of 15-17 that the advisor follows for 2-4 years. This relationship can be developed through community building activities, games, and shared experiences outside of the school.

**Instructional Leadership:** There is no substitute for good teaching. In this area, the school is looking at learning plan development & execution, effective

lesson plans, lesson delivery, student engagement, quality of student work, formative and summative assessments, and commitment to project-based learning.

**Family Engagement:** The family is an integral partner to a student's learning and we place a premium on this partnership. It is our expectation that our staff will conduct home visits, communicate frequently with the parents, schedule them for Exhibitions, establish Learning Plan meetings, and communicate student progress and challenges.

**Real World Learning:** Advisors are asked to assist students in finding internships consistent with their passion and create a project that addresses essential standards/skills/content. Advisors must visit the sites frequently, conduct project set-up meetings with the site mentor, assist the student through the project development process, and clearly communicate expectations with the site mentor.

**Strengths-Based Leadership:** At our school, we value the unique attributes of each adult; that is, we would like to create the space for staff members to share their unique strengths, talents, and gifts with the school. This may entail a staff member producing a theatrical presentation, taking students to study abroad, conducting science fairs and sports & art camps, etc.

**Management:** Advisors are expected to manage paperwork, narrative assessments, exhibition scheduling, classroom cleanliness, student transitions, and uniform compliance.

**Restorative Practices:** Restorative Practices is our approach to establishing a positive climate at the school. It is the opposite of the punitive approach to discipline. Rather, its focus is on restoring the relationship as opposed to focusing on harms done. Staff members are expected to take a leadership role in mediating conflicts and restoring broken relationships. The mediation usually involves the parent, offender, and student.

Eastern University Academy Charter School offers a variety of professional development opportunities. Teachers are encouraged to seek advanced degrees in education and leadership to facilitate new strategies can be devised and implemented to increase student achievement. These strategies would address the needs of students in the areas of Reading and Numeric Literacy. Teachers are provided with many different tools to enhance the skill development and performance of students. Products such as Study Island and the Academies of Reading and Mathematics have implemented to serve the remedial needs of the school's student population.

In order to fulfill the design of "project-based" learning, teachers received training from the Big Picture Company in the first and second years of school operations. Additional support for the "project-based" approach to curricular-delivery has been provided through the expert training and mentorship of Dr. Mary Joe Epstein, Mark Springer, Dr. Beth McPeak, Dr. Elliot Sief, and Dr. Eli Johnson. A number of staff members have

attended the Common Core Standards Institute and trained staff members who were not in attendance.

The CEO/Principal also provides a host of training workshops for the instructional staff of EUACS to address the components of the design including, but not limited to the following: Writing Thinking Journals, Individual Learning Planning (ILP), Scheduling, Learning-through-Internships, Establishing an Advisor Culture, Project-Based Research and Analysis, Narrative Assessment and Evaluations, Instructional Team Building, Home Visit/Parent Engagement, Multi-media approach to instruction, Student-Passion Driven and Book Groups.

Omar Barlow, the CEO and Principal, is the school's main evaluator. He has completed his training in Eastern University's Principal Certificate Program

## **Teacher Evaluation - Attachments**

- Advisor Reflection Form
- Advisor Trimester Performance Review
- Classroom Observation Form
- Act 48 Course Calendar

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Leadership Changes during the 2011-2012 school year:

In September 2011 Larry Mays was elected to replace Michael Evans as Treasurer

In September 2011 Jodi Greco's seat was declared vacant

In November 2011 Webster Fitzgerald and Rita Borzillo resigned for personal reasons.

In April 2012 Robert Jarvis resigned due to professional commitments and Robbin Smart-Washington resigned for personal reasons.

In June 2012 Gerald Clampet resigned at the end of his term.

In June 2012 Carmen Finney, Emmanuel Small, and Robin Weinstein were elected as new Trustees.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mr. Robert Oliver	Chairman
Dr. Heewon Chang	Vice-Chair
Mr. Michael Evans	Board Member
Ms. Colleen Bynum	Secretary

Ms. Grace Fornicola	Board Member
Mr. Larry Mays	Treasurer
Mr. James Turner	Board Member
Ms. Carmen Finney	Board Member
Mr. Emmanuel Small	Board Member
Dr. Robin Weinstein	Board Member

## **Professional Development (Governance)**

The Board of Trustees has a number of methods to maintain up to date information regarding governance. The Board retains the services of Barbara McNeil of Barra Associates, LLC for consulting and professional development. The Board also retains the legal services of Michael Frattone of Kleinbard, Bell and Brecker. Board of Trustees member Grace Fornicola brings extensive experience with Governance and Compliance issues. For issues of budget and finance, the board retains the services of Santilli & Thomson.

Finally, the Governance Committee Chair, Heewon Chang, meets with new members elected to the Board to provide induction into the rules, regulations and responsibilities of a Trustee. At least once annually, the Board of Trustees conducts a Strategic Planning retreat facilitated by a consultant. This retreat allows the Board to keep current with Eastern University Academy's current achievement and future direction.

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

There currently ten trustees on the Eastern University Academy Charter School, Inc. board. As per the bylaws, officers are elected annually. At the July Annual Board Meeting, the following officers were elected.

The officers of Eastern University Academy Charter School, Inc. 2012-2013:

CEO and Principal, Omar Barlow

Chair, Robert Oliver

Vice-Chair, Heewon Chang

Treasurer, Larry Mays

Secretary, Colleen Bynum

The Board of Trustees met eight times in 2011-2012 in September, October, November, December, February, March, April, and June to tend to the affairs of the school. The executive committee generally crafts the board meeting agenda at least one week prior to the meeting. The meeting agenda, minutes of previous meetings and associated materials are emailed to members to read one week in advance. The dates of meetings were posted in the newspaper and the EUACS website. Minutes of Board Meetings are available for public review by request at the school.

The Board meetings are chaired by the Chair of the Board, Robert Oliver. The meetings are attended by trustees, the board consultant and/or attorney, the financial consultant, school

administration and any interested parties. All meetings of the Board of Trustees comply with the state Sunshine Law. The Board receives guidance regarding issues of compliance through legal counsel and/or the board consultant. The board receives guidance issues of budget and finance from its financial consultant. All EUACS Board Meetings were held at the school on the date of a scheduled meeting at 6:00 pm.

The Board of Trustees provides guidance and management of the school through voting approval for the annual budget, supervision of the CEO/Principal, setting policy, modifying by-laws, approving large expenditures, and overseeing student discipline hearings.

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

- 2011-2012 Board Meeting Schedule
- Board Meeting Schedule 2010-2011
- Board Meeting Schedule for 2009-2010

## **Community and Parent Engagement**

Academy Parent Association meetings were held monthly during each trimester of the year. With the help of the parent involvement coordinator communication with parents was significantly increased with more frequent email and phone blast communications keeping parents abreast of important information. A parent portal providing parents with access to their student's academic information was established along with school email accounts for all parents and students.

During home visits conducted with our families, parents had the opportunity to participate in the development of his or her student's learning plan. Seventy-five percent of our advisors completed home visits. Almost one hundred percent of our student's exhibitions are attended by a family member each trimester.

Real world learning continues to be one of the hallmarks of our school. This year we doubled the number of students engaged with the community in meaningful internship and community service experiences.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Eastern University Academy Charter School conducted limited fundraising activities during the 2011-2012 school year. The Board and the school's administration are in the process of developing a comprehensive fundraising strategy that will address our school's unique mission and design.

### **Fiscal Solvency Policies**

The Charter School maintains fiscal solvency in many ways. The first is by use of QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the

Controller to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially, forms are in place for all transactions including but not limited to purchase orders, check requests, payroll processing, new employee paperwork etc. All forms are signed by the CEO and the Controller. The CEO and Controller maintain routine conversation regarding possible changes to the budget. Financials are presented to the CEO, board finance committee and Board President in advance of the Board Meeting after review in the Business Office. Once reviewed and agreed upon they are disbursed to the full Board and presented at the Board meetings.

## **Accounting System**

The Charter School uses QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

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

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

- Preliminary Statement of Revenues

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

The school has engaged the firm, Zelenkofske Axelrod for the 2011-12 audit. The firm is located in Jamison PA, with offices in Harrisburg and has extensive knowledge of government and charter schools. The audit will be completed in the Fall of 2012 and submitted to the authorizer at that time. The 2010-2011 audit is attached.

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

- EUACS Audit 2010-2011

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

N/A

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The school continues to lease the building it resides in from Eastern University. The lease was amended in 2011-2012 to add an additional 6600 square feet of space to accommodate increased enrollment for 2012-2013. Capital leases are currently in place for phone, furniture, computers and related equipment.

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

The charter school has a long term lease with Eastern University. Over the next two years the Charter School will occupy more square footage in the building, but will continue to have its administrative offices in the current location. The University pays for the costs of the renovations to the space.

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

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

The building complies with all municipal, state and federal safety and security regulations and standards by ensuring the annual sprinkler certification is up to date, the annual fire alarm certification is up to date, by conducting monthly fire drills (unannounced), and by conducting hourly floor tours throughout the premises (Interior and exterior door checks). Stonehenge Advisors and Iron Stone also update tenants of any crucial incidents within the premises.

School community wellness issues are addressed in our student handbook which includes:

- 1) The PA State mandate for immunizations for all students admitted to school
- 2) Management of asthmatics in the school environment
- 3) School day illness procedure

The school has also developed a Local Wellness Policy as a participant in the National School Lunch Program.

The SHAARS report is due in September. It will be submitted upon completion.

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

- School Wellness Plan

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

The Charter School maintains coverage limits as requested by the local district, School District of Philadelphia, including but not limited to, umbrella, educator's legal liability, worker's

compensation, treasurer's bond, board of directors insurance etc. The school's broker is Boardman-Hamilton located in Philadelphia PA with The Hartford providing the insurance.

The medical and dental standards are set by the local district, School District of Philadelphia, which Eastern matches. The broker for these is BMC Group located in Blue Bell Pa. Medical is currently provided by Keystone and Independence Blue Cross, dental is provided by United Concordia, and life/short term disability is provided by Reliance Standard.

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

- 2011-2012 Acord Certificate
- Declarations page showing types and amounts of coverage

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

In year three the school employed 27 teachers and 7 administrative staff persons. The CEO and Principal, Omar Barlow, has been with the school since its implementation and will be returning along with most of administrative staff next year. In 2011-2012 a Learning through Internship and College Transitions Coordinator was added. In 2012-2013 the Chief Operating Officer position will become full-time.

Among 27 teachers, three teachers did not finish the year. One of those teachers resigned in November due to the increasing demands of caring for an ailing child. Another teacher resigned at the end of December, citing the need for work-life balance. The final resignation of the year came in June from a teacher who was offered an opportunity at another school that would combine his desire for administrative and teaching duties. The replacements for these three teachers performed competently and they will be returning next year.

The school developed a Highly Qualified Teacher Plan for four teachers. Three teachers did not fulfill their obligation of passing the Praxis, and as a result, they were not offered a contract for the 2012-13 school year. The one teacher among the four who passed the Praxis decided not to renew her contract, citing the need for work/life balance.

The school's Physical Education/Health teacher will not return due to a travel distance of approximately an hour and thirty minutes each way. The school's Foreign Language teacher will not return due to the desire to teach in a more traditional school setting. The school only had one teacher who was not offered a contract due to poor performance.

Of the 27 teachers employed by the school, 21 teachers will be returning for the 2012-13 school year.

## Quality of Teaching and Other Staff - Attachment

- 2011-2012 Form PDE-414

### Student Enrollment

The charter school utilizes a non-selective admissions process. This means that no student will be denied admittance to the Academy based on academic records. The Academy is open to all resident children in the Commonwealth of Pennsylvania. First preference in enrollment however, will be given to students who reside within the School District of Philadelphia. In addition, preference will be given to a child of a parent who has actively participated in the development of the charter school, or who is an Eastern University student or employee. Preference will also be given to siblings of students presently enrolled in the charter school.

If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they will occupy on the waiting list. Anyone who applies after the lottery has been conducted will be added at the end of the waiting list on a first-come, first-served basis.

#### Re-enrollment After Year One

All students currently enrolled in the charter school are eligible for readmission. Parents or guardians merely have to fill out a form, which is sent home to each family, indicating their desire to re-enroll their child(ren) in the school. If a parent or guardian fails to submit this form by the published deadline EUACS will assume that they do not wish to re-enroll their child(ren) for the next school year.

#### Non-Discriminatory Policy

In accordance with § 17-1723-A of the Charter School Law, the Eastern University Academy Charter School will not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school will not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation. Our admissions policies and practices will be blind and nondiscriminatory.

Legal counsel for the charter school has reviewed all outstanding orders and requirements concerning desegregation and has advised the applicant that the admissions policy required in Act 22 (i.e. a lottery) will not violate any desegregation order or exacerbate segregation given the racial diversity of the likely student population.

#### Application Process

1. Complete our application and mail or fax to Eastern University Academy via the instructions below.

Please Note: it is your responsibility to make sure that you sign the Release of Records form(s), part(s) 5 (and 6, if applicable), and provide one or both forms to your school. Your guidance counselor should then attach the appropriate records to the

form(s), and send them directly to Eastern University Academy Charter School - without this information your application will be incomplete.

2. Once you have been accepted or chosen by lottery, you will be invited for an interview with an advisor, or Eastern University Academy staff member. You will receive a letter in the mail informing you of the meeting location, date and time.
3. Mail or fax your final report card as proof of completion of your current grade.
4. Attend Summer Orientation in late July and/or early August.

We will continue to accept applications until all openings are filled. After all vacancies are filled, we place students on an active waiting list for the current academic year only. Those who wish to be placed on a waiting list for the next academic year must re-apply. Please be advised that Eastern University Academy Charter School is required to select students by independent lottery when applications exceed the number of openings. Any misstatement, failure to disclose or inaccurate information provided in the application may be grounds for revoking the child's admission to the school.

#### **2011-2012 Enrollment Data**

Total Enrollment **315**

Current Enrollment **305**

#### **2011-2012 Enrollment Data**

Projected Enrollment **357**

Current Enrollment **352**

During the 2011-2012 school year a total of 32 students withdrew for the following reasons: relocation (9); academic mismatch (14); commute/transportation (5); transfer (4). During the same period 22 students were admitted from the wait list to fill seats vacated by these students.

### **Student Enrollment - Attachment**

- Admissions Policy and Procedure

## Transportation

The School District of Philadelphia provides SEPTA transpasses for all students who live more than 1.5 miles from the school. Transpasses are delivered to the school and disseminated every Friday on a weekly basis. All students who do not qualify for SEPTA transpasses must provide their own transportation to and from the school.

Transportation for special needs students is arranged on an as needed basis. Transportation for students with a disability has fundamentally stayed the same at EUACS with majority of the students receiving a weekly pass to ride Septa with the exception of one of our students has routinely received daily pick and drop off services with a cab, due to her disability.

## Food Service Program

For 2011-2012 EUACS contracted with Nothing But Flavors, Inc., a state approved vendor, for a pre-vented/pre-plated food program. As a result the school was able to offer free and reduced meals to eligible students. The school intends to extend its contract with Nothing But Flavors, Inc. for the 2012-2013 school year.

## Student Conduct

On a daily basis, we are confronted with a myriad of students who “act out” due to traumatic home lives. In many instances, this trauma at home spills into the life of the school. Additionally, some of our students have had a history of disruptive behavior at their previous schools. Typically, this is attributed to:

1. Low-skills (“I am frustrated because I do not have the skills to do the work),
2. Boredom (“None of this makes sense to me. When will I ever use it?”) and
3. Familiarity with a “factory model” of education that does not value the individual.

Through our school’s Restorative Practices design we provide students with the space to change and be restored. The process is sometimes messy, intense and laborious. Of course, one of the major challenges is restoring students while limiting their disruptions to other students in the learning environment.

There are different categories for different infractions and they are divided into 4 sections. Once an advisor has reached step 3 in the Ladder of Consequences they will issue a RP consequence. During this time the advisor will ask the student to reflect on not meeting academy expectations. Students who fail to comply with these academy expectations are sent to the Director of Climate and must write a written apology. Furthermore, the student would be required to complete a RP Consequence for not meeting the academy student expectations. Students who are removed from a class a total of 18 times for the entire school year must meet with a member from the Board of Trustees/or a designee to discuss the possibility of expulsion from the school.

Similar to Ladder of Restorative Practices, students move through another ladder called the Director of Climate Ladder of Restorative Practices. Students who are removed from the classroom follow the steps listed below;

Step	Occurrences (Removed)	Event	Restorative Practice
------	--------------------------	-------	----------------------

from class)			
1	3	After School Academy	Classroom Community Service With Director of Climate or Advisor/Service Learning Project
2	6	After School Academy	Classroom Community Service With Director of Climate or Advisor/Service Learning Project/ Behavior Plan/ Parent meeting
3	9	Friday Academy	2 hour Community Service With Director of Climate/Service Learning Project/Increase Behavior plan/ Removal from all upcoming trips
4	12	Saturday Academy/2 day break from the community	4 hour Community Service with Administrator/Service Learning Project/ Removal from all upcoming trips
5	15	2 Day Break from the community/Parent Meeting/Schedule meeting with Admin Team	Behavior Contract/Extensive Service Learning Project/Removal from all upcoming trips or events for the remainder of the school year
6	18	3-5 Day Break from the Community/Board Hearing	Board/Designee initiated plan
7	21	5-10 Day Break from the Community/Hearing With Board Member/Director of Climate.	Expulsion Hearing

In the area of restorative practices we have shown major improvement and growth over the course of the year mainly due to our low tolerance policy. Over the course of the 2011-2012 year we have had a total of 22 situations that fall under our category 4 offenses. Category 4 offenses are fighting, bullying, sexual or emotional harassment, severe threats, and gross disrespect to staff or students. During these situations we have fully adhered to our restorative practice policies that are clearly defined and expressed to our students.

To proactively address restorative practices, we have established five measures:

1. Implementation of an Academy Code which has assisted with increasing a sense of urgency within the program and promote positive behaviors by rewarding students for academic and social excellence.
2. Implementation of student run town hall meetings as opposed to advisor run meetings. This ensures that students begin to take ownership over the town hall meetings and that they have a voice in the school. Students have utilized these times to apologize to the community and take responsibility for their behavior.
3. Implemented a peer mediation group in which students assist other students with issues, conflicts, and concerns.
4. Added NTAs to support student transitions throughout the building.
5. Engaged the services of a professional consultant to assist the school with implementing a theater-based program that helps students address conflict.

## **Student Conduct - Attachment**

- 2011-2012 Student Code of Conduct

## **Signature Page**

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

**School Year: 2012**

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

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

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

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

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

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

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

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

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

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

**Name:** Omar M Barlow   **Title:** CEO/Principal  
**Phone:** 215-769-3111   **Fax:** 215-769-3112  
**E-mail:** obarlow@euacademycs.org

---

*Signature of the Chief Executive Officer and Date*

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

**Name:** Robert Oliver   **Title:** President of the Board of Trustees  
**Phone:** 215-769-3111   **Fax:** 215-769-3112  
**E-mail:** Bob.Oliver@euacademycs.org

---

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

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

**Name:** Angikindsnows Senatus   **Title:** Director of Sch. Climate  
**Phone:** 215-769-3131   **Fax:** 215-769-3112  
**E-mail:** asenatus@euacademycs.org

---

*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachments

- Assurance for Compliance
- Assurance for the Operation of Charter School Services and Programs